



Educator & School Excellence

FY23 Programmatic Monitoring Guidance

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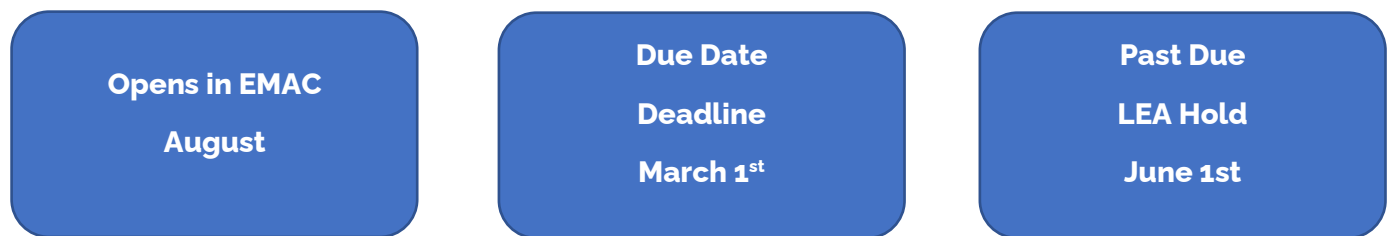
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Purpose

Monitoring the use of funds and program implementation under the Elementary and Secondary Education Act (ESEA), reauthorized as Every Student Succeeds Act (ESSA) in December 2015, is an essential function of Arizona Department of Education's Educator and School Excellence Unit. A fundamental purpose of monitoring is to assess the extent to which LEAs lead and guide their schools in implementing policies and procedures to ensure equity for all students to achieve their full potential.

- Title I, Part A, Improving the Academic Achievement of the Disadvantaged
- Title I, Part D, Prevention, and Intervention Programs for Children and Youth Who are Neglected, Delinquent
- Title II, Part A, Supporting Effective Instruction
- Title IV, Part A, Student Support and Academic Enrichment Grants

Important Dates



Helpful Tips

- ✓ Chrome is most compatible with this application
- ✓ For each document found beneath **Evidence Document**, the LEA must upload evidence aligned to that document beneath **Evidence Document Uploaded (1:1)**
- ✓ Adding required evidence requires two steps: **Select Files** and **Upload**
- ✓ EMAC accepts PDF, Microsoft Word, Microsoft Excel, GIF, JPEG or PING files no larger than 10MB for a single upload
- ✓ Criteria questions allow corresponding tasks to load in the LEA Data Grid for completion. After answering, **Submit for Review** and close that screen. Return to the LEA Data Grid tab, refresh the browser to access the newly applied tasks.
- ✓ If EMAC freezes or pauses when submitting, refresh the browser

ADE Connect - for new EMAC users

Add EMAC- Educator and School Excellence Role in ADE Connect:

The **LEA User Access Administrator** must add the EMAC role to anyone needing access to EMAC.

1. Log into ADE Connect
2. Select the **User Management** from the menu option
3. Click **User List**, then type the name of the user
4. Select blue icon to view details
5. Select Edit ADE Connect Roles – Choose Add User Roles
6. In search bar, type EMAC
7. Select the appropriate user level for - Educator and School Excellence (ESE)
8. Use the chart below to determine the appropriate role
9. Select "Next"
10. Choose the appropriate Education Organization(s). ****Note, ESE is only at the district level.***
11. Save

EMAC User Roles Available in ADEConnect

Role Name	Description
EMAC User	EMAC user Level. Access to the EMAC Portal to view and provide monitoring program submissions for district level tasks. Additional permissions below based on monitoring program settings: <ul style="list-style-type: none">• View school level tasks• Perform submissions for school level tasks• Approve school submissions
EMAC User Read Only	For audit purposes- district read only view to monitoring program tasks. This role will not be able to update forms or submit documentation.
EMAC School User	School user Level. Access to the EMAC Portal to provide monitoring program submissions for the school.
EMAC School User Read Only	For audit purposes- school read only view to monitoring program cycle tasks. This role will not be able to update forms or submit documentation.
EMAC Administrator	Each Entity will have an EMAC admin role. Assign EMAC roles by monitoring program and cycle. District Administrators can assign district and school users to the monitoring program cycle. This is a separate role from the ADEConnect Entity Administrator.

Role in EMAC- for anyone needing access to ESEA Programmatic Monitoring

The **EMAC Administrator** must assign the role of **User** to the person responsible for submitting ESEA Programmatic Monitoring.

****EMAC Administrators can also be submitters, but must also add the LEA User, according to the previous steps in your ADE Connect profile.***

Only LEA Users are able view and submit their assigned EMAC monitoring program.

1. Log into ADE Connect
2. Under Applications, select View Applications
3. Select EMAC
4. Located in the top blue ribbon on the far right, click on Home
5. From the dropdown menu, select Assign Monitoring Cycle
6. Using the dropdown boxes, complete the information as shown in the example below:
 - Fiscal year: 2023
 - Organization: ESE Elementary District
 - Monitoring Program: ESEA Programmatic Monitoring
 - Cycle: Cycle 3
7. Click Search
8. There will be two tabs: **Assignment** and **Users**
9. Click on the Assignment Tab
10. Use the dropdown arrow next to Add
11. Highlight the user
12. Click Add
13. Assignment is complete
14. The User may now access and submit ESEA Programmatic Monitoring

LEA Dashboard

The **User** will be able to see any monitoring program assigned to them. The dashboard provides an overview of all required tasks.

Click on the numbers next to the Task Status to navigate to those tasks.

EMAC Dashboard

The screenshot shows the EMAC Dashboard for Arizona Unified District. The top navigation bar includes links for Dashboard, Upcoming Schedule, My Schedule, School Schedule, Calendar, Communications, Document Archive, and Contact. The main content area is divided into several sections:

- Overview:** Lists monitoring programs such as Highly Effective Schools, Test1, Demo Monitoring Program, ESEA Programmatic Monitoring, Targeted Support and Improvement (TSI), Testing for SSI - Comprehensive Support and Improvement (CSI) Low Achievement & Low Grad Rate, QATestPurpose - 11/30, DeterminationTasks-QATestPurpose, QA Test Purpose - 02/18, and AutoAssign-Demo.
- Dashboard:** Features a search bar for Monitoring Program(s) and a task status summary:

Not Started	23	In Progress	6
Overdue	22	Onsite Visits	6
Completed	15	Action Required	7
Pending LEA Approval	8		
- My Recent Activity:** Shows recent tasks and online forms, such as 'notstarted-0c' and 'OnlineForm-24May-01-future'.
- Upcoming Tasks:** Lists tasks with due dates, including 'ESE DCT1' (10/28/2019) and 'New-DCT-AutoEval' (10/29/2019).
- Task Communications:** Shows no data available in the last 7 days.
- Tagged Tasks:** Lists tagged tasks, such as 'C2-01 Statement of Assurance'.

Not Started- assigned, not started	In Progress- started, but not submitted
Overdue- not submitted, past the due date	Onsite Visits- applicable to cycle 4
Completed- submitted for review	Action Required- reviewed, but rejected

Upcoming Tasks- Date ordered tasks that have not been completed

My Schedule View-

Provides a view of all tasks. Use the filter to select ESEA Programmatic Monitoring to see all tasks related to Programmatic Monitoring.

My Schedule View

Fiscal Year: 2022
Monitoring Program: All
Status: All
Date Range: month/day/year month/day/year
Search

Data Grid

Grid Search Search...

Program Area	Monitoring Program...	Cycle...	Task Name	Task Type	Onsit...	Start Date	End Date	Status	Staff Assi...	Actions
Educator and School Excellence	Equitable Services	Equitable Services (Private Schools)	Equitable Services Criteria Question 1	Data Collection	No	07/01/2021	10/31/2021	Completed	Kym Dillard	
Educator and School Excellence	Equitable Services	Equitable Services (Private Schools)	Equitable Services Criteria Question 2	Data Collection	No	07/01/2021	10/31/2021	Completed	Kym Dillard	

LEA Data Grid-

The **Data Grid** displays all items found based on the search criteria.

Data Grid

Grid Search Search...

Program Area	Monitoring Program...	Cycle...	Task Name	Task Type	Onsit...	Start Date	End Date	Status	Staff Assi...	Actions
Educator and School Excellence	Equitable Services	Equitable Services (Private Schools)	Equitable Services Criteria Question 1	Data Collection	No	07/01/2021	10/31/2021	Completed	Kym Dillard	
Educator and School Excellence	Equitable Services	Equitable Services (Private Schools)	Equitable Services Criteria Question 2	Data Collection	No	07/01/2021	10/31/2021	Completed	Kym Dillard	

Access each task by clicking on the icon beneath the **Actions** column.

All **Data Collection** tasks beneath **Task Type** are tasks that must be **submitted** by the User.

Task Overview- Tabs Found in Each Task

Submission Tab: the first page/home page for each task

Purpose: name of the task

Instructions: specific instructions for each task

Purpose
Statement of Assurance.

Instructions: Complete the online form. Proceed to CO-02.

Submission | Resource | Communication | Related Tasks | History

Online Forms

CO-01 Statement of Assurance Not Started

Evidence Documents
Not Available

Evidence Documents Uploaded
Not Available

Select files...

You can only upload PDF, Microsoft Word, Microsoft Excel, PPT, GIF, JPG, PNG files. Maximum allowed file size is 10MB.

Upload

Submit for Review

Resource Tab: click to find additional resources to support the completion of the task

Communication Tab: sends a direct message to the assigned ADE specialist (email is preferred)

Related Tasks Tab: view all tasks required for the cycle (quick navigational tool)

History Tab: view all changes made to the task

Online form(s): every task has at least one online form to complete

Not Started: hyperlink to access the online form

Completed: complete the online form and click Submit for Review

Evidence Documents: templates or guidance for any required evidence; each document requires corresponding evidence by the LEA

Evidence Documents Uploaded: LEA's uploaded evidence; document(s) that will be reviewed

Select Files: LEA utilizes to find necessary documents

Upload: adds the document as evidence

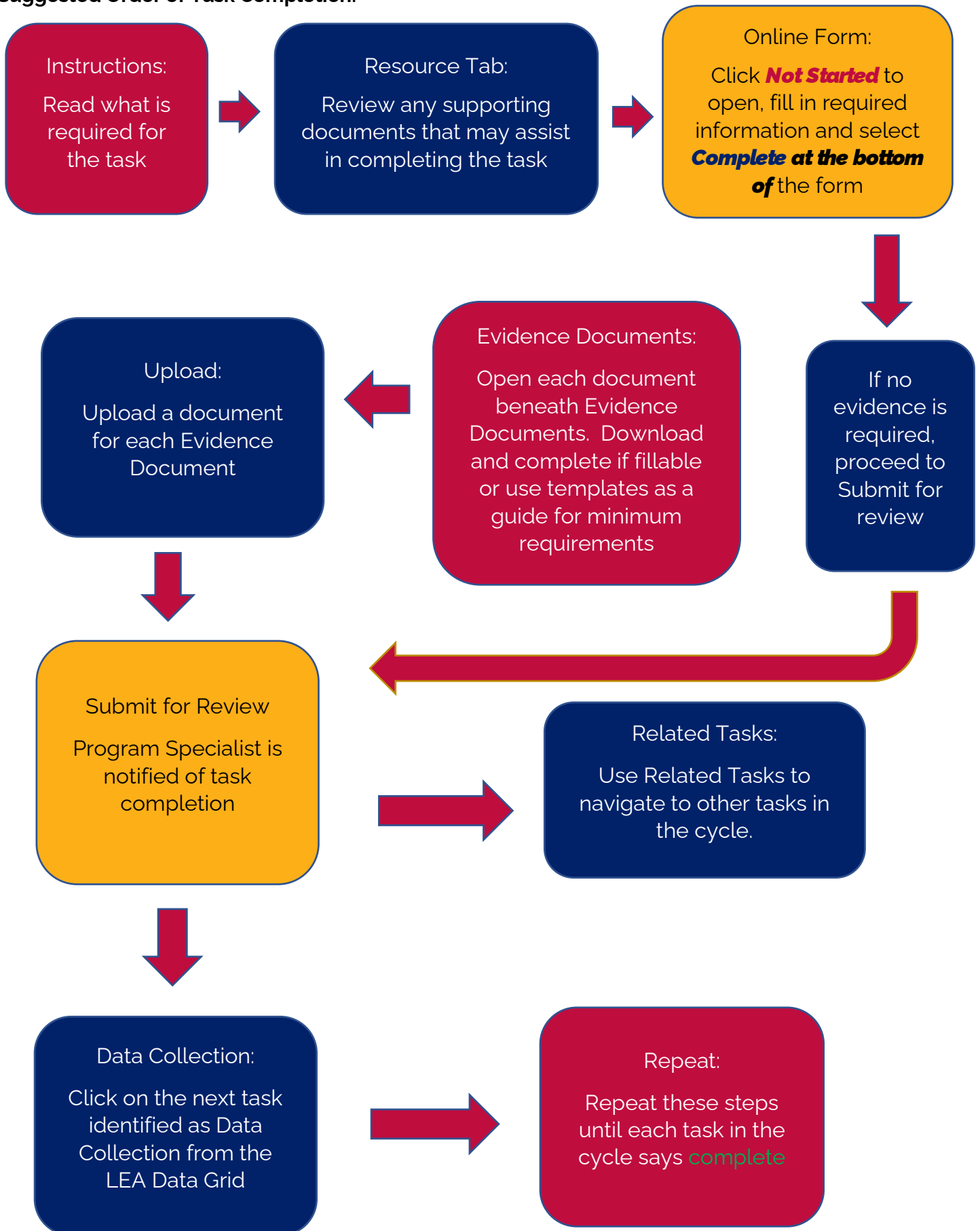
Submit for Review: marks the task **completed** and ready for specialist review

Action Required: if a specialist **Rejects** a task, that task will move from completed to Action Required

Communication: specialist's notes explaining why the task was rejected

Date: date assigned for the task to be corrected

Suggested Order of Task Completion:



Programmatic Monitoring At-A-Glance

Cycle 0	Cycle 1
<p>New & Expanding Charters</p> <p>Task 1- Statement of Assurance ✓ Online Form</p> <p>Task 2- Procedures for LEA Integrated Action Plan ✓ Online Form ✓ Upload LIAP Procedures</p> <p>Task 3- Targeted Assistance Program Implementation & Student Selection ✓ Online Form ✓ Upload School's Criteria for Services ✓ Upload Targeted Eligibility (fillable form)</p> <p>Task 4- Parents' right to Know Notice ✓ Online Form ✓ Upload sample Parents' Right to Know letter/notification</p>	<p>Task 1- Statement of Assurance ✓ Online Form</p> <p>Task 2- Homeless Education Policy ✓ Online Form ✓ Upload LEA's board approved Homeless Education Policy</p> <p>Task 3- Homeless Education Liaison ✓ Online Form ✓ Upload LEA's Reservation of Funds (fillable form) ✓ Upload LEA's Location of Public Notice (fillable form) ✓ Upload LEA's Proof of Homeless Training</p> <p>Task 4- Homeless Education Dispute Procedure ✓ Online Form ✓ Upload LEA's Homeless Education Dispute Procedures</p> <p>Task 5- LEA Parent & Family Engagement ✓ Online Form ✓ Upload LEA's board approved Parent & Family Engagement Policy</p> <p>Task 6- Title I School Parent & Family Engagement ✓ Online Form ✓ Upload School's Parent & Family Engagement Policy ✓ Upload School's Parent Compact ✓ Upload School's Title I Meeting Notice ✓ Upload School's Title I Meeting Agenda ✓ Upload School's Title I Meeting Attendance evidence</p>
Cycle 2	Cycle 3
<p>Task 1- Statement of Assurance ✓ Online Form</p> <p>Task 2- Appropriately Certified Teacher ✓ Online Form ✓ Upload sample Four Week Letter</p> <p>Task 3- Parents' Right to Know Notice ✓ Online Form ✓ Upload sample Parents' Right to Know letter/notification</p> <p>Criteria Question: Determine if LEA runs Targeted or Schoolwide *based on response, appropriate forms will load</p> <p>Task 4- Schoolwide Plans (if applicable) ✓ 2 Online Forms</p> <p>Task 5- Targeted Assistance Programs (if applicable) ✓ 2 Online forms ✓ Upload School's Criteria for Services ✓ Upload Targeted Eligibility (fillable form)</p>	<p>Task 1- Statement of Assurance ✓ Online Form</p> <p>Task 2- Title I IAP Programmatic Alignment ✓ Online Form ✓ Upload Title I Funded Certified Staff (fillable form) ✓ Upload Title I Funded Classified Staff (fillable form)</p> <p>Task 3- Procedures for LEA Integrated Action Plan ✓ 2 Online Forms ✓ Upload LEA's Integrated Action Plan Procedures</p>
Cycle 4	Cycle 5
<p>Comprehensive Programmatic Review *Review of all Title I, II, IV funded activities from the previous grant cycle</p> <p>Virtual Visit led by LEA ✓ Prep meeting with cycle 4 lead specialist ✓ Upload requested documents no later than one week prior to visit</p> <p>Site Visit ✓ Prep meeting with cycle 4 lead specialist</p>	<p>Criteria Question: Determine if LEA has a boundary and/or Gifted Scope & Sequence *if yes, forms will load; if no, complete LEA information on Criteria Question form to complete the cycle</p> <p>Task 1- Statement of Assurance ✓ Online Form</p> <p>Task 2- Gifted Education Programs, Scope & Sequence ✓ Online Form ✓ Upload LEA's board approved Gifted Education Scope & Sequence</p> <p>Task 3- Gifted Education Programs, Checklist ✓ Online Form</p>
Cycle 6	
<p>Task 1- Statement of Assurance ✓ Online Form</p> <p>Task 2- Participation of Children in Private Schools ✓ Online Form ✓ Upload sample Equitable Service Consultation Agenda ✓ Upload LEA's Equitable Service Procedures</p> <p>Task 3- Title II High Quality Professional Learning ✓ Online Form ✓ Upload LEA's Professional Development Plan</p>	

Cycle 0

New and expanding charters only

Prepare: Gather the following information or documents.

- LEA's Integrated Action Plan Procedures
- The entrance and exit criterion used for students receiving Title I services
- Data for students receiving services by content area aligned to criterion
- Sample letter/notification to parents explaining "Parents' Right to Know"

Resources & Evidence

[ESE Programmatic Monitoring](#)

Tasks: This cycle has four tasks.

Task Name	Instructions	Online Form	Evidence Required
Co-01 Statement of Assurance	Complete the online form. Proceed to Co-02.	Yes: ✓ LEA Name ✓ CTDS Number ✓ LEA Authorized Signer Printed Name (updated guidance states this may not be a consultant) ✓ Phone Number ✓ Date ✓ Signature (updated guidance states this may not be a consultant)	No
Co-02 Procedures for LEA Integrated Action Plan	Complete the online form. Access LIAP Resources by clicking on the Resource Tab. Utilize the template beneath Evidence Documents. Upload the LEA's Integrated Action Plan Procedures beneath Evidence Documents Uploaded. Proceed to Co-03.	Yes	Yes: ✓ LEA's LIAP Procedures *utilize the template for required elements

Co-03 Student Selection for Title I Services	Complete the online form. Download and fill in the documents beneath Evidence Documents. *Be sure there are no student names listed on evidence documents. Upload the two evidence documents or comparable beneath Evidence Documents Uploaded. Proceed to Co-04.	Yes	Yes: ✓ Criteria for Services should align to action steps in the LIAP (Title I Assurances 21, 28-29) *Preschool-2 nd : objective criteria *3 rd - 12 th : multiple, educationally related and objective ✓ TI Targeted Eligibility must align with what is stated in the criteria evidence document and may not include student names
Co-04 Parents' Right to Know Notice	Complete the online form. Access Parents' Right to Know statute by clicking on the Resource Tab. Utilize the template beneath Evidence Documents. Upload a sample of the LEA's Parents' Right to Know letter and/or notification beneath Evidence Documents Uploaded. This is the last task in Cycle o.	Yes	Yes: ✓ Parents' Right to Know *utilize the template for required elements *letter must be on letterhead and be signed by a school official

Statutes:

[34 CFR §76.788: Charter School LEA's Responsibilities](#)

[Section 1112 of Title I, Part-A: LOCAL EDUCATIONAL AGENCY PLANS](#)

[Section 1115\(b\) of Title I, Part-A: TARGETED ASSISTANCE SCHOOL PROGRAM](#)

[Section 1112 of Title I, Part-A: PARENTS RIGHT-TO-KNOW](#)

Cycle 1

Homeless Education & Family Engagement

Prepare: Gather the following information or documents

- LEA's board approved Homeless Education Policy
- Expenditure report for Set Asides 7a and 7b
- Public Notice of Homeless Education Rights (type, location, date, role of staff who posted)
- LEA Homeless Training sign-in/evidence of staff attendance
- LEA's Homeless Education Dispute Procedures
- LEA's board approved Parent & Family Engagement Policy
- Sample(s) of School Parent & Family Engagement Policy
- Sample(s) of School Parent Compact
- Sample(s) of Title I Meeting: Notice, Agenda & sign-in/evidence of attendance

Resources & Evidence

[ESE Programmatic Monitoring](#)

Tasks: This cycle has six tasks.

Task Name	Instructions	Online Form	Evidence Required
C1-01 Statement of Assurance	Complete the online form. Proceed to C1-02.	Yes: ✓ LEA Name ✓ CTDS Number ✓ LEA Authorized Signer Printed Name (updated guidance states this may not be a consultant) ✓ Phone Number ✓ Date ✓ Signature (updated guidance states this may not be a consultant)	No
C1-02 Homeless Education Policy	Complete the online form. Utilize the sample found beneath Evidence Documents if needed. Upload the LEA's board approved Homeless Education Policy beneath Evidence Documents Uploaded. The board approval date must be documented on the policy or the minutes noting the approval must also be uploaded. Proceed to C1-03.	Yes	Yes: ✓ Homeless Education Policy *utilize the sample for policy elements *must include proof of board adopted date

<p>C1-03 Homeless Education Liaison</p>	<p>Complete the online form. Download and complete each document beneath Evidence Documents. Upload the completed documents or equivalent beneath Evidence Documents Uploaded. Proceed to C1-04.</p> <p>*Reservation of Funds: All boxes must be completed. If no students have been served, utilize the "Other" box to provide an explanation.</p> <p>*Staff Training: Please provide positions rather than staff names.</p>	<p>Yes</p>	<p>Yes:</p> <ul style="list-style-type: none"> ✓ Fillable HCY Reservation of Funds or equivalent <ul style="list-style-type: none"> *top portion must be complete including the liaison's signature *if no students have been served, provide an explanation using the "Other" box ✓ Location of Public Notice <ul style="list-style-type: none"> *locations must be provided in the school(s) and in the community *a minimum of three separate dates must be present (enrollment plus two additional) ✓ LEA Staff Training on Homeless or equivalent <ul style="list-style-type: none"> *top box must be checked *provide positions, not staff names *complete LEA information including the liaison's name and signature
<p>C1-04 Homeless Education Dispute Procedure</p>	<p>Complete the online form Utilize the sample found beneath Evidence Documents if needed. Upload the LEAs Homeless Education Dispute Procedure beneath Evidence Documents Uploaded. Proceed to C1-05.</p>	<p>Yes</p>	<p>Yes:</p> <ul style="list-style-type: none"> ✓ Homeless Education Dispute Procedure <ul style="list-style-type: none"> *utilize the template for required elements (often board policy)
<p>C1-05 LEA's Family Engagement Policy</p>	<p>Complete the online form. Utilize the template found beneath Evidence Documents if needed. Upload the LEA's board approved Parent and Family Engagement Policy beneath Evidence Documents Uploaded. The board approval date must be documented on the policy or the minutes noting the approval must also be uploaded. Proceed to C1-06.</p>	<p>Yes</p>	<p>Yes:</p> <ul style="list-style-type: none"> ✓ LEA's Parent & Family Engagement Policy <ul style="list-style-type: none"> *utilize the sample for policy elements *must include proof of board adopted date

<p>C1-06 Title I School Family Engagement Policy</p>	<p>Complete the online form. Utilize the template found beneath Evidence Documents if needed. Upload the LEA's board approved Parent and Family Engagement Policy beneath Evidence Documents Uploaded. The board approval date must be documented on the policy or the minutes noting the approval must also be uploaded. Proceed to C1-06.</p>	<p>Yes</p>	<p>Yes: <i>*LEAs with five schools or less, upload each site's evidence. LEAs with six or more schools, upload a sample including five site's evidence.</i></p> <ul style="list-style-type: none"> ✓ School Parent and Family Engagement Policy <ul style="list-style-type: none"> *utilize the template for required elements ✓ School Parent Compact <ul style="list-style-type: none"> *utilize the template for required elements ✓ Upload Evidence for each of the following <ul style="list-style-type: none"> *Title I Meeting Notice *Title I Meeting Agenda *Title I Meeting Attendance
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Statutes:

[Section 1113\(C\) of Title I, Part-A: HOMELESS CHILDREN AND YOUTHS](#)

[Section 1116 of Title I, Part-A: PARENT AND FAMILY ENGAGEMENT](#)

Cycle 2

Appropriately Certified Staff, Targeted Assistance & Schoolwide

Prepare: Gather the following information or documents

- Sample(s) of the LEA's Four Week Letter
- Sample(s) of the LEA's Parents' Right to Know Letter/Notification
- Whether the LEA runs Targeted Assistance or Schoolwide Programs

Resources & Evidence

[ESE Programmatic Monitoring](#)

Tasks: This cycle has up to five tasks.

*This cycle includes a **Criteria Question**. The LEA's response will generate the appropriate forms being loaded as part of the LEA's **Data Collection**.

Task Name	Instructions	Online Form	Evidence Required
C2-01 Statement of Assurance	Complete the online form. Proceed to C2-02.	Yes: <ul style="list-style-type: none"> ✓ LEA Name ✓ CTDS Number ✓ LEA Authorized Signer Printed Name (updated guidance states this may not be a consultant) ✓ Phone Number ✓ Date ✓ Signature (updated guidance states this may not be a consultant) 	No
C2-02 Appropriately Certified Teacher	Complete the online form. Utilize the template found beneath Evidence Documents if needed. Upload the LEA's Four Week Letters sent to parents. Letters must be signed and on the LEA's letterhead. LEAs with five schools or less, please upload each site's evidence. LEAs with six or more schools, please upload a sample including five site's evidence. If no letters were needed, please upload the LEA's template on letterhead. Proceed to C2-03.	Yes	Yes: <i>LEAs with five schools or less, upload each site's evidence. LEAs with six or more schools, upload a sample including five site's evidence.</i> <ul style="list-style-type: none"> ✓ Four Week Letter <ul style="list-style-type: none"> *utilize the template for required elements *letter must be on letterhead and be signed by a school official

C2-03 Parents' Right to Know Notice	Complete the online form. Utilize the template found beneath Evidence Documents if needed. Upload the LEA's Parents' Right to Know notice sent to parents. Notices must be signed and on the LEA's letterhead. LEAs with five schools or less, please upload each site's evidence. LEAs with six or more schools, please upload a sample including five site's evidence. Proceed to C2-04.	Yes	Yes: <i>LEAs with five schools or less, upload each site's evidence. LEAs with six or more schools, upload a sample including five site's evidence.</i> ✓ Parents' Right to Know Notice *utilize the template for required elements *letter must be on letterhead and be signed by a school official
Criteria Questions: Targeted Assistance or Schoolwide Programs	Mark the LEA's Title program type(s). Submit for Review and close the screen. Return to the LEA Data Grid tab and refresh. The corresponding tasks will appear for completion.	No	No *responses must align with the LEA's ESEA Consolidated Application
C2-04 Schoolwide Programs	Complete both online forms. Proceed to C2-05 if applicable. If not, this is the last task in this cycle.	Yes: There are two online forms.	No
C2-05 Targeted Assistance Programs	Complete both online forms. This is the last task in this cycle.	Yes: There are two online forms.	No

Statute:

[Section 1112 of Title I, Part-A: PARENTS RIGHT-TO-KNOW](#)

[Section 1114 of Title I, Part-A: SCHOOLWIDE PROGRAMS](#)

[Section 1115 of Title I, Part-A: TARGETED ASSISTANCE SCHOOLS](#)

Cycle 3

LEA Integrated Action Plan

Prepare: Gather the following information or documents

- Name, content area, grade, school of each classified and certified funded using Title I funds
- LEA's Integrated Action Plan Procedures

Resources & Evidence

[ESE Programmatic Monitoring](#)

Tasks: This cycle has three tasks.

Task Name	Instructions	Online Form	Evidence Required
C3-01 Statement of Assurance	Complete the online form. Proceed to C3-02.	Yes: ✓ LEA Name ✓ CTDS Number ✓ LEA Authorized Signer Printed Name (updated guidance states this may not be a consultant) ✓ Phone Number ✓ Date ✓ Signature (updated guidance states this may not be a consultant)	No
C3-02 Title I-A IAP Programmatic Alignment	Complete the online form. Download and complete the two spreadsheets found beneath Evidence Documents. Be sure to complete the top portion with the LEA information. Upload the LEA's completed spreadsheets beneath Evidence Documents Uploaded. All Title I funded staff need to be accounted for on the appropriate spreadsheet. If the LEA has no paid staff to list on one or both spreadsheets, complete the top portion and write no classified/certified staff are funded using Title I funds. Proceed to C3-03.	Yes	Yes: ✓ Title I Certified Staff *complete top portion *include all staff certified staff salaries identified in the grant funded using Title I funds *if no staff are funded using Title I, complete the top portion and write that on the top line ✓ Title I Classified Staff *complete top portion *include all staff classified staff salaries identified in the grant funded using Title I funds *if no staff are funded using Title I, complete the top portion and write that on the top line

C3-03 Procedures of LEA Integrated Action Plan	Complete the two online forms. Access resources by clicking on the Resource Tab. Utilize the template beneath Evidence Documents if needed. Upload the LEA's Integrated Action Plan Procedures beneath Evidence Documents Uploaded. This is the last task in Cycle 3.	Yes: There are two online forms.	Yes: ✓ LEA's LIAP Procedures *utilize the template for required elements
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Statute:

[Section 1112 of Title I, Part-A: LOCAL EDUCATIONAL AGENCY PLANS](#)

Cycle 4

Comprehensive Programmatic Monitoring

Please visit the website: [ESE Programmatic Monitoring](#)

Access Cycle 4 guidance documents by clicking on the Cycle 4 – Comprehensive Programmatic Monitoring tab

Cycle 5

Gifted Education

Prepare: Gather the following information or documents

- LEA's board approved Gifted Education Scope & Sequence

Resources & Evidence

[ESE Programmatic Monitoring](#)

Tasks: There are up to three tasks in this cycle.

*This cycle includes a **Criteria Question**. The LEA's response will generate the appropriate forms being loaded as part of the LEA's **Data Collection**.

Task Name	Instructions	Online Form	Evidence Required
Criteria Questions	Answer if the LEA has boundaries and if a charter and is submitting a Gifted Scope and Sequence. Submit for Review and close the screen. Return to the LEA Data Grid tab and refresh. The corresponding tasks will appear for completion.	No	No *responses must align with the LEA's ESEA Consolidated Application
C5 Charter Gifted Scope & Sequence LEA Information	If both answers were no on the Criteria Questions, complete all information on this form and Submit for Review. This form indicates exempt and therefore is the last task in this cycle.	Yes	No
C5-01 Statement of Assurance	Complete the online form. Proceed to C5-02.	Yes: ✓ LEA Name ✓ CTDS Number ✓ LEA Authorized Signer Printed Name (updated guidance states this may not be a consultant) ✓ Phone Number ✓ Date ✓ Signature (updated guidance states this may not be a consultant)	No

C5-02 Gifted Education Programs Scope & Sequence	Complete the online form. Utilize the template found beneath Evidence Documents if needed. Additional resources may be found by selecting the Resource tab. Upload the LEAS board approved Gifted Education Scope and Sequence beneath Evidence Documents Uploaded section. The board approval date must be documented on the policy or the minutes noting the approval must also be uploaded. Proceed to C5-03.	Yes	Yes: ✓ Gifted Education Programs Scope and Sequence *utilize the sample for policy elements *must include proof of board adopted date
C5-03 Gifted Education Programs Checklist	Complete the online form. This is the last task in Cycle 5.	Yes	No

Statute:

[ARS §15-779: Gifted Education for Gifted Children](#)

Cycle 6

Equitable Service & Professional Development

Prepare: Gather the following information or documents

- LEA's Equitable Service Consultation Procedures if applicable
- Sample Consultation Agenda(s)
- LEA's Professional Development Plan

Resources & Evidence

[ESE Programmatic Monitoring](#)

Tasks: This cycle has three tasks.

Task Name	Instructions	Online Form	Evidence Required
C6-01 Statement of Assurance	Complete the online form. Proceed to C6-02.	Yes: ✓ LEA Name ✓ CTDS Number ✓ LEA Authorized Signer Printed Name (updated guidance states this may not be a consultant) ✓ Phone Number ✓ Date ✓ Signature (updated guidance states this may not be a consultant)	No
C6-02 Participation of Children in Private Schools	<i>*Exempt LEAs will check a box on the online form and proceed to the third task</i> Complete the online form. Utilize the templates found beneath Evidence Documents if needed. Additional resources may be found by selecting the Resource tab. Upload the LEA's Equitable Service Procedures and the LEA's consultation meeting agendas. Proceed to C6-03.	Yes	Yes: ✓ LEA's Equitable Service Procedures *utilize the template for required elements ✓ Consultation Agenda *utilize the template for required

C6-03 Title II High Quality Professional Learning	Complete the online form. Utilize the Professional Development Plan Guiding Questions found beneath Evidence Documents if needed. Additional resources may be found by selecting the Resource tab. Upload the LEA's Professional Development Plan. Plans need to include, at minimum, what is asked in the guiding questions document. This is the last task in Cycle 6.	Yes	Yes: ✓ LEA's Title II High Quality Professional Learning *utilize the Guiding Questions for required elements
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Statutes:

[Section 1117 of Title I, Part-A: PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS](#)

[Section 2001 of Title II, Part-A: PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS](#)

34 CFR §76.788 Charter School LEA's Responsibilities

(a) Notice. At least 120 days before the date a charter school LEA is scheduled to open or significantly expand its enrollment, the charter school LEA or its authorized public chartering agency must provide its SEA with written notification of that date.

(b) Information.

(1) In order to receive funds, a charter school LEA must provide to the SEA any available data or information that the SEA may reasonably require to assist the SEA in estimating the amount of funds the charter school LEA may be eligible to receive under a covered program.

(2)

(i) Once a charter school LEA has opened or significantly expanded its enrollment, the charter school LEA must provide actual enrollment and eligibility data to the SEA at a time the SEA may reasonably require.

(ii) An SEA is not required to provide funds to a charter school LEA until the charter school LEA provides the SEA with the required actual enrollment and eligibility data.

(c) Compliance. Except as provided in §76.76.791(a), or the authorizing statute or implementing regulations for the applicable covered program, a charter school LEA must establish its eligibility and comply with all applicable program requirements on the same basis as other LEAs.

Section 1112 of Title I, Part-A: LOCAL EDUCATIONAL AGENCY PLANS

(a) PLANS REQUIRED.— (1) SUBGRANTS.—A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that— ...

(2) CONSOLIDATED APPLICATION.—The plan may be submitted as part of a consolidated application under section 8305.

(3) STATE APPROVAL.—

(A) IN GENERAL.—Each local educational agency plan shall be filed according to a schedule established by the State educational agency.

(B) APPROVAL.—The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan—

(i) provides that schools served under this part substantially help children served under this part meet the challenging State academic standards; and

(ii) meets the requirements of this section.

(4) DURATION.—Each local educational agency plan shall be submitted for the first year for which this part is in effect following the date of enactment of the Every Student Succeeds Act and shall remain in effect for the duration of the agency's participation under this part.

(5) REVIEW.—Each local educational agency shall periodically review and, as necessary, revise its plan

Section 1115(b) of Title I, Part-A: TARGETED ASSISTANCE SCHOOL PROGRAM

(b) TARGETED ASSISTANCE SCHOOL PROGRAM.—To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this section shall—

(1) determine which students will be served;

(2) serve participating students identified as eligible children under subsection

(c), including by—

(A) using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;

(B) using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—

(i) expanded learning time, before- and afterschool programs, and summer programs and opportunities; and

(ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(C) coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;

(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;

(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116; and

(F) if appropriate and applicable, coordinating and integrating Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and

(G) provide to the local educational agency assurances that the school will—

(i) help provide an accelerated, high-quality curriculum;

(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

Section 1112 of Title I, Part-A: PARENTS RIGHT-TO-KNOW

(1) INFORMATION FOR PARENTS.—

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

(i) Whether the student's teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph

(A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Section 1113(C) of Title I, Part-A: HOMELESS CHILDREN AND YOUTHS

(3) RESERVATION OF FUNDS.—

(A) IN GENERAL.—A local educational agency shall reserve such funds as are necessary under this part, determined in accordance with subparagraphs (B) and (C), to provide services comparable to those provided to children in schools funded under this part to serve—

(C) HOMELESS CHILDREN AND YOUTHS.—Funds reserved under subparagraph (A)(i) may be—

(i) determined based on a needs assessment of homeless children and youths in the local educational agency, taking into consideration the number and needs of homeless children and youths in the local educational agency, and which needs assessment may be the same needs assessment as conducted under section 723(b)(1) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11433(b)(1)); and

(ii) used to provide homeless children and youths with services not ordinarily provided to other students under this part, including providing—

(I) funding for the liaison designated pursuant to section 722(g)(1)(J)(ii) of such Act (42 U.S.C. 11432(g)(1)(J)(ii)); and

(II) transportation pursuant to section 722(g)(1)(J)(iii) of such Act (42 U.S.C. 11432(g)(1)(J)(iii)).

Section 1116 of Title I, Part-A: PARENT AND FAMILY ENGAGEMENT

(1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY.—Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will—

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

(3) RESERVATION.—

(A) IN GENERAL.—Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation under subpart 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

(B) PARENT AND FAMILY MEMBER INPUT.—Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS.—Not less than 90 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part, with priority given to high-need schools.

(D) USE OF FUNDS.—Funds reserved under subparagraph

(A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the following:

(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

(ii) Supporting programs that reach parents and family members at home, in the community, and at school.

(iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

(iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community- based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

(v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY.—

(1) IN GENERAL.—Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE.—If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT.—If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS.—If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT.—Each school served under this part shall—

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section (1114)(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating Children;

(4) provide parents of participating children—

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the school-wide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Section 1114 of Title I, Part-A: SCHOOLWIDE PROGRAMS

(a) IN GENERAL.—

(1) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS.—

(A) ELIGIBILITY.—A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(b) SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—

(1) is developed during a 1-year period, unless—

(A) the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or

(B) the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

(3) remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

(4) is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(5) if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local

services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);

(6) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and

(7) includes a description of—

(A) the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

(i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and

(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

(B) if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

(c) PRESCHOOL PROGRAMS.—A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(d) DELIVERY OF SERVICES.—The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(e) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT

PROGRAMS.—

(1) IN GENERAL.—A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

(2) FLEXIBILITY OF FUNDS.—A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of—

(A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and

educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;

(B) tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and

(C) transportation to and from such program.

(3) RULE OF CONSTRUCTION.—Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

Section 1115 of Title I, Part-A: TARGETED ASSISTANCE SCHOOLS

(a) IN GENERAL.—In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection

(c) identified as having the greatest need for special assistance.

(b) TARGETED ASSISTANCE SCHOOL PROGRAM.—To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic shall—

(1) determine which students will be served;

(2) serve participating students identified as eligible children under subsection (c), including by—

(A) using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;

(B) using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—

(i) expanded learning time, before- and afterschool programs, and summer programs and opportunities; and

(ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(C) coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;

(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;

(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116; and

(F) if appropriate and applicable, coordinating and integrating Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and

(G) provide to the local educational agency assurances that the school will—

(i) help provide an accelerated, high-quality curriculum;

(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

(c) ELIGIBLE CHILDREN.—

(1) ELIGIBLE POPULATION.—

(A) IN GENERAL.—The eligible population for services under this section is—

- (i) children not older than age 21 who are entitled to a free public education through grade 12; and
- (ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.— From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

(2) CHILDREN INCLUDED.—

(A) IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN.—A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

(3) SPECIAL RULE.—Funds received under this part may not be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) but may be used to coordinate or supplement such services.

(d) INTEGRATION OF PROFESSIONAL DEVELOPMENT.—To promote the integration of staff supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may—

- (1) participate in general professional development and school planning activities; and
- (2) assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

(e) SPECIAL RULES.—

(1) SIMULTANEOUS SERVICE.—Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.

(2) COMPREHENSIVE SERVICES.—If—

(A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and

(B) funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part may be used as a last resort to provide such services, including—

- (i) the provision of basic medical equipment, such as eyeglasses and hearing aids;
- (ii) compensation of a coordinator;
- (iii) family support and engagement services;

(iv) integrated student supports; and

(v) professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

(f) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children under subsection (c)(1)(B) who are identified as having the greatest need for special assistance.

(g) PROHIBITION.—Nothing in this section shall be construed to authorize the Secretary or any other officer or employee of the Federal Government to require a local educational agency or school to submit the results of a comprehensive needs assessment or plan under section 1114(b), or a program described in subsection (b), for review or approval by the Secretary.

(h) DELIVERY OF SERVICES.—The services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

ARS §15-779: Gifted Education for Gifted Children

15-779. Definitions

In this article, unless the context otherwise requires:

1. "Gifted education" means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil.

2. "Gifted pupil" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability.

15-779.01. Powers and duties of the school district governing board

A. Because it is in the public interest to support unique opportunities for high-achieving and underachieving pupils who are identified as gifted, the governing board of each school district shall provide gifted education to gifted pupils identified as provided in this article.

B. The governing board shall modify the course of study and adapt teaching methods, materials and techniques to provide educationally for those pupils who are gifted and possess superior intellect or advanced learning ability, or both, but may have an educational disadvantage resulting from a disability or a difficulty in writing, speaking or understanding the English language due to an environmental background in which a language other than English is primarily or exclusively spoken. Identification of gifted pupils as provided in this subsection shall be based on tests or subtests that are demonstrated to be effective with special populations including those with a disability or difficulty with the English language.

C. If a pupil who was previously identified as a gifted pupil by a school district or charter school transfers into another school district, the school district into which the pupil transferred shall determine in a timely manner whether the pupil shall be identified as a gifted pupil in that school district. The school district into which the pupil transferred shall provide gifted education to transfer pupils who are identified as gifted without unreasonable delay.

15-779.02. Gifted pupils; scope and sequence; annual financial report

A. The governing board of each school district shall develop a scope and sequence for the identification process of and curriculum modifications for gifted pupils to ensure that gifted pupils receive gifted education commensurate with their academic abilities and potentials. Programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day. The scope and the sequence shall:

1. Provide for routine screening for gifted pupils using one or more tests adopted by the state board as prescribed in section 15-203, subsection A, paragraph 15 and section 15-779.01. School districts may identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based on national norms, on a test adopted by the state board of education.

2. Include an explanation of how gifted education for gifted pupils differs from regular education in such areas as:

(a) Content, including a broad based interdisciplinary curriculum.

(b) Process, including higher level thinking skills.

(c) Product, including variety and complexity.

(d) Learning environment, including flexibility.

3. Include criteria, which shall be reviewed by the state board of education and the department of education at least once every four years, that address the elements of program design, identification, curriculum, instruction, social development, emotional development, professional development of administrators, teachers, school psychologists and counselors, parent involvement, community involvement, program assessment and budgeting. The budget information shall include separate data on identification and program costs and any other data required by the superintendent of public instruction to administer and evaluate the program effectively.

B. The governing board shall submit the scope and the sequence to the department of education for approval on or before July 1 if any changes were made during the previous fiscal year. The governing board shall submit the scope and the sequence to the department of education for approval on or before July 1 every five years if no changes were made during the previous five years. All school districts shall provide to gifted pupils gifted education commensurate with their academic abilities and potentials.

C. If the governing board fails to submit the scope and sequence for gifted pupils as prescribed in subsection B of this section or if the scope and sequence submitted by the governing board fails to receive full approval by the superintendent of public instruction, the school district is not eligible to receive state aid for the group A weight for seven per cent of the student count and shall compute the weighted student count for pupils in group A as provided in section 15-943 by adjustment of the student count accordingly. On or before December 1 of each year, the department of education shall notify those school districts that appear to be in noncompliance and note the specific areas of deficiencies that must be corrected on or before April 1 of the following year to be eligible to use the actual student count rather than an adjusted student count. On or before April 15 of each year, the department shall notify those districts that must use an adjusted student count for the next fiscal year's state aid as provided in chapter 9 of this title.

D. The annual financial report of a school district as prescribed in section 15-904 shall include the amount of monies spent on programs for gifted pupils and the number of pupils enrolled in programs or receiving services by grade level.

15-779.03. Additional assistance for gifted programs

A. School districts that comply with section 15-779.01 and that submit evidence that all district teachers who have primary responsibility for teaching gifted pupils have obtained or are working toward obtaining the appropriate certification endorsement as required by the state board of education may apply to the department of education for additional funding for gifted programs equal to seventy-five dollars per pupil for four per cent of the district's student count, or two thousand dollars, whichever is more. As an alternate to the individual district application process, a governing board may request that a county school superintendent apply on its behalf as part of an educational consortium. The consortium may include school districts in more than one county. If additional monies are available after funding all eligible school districts or educational consortia, the additional monies shall be used to increase the per pupil amount for each district or educational consortium funded. If sufficient monies are not available to meet all requests, the state board of education shall determine the allocation of monies based on the comprehensiveness across grade levels, appropriateness to the population being served, utility and demonstrated effectiveness of the scope and sequence and the likelihood of the school district's or educational consortium's proposed program successfully meeting the needs of the gifted pupils. A school district shall include the monies it receives for gifted programs and services under this section in the special projects section of the budget.

B. School districts shall conduct evaluation studies of their programs for the gifted and submit information to the department of education regarding the results of their studies. The department shall develop evaluation guidelines, reporting forms, procedures and timelines.

C. Monies distributed pursuant to this section shall supplement and not supplant monies from other sources.

15-779.04. Powers and duties of the superintendent of public instruction

The superintendent of public instruction shall:

1. Apportion monies to each school district for which an application to offer programs for gifted pupils has been approved by the department of education pursuant to rules adopted by the state board of education.

2. On request, assist school district governing boards to design, implement and evaluate programs for gifted pupils.

3. Ensure that the expenditure of monies authorized for programs for gifted pupils is consistent with this article.

4. Encourage the development of locally designed, innovative programs for gifted pupils.

5. Assist school districts in the development and implementation of staff development programs for administrators, teachers and counselors related to gifted pupils.

6. Encourage the development of procedures that assure the ongoing participation of parents of gifted pupils in the planning and evaluation of gifted education programs and services.

Section 1117 of Title I, Part-A: PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

(a) GENERAL REQUIREMENT.—

(1) IN GENERAL.—To the extent consistent with the number of eligible children identified under section 1115(c) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall—

(A) after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other benefits under this part (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and

(B) ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.

(2) SECULAR, NEUTRAL, NONIDEOLOGICAL.—Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

(3) EQUITY.—

(A) IN GENERAL.—Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner.

(B) OMBUDSMAN.—To help ensure such equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this part.

(4) EXPENDITURES.—

(A) DETERMINATION.—

(i) IN GENERAL.—Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools.

(ii) PROPORTIONAL SHARE.—The proportional share of funds shall be determined based on the total amount of funds received by the local educational agency under this part prior to any allowable expenditures or transfers by the local educational agency.

(B) OBLIGATION OF FUNDS.—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.

(C) NOTICE OF ALLOCATION.—Each State educational agency shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this part that the local educational agencies have determined are available for eligible private school children.

(D) TERM OF DETERMINATION.—The local educational agency may determine the equitable share under subparagraph

(A) each year or every 2 years.

(5) PROVISION OF SERVICES.—The local educational agency, or, in a case described in subsection (b)(6)(C), the State educational agency involved, may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

(b) CONSULTATION.—

(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs

for eligible private school children, the results of which agreement shall be transmitted to the ombudsman designated under subsection (a)(3)(B). Such process shall include consultation on issues such as—

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where, and by whom the services will be provided;

(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;

(F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;

(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;

(H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;

(I) whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

(J) whether to provide equitable services to eligible private school children—

(i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or

(ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;

(K) when, including the approximate time of day, services will be provided; and

(L) whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.

(2) DISAGREEMENT.—If a local educational agency disagrees with the views of private school officials with respect to an issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials the reasons why the local educational agency disagrees.

(3) TIMING.—Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

(4) DISCUSSION.—Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

(5) DOCUMENTATION.—Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6) COMPLIANCE.—

(A) IN GENERAL.—A private school official shall have the right to file a complaint with to the State educational agency asserting that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school students equitably as required by this section.

(B) PROCEDURE.—If the private school official wishes to file a complaint, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

(C) STATE EDUCATIONAL AGENCIES.—A State educational agency shall provide services under this section directly or through contracts with public or private agencies, organizations, or institutions, if the appropriate private school officials have—

(i) requested that the State educational agency provide such services directly; and

(ii) demonstrated that the local educational agency involved has not met the requirements of this section in accordance with the procedures for making such a request, as prescribed by the State educational agency.

(c) ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS.—

(1) CALCULATION.—A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low income families and attend private schools by—

(A) using the same measure of low income used to count public school children;

(B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;

(C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or

(D) using an equated measure of low income correlated with the measure of low income used to count public school children.

(2) COMPLAINT PROCESS.—Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 8503.

(d) PUBLIC CONTROL OF FUNDS.—

(1) IN GENERAL.—The control of funds provided under this part, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

(2) PROVISION OF SERVICES.—

(A) PROVIDER.—The provision of services under this section shall be provided—

(i) by employees of a public agency; or

(ii) through contract by such public agency with an individual, association, agency, or organization.

(B) REQUIREMENT.—In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

(e) STANDARDS FOR A BYPASS.—If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling, to provide for such participation, as required by this section, the Secretary shall—

(1) waive the requirements of this section for such local educational agency;

(2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 8503 and 8504; and

(3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

Section 2001 of Title II, Part-A: PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS

PURPOSE

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

DEFINITIONS

In this title:

(1) **SCHOOL LEADER RESIDENCY PROGRAM.**—The term “school leader residency program” means a school-based principal or other school leader preparation program in which a prospective principal or other school leader—

(A) for 1 academic year, engages in sustained and rigorous clinical learning with substantial leadership responsibilities and an opportunity to practice and be evaluated in an authentic school setting; and

(B) during that academic year—

(i) participates in evidence-based coursework, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, that is integrated with the clinical residency experience; and

(ii) receives ongoing support from a mentor principal or other school leader, who is effective.

(2) **STATE.**—The term “State” means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(3) **STATE AUTHORIZER.**—The term “State authorizer” means an entity designated by the Governor of a State to recognize teacher, principal, or other school leader preparation academies within the State that—

(A) enters into an agreement with a teacher, principal, or other school leader preparation academy that specifies the goals expected of the academy, as described in paragraph (4)(A)(i);

(B) may be a nonprofit organization, State educational agency, or other public entity, or consortium of such entities (including a consortium of States); and

(C) does not reauthorize a teacher, principal, or other school leader preparation academy if the academy fails to produce the minimum number or percentage of effective teachers or principals or other school leaders, respectively (as determined by the State), identified in the academy’s authorizing agreement.

(4) **TEACHER, PRINCIPAL, OR OTHER SCHOOL LEADER PREPARATION ACADEMY.**—The term “teacher, principal, or other school leader preparation academy” means a public or other nonprofit entity, which may be an institution of higher education or an organization affiliated with an institution of higher education, that establishes an academy that will prepare teachers, principals, or other school leaders to serve in high needs schools, and that—

(A) enters into an agreement with a State authorizer that specifies the goals expected of the academy, including—

(i) a requirement that prospective teachers, principals, or other school leaders who are enrolled in the academy receive a significant part of their training through clinical preparation that partners the prospective candidate with an effective teacher, principal, or other school leader, as determined by the State, respectively, with a demonstrated record of increasing student academic achievement, including for the subgroups of students defined in section 1111(c)(2), while also receiving concurrent instruction from the academy in the content area (or areas) in which the prospective teacher, principal, or other school leader will become certified or licensed that links to the clinical preparation experience;

(ii) the number of effective teachers, principals, or other school leaders, respectively, who will demonstrate success in increasing student academic achievement that the academy will prepare; and

(iii) a requirement that the academy will award a certificate of completion (or degree, if the academy is, or is affiliated with, an institution of higher education) to a teacher only after the teacher demonstrates that the teacher is an effective teacher, as

determined by the State, with a demonstrated record of increasing student academic achievement either as a student teacher or teacher-of-record on an alternative certificate, license, or credential;

(iv) a requirement that the academy will award a certificate of completion (or degree, if the academy is, or is affiliated with, an institution of higher education) to a principal or other school leader only after the principal or other school leader demonstrates a record of success in improving student performance; and

(v) timelines for producing cohorts of graduates and conferring certificates of completion (or degrees, if the academy is, or is affiliated with, an institution of higher education) from the academy;

(B) does not have unnecessary restrictions on the methods the academy will use to train prospective teacher, principal, or other school leader candidates, including—

(i) obligating (or prohibiting) the academy's faculty to hold advanced degrees or conduct academic research;

(ii) restrictions related to the academy's physical infrastructure;

(iii) restrictions related to the number of course credits required as part of the program of study;

(iv) restrictions related to the undergraduate coursework completed by teachers teaching or working on alternative certificates, licenses, or credentials, as long as such teachers have successfully passed all relevant State-approved content area examinations; or

(v) restrictions related to obtaining accreditation from an accrediting body for purposes of becoming an academy;

(C) limits admission to its program to prospective teacher, principal, or other school leader candidates who demonstrate strong potential to improve student academic achievement, based on a rigorous selection process that reviews a candidate's prior academic achievement or record of professional accomplishment; and

(D) results in a certificate of completion or degree that the State may, after reviewing the academy's results in producing effective teachers, or principals, or other school leaders, respectively (as determined by the State) recognize as at least the equivalent of a master's degree in education for the purposes of hiring, retention, compensation, and promotion in the State.

(5) TEACHER RESIDENCY PROGRAM.—The term "teacher residency program" means a school-based teacher preparation program in which a prospective teacher—

(A) for not less than 1 academic year, teaches alongside an effective teacher, as determined by the State or local educational agency, who is the teacher of record for the classroom;

(B) receives concurrent instruction during the year described in subparagraph (A)—

(i) through courses that may be taught by local educational agency personnel or by faculty of the teacher preparation program; and

ii) in the teaching of the content area in which the teacher will become certified or licensed; and

(C) acquires effective teaching skills, as demonstrated through completion of a residency program, or other measure determined by the State, which may include a teacher performance assessment.

LOCAL USES OF FUNDS

(a) IN GENERAL.—A local educational agency that receives a subgrant under section 2102 shall use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities described in subsection (b), which may be carried out—

(1) through a grant or contract with a for-profit or nonprofit entity; or

(2) in partnership with an institution of higher education or an Indian tribe or tribal organization (as such terms are defined under section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b)).

(b) TYPES OF ACTIVITIES.—The programs and activities described in this subsection—

(1) shall be in accordance with the purpose of this title;

(2) shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and (3) may include, among other programs and activities—

(A) developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—

(i) is based in part on evidence of student achievement, which may include student growth; and

(ii) shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;

(B) developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide—

(i) expert help in screening candidates and enabling early hiring;

(ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;

(iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;

(iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—

(I) improve classroom instruction and student learning and achievement; and

(II) increase the retention of effective teachers, principals, or other school leaders;

(v) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and

(vi) a system for auditing the quality of evaluation and support systems;

(C) recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;

(D) reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;

(E) providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—

(i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);

(ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the "Family Educational Rights and Privacy Act of 1974") (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;

(iii) effectively engage parents, families, and community partners, and coordinate services between school and community;

(iv) help all students develop the skills essential for learning readiness and academic success;

(v) develop policy with school, local educational agency, community, or State leaders; and

(vi) participate in opportunities for experiential learning through observation;

(F) developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;

(G) providing programs and activities to increase—

(i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and

(ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;

(H) providing training, technical assistance, and capacity- building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing class- room-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;

(I) carrying out in-service training for school personnel in—

(i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;

(ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;

(iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and

(iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;

(J) providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—

(i) early entrance to kindergarten;

(ii) enrichment, acceleration, and curriculum compacting activities; and

(iii) dual or concurrent enrollment programs in secondary school and postsecondary education;

(K) supporting the instructional services provided by effective school library programs;

(L) providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;

(M) developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;

(N) developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;

(O) providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and

(P) carrying out other activities that are evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this Title.

(e) USE OF FUNDS.—

(1) IN GENERAL.—An eligible entity that receives a grant under this subpart shall use the grant funds to develop, implement, improve, or expand, in collaboration with teachers, principals, other school leaders, and members of the public, a performance-based compensation system or human capital management system consistent with this subpart.

(2) AUTHORIZED ACTIVITIES.—Grant funds under this subpart may be used for one or more of the following:

(A) Developing or improving an evaluation and support system, including as part of a human capital management system as applicable, that—

(i) reflects clear and fair measures of teacher, principal, or other school leader performance, based in part on demonstrated improvement in student academic achievement; and

(ii) provides teachers, principals, or other school leaders with ongoing, differentiated, targeted, and personalized support and feedback for improvement, including professional development opportunities designed to increase effectiveness.

(B) Conducting outreach within a local educational agency or a State to gain input on how to construct an evaluation and support system described in subparagraph

(A) and to develop support for the evaluation and support system, including by training appropriate personnel in how to observe and evaluate teachers, principals, or other school leaders.

(C) Providing principals or other school leaders with—

(i) balanced autonomy to make budgeting, scheduling, other school-level decisions in a manner that meets the needs of the school without compromising the intent or essential components of the policies of the local educational agency or State; and

(ii) authority to make staffing decisions that meet the needs of the school, such as building an instructional leadership team that includes teacher leaders or offering opportunities for teams or pairs of effective teachers or candidates to teach or start teaching in high-need schools together.

(D) Implementing, as part of a comprehensive performance- based compensation system, a differentiated salary structure, which may include bonuses and stipends, to—

(i) teachers who—

(I) teach in—

(aa) high-need schools; or

(bb) high-need subjects;

(II) raise student academic achievement; or

(III) take on additional leadership responsibilities; or

(ii) principals or other school leaders who serve in high-need schools and raise student academic achievement in the schools.

(E) Improving the local educational agency's system and process for the recruitment, selection, placement, and retention of effective teachers, principals, or other school leaders in high-need schools, such as by improving local educational agency policies and procedures to ensure that high-need schools are competitive and timely in—

(i) attracting, hiring, and retaining effective educators;

(ii) offering bonuses or higher salaries to effective educators; or

(iii) establishing or strengthening school leader residency programs and teacher residency programs.

(F) Instituting career advancement opportunities characterized by increased responsibility and pay that reward and recognize effective teachers, principals, or other school leaders in high-need schools and enable them to expand their leadership and results, such as through teacher-led professional development, mentoring, coaching, hybrid roles, administrative duties, and career ladders.

(f) MATCHING REQUIREMENT.—Each eligible entity that receives a grant under this subpart shall provide, from non-Federal sources, an amount equal to 50 percent of the amount of the grant (which may be provided in cash or in kind) to carry out the activities supported by the grant.

(g) SUPPLEMENT, NOT SUPPLANT.—Grant funds provided under this subpart shall be used to supplement, not supplant, other Federal or State funds available to carry out activities described in this subpart.