# **State of Wisconsin Objectives** Please answer the questions listed under each of the objectives below. These objectives are aligned to the law and the state’s consolidated application.

1. LEAs will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy and safe environment.  
   1. *Title I, Part A - Improving Basic Programs*
      1. Describe how you will monitor student progress in meeting the state academic standards. In answering this question, please make sure to address the following elements:
   * Development and implementation of a well-rounded program of instruction to meet the academic needs of all students.
   * Identification of students who may be at risk for academic failure.
   * Provision of additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.
   * Identification and implementation of instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.
2. How will you identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers as defined in the state educator equity plan?
3. Describe the poverty criteria that will be used to select school attendance areas for Title I schools. (Please note this information will be submitted as part of the Title I, Part A application in WISEgrants, not as a separate narrative. ).
4. Describe the nature of the programs to be conducted by Title I schoolwide and targeted assistance programs schools and, where applicable, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.
5. Describe the services you will provide homeless children and youths to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.). The McKinney Vento Requirements include:
   * + - Public and Staff Awareness
       - Community Coordination and Collaboration
       - Identification and Referral
       - Policy and Procedure Review/Revision
       - Transportation to and from School of Origin (including preschool)
       - Immediate Enrollment
       - Dispute Resolution

1. Describe the strategy you will use to implement effective parent and family engagement under section 1116 of ESSA. This includes the following elements:

* Consultation with parents and family members around Title I programs,activities, and procedures.
* A written parent and family engagement policy, developed with parents and family members, to establish expectations and objectives for meaningful parent and family involvement.

1. Describe how you will implement strategies to facilitate effective transitions for students from 1) early childhood education programs to elementary school programs, and 2) middle grades to high school. Please note that this includes:

For elementary schools -

* Support, coordination, and integration of services provided under Title I, Part A with early childhood education programs at the LEA or individual school level.

1. LEAs will provide professional growth and improvement opportunities for all teachers, principals, and other school leaders to further a high quality education for all students.
   1. *Title I, Part A - Improving Basic Programs*
      1. Describe how you will support efforts to reduce the overuse of discipline practices that remove students from the classroom.
   2. *Title II - Preparing Training, and recruiting High-Quality Teachers, Principals, or Other School Leaders*
      1. Describe the activities to be carried out under this section and how these activities will be aligned with challenging State academic standards.
      2. Describe your systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.
      3. Describe how you will prioritize funds to schools served that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted for Title I, Part A purposes.
      4. Describe how you will use data and ongoing consultation to continually update and improve activities supported under this part. Please note that consultation must include teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (if you have a charter school in your LEA), parents, and community partners.
2. LEAs will utilize evidence-based interventions and support services to ensure every student graduates from high school prepared for their college or career plans.
   1. *Title I, Part A - Improving Basic Programs*
      1. Describe how you will implement strategies to facilitate effective transitions for students from high school to postsecondary education. Please note that this includes:

* coordination with institutions of higher education, employers, and other local partners; and
* increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.
  1. *Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk* (If eligible to apply for funds under this Title) Please note the requirements below in questions i- xiii are a part of the Title I, Part D application in WISEgrants.
     1. Describe the program to be assisted under this title.
     2. Describe formal agreements related to the program to be assisted between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including, where applicable, such facilities operated by the Secretary of the Interior and Indian tribes.
     3. Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.
     4. Describe the program operated by participating schools in your LEA to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.
     5. Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.
     6. Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or health of the parent and the child or youth, parenting and child youth, including prenatal health care and nutrition services related to the development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.
     7. Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.
     8. Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.
     9. If applicable, describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs.
     10. If applicable, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.
     11. If applicable, a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.
     12. If applicable, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.
     13. If applicable, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

1. LEAs will make progress on closing the achievement gap for all subgroups in English language arts, and math so all students meet challenging academic standards.
   1. *Title I, Part A - Improving Basic Programs*
      1. If you have a school identified as a comprehensive or targeted support school under paragraphs (1) and (2) of section 1111 (d) you will be asked to detail in your annual application for funds how you intend to address your responsibilities. As no schools are currently identified, for the purpose of this LEA Plan, please indicate that you will carry out your responsibilities required under the law. Please note these responsibilities include:

* Partner with stakeholders to develop and implement a support and improvement plan to improve student outcomes.
* The plan must -
  + Be informed by student performance indicators, including performance when measured against state long-term goals;
  + Include evidence-based interventions;
  + Be based on a school-level needs assessment; and
  + Identify resource inequities (for comprehensive support schools and those targeted support schools with a subgroup that on its own would place the school in the bottom 5 percent of Title I schools)
* For targeted support schools, the plan must be approved and monitored by the LEA.
  + 1. *For targeted assistance schools only*, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services.
  1. *Title III - Language Instruction for English Learners and Immigrant Students*
     1. Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.
     2. Describe how you will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in:
        + achieving English proficiency based on the State’s English language proficiency assessment and consistent with the State’s long-term goals; and
        + meeting the challenging State academic standards.
     3. Describe how you will promote parent, family, and community engagement in the education of English learners.

*c. Title IV, Part A, Subpart 1 - Student Support and Academic Enrichment Grants*

1. Describe the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of:

* Any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
* The program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

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# **Assurances** (All assurances listed below are the same assurances you will need to sign in your annual application for federal funds under ESEA)

**GENERAL ASSURANCES**

Any Local Educational Agency (LEA) or other qualifying entity in Wisconsin that submits a plan or application under the ESEA (a LEA or other qualifying entity will collectively be referred to as Applicant), whether separately or pursuant to 20 USC § 7845, shall have on file with the Wisconsin Department of Public Instruction (DPI) a single set of assurances, applicable to each program for which a plan or application is submitted, that provides the following assurances:

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to these entities; and (B) the Applicant will administer the funds and property to the extent required by the authorizing statutes;

(3) the Applicant will adopt and use proper methods of administering each such program including—

(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the Applicant will cooperate in carrying out any evaluation of each such program conducted by or for the state educational agency, the Secretary, or other Federal Officials;

(5) the Applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the Applicant under each such program;

(6) the Applicant will—

(A) submit such reports to the DPI (which shall make the reports available to the Governor) and the Secretary as the DPI and Secretary may require to enable the DPI and the Secretary to perform their duties under each such program; and

(B) maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency’s or the Secretary’s duties;

(7) before the application was submitted, the Applicant afforded a reasonable opportunity for public comment on the application and considered such comment;

(8) that all funds received under ESEA will be used to supplement and not supplant those from other sources otherwise available to continue current or past efforts;

(9) the application will be available for review by the public;

(10) the Applicant will comply with all requirements of the ESEA programs included in its consolidated application, whether or not the program statute identifies these requirements as a description or assurance that the Applicant would have addressed, absent this consolidated application, in a program-specific plan or application, and maintain records of its compliance with each of those requirements; and

(11) any printed (or other media) description of ESEA programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the ESEA programs which are involved.

**GEPA 427-Equitable Access and Participation**

Under section 427 of the General Education Provisions Act, each Applicant is required to include in its plan a description of steps that will be taken to remove barriers that may exist regarding equitable access to, or equitable participation in, activities and programs the state will undertake with the federal funds provided.

**Gun-Free Schools Requirements 20 USC § 7961**

Each LEA that submits a plan or application under the ESEA assures:

(1) that the LEA is in compliance with Wis. Stat. § 120.13(1)(c)2m requiring commencement of proceedings to expel from school for a period of not less than one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of the LEA; and

(2) the LEA shall provide to the DPI, in the application requesting assistance under the ESEA, a description of the circumstances surrounding any expulsions imposed under Wis. Stat. § 120.13(1)(c)2m, including—

(A) the name of the school concerned;

(B) the number of students expelled from such school; and

(C) the type of firearms concerned.

**Civil Rights 20 USC § 7914**

Each Applicant that submits a plan or application under the ESEA

assures its understanding that:

(1) nothing in the ESEA shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the ESEA; and

(2) nothing in the ESEA shall be construed to require the disruption of services to a child or the displacement of a child enrolled in or participating in a program administered by an eligible entity, as defined in 20 USC § 1111(d) 20 USC subch. 4 part C, at the commencement of the entity’s participation in a grant under section 20 USC § 1116.

**School Prayer 20 USC § 7904(b)**

Each Applicant that submits a plan or application under the ESEA assures that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools.

**FISCAL ASSURANCES**

Each Applicant that submits a plan or application under the ESEA

provides the assurances set forth below.

(1) Statutes and Regulations: The Applicant shall comply with all applicable statutory and regulatory requirements. These requirements include, but are not limited to, applicable provisions of—

(A) Title VI of the Civil Rights Act of 1964 [45 U.S.C. 2000d through

2000d-4]

(B) Title IX of the Education Amendments of 1972 [20 U.S.C. 1681-

1683]

(C) Section 504 of the Rehabilitation Act of 1973 [29 U.S.C.794]

(D) The Age Discrimination Act [42 U.S.C. 6101 et seq.]

(2) Allowable Costs: Costs incurred shall be allowable under the principles established in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule [2 CFR 200 Subpart E-Cost Principles].

(3) Budget Modifications: The Applicant will obtain an approved budget amendment when it is anticipated that claimed expenditures will vary significantly from the amount in the current approved budget. A significant variance is an increase of 10 percent (summary of all line items) of the current total approved budget [2 CFR § 200.308(e)].

(4) Confidentiality: The Applicant shall comply with provisions regarding confidentiality of student information [WI Statute § 118.125, pupil records].

(5) Conflict of Interest: No board or staff member of an LEA or CESA may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit [Wis. Stat. 19.59 (1) (a)] [2 CFR § 200.112].

(6) Contracts and procurement: The Applicant will use its own procurement procedures that reflect applicable state and local laws and regulations, provided the procurements conform to applicable federal law and the standards in [2 CFR §§ 200.318-200.326] Procurement Standards.

(7) Cooperation with Evaluation: The Applicant shall cooperate with the performance of any evaluation of the program by the DPI or USDE of by their contractors [2 CFR §200.328(1)].

(8) Copyright, Acknowledgement, and Publications: The Applicant/Recipient will comply with all copyright and materials acknowledgement requirements as addressed in the projects’ grant guidelines. The U.S. Department of Education and the DPI reserve royalty-free, nonexclusive, and irrevocable licenses to reproduce, publish or otherwise use, and to authorize others to use, for their purposes. The copyright in any work developed under this subgrant or contract under this subgrant; and any rights of copyright to which the Applicant or a contractor purchases ownership with grant support. The content of any grant-funded publication or product may be reprinted in whole or in part, with credit to the USDE and DPI acknowledged. However, reproduction of this product in whole or in part for resale must be authorized by the DPI. When issuing statements, press releases, and other documents describing projects or programs funded in whole or in part with federal grant funds, the grant award recipient shall clearly acknowledge the receipt of federal funds in a statement.

(9) Fiscal Control: The Applicant will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program [2 CFR §328(1)].

(10) Indirect Costs: If the fiscal agent intends to claim indirect costs, the total amount budgeted for indirect costs is limited to and cannot exceed the negotiated indirect rate established with the DPI. Indirect costs cannot be charged against capital objects.

(11) Legal and Regulatory Compliance: Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations and the approved application [34 CFR §76.700].

(12) OMB Standard Form 424B: The Applicant will comply with all applicable assurances in OMB standard Form 424B (Assurances for Non-Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of

interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all applicable federal laws, executive orders and regulations.

(13) Programmatic Changes: The Applicant will obtain the prior approval of the DPI whenever any of the following actions is anticipated:

(A) Any revision of the scope or objectives of the project;

(B) Changes in key persons where specified in the application or grant award;

(C) A disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director;

(D) Contracting out or otherwise obtaining services of a third party to perform activities central to the purpose of the award;

(E) Changes in the amount of approved cost-sharing or matching provided by the subrecipient [2 CFR §200.308(c)(1,2,3,6,7)].

(14) Record Retention: In accordance with 2 CFR §200.333(b), this is written notification to the subrecipient that DPI requires an extension to the record retention period for grants addressed in the Wisconsin Records Retention Schedule for School Districts. For all other grants, the

Applicant will ensure records are maintained for a period of at least three years after the end of the project year (2 CFR §200.333). If any litigation, claim, negotiation, audit, or other action involving the records starts before the end of the period, the records will be retained until completion of the action and resolution of all issues.

(15) Reporting: The Applicant will ensure all required financial and program data is reported to the DPI timely on a schedule established by the DPI. The Applicant will report to DPI using the accounts in the Wisconsin Uniform Financial Accounting Requirements (WUFAR) [2 CFR §200.302(b)(2)].

(16) Grant Evaluation: The Applicant shall ensure that all grant evaluation reporting will be timely on a schedule established by the DPI. Grant evaluation information provided to the DPI staff shall accurately assess the completeness of grant goals, activities, benchmarks and target dates [2 CFR §300.328(b)(1)].

(17) Single Audit: Any entity that expends in total (all sources) $750,000 or more in federal funds during a fiscal year (July 1–June 30) is required to conduct a single audit. If a single audit is required, a copy of the audit is to be submitted to DPI School Financial Services auditor [2 CFR

§200.501].

(18) Text Messaging and E-Mailing While Driving: The Applicant/ Recipient and their grant personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or e-mail when driving [Executive Order 13513, “Federal Leadership on Reducing Text Messaging While Driving October1, 2009].

(19) Time and Effort Supporting Documentation: For costs to be allowable, compensation for personal services must adhere to the Standards for Documentation of Personnel Expenses as identified in 2 CFR §200.430(i)(1). The subrecipient must retain records that accurately

reflect the work performed and be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated.

(20) Trafficking in Persons: The grant condition specified in 2 CFR §175.10 includes the following language: “I. Trafficking in persons. 1. You as the recipient, your employees, subrecipients under this award, and subrecipients’ employees may not i. Engage in severe forms of trafficking in persons during the period of time that the award is in effect; ii. Procure a commercial sex act during the period of time that the award is in effect; or iii. Use forced labor in the performance of the award or subawards under the award.” A subrecipient is required to inform the federal agency immediately of any information received from any source

alleging a violation of this condition. The federal agency may unilaterally terminate this award, without penalty, if a subrecipient is determined to have violated this condition.

**PROGRAM-SPECIFIC ASSURANCES**

**Title I, Part A**

Each LEA that submits a plan under Title I, Part A of the ESEA assures that the LEA will:

(1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

(2) provide services to eligible children attending private elementary schools and secondary schools in accordance with 20 USC § 6320, and timely and meaningful consultation with private school officials regarding such services;

(3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under 20 USC § 9622(b)(3);

(4) coordinate and integrate services provided under this part with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

(5) collaborate with the state, county, and tribal child welfare agency to—

(A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and

(B) develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—

(i) ensure that children in foster care needing transportation to

the school of origin will promptly receive transportation in a cost-

effective manner and in accordance with 42 USC § 675(4)(A);

and

(ii) ensure that, if there are additional costs incurred in providing

transportation to maintain children in foster care in their schools

of origin, the LEA will provide transportation to the school of origin if—

(I) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;

(II) the LEA agrees to pay for the cost of such transportation; or

(III) the LEA and the local child welfare agency agree to share

the cost of such transportation;

(IV) When there is a disagreement the LEA and child welfare

agency will split the cost of such transportation.

(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and

(7) in the case of a LEA that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section

641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

**Title I, Part A: Comparability**

Each LEA that submits a plan under Title I, Part A of the ESEA assures that the LEA has complied or will comply with comparability requirements under 20 USC § 6321(c) by establishing and implementing:

(1) a local educational agency-wide salary schedule;

(2) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and

(3) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

**Title I, Part A: Educational Stability of Students in Out-of-Home Care**

Each LEA that submits a plan under Title I, Part A of the ESEA shall ensure the educational stability of children in foster care, through collaboration with county and tribal child welfare agencies and by assuring that:

(1) any such child enrolls or remains in such child’s school of origin, unless a determination is made that it is not in such child’s best interest to attend the school of origin, which decision shall be based on all factors relating to the child’s best interest, including consideration of the appropriateness of the current educational setting and the proximity to the child’s out-of-home care placement for the duration of the time that the child is in an out-of-home care placement;

(2) when a determination is made that it is not in such child’s best interest to remain in the school of origin, the LEA will immediately enroll the student in the new school, even if the student is unable to produce records normally required for enrollment, and collaborate with the

appropriate child welfare agency on the arrangement, provision, and funding of any needed transportation; and

(3) when receiving a new student, the LEA will immediately contact the school of origin to obtain relevant academic and other records and, if the school of origin, immediately transfer those records.

**Title I, Part C, Migrant Education**

Each Applicant receiving funds under a grant awarded to the State pursuant to 20 USC § 6394(c) provides the following assurances:

(1) funds received under this part will be used only–

(A) for programs and projects, including the acquisition of equipment, in accordance with 20 USC § 6396; and

(B) to coordinate such programs and projects with similar programs and projects within the State and in other states, as well as with other federal programs that can benefit migratory children and their families;

(2) such programs and projects will be carried out in a manner consistent with the objectives of 20 USC § 6314, subsections (b) and (d) of 20 USC § 6315, subsections (b) and (c) of section 20 USC § 6321 and 20 USC ch. 70 part F;

(3) in the planning and operation of programs and projects, there is consultation with parent advisory councils for programs of 1 school year in duration and that all such programs and projects are carried out—

(A) in a manner that provides for the same parental involvement as is required for programs and projects under 20 USC § 6318, unless extraordinary circumstances make such provision impractical; and

(B) in a format and language understandable to the parents;

(4) in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children and migratory children who have dropped out of school

(5) the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under 20 USC ch. 70 part A;

(6) such programs and projects will provide for outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services;

(7) to the extent feasible, such programs and projects will provide for—

(A) advocacy and outreach activities for migratory children and their families of, or helping such children and families gain access to other education, health, nutrition, and social services;

(B) professional development programs, including mentoring, for teachers and other program personnel;

(C) family literacy programs;

(D) the integration of information technology into educational and related programs, and

(E) programs to facilitate the transition of secondary school students to postsecondary education or employment.

**Title I, Part D, Neglected and Delinquent**

Each LEA that enters into an agreement with a correctional facility pursuant to 20 USC § 6453(2) assures that in regard to services provided to neglected and/or delinquent youth under 20 USC § 6421, the agreement shall require the facility to:

(1) where feasible, ensure educational programs in juvenile facilities are coordinated with the student’s home school, particularly with respect to special education students with an individualized education program;

(2) notify the local school if a youth is identified as in need of special education services while in the facility;

(3) where feasible, provide transition assistance to help the youth stay in school, including coordination of services for counseling, assistance, in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

(4) provide support programs which encourage youth who have dropped out to re-enter school once their term has been completed or provide such youth with the skills necessary for such youth to gain employment or seek a secondary school diploma or its recognized equivalent;

(5) work to ensure such facilities are staffed with teachers and other qualified staff who are trained to work with children with disabilities and other students with special needs taking into consideration the unique needs of such children and students;

(6) use, to the extent possible, use technology to assist in coordinating educational programs between the juvenile facility and the community school;

(7) where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;

(8) coordinate funds received under this program with other local, State, and federal funds available to provide services to participating youths, such as funds under the Job Training Partnership Act, and vocational education funds;

(9) coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and

(10) if appropriate, work with local businesses to develop training and mentoring programs for participating youth.

**Title II, Part A**

Each LEA receiving a subgrant under 20 USC § 6612 provides the following assurances:

(1) the LEA will comply with 20 USC § 7881 (regarding participation by private school children and teachers); and

(2) the LEA will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

**Title III, Part A**

Each LEA or other eligible entity that receives a subgrant under 20 USC § 6821 for purposes of supplementing and not supplanting efforts to improve the education of English learners provides the following assurances:

(1) each LEA that is included in the eligible entity is complying with 20 USC § 6312(e) of this title prior to, and throughout, each school year as of the date of application;

(2) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with USC §§ 6846 and 6847 of this title;

(3) the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and

(4) the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

(5) the eligible entity certifies that all teachers in any language instruction educational program for limited English proficient children English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communication skills.

**Title IV, Part A**

**Student Support and Academic Enrichment**

Each Applicant that applies for funds under 20 USC § 7115 shall include assurances that the LEA, or consortium of such agencies, will:

(1) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—

(A) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;

(B) have the highest percentages or numbers of children counted under 20 USC § 6333(c);

(C) are identified for comprehensive support and improvement under 20 USC § 6311(d)(2);

(D) are implementing targeted support and improvement plans as described in 20 USC § 6311(d)(2); or

(E) are identified as a persistently dangerous public elementary school or secondary school under 20 USC § 7912;

(2) comply with 20 USC § 7881 of this title (regarding equitable participation by private school children and teachers);

(3) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under 20 USC § 7117 of this title;

(4) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under 20 USC § 7118 of this title;

(5) use a portion of funds received under this subpart to support one or more activities authorized under 20 USC § 7119(a) of this title, including an assurance that the local educational agency, or consortium of local educational agencies, will comply with 20 USC § 7119(b) of this title; and

(6) annually report to the State for inclusion in the report described in 20 USC § 7114(a)(2) how funds are being used under this subpart to meet the requirements of assurances (C) through (E).

We further certify that the information contained in this application is complete and accurate to the best of our knowledge, that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant.

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# **Appendix A**

**CONSULTATIVE PROCESSES REQUIRED UNDER ESEA**

NOTE: ESSA requires the consultations below. Documentation of your consultative processes will be needed as part of your application to the department for funds. Many of the processes and required documentation are similar to requirements in No Child Left Behind, but some are new or have changed slightly.

**Title I – Improving the Academic Achievement of the Disadvantaged**

Part A – Improving Basic Programs Operated by LEAs

20 U.S.C. 6318 – Parent and Family Engagement

* Staff
* Family
* Parents

What: Planning of programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part.

20 U.S.C. 6320 – Participation of Children Enrolled in Private Schools

* Private School Officials

What: Design and development of programs to provide eligible children services that address their needs

**Title II – Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders**

Part A – Supporting Effective Instruction

20 U.S.C. 6612 – Subgrants to LEAs

* Teachers
* Principals
* Other school leaders
* Paraprofessionals (and organizations representing paraprofessionals)
* Specialized instructional personnel
* Charter school leaders (if applicable)
* Parents
* Community partners
* Other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title

What: Improvement of the LEA’s activities (aligned with challenging State academic standards) designed to support professional growth and improvement.

20 U.S.C. 6613 – Local Uses of Funds

* State

What: Reducing class size to a level that is evidence-based to improve student achievement; providing high-quality personalized professional development that is evidence-based.

**Title III – Language Instruction for English Learners and Immigrant Students**

Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act

20 U.S.C. 6826 – Local Plans

* Teachers
* Researchers
* School administrators
* Parents and family members
* Community members
* Public or private entities
* Institutions of higher education

What: Developing and implementing the local plan to provide effective programs and activities, including language instruction educational programs, that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**Title IV – 21st Century Schools**

Part A – Student Support and Academic Enrichment Grants

20 U.S.C. 7116 – LEA Applications

* Parents
* Teachers
* Principals
* Other school leaders
* Specialized instructional support personnel
* Students
* Community-based organizations
* Local government representatives
* Indian tribes or tribal organizations (if applicable)
* Charter school teachers, principals, and other school leaders (if applicable)
* Others with relevant demonstrated expertise in programs and activities designed to meet the purpose of this subpart

What: Developing the LEA’s application for a grant under this subpart; determining how funds will be used for activities related to supporting well-rounded education, safe and healthy students, and the effective use of technology in schools; determining the program objectives and intended outcomes for activities administered under this subpart.

**Title V – Flexibility and Accountability**

Part A – Funding Transferability for SEAs and LEAs

20 U.S.C. 7305b – Transferability of Funds

Each LEA that transfers funds under this section shall conduct consultations in accordance with 20 U.S.C. 7881, if such transfer transfers funds from a program that provides for the participation of students, teachers, or other educational personnel, from private schools.

* *See* [*20 U.S.C. 7881*](https://docs.google.com/document/d/13CT9pyLjPjMgEQ7UEli4ZDAnDHIAASb0vvgzmWEsl9g/edit#bookmark=id.49x2ik5) *for requirements of consultation and potential issues for discussion*

**Title VIII – General Provisions**

Part F – Uniform Provisions

20 U.S.C. 7881 – Participation by Private School Children and Teachers

* Appropriate private school officials

What: Reaching agreement on how to provide equitable and effective programs for eligible private school children, on issues such as –

* How the children’s needs will be identified
* What services will be offered
* How, where, and by whom the services will be provided
* How the services will be assessed and how the results of the assessment will be used to improve those services
* *See* [*20 U.S.C. 7881*](https://docs.google.com/document/d/13CT9pyLjPjMgEQ7UEli4ZDAnDHIAASb0vvgzmWEsl9g/edit#bookmark=id.49x2ik5) *for continued list of potential issues for discussion*

20 U.S.C. 7918 – Consultation with Indian Tribes and Tribal Organizations

* Appropriate officials from Indian tribes or tribal organizations approved by tribes located in the area and served by the LEA prior to submissions of a plan or application.

What: Consultation on issues affecting American Indian and Alaska Native students served by the LEA; provide opportunities for appropriate officials or tribal organizations to meaningfully and substantively contribute to plans submitted under this Act or for a program under title VI of this Act.