New Hampshire | LIVE FREE AND LEARN
Department of Education

New Hampshire Department of Education ESEA Local Educational Agency Title I, Part A Plan 2024-2025

Bureau of Instructional Support
Office of ESEA Programs
25 Hall Street
Concord, NH 03301

Purpose

The purpose of this document is to provide all subrecipients with information regarding the New Hampshire Department of Education (NHED), Office of ESEA Programs, Local Educational Agency (LEA) Title I, Part A Plan and if applicable, Schoolwide Program Plan.

The approval of a LEA Title I, Part A Plan by the NHED is a requirement for receiving Federal funding subgrants under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The LEA Title I, Part A Plan includes specific descriptions and assurances as outlined in the provisions included in ESEA. In essence, the LEA Title I, Part A Plans describe the actions that LEAs will take to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Title I, Part A Plans summarize assessment data, school goals and activities.

Guidance

ESEA Section 1112 indicates that a LEA may receive a Title I, Part A subgrant for any fiscal year only if such agency has on file with the State educational agency (SEA) a plan, approved by the SEA, that is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a LEA that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools. Consultation must not interfere with the timely submission of the LEA Title I, Part A Plan.

ESEA Section 1112(b) provides the LEA with plan components to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

In addition, ESEA Section 1114(b), requires an eligible school operating a schoolwide program develop a comprehensive plan. A LEA that identifies as a Schoolwide Program school is required to address additional schoolwide components within the LEA Title I, Part A Plan.

The LEA is required by ESEA Section 1112(a)(3)(A) to file the plan according to a schedule established by the SEA. The SEA may then approve the LEA's plan prior to being granted federal funds at the start of the fiscal year, only if the SEA determines that the LEA's plan provides that the schools served substantially help children meet the challenging State academic standards.

The LEA Title I, Part A Plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually review and, as necessary, revise its plan.

Per 2 CFR § 200.334 the request, form, supporting documentation, and NHED's response must be maintained for record retention purposes.

Local Educational Agency Title I, Part A Plan and Schoolwide Program Plan *(if applicable)*

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency (LEA) shall complete the following information and submit the plan to the New Hampshire Department of Education (NHED) as part of the application for federal funding. Each component of each question must be addressed, if applicable, for the plan to be considered complete.

The LEA must submit their plan to NHED by emailing ESEA@doe.nh.gov **and** uploading the document to the specific grant page in the Grants Management System (GMS).

Local Educational Agency (LEA) Information

District Name:	Timberlane Regional
LEA Official Name and Title:	Sandra Allaire, Acting Assistant Superintendent
LEA Official Contact Phone:	(603) 382-6119, ext. 2228
LEA Official Contact Email:	sandra.allaire@timberlane.net

For questions, please reach out to your federal program manager contact.

By signing below, you affirm that information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA.

Sandra Allaire	Sandra Allaire	4/15/24
LEA Official Name	LEA Official Signature	Date

NHED Use Only

I, on behalf of NHED, certify that I have reviewed the LEA Title I, Part A plan below and have determined the LEA:

☒ Has submitted a LEA Title I, Part A plan that meets the provisions of ESEA Section 1112(b) and Section 1114(b), if applicable.
- This document will be fully executed and returned to the LEA noting approval. The LEA must upload this document to GMS under the appropriate grant.

☐ Has not submitted a LEA Title I, Part A plan that meets the provisions of ESEA Section 1112(b) and Section 1114(b), if applicable.
- This document will be fully executed and returned to the LEA noting it has been denied. The LEA must revise their LEA Title I, Part A plan and re-submit to the SEA.

Melinda Pfaff - Program Coordinator	Melinda Pfaff Digitally signed by Melinda Pfaff Date: 2024.04.18 09:11:51 -04'00'	
Printed Name and Title	**Signature**	**Date**

Local Educational Agency Title I, Part A Plan Annual Review and Schoolwide Program Plan (*if applicable*)

The local educational agency (LEA) plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually review and, as necessary, revise its plan. By doing so, the LEA assures the NHED that the information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA. If the LEA identifies as a Schoolwide Program school, after the initial approval of their Title I, Part A Plan, they must revise their approved plan to address the schoolwide program components.

The LEA must upload their annual review to the LEA Homepage in the Grants Management System (GMS) before being granted federal funds at the start of the fiscal year.

If revisions are made, the LEA must utilize Track Changes.

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

LEA Official Name	LEA Official Signature	Date
Sandra Allaire	Sandra Allaire	6/24/25

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

LEA Official Name	LEA Official Signature	Date

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LEA Official Name	LEA Official Signature	Date

ESEA Section 1112(b) Title I, Part A Plan Components

If a component refers to another section of the ESEA, there is a link in the question itself to the referenced section of the law for informational purposes.

1. Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by—
   (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
   (B) identifying students who may be at risk for academic failure;
   (C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
   (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Answer:

The Timberlane Regional School District practices a philosophy of Professional Learning Communities (PLCs) (DuFour and Eaker, 1998). Grade level classroom teachers, specialists, administrators, and Title I tutors meet regularly to discuss student achievement and progress toward College and Career Ready Standards, school district curricula expectations, and the academic needs of individual and groups of students. Title I tutors are a part of this collaborative process, and Title I programming, rosters and instructional lesson planning are discussed and coordinated with grade level teachers during the PLC meetings.

A tri-annual universal screening tool, i-Ready, will be administered in September, January, and May/June each year. The screening tool will identify students who scored at/above grade level, one grade level below, or two or more grade levels below in Reading, and/or Mathematics. Additionally, other measures to identify educationally deprived students, as specified on the yearly grade-specific updated Weighted Criteria sheets, could include phonemic awareness, phonics, and reading assessment data or common grade-level assessments in mathematics.

The Weighted Criteria sheets indicate total score based on points allotted to cut scores on these assessments. Total scores will be ranked and students ranked with highest need will be invited, with parent permission, to participate in the Title I program. While every effort will be made to service as many students as possible, invitations will be generated based on the program staffing capacity, and school based personnel also providing intervention. Homeless and Migrant students will be automatically eligible for participation in the Title I program. Weighted criteria cut scores are created to allow ongoing ranking when new data is available. At the end of the school year, students still receiving Title I instruction will be placed at the top of the summer programming list. In the Fall, students may be serviced based on spring and summer services prior to data points being collected for the new school year. Exit or withdrawal from the Title I program will occur when the student has met his/her personalized instructional goals, as evidenced by three data points, however students may potentially return to the Title I Program if the student has been identified, through the intervention process, as needing additional support connected to new skills.

Title I programming is an integral part of our Response to Instruction (RTI) model at the Strategic Tier II level. Title I services are provided as supplemental to the core educational program provided to all students. Classroom intervention is designed for all students first, Title I instruction is supplemental and in addition to intervention provided by the classroom teacher. Master school-wide schedules are developed to include a designated Tier II (personalization) block when Title I students may be served without concern for removing students during core instructional time. Supplemental instruction may be provided to students in a push-in or pull-out model, however, a push-in model is preferred and highly encouraged. Student groups meet at least 3x per week for apx. 25-30 minutes. Student groups are expected to stay within a 3-5 student to teacher ratio.

All strategic actions and/or resources used to support literacy and mathematical skill development are research based and recommended for use with Title I students. Assessment results and classroom performance are considered when determining specific and targeted instructional skills for intervention for each Title I student. Instruction in all areas is aligned with the Timberlane Regional School District's English Language Arts and/or Mathematics Curricula, which is based upon the NH College and Career Ready Standards.

2. Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Answer:

All teachers paid through Title I funds shall be fully certified teachers in the State of NH. The school principal will confirm the certification status of each Title I staff member with the Superintendent and Title I Project Manager. Certifications are kept on file at the SAU office.

Title I staff participate in all district professional development days to ensure ongoing professional learning, growth, and support. Additionally, Title I staff are evaluated by building administrators using the Charlotte Danielson Framework for Teaching, which is the same evaluation model used for other professional instructional staff. This evaluation process provides for ongoing collaboration and feedback between the Title I teacher and his/her evaluator, through informal and formal evalautions. Teacher effectiveness is determined in connecttion to the Danielson rubric.

3. Describe how the LEA will carry out the responsibilities under paragraphs (1) and (2) of Section 1111(d) if the LEA were to be identified. (School Improvement requirements for CSI and TSI identified schools.)

Answer:

If schools within the LEA are identified as CSI or TSI, a comprehensive data-driven analysis will precede any action. This analysis will delve into the specific factors leading to ATS or CSI designation, leveraging the LEA's data protocol to examine academic performance across different student subgroups. Through this review and analysis, schools will pinpoint trends and identify areas of relative weakness. These insights will form the foundation of a targeted improvement plan, complete with SMART goals aimed at bolstering learning outcomes.

The implementation of the improvement plan will be closely monitored through quarterly instructional rounds, providing ample opportunities for reflection and collaborative planning among staff throughout the school. Additionally, the plan will incorporate tailored professional development initiatives to enhance teacher efficacy.

In the Timberlane District, schools previously labeled as ATS have benefited from specialized professional learning opportunities provided by Demonstrated Success, alongside instructional coaching support from TeachUnited. The district would seek to pursue similar opportunities in the future.

4. Describe the poverty criteria that will be used to identify eligible school attendance areas under Section 1113.

Answer:

The Timberlane Regional School District will use Free and Reduced lunch numbers as the poverty criteria to identify eligible school attendance areas. Once schools have been determined to be eligible for Title I funding, the District will utilize the percentage of students in each school who are eligible for Free and Reduced Lunch to determine which school(s) will receive the highest level of Title I funding. This process is directly connected to the Distribution of Funds information that is made avaiable by the Department of Education though the annual Title IA grant application in the Grants Management System.

5. Describe, in general, the nature of the programs to be conducted by such agency's schools under Sections 1114 – Schoolwide Programs and 1115 – Targeted Assistance Programs and, where appropriate, educational services outside applicable schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Answer:

The Timberlane Regional School District will provide a Targeted Assistance Title IA program to eligible schools.

Students eligible for Title IA services are determined through a data-based process that uses weighted criteria. Children living in local institutions or community day school programs for neglected and delinquent chioldren, who do not also qualify under foster care or homeless and migrant status, will be automatically eligible for participation in the Title I program. Homeless and Migrant students will be automatically eligible for participation in the Title I program.

6. Describe the services that will be provided to homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Answer:

Homeless and Migrant students will be automatically eligible for participation in the Title I program. The Timberlane Regional School District identifies students requiring assistance through the McKinney-Vento Act internally.

Additionally, the district services the McKinney-Vento population in two salient ways. The first method is the Director of Student Services meets with the families and provides services and information that can be completed right at the SAU office. Families are given the necessary Free and Reduced Lunch information, transportation information, and information is shared regarding educational opportunities including tutoring when applicable. After the meeting with the Director of Student Services, the building level guidance counselor and the principal are provided with the new student information and the McKinney-Vento students are enrolled. The families also receive the process information for the next school year. These are the two methods used to support families with enrollment and education in our school.

During the enrollment time at Timberlane, the students are monitored for progress and provided additional services to meet the changing needs of the student. Set-aside funds are used to support academic growth and include; counseling, web-based instruction, and tutoring. The same process is followed when an internal referral is made. This process is also followed for unaccompanied youth.

7. Describe the strategies that will be used to implement effective parent and family engagement under Section 1116 – Parent and Family Engagement.

Answer:

All parents will be provided information and the opportunity to be involved in the following ways:

1. Parents of participating students will be provided information about the program at the annual Parent Open House in the fall. This will include how students qualify for participation in the Title I program. Information regarding Title I will also be available in the main office, and posted on the school's website.

2. The Title I program will be described in the Parent/Student Handbook. The Title I brochure explaining the program will be distributed at various times during the school year.

3. Parents of children who have not yet received Title I services will receive a phone call from the classroom teacher, or other school personnel explaining the Title I program. Recommendation for the program follows an RTI intervention model and a team approach to instructional support.

4. Parents may request their child's individual assessment results and the interpretation of criteria that makes them eligible for program participation. Parents are notified in writing by the Title I tutor when their child qualifies for the Title I program.

5. Parents are asked to sign a parent, student, teacher compact listing each person's responsibilities.

6. The Title I tutor and the classroom teacher collaborate to develop an instructional program that meets the individual needs of the Title I student. The instructional program is based on authentic assessment using an RTI model. Placement into Title I is based on those assessment results.

7. Parents are given the opportunity to borrow books from the parent lending library and/or share in the "We Both Read" lending library.

8. Parent representatives participated in writing the school's parent involvement policy and offered suggestions for revision.

9. Parent suggestions will be solicited as part of our yearly assessment (parent survey) and considered during program development.

10. Progress reports will be sent home during the following regular education reporting periods (T1 report cards, T2 progress reports, T2 report cards, T3 progress reports, and T3 report cards). Conferences including the parent, classroom teacher, Title I tutor may be requested at any time. Phone calls, email, and written notes are encouraged whenever necessary.

11. Each school's administration will support the Title I Tutors in developing and implementing effective parent involvement activities.

12. Parents will be informed of various Title I activities through the use of school websites, school social media announcements, and notices sent home.

13. Parents of Title I students will be invited to other curriculum based programs that are offered throughout the district.

14. Parents of Title I students who may require assistance under the McKinney-Vento Act are encouraged to reach out to the district's Director of Student Services or their child's school guidance counselor.

8. Describe how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs, if applicable.

Answer:

The Title I schools in the LEA are targeted assistance schools. The LEA does not currently provide early childhood education programs with Titel IA funding.

However, the LEA currently provides support for a seamless transition to elementary school through the creation of kindergarten / grade 1 transition camps, which have been funded through the Title IV-A grant.

9. Describe if operating an applicable school, how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Answer:

Students eligible for Title IA services are determined through a data-based process that uses weighted criteria. Administrators, teachers, and specialized instructional support personnel meet in the fall to identify the appropriate assessment data to consider for the weighted criteria list. Currently, a tri-annual universal screening tool, i-Ready, is administered in September, January, and May/June each year. The screening tool is used to identify students who scored at/above grade level, one grade level below, or two or more grade levels below in Reading, and/or Mathematics. Additionally, other measures to identify educationally deprived students, as specified on the yearly grade-specific updated weighted criteria sheets, could include phonemic awareness, phonics, and reading assessment data or common grade-level assessments in mathematics. The weighted criteria sheets indicate total score based on points allotted to cut scores on these assessments. Total scores will be ranked and students who are ranked with highest need will be invited, with parent permission, to participate in the Title I program. While every effort will be made to service as many students as possible, invitations will be generated based on the program staffing capacity, and school based personnel also providing intervention. Homeless and migrant students will be automatically eligible for participation in the Title I program. Weighted criteria cut scores are created to allow ongoing ranking when new data is available. At the end of the school year, students still receiving Title I instruction will be placed at the top of the summer programming list. In the Fall, students may be serviced based on spring and summer services prior to data points being collected for the new school year. Exit or withdrawal from the Title I program will occur when the student has met his/her personalized instructional goals, as evidenced by three data points, however students may potentially return to the Title I Program if the student has been identified, through the intervention process, as needing additional support connected to new skills.

10. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—
(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Answer:

The Title I schools in the LEA are targeted assistance schools. The LEA does not currently provide Title IA funds toward transitions between middle and high school or between high school to post-secondary.

The district currently funds programs that support secondary and post-secondary transitions through the operating budget. These include, but are not limited to, access to early college dual or concurrent enrollment opportunities, credit-bearing internships, Extended Learning Opportunities (ELOs), and college and career counseling.

11. Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in Section 1111(c)(2).

Answer:

The Title I schools in the LEA are targeted assistance schools. Title IA funding is not currently allocated to efforts to reduce the overuse of discipline practices that remove students from the classroom.

The district is currently working to develop and implement a district-wide system for Multi-Tiered Systems of Support and Behavior (MTSS-B). Additionally, the high school recently added an In-school Student Support (ISS) position that is aimed at minimizing out of school suspensions and providing support through a lens of restorative justice in order to keep students connected to school and learning

12. If the LEA determines this to be appropriate, describe how the LEA will support programs that coordinate and integrate—
(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Answer:

The Title I schools in the LEA are targeted assistance schools. Title IA funding is not currently allocated to programs that coordinate and integrate academic and Career and Technical Education (CTE) content or work-based learning opportunites.

Programs of this nature are currently funded through the operating budget through options for students to participate in CTE programming at neighboring CTE centers and opportunities to create and complete work-based Extended Learning Opportunites (ELOs) for high school credit.

13. Describe any other information on how the funds will be used to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:
(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Answer:
The Title I schools in the LEA are targeted assistance schools. The LEA does not currently provide Title IA funding to assist schools in identifying and serving gifted and talented students or to develop effective school library programs.

ESEA Section 1114(b) Schoolwide Program Components *(if applicable)*

If a component refers to another section of the ESEA, there is a link in the question itself to the referenced section of the law for informational purposes.

14. Describe the strategies that the school will be implementing to address school needs, including a description of how such strategies will-

(a) 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;

(b) 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

(c) 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

Answer:

15. If programs are consolidated, describe the specific SEA and LEA programs and other Federal programs that will be consolidated in the schoolwide program.
Answer:

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ESEA References for Components of a LEA Title I, Part Plan

Component #2 **SECTION 1111 (g) OTHER PLAN PROVISIONS**

GO BACK TO COMPONENT #2

1) Descriptions – Each State plan shall describe—

(B) how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description (except that nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, principal, or other school leader evaluation system);

Component #3 **SECTION 1111(d) SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES.— (A & C are SEA responsibilities)**

GO BACK TO COMPONENT #3

(1) COMPREHENSIVE SUPPORT AND IMPROVEMENT.—

(B) LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—

(i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against State-determined long-term goals;

(ii) includes evidence-based interventions;

(iii) is based on a school-level needs assessment;

(iv) identifies resource inequities, which may include a review of local educational agency and school- level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;

(v) is approved by the school, local educational agency, and State educational agency; and

(vi) upon approval and implementation, is monitored periodically reviewed by the State educational agency.

(D) PUBLIC SCHOOL CHOICE.—

(i) IN GENERAL.—A local educational agency may provide all students enrolled in a school identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) with the option to transfer to another public school served by the local educational agency, unless such an option is prohibited by State law.

(ii) PRIORITY.—In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest-achieving children from low-income families, as determined by the local educational agency for the purposes of allocating funds to schools under section 1113(a)(3).

(iii) TREATMENT.—A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school.

SPECIAL RULE.—A local educational agency shall permit a student who transfers to another public school under this paragraph to remain in that school until the student has completed the highest grade in that school.

(2) TARGETED SUPPORT AND IMPROVEMENT.—
(B) TARGETED SUPPORT AND IMPROVEMENT PLAN.— Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that—

(i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against long-term goals;
(ii) includes evidence-based interventions;
(iii) is approved by the local educational agency prior to implementation of such plan;
*(iv)*is monitored, upon submission and implementation, by the local educational agency; and
(v) results in additional action following unsuccessful implementation of such plan after a number of years as determined by the local educational agency.

Component #4 **SEC. 1113. 20 U.S.C. 6313 ELIGIBLE SCHOOL ATTENDANCE AREAS.**

GO BACK TO COMPONENT #4

(a) DETERMINATION.—
(1) IN GENERAL.—A local educational agency shall use funds received under this part only in eligible school attendance areas.

(5) MEASURES.—
(A) IN GENERAL.—Except as provided in subparagraph (B), a local educational agency shall use the same measure of poverty, which measure shall be the number of children aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency—
(i) to identify eligible school attendance areas;
(ii) to determine the ranking of each area; and
(iii)to determine allocations under subsection (c).

Component #6 **(c) ALLOCATIONS.—**

GO BACK TO COMPONENT #6

(3) RESERVATION OF FUNDS.—

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

(i) homeless children and youths, including pro- viding educationally related support services to children in shelters and other locations where children may live;

ii) children in local institutions for neglected children; and

(iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

Component #7 **SECTION 1116 – PARENT AND FAMILY ENGAGEMENT**

GO BACK TO COMPONENT #7

(a) **LOCAL EDUCATIONAL AGENCY POLICY**

(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

(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.

Component #9 **SECTION 1115**

GO BACK TO COMPONENT #9

(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.

Component #11 **SECTION 1111 (c) (2) STATEWIDE ACCOUNTABILITY SYSTEM.—**

GO BACK TO COMPONENT #11

(1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).
(2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term ''subgroup of students'' means—

(A) economically disadvantaged students;
(B) students from major racial and ethnic groups;
(C) children with disabilities; and
(D) English learners.

Component #14 **SECTION 1111 (c) (2) STATEWIDE ACCOUNTABILITY SYSTEM**

GO BACK TO COMPONENT #14

(1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).
(2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term ''subgroup of students'' means—

(A) economically disadvantaged students;
(B) students from major racial and ethnic groups;
(C) children with disabilities; and
(D) English learners.