

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

Background/Introduction - Background/Introduction

Background

--Entity Name-- - --Institution BEDS Code--

Federal requirements mandate that State Educational Agencies (SEAs) provide technical assistance to Local Educational Agencies (LEAs), as well as oversee and monitor the implementation of *Elementary and Secondary Education Act* (ESEA) as reauthorized by the *Every Student Succeeds Act* (ESSA). These responsibilities represent some of the primary work of the Office of ESSA-Funded Programs at the New York State Education Department (NYSED or "the Department").

While the underlying mandate of monitoring is compliance-focused, the Department recognizes that compliance is the minimum requirement in a system focused on continuous improvement. In order to expand the focus of NYSED's monitoring activities, we will use the Self-Assessment Monitoring process to engage with staff from LEAs throughout the state to provide technical assistance with the goal of ensuring the effective implementation of programs that maximize outcomes for students.

It is recommended that LEA Title I Directors spearhead the Self-Assessment Monitoring process at the local level in order to ensure the accuracy of this self-assessment survey's content. After the survey is complete, the Superintendent/CEO must log-in to the Business Portal and certify/submit the completed self-assessment to attest to its validity.

Submission Instructions

LEAs are asked to complete each section of the "2022-23 ESSA-Funded Programs Self-Assessment Monitoring" survey. Please note:

- A response of 'Yes' or 'No' is required for each question, and an explanation is requested for each item given a response of 'No'.
- If a question has not been completed, the business portal will highlight it in red and that section of the assessment survey will be flagged.
- The LEA will be unable to submit the Self-Assessment to NYSED for final review if a required question remains unresolved.
- The Self-Assessment may only be submitted/certified by the superintendent/chief school officer of the LEA. The designated superintendent (public school LEAs); and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs), are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed Self-Assessment for NYSED review.
- LEAs are NOT REQUIRED to send hard copies of Self-Assessment materials to the Department.
- "2022-23 ESSA-Funded Programs Self-Assessment Monitoring" surveys are due to NYSED by August 22, 2023.

Questions about the "2022-23 ESSA-Funded Programs Self-Assessment Monitoring" survey/process can be directed to the Office of ESSA-Funded Programs at 518-473-0295 or via email at conappta@nysed.gov.

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

ESSA-Funded Programs - ESSA-Funded Programs

ESSA-Funded Programs

--Entity Name-- - --Institution BEDS Code--

1. During the 2022-23 school year, did the LEA apply for a Title I, Part A allocation?

Yes, during the 2022-23 school year, the LEA did apply for a Title I, Part A allocation.

No, during the 2022-23 school year, the LEA did not apply for a Title I, Part A allocation.

2. During the 2022-23 school year, did the LEA apply for a Title I, Part D allocation?

Yes, during the 2022-23 school year, the LEA did apply for a Title I, Part D allocation.

No, during the 2022-23 school year, the LEA did not apply for a Title I, Part D allocation.

3. During the 2022-23 school year, did the LEA apply for a Title II, Part A allocation?

Yes, during the 2022-23 school year, the LEA did apply for a Title II, Part A allocation.

No, during the 2022-23 school year, the LEA did not apply for a Title II, Part A allocation.

4. During the 2022-23 school year, did the LEA apply for a Title IV, Part A allocation?

Yes, during the 2022-23 school year, the LEA did apply for a Title IV, Part A allocation.

No, during the 2022-23 school year, the LEA did not apply for a Title IV, Part A allocation.

5. During the 2022-23 school year, did the LEA apply for a Title V, Rural Low Income Students (RLIS) allocation?

Yes, during the 2022-23 school year, the LEA did apply for a Title V RLIS allocation.

No, during the 2022-23 school year, the LEA did not apply for a Title V RLIS allocation.

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

ESSA-Funded Programs - Title I, Part A - LEA-Level Planning

Title I, Part A - LEA-Level Planning

INSTRUCTIONS: LEA leaders should provide information for the section below. Answers are required for all questions. The open text box is available for additional notes and to explain all 'No' responses.

1. **The LEA's strategic plan should be in alignment with major initiatives, needs, strengths, and opportunities. Input from various stakeholders should provide the basis for the LEA's strategic plan, and should be informed by multiple sources of data.**

	Yes/No
Was the 2022-23 Consolidated Application for ESSA-Funded Programs developed with timely and meaningful consultation from all required stakeholder groups?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA coordinate and integrate program services (all ESEA titles, IDEA, CTE, state/local partnerships, and other grants) based on multiple measures of effectiveness and/or analysis of need?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are disaggregated data evaluated (e.g., racial/ethnic, Economically Disadvantaged, Students with Disabilities, English Language Learners, attendance and suspension rates) and used to inform decision-making and programming?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use quantifiable data to assess its own policies and programs to determine their effectiveness, and then modify them as applicable?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have strategies, programs and models to monitor and support schools on an individual basis, and has it developed procedures through which each school will develop/review/modify school-based plans on an annual basis?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA offer multiple and easily accessible meetings for parents and families of Title I students, and include them and all other required stakeholders in meaningful consultation concerning the Title I program and the use of its funds?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA determine/provide relevant training and professional learning opportunities to staff, based on multiple data sources, to meet the specific needs of teachers and students?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use multiple data sources to monitor and determine the effectiveness of the Title I program? Do all schools use progress monitoring tools to evaluate the implementation of all Title I services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a written process for the development of and support for school leadership teams?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a calendar of all assessments to be administered that is disseminated using multiple/appropriate means?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA provide parents with written notification that they may request information regarding the professional qualifications of their child's classroom teacher(s)? Are the notice and information provided to parents in an understandable format and, to the extent practicable, a language that parents can understand?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA maintain appropriate written documentation to support the removal of a student from the adjusted graduation rate cohort. (Please Note: To confirm that a student transferred out, the LEA must have official written documentation that the student enrolled in another school or in an educational program that culminates in the award of a regular high school diploma.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA provide transition assistance to help the child or youth stay in school, including, but not limited to coordination of services for the family, counseling assistance in accessing drug and alcohol abuse programs, tutoring, and family counseling?	<input type="checkbox"/> Yes <input type="checkbox"/> No

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

ESSA-Funded Programs - Title I, Part A - LEA-Level Planning

	Yes/No
Does the LEA have a specific point of contact to serve as the liaison for students who are entering, residing and/or returning from residential placement?	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. If 'No' is selected for any of the above items, please explain.

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

ESSA-Funded Programs - Title I, Part A - School-Level Planning

Targeted Assistance (TA) Schools

INSTRUCTIONS: LEA leaders should provide information for the section below. Answers are required for all questions. The open text box is available for additional notes and to explain all 'No' responses.

1. **Please provide information below regarding Title I Targeted Assistance (TA) schools as applicable. If the LEA does not have any TA schools, please answer each question with a response of 'No' and then explain as 'Not Applicable'.**

	Yes/No
Do Targeted Assistance schools have specific procedures and criteria to determine which students will qualify for Title I services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are the Title I, Part A programs in Targeted Assistance schools coordinated with and supportive of the regular education programs, and use multiple assessments to track student progress and program effectiveness?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA oversee the implementation of the Title I, Part A program in the Targeted Assistance schools to ensure compliance with federal regulations?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do Targeted Assistance schools offer family engagement activities, such as trainings on literacy and the use of technology, for parents and families in order to assist them in helping their children succeed academically?	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. **If 'No' is selected for any of the above items, please explain.**

School-Wide Planning (SWP) Schools

INSTRUCTIONS: LEA leaders should provide information for the section below. Answers are required for all questions. The open text box is available for additional notes and to explain all 'No' responses.

3. **Please provide information below regarding Title I School-Wide Program (SWP) schools as applicable. If the LEA does not have any SWP schools, please answer each question with a response of 'No' and then explain as 'Not Applicable'.**

	Yes/No
Have Title I School-Wide Program schools developed comprehensive plans that: a) are based on a comprehensive needs assessment and extensive stakeholder involvement; b) address strategies the school will implement to improve academic outcomes for all students; and c) are revised regularly?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do Title I School-Wide Program schools have school-wide plans that have been revised, or will be revised prior to the end of the 2022-23 school year, to reflect changes required under ESSA Section 1114?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are the School-Wide Program plans evaluated regularly for effectiveness? Are school-wide plans revised, as applicable, based upon both evaluation results and appropriate stakeholder input?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do School-Wide Program schools use multiple formative assessments to track student progress and monitor program effectiveness throughout the school year?	<input type="checkbox"/> Yes <input type="checkbox"/> No

4. **If 'No' is selected for any of the above items, please explain.**

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

ESSA-Funded Programs - Title I, Part A - Family and Community Engagement

Family and Community Engagement - LEA-Level

INSTRUCTIONS: LEA leaders should provide information for the section below. Answers are required for all questions. The open text box is available for additional notes and to explain all 'No' responses.

1. **An LEA's parent and family engagement policy establishes the district's expectations for family engagement and describes how it will implement a number of specific family engagement activities. In the section below, please provide information regarding the LEA's policy.**

	Yes/No
Does the LEA currently have a Board-approved LEA-level parent and family engagement policy that is presented in a format and language that parents/families can understand?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the LEA parent and family engagement policy: a) jointly developed/ revised with and agreed upon by families; b) distributed to parents/families using multiple methods; and c) made available to the local community by multiple means?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA policy describe how the LEA will provide the coordination, technical assistance, and other support necessary to assist/build the capacity of all participating schools to plan and implement effective family engagement activities to improve student academic achievement and school performance?	<input type="checkbox"/> Yes <input type="checkbox"/> No
As applicable, does the LEA policy describe how the LEA will involve families in the joint development of its District Comprehensive Improvement Plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA policy describe how the LEA will, to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with other Federal, State, and local programs?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA policy describe how it will educate staff regarding: a) the value and utility of contributions of parents/families; b) how to reach out to, communicate with, and work with families as equal partners; how to implement and coordinate parent programs; and how to build ties between the families and the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA policy describe how materials and training will be provided to help families to work with their children to improve academic achievement?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA policy describe how assistance is given to parents regarding: a) understanding the State's academic content and achievement standards; b) State and local academic assessments; c) Title I requirements; and d) how to monitor their child's progress and work with educators to improve the performance of their children?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that each school receiving a Title I, Part A allocation conducts the required annual Title I Parent Meeting in order to inform parents of their school's participation in Title I and to explain the rights/requirements of the Title I program?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA annually evaluate the effectiveness of its parent and family engagement policy in increasing participation of parents and identifying barriers to greater participation by parents, and revise the policy as necessary?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the policy ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and language that families can understand?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do each school served jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards?	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. **If 'No' is selected for any of the above items, please explain.**

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

ESSA-Funded Programs - Title I, Part A - Family and Community Engagement

Family and Community Engagement - School-Level

3. School-level parent and family engagement policies should be jointly developed and agreed upon, establish each school's expectations for family engagement, and describe how the school will implement a number of specific family engagement activities. In the section below, please provide information regarding the school-level policies.

	Yes/No
Does each school currently have a Board-approved parent and family engagement policy, and is it presented in a format/language that parents/families can understand?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is each school's parent and family engagement policy: a) jointly developed/revised with and agreed upon by families; b) distributed to parents/families using multiple methods; and c) made available to the local community by multiple means?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does each school policy indicate that there will be an annual meeting, at a convenient time, to which all families are invited and encouraged to attend, in order to: a) inform families of the school's participation in the Title I program; b) explain the requirements under this part; and c) explain the right of families to be involved?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does each school policy affirm that the school will offer a number of meetings at flexible times, such as morning and evening, and may use Title I funds to provide transportation, child care, and/or home visits (as such services relate to family engagement)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does each school policy describe how families will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under Title I; and does it address how all parents/families will be provided timely information about a school's Title I programs?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does each school policy describe how families will be involved in the planning, review, and joint development of a school-wide plan or school improvement plan (as applicable)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does each school policy address how parents/families will be provided 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 state academic standards?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does each school policy address how parents/families will have opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does each school policy describe how the school will build its capacity for family engagement by providing materials and training to help families work with their children to improve their achievement?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does each school build its capacity for family engagement by educating staff on: a) the value/utility of contributions of parents/families; b) how to reach out to, communicate with, and work with families as equal partners; c) how to implement and coordinate family programs; and d) how to build ties between families and the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does each school coordinate and integrate parent and family engagement strategies/resources with those under other programs to the extent feasible and appropriate?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does each school ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format/language the families can understand?	<input type="checkbox"/> Yes <input type="checkbox"/> No

4. If 'No' is selected for any of the above items, please explain.

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

ESSA-Funded Programs - Title I, Part A - McKinney-Vento

Title I, Part A - McKinney-Vento

INSTRUCTIONS: The LEA Homeless Liaison or other personnel with related knowledge should provide information for the section below.

Answers are required for all questions. The open text box is available for additional notes and to explain all 'No' responses.

1. **The McKinney-Vento Homeless Assistance Act is designed specifically to meet the needs of children and youth experiencing homelessness and to ensure children and youth in temporary housing have access to the same free public education, including public preschool, as other children and youth to enroll in, attend, and succeed in school.**

	Yes/No
Does the LEA have adopted procedures and practices to ensure homeless children and youth are not separated from the mainstream school environment based on their housing status?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has the LEA identified an appropriate staff person to be designated as the homeless liaison and ensure that he/she has the capacity to carry out the roles and responsibilities as outlined in McKinney Vento Homeless Assistance Act?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA implement procedures to address the identification, enrollment, and retention of students experiencing homelessness through effective coordination and collaboration with other program offices and services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a dispute resolution procedure for the prompt resolution of disputes regarding homeless eligibility, school selection, enrollment, and transportation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have specific policies and practices that outline how it supports the unique needs of unaccompanied youth experiencing homelessness?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA transportation policy and practice ensure transportation to the school of origin for students who are homeless for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it is the student's terminal grade?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have procedures for tracking and reporting required homeless data, as well as input of correct codes into the local student management system and Student Information Repository System (SIRS)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is professional development provided to school staff members related to requirements of serving homeless students?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that schools and community agencies that serve individuals experiencing homelessness are made aware of the rights of students in temporary housing by posting educational rights in applicable locations (schools, shelters, public libraries, etc.) and in native languages as applicable?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that school records about children or youth experiencing homelessness are protected under the Family Educational Rights and Privacy Act (FERPA)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have an enrollment policy that ensures immediate enrollment and full participation of children and youth experiencing homelessness in the LEA even though they may not have the documents normally needed for enrollment; and continued enrollment for students enrolled in the LEA who become homeless, including those students who are temporarily residing outside of the LEA's boundaries?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that liaisons and/or counselors provide advice to homeless youths regarding college readiness, and verify the independent status of homeless students on the Free Application for Federal Student Aid (FAFSA)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that the Housing Questionnaire is placed at the front of the enrollment/registration packet, and administers it to all students seeking enrollment in the LEA	<input type="checkbox"/> Yes

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

ESSA-Funded Programs - Title I, Part A - McKinney-Vento

	Yes/No
and/or all students who enroll in the LEA who seek a change of address?	<input type="checkbox"/> No
Does the LEA ensure the use of Title I, Part A funds to help homeless students effectively take advantage of educational opportunities, including items and services that are reasonable and necessary?	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. If 'No' is selected for any of the above items, please explain.

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

ESSA-Funded Programs - Title I, Part C - Education of Migratory Children

Title I, Part C - Education of Migratory Children

INSTRUCTIONS: Migrant student data point of contact or other personnel with related knowledge should provide information for the section below. Answers are required for all questions. The open text box is available for additional notes and to explain all 'No' responses.

1. **The Title I, Part C program is intended to provide appropriate, evidence-based education programs, including supportive services, for migratory children and to help ensure that migratory children who move among the states reach challenging academic standards and graduate with a high school diploma (or complete a high school equivalency diploma) that prepares them for responsible citizenship, further learning, and productive employment.**

	Yes/No
Does the LEA designate an individual responsible for migrant student data within the LEA?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure the proper coding of migrant-eligible students in the LEA's student data and information system and the accurate reporting of such migrant-eligible students annually through the State's Student Information Repository System (SIRS)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure the provision of free and reduced-price school meals to all migrant students, based on the official confirmation letter from the regional Migrant Education Tutorial and Support Services (METS) program centers concerning their eligibility for such services during the qualifying time period?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA engage and communicate with migrant students and their families in a language and manner they prefer, including the use of a qualified interpreter?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA collaborate with and support the regional METS program centers in providing and coordinating appropriate core and supplemental educational and support services for migrant students?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA implement practices to screen all students using the Migrant ID&R Parent Survey or a similar form/tool in order to identify and refer students to the regional METS for migrant eligibility determination in their student intake or registration process?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA maintain a current and up-to-date list of all migrant-eligible students based on their official Certificates of Eligibility (COEs) issued by the State Migrant Education Program (MEP)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA coordinate with the regional Migrant Education Tutorial and Support Services (METS) program centers, as needed, in ensuring that migrant students are appropriately identified as McKinney-Vento eligible?	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. **If 'No' is selected for any of the above items, please explain.**

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

ESSA-Funded Programs - Title I, Part D - Neglected/Delinquent

Title I, Part D - Neglected/Delinquent

INSTRUCTIONS: The LEA Neglected and Delinquent Liaison or other personnel with related knowledge should provide information for all questions. The open text box is available for additional notes and to explain all 'No' responses.

1. **The Title I, Part D program serves children and youth who are identified as neglected or delinquent. The purpose is to ensure that neglected and delinquent children and youth have the opportunity to participate fully in challenging state academic content, meet achievement standards, and receive services to transition successfully to further schooling or employment.**

Local Educational Agencies (LEAs) must ensure that educational services and instruction are provided to students while they are detained in detention facilities or jails.

	Yes/No
Does the LEA have a formal agreement with facilities serving neglected and delinquent youth in residential placement that outlines the roles and responsibilities of each entity?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a formal process for communicating and collaborating with the home school district of students who are detained in neglected or delinquent residential placements?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a method of tracking students who re-enter the LEA and students who are in neglected or delinquent facilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that educational records are transferred to the neglected or delinquent facility where the student is residing, as well as the student's school or next placement, in a timely manner?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process for collaborating with facility staff members or service providers to ensure that students residing in a neglected or delinquent facility receive needed supports?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA coordinate with existing social and health services, as well as other existing services to meet the needs of students returning from neglected or delinquent facilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA, in collaboration with the facility, provide activities or resources for parents and families in efforts to improve the educational achievement of children or youth in neglected or delinquent facilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA coordinate with probation officers and others in the juvenile justice system to assist in meeting the needs of children and youth returning from correctional or delinquent facilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA conduct program evaluations using multiple and appropriate measures for student progress at least annually to determine the program's impact? Additionally, does the LEA use the results to plan and improve subsequent programs for participating children and youth?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA exercise administrative control and assume responsibility for monitoring the funded programs to ensure compliance with any formal agreements and applicable statutory and regulatory requirements?	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. **If 'No' is selected for any of the above items, please explain.**

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

ESSA-Funded Programs - Title II, Part A - Effective Instruction

Title II, Part A - Effective Instruction

INSTRUCTIONS: LEA leaders should provide information for the section below. Answers are required for all questions. The open text box is available for additional notes and to explain all 'No' responses.

1. FOR ALL LEAs - Please complete the following chart.

	Yes/No
Did the LEA receive a Title II, Part A allocation for the 2022-23 school year?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA transfer use of 100% of its Title II, Part A funds to another title?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA consult with all in-district private schools regarding Equitable Services prior to the transfer?	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. For LEAs that implemented a Title II, Part A program (i.e., LEAs that have NOT transferred 100% of their Title II funds to another program). Please complete the following chart.

	Yes/No
Did the LEA meaningfully consult with all required stakeholders - teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this Title in the development of the application?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA meaningfully consult with all of the required stakeholders listed in the question above to inform, improve, and update the programs and activities designed to meet the purpose of this Title?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA align the activities to be carried out under this grant with challenging State standards, rigorous academic content, and evidenced based practices which focus on improving teaching and student learning and achievement?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a system for professional growth, improvement and opportunities for teachers, principals or other school leaders to build capacity and provide meaningful leadership positions?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a written description for how it will prioritize Title II, Part A funds to those schools which are implementing comprehensive support interventions and activities; and/or to those schools which are implementing targeted support interventions and activities with student populations classified as having high levels of poverty?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA determine and continually update Title II funded activities based on analyses of multiple forms of data, and the needs of both educators and students?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that Title II, Part A funds are subject to equitable services requirements for non-public schools located within an LEA?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA coordinate professional development activities authorized under Title II, Part A with professional development activities provided through other federal/state/local programs?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that the activities to be carried out by the LEA under Title II, Part A are consistent with the allowable activities and "Conditions of Use" detailed in the Consolidated Application for ESSA-Funded Programs?	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. If 'No' is selected for any of the above items, please provide additional information.

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

ESSA-Funded Programs - Title IV, Part A - SSAE

Title IV, Part A - Student Support and Academic Enrichment (SSAE)

INSTRUCTIONS: LEA leaders should provide information for the section below. Answers are required for all questions. A text item is available for additional notes and to explain all 'No' responses.

1. FOR ALL LEAs - Please complete the following chart.

	Yes/No
Did the LEA receive a Title IV, Part A allocation for the 2022-23 school year?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA transfer use of 100% of its Title IV, Part A funds to another title?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA consult and collaborate with required stakeholders to plan the Title IV program activities described in the Consolidated Application for ESSA-Funded Programs? (Some LEAs were told or were operating under the assumption that if they were transferring 100% of allocation they did not need to consult/collaborate with stakeholders. ED has clarified with NYSED that consultation/collaboration with required stakeholders is an eligibility requirement to receive Title IV, Part A funds, regardless of transferability.)	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. For LEAs that implemented a Title IV, Part A program (i.e., LEAs that have NOT transferred 100% of their Title IV funds to another program) - Please complete the following chart.

	Yes/No
Did the LEA prioritize the distribution of Title IV, Part A funds to schools based on schools that: a) have the greatest needs (as determined by the LEA); b) have the highest percentages or numbers of low-income children; c) are identified for targeted or comprehensive support and improvement; OR d) are identified as a persistently dangerous public elementary or secondary school under section 8532 of the ESSA?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA implement programs and activities based on the identified needs for improvement of Well-Rounded Educational (WRE) opportunities, school conditions for Safe and Healthy Students (SHS), and access to personalized learning experiences supported by the Effective Use of Technology (EUT)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA implement activities that are programmatically aligned with one or more of the three Title IV content area programs - WRE, SHS, and EUT?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA engage in on-going consultation with required stakeholders about the funded activities in the Consolidated Application regarding program objectives and intended outcomes?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If the LEA receives an allocation of \$30,000 or more, does it conduct a comprehensive needs assessment once every three years to examine the needs for improvement of well-rounded educational opportunities, safe and healthy students, and effective use of technology?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If the LEA receives an allocation of \$30,000 or more, does it have a plan to spend a minimum of 20% in WRE program activities, a minimum of 20% in SHS program activities, and a portion in EUT activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use no more than a maximum of 15% of funds allotted to Effective Use of Technology for equipment and infrastructure (e.g. devices, equipment, software and digital content infrastructure technology)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA reserve up to 2% of its Title IV, Part A allocation for direct administrative costs associated with carrying out allowable activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have track spending across the three content	

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ESSA-Funded Programs - Title IV, Part A - SSAE

	Yes/No
areas (Well-Rounded Education, Safe and Healthy Students, and the Effective Use of Technology)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that Title IV, Part A funds were subject to equitable services requirements for non-public schools located within district boundaries?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA track spending across the three content areas (Well-Rounded Education, Safe and Healthy Students, and the Effective Use of Technology) for the private schools within district boundaries?	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. If 'No' is selected for any of the above items, please provide additional information.

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ESSA-Funded Programs - Title V - Rural Low-Income Students

Title V - Rural Low-Income Students

INSTRUCTIONS: LEA leaders should provide information for the section below. Answers are required for all questions. A text item is available for additional notes and to explain all 'No' responses.

1. **The following questions are intended for Local Educational Agencies (LEAs) receiving Title V Rural and Low Income Schools (RLIS) funding.**

	Yes/No
Does the LEA coordinate the spending of RLIS funds with other State, Local and/or Federal fund sources to maximize the impact?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use RLIS funds for activities which improve teaching and learning in the classroom through: a) providing rich professional development to teachers and administrators in schools; and b) providing learning tools and resources that engage children and assist them in obtaining the knowledge necessary to succeed in post-secondary education or employment?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use RLIS funds for activities which improve equity in the classroom for students, especially for subgroups that are typically disadvantaged in education such as students in poverty, minority students, English Language Learners and students with disabilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. **If 'No' is selected for any of the above items, please explain.**

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Equitable Services - Equitable Services

Equitable Services

INSTRUCTIONS: LEA leaders should provide information for the section below, as applicable. The open text box is available for additional notes and to explain all 'No' responses. Please Note – for some LEAs, many of the questions in this section may not apply. Please answer those questions with a response of 'No' and then explain as 'Not Applicable'.

1. ESSA statute requires that LEAs provide services to eligible children and teachers at private elementary schools and secondary schools and timely and meaningful consultation with private school officials regarding such services.

	Yes/No
Does the LEA make multiple attempts to communicate with non-public school officials (and document those attempts) to determine which non-public schools will participate in receiving equitable services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA provide timely and meaningful consultation during the design, development, and implementation of Title I services, Title II, and Title IV programs regarding: a) the identification of student needs; b) the identification of specific services to be offered and the proportion of funds to be allocated; c) the determination of how, where, when and by whom services will be provided; and d) the evaluation of effectiveness of services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use the total enrollment of each participating non-public school (regardless of a student's LEA of residence) to determine the equitable services amount under Title II, Part A and Title IV, Part A?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA engage in timely and meaningful consultation with private schools regarding the income eligibility of district students for participation in the Title I program?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process for verifying that the Title I students who generate funding reside in a Title I school attendance area?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that Title I services are supplemental to services provided by the non-public school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that the academic progress of participating non-public school students is evaluated?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that students receiving Title I services meet multiple academic criteria as jointly determined by the non-public school and the LEA?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that complaint procedures are communicated to non-public school officials?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that third party contracts for services provided to non-public schools are fulfilled as specified?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that all services for non-public schools are secular, neutral and non-ideological in content and design?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA purchase, label, inventory and control all equipment and property, and reclaim items if non-public school participation ceases?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA carry over funds generated for equitable services that are not obligated in the current fiscal year for equitable services in the subsequent fiscal year?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA begin services for non-public school students at the same time as services for public school students?	

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Equitable Services - Equitable Services

	Yes/No
	<input type="checkbox"/> Yes
	<input type="checkbox"/> No

2. If "No" is selected for any of the above items, please explain.

2022-23 ESSA-Funded Programs Self-Assessment Monitoring - 2023

Fiscal Regulations - Fiscal Regulations

Fiscal Regulations

INSTRUCTIONS: LEA leaders should provide information for the section below. Answers are required for all questions. The open text box is available for additional notes and to explain all 'No' responses.

1. Please provide information below regarding fiscal regulations.

	Yes/No
Does the LEA have Title I payroll documentation that is supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable and properly allocated; AND support the distribution of salary and wages where an employee works on more than one cost objective or Federal/State/Local award?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a procedure for allocating Title I, Part A funds to its buildings on the basis of highest poverty to lowest poverty, in keeping with Title I guidelines?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use the same measure of poverty to identify Title I eligible schools to determine the ranking of each school; and to determine school allocations based on the total number of children from low-income families in each school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does contract language include a description of how the provision of services will be monitored by the LEA, beyond the submission of invoices and purchase orders?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are Federal and State records maintained for seven years (current school year plus an additional six years)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a written Procurement and Inventory Tracking Policy indicating procedures to be followed for the purchasing, requisitioning of supplies/materials, equipment, receiving, distribution, tracking, and disposal of said items, purchased with any federal education program funds?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are Federal Funds (for all programs except for Title I, Part A) used only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources and not to supplant such funds?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Can the LEA demonstrate that each school receives at least the same total amount of State and local funds that they would have received in the absence of Title I funds?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA complete a Title I Comparability Report and submit it to SED?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA complete the Title I Supplement Not Supplant Survey and submit it to SED?	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. If 'No' is selected for any of the above items, please explain.