Nebraska Department of Education

2026-2027 ESEA CONSOLIDATED MONITORING REVIEW CRITERIA

Title I, Part A Section 1 All ESEA/ESSA Programs

1. **Continuous Improvement Plan provides a guide that directs how Federal funds are used in the school district. Teachers, principals, parents, and other staff examined various types of information, including student achievement data, to determine the goals and objectives of that improvement plan. §1112(a)(1)(A)** *This evidence needs to be submitted to NDE Reviewer.*
2. ESEA/ESSA funds are used to support Evidence-based activities to improve student achievement on challenging state academic standards. Application Guidance
3. Schools and LEAs have implemented appropriate policies and procedures for documenting the removal of a student from the regulatory adjusted Graduation Cohort. THIS PERTAINS TO THE HIGH SCHOOL IN THIS DISTRICT. §1111(h)(1)(C)(iii)(II) §8101(25), (23)
4. Schools have a Home Language Survey given to new students coming into the district. §3113 (b)(2) Title 92, Chapter 15, Section 003
5. **All personnel paid from one or more than one federal fund must maintain a time certification. 2 CFR 200.430(8)(vii) states "These records must: (vii) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity." NDE recommends that subrecipients continue using the prior time and effort guidance from OMB circular A-87 to ensure adequate support of the distribution of their employee's salary and wages.** *The following (a) (i to v) to (c) (i to iii) evidence needs to be submitted to the NDE Reviewer.*

   (a) PAR (Personal Action Report): Monthly verifications required if paid from multiple cost objectives. An employee is considered to work on multiple cost objectives if they work on:

   i. **More than one federal award;**
   ii. **A federal award and a non-federal award;**
   iii. **An indirect cost activity and a direct cost activity;**
   iv. **Two or more indirect cost activities which are allocated using different allocation bases; or**
   v. **An unallowable activity and a direct or indirect cost activity.**

   Must be an after-the-fact record that reflects the actual activity of the employee. Must account for the total activity for which the employee is compensated. Must be prepared monthly and signed by employee AND building principal, HR representative or superintendent.

   (b) Semi Annual: If an employee works solely on a single federal award or cost objective, the activity must be supported with semi-annual certification. Certification must be signed by employee AND building principal, HR representative or superintendent.

   (c) Nebraska's Substitute Reporting System: (if staff has a set schedule)

   i. **Indicate the specific activity or cost objective that the employee worked on for each schedule segment.**

   ii. **Be certified at least semiannually (every 6 months or at the end of each semester) and signed by employee AND supervisory official having firsthand knowledge of employee's schedule.**
   iii. **Schedule must be attached**
6. The district has in place procedures for procurement, including contracts purchase/service agreements and purchase orders. Purchase orders and invoices indicate an appropriate record of expenditures. 2 CFR 200.317-326
7. All equipment (inventoried and/or depreciated) purchased with federal funds, including those used in nonpublic and other facilities are appropriately identified, inventoried, and when no longer useful to the program, properly disposed. 2 CFR 200.313
8. Records of all federal financial and program information are kept for 3 years after the date the sub-grantee submits its last expenditure report. (This is equal to 7 years.) 2 CFR 200.333-337
9. Federal funds are used to supplement, not supplant the amount of funds or services available from non-federal sources. §1118(b); §1415(b); §2301; §3115(g); §4110
10. **The school has developed and continues to review and revise policies to remove barriers to the identification, enrollment and retention of homeless children and youths, including barriers due to outstanding fees or fines, or absences. A dispute resolution process is in place, and the parent, guardian, or unaccompanied youth is informed of the Right to Appeal disputed decisions made by the school district, to the Commissioner of the Nebraska Department of Education. A party may appeal the decision of the Commissioner by filing a Petition with the State Board of Education (see NDE Rule 19, §005.03C).** *The following (a) to (e) evidence needs to be submitted to the NDE Reviewer*
    a. **Child or youth will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute.**
    b. **Local education agency liaison will assist unaccompanied homeless youth, parent, or guardian in carrying out the dispute resolution process.**
    c. **District will provide written response, including explanation, within 30 calendar days of the time the complaint or dispute is brought.**
    d. **Process contains notice of the Right to Appeal in writing to NDE Commissioner within 30 calendar days as provided in NDE Rule 19.**
    e. **District has a process containing the district's written response and explanation of their decision regarding the dispute which also includes the Right to Appeal as provided in NDE Rule 19, §005.03. §722(g)(1(d) § 722(g)(3)(E) (i-iv)**
11. Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth. At the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), transportation to and from the school of origin will be provided. §722(g)(3)(B)(ii); §722(g)(1)(J)(ii); §722(g)(1)(J)(iii)(I)
12. Lack of school records, immunization and medical records, birth certificate, or other documentation does not delay the enrollment of a homeless child or youth. Guardianship issues, uniform or dress code requirements, and residency requirements are not used as barriers to delay or deny enrollment. §722(g)(3)(C)
13. **District Homeless liaison has participated in NDE professional development through online training and completed the assessment and been awarded the completion certificate. §11432(g)(1)(J)(iv)** *This evidence needs to be submitted to NDE Reviewer*.

14. Nonpublic school officials are consulted in planning the program and services prior to submission of the consultation forms and application. (Meaningful consultation is an ongoing process and should involve at least one face to face meeting.) §8501
15. Services provided to nonpublic staff and students are equitable for each program, and the identification and selection of staff and students to receive services use criteria appropriate to the nonpublic school. §8501
16. The district maintains records of its efforts to resolve any complaints made by nonpublic school representatives. §8501; §8306(a)(2)(A);
17. Staff serving identified nonpublic school students are employees of the public school, and control of funds, materials, and equipment purchased with ESEA/ESSA funds is with the public agency. §1117(d)(1-2)

Section 2. Title I, Part A – Improving the Academic Achievement of the Disadvantaged – ALL Schools

18. Only students residing in eligible attendance areas are being served. §1113
19. Sufficient resources from Title I and/or other sources are devoted to eligible schools to carry out professional development activities. Professional development is continuous and provided for teachers, paraprofessionals, and where appropriate, for other staff and parents. §1114(b)(7)(A)(IV); §1115(b)(2)(D)
20. **District Policy/Procedure: The written District Parent and Family Engagement Policy/Procedure has been developed jointly with, updated periodically, and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy/procedure agreed on by such parents describes the means for carrying out the requirements listed below:** *The following (a) to (g) evidence needs to be submitted to the NDE Reviewer*.
    a. **Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background;**
    b. **parents are involved in the development and improvement of the Title I program and the Parent and Family Engagement Policy/Procedure;**
    c. **conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy/Procedure;**
    d. **use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy/Procedure;**
    e. **provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools;**
    f. **involve parents in the activities of the schools served under Title I, Part A;**
    g. **coordinate and integrate parental involvement strategies and activities with other Federal, State and local programs. §1116(a)(2)**
21. **School Policy/Procedure: Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy/Procedure, agreed on by parents of Title I participants, that shall describe the means for carrying out the requirements.** *The following (a) to (c) and (c:i) to (c:x) evidence needs to be submitted to the NDE Reviewer*

a. **Parents shall be notified of the policy/procedure in an understandable and uniform format and, to the extent, practicable, provided in a language the parents can understand.**
b. **The policy/procedure shall be made available to the local community and updated to meet the changing needs of parents and the school.**
c. **Plan shall describe how the school will:**
    i. **provide opportunities for the participation of parents and family members including those with migratory children, limited English proficiency, or have disabilities;**
    ii. **notify parents of the Parent and Family Engagement Policy/Procedure, information related to school and parent programs, meetings, and other activities in an understandable and uniform format and to the extent practicable provided in a language the parents can understand;**
    iii. **convene an annual parent meeting scheduled 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;**
    iv. **involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school Parent and Family Engagement Policy/Procedure;**
    v. **provide opportunities for parents and family members to participate in decisions relating to the education of their children;**
    vi. **provide other reasonable support for parental involvement activities;**
    vii. **provide parents of participating children timely information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards;**
    viii. **provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand;**
    ix. **educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners;**
    x. **coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children. §1116(b)**

22. **The school holds an annual Title I parent meeting at a convenient time, to which all parents of participating students shall be invited and encouraged to attend. Purpose of the meeting is to:**
The following (a) to (c) evidence needs to be submitted to the NDE Reviewer
    a. **Inform parents of their school's participation in a Title I program;**
    b. **Explain the program requirements; and**
    c. **Explain the right of the parents to be involved. §1116(c)(1)**

23. **Parent-School Compacts have been jointly developed with parents and must describe:** *The following (a) to (c) evidence needs to be submitted to the NDE Reviewer*
    a. **the school's responsibility to provide high-quality curriculum & instruction in a supportive and effective learning environment, to enable children to meet challenging state academic standards;**
    b. **ways in which parents will be responsible for supporting their children's learning; and**
    c. **the importance of communication between schools/teachers and parents on an ongoing basis. §1116(d)**
24. For any District receiving Title I funds at the beginning of each school year the district shall notify the parents of each student attending any school that the parents may request, and the district will provide to the parents, in a timely manner, information regarding the professional qualifications of the student's teacher(s). §1112(e)(1)(A)
25. For any District receiving Title I funds, each Title I school must provide to each individual parent of a child who is a student in a Title I school timely notice that the student has been assigned, or has been taught for four 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. §1112(e)(1)(B)(ii)
26. Information is provided to parents in a language and format they can understand. §1116(f)
27. All parents receive individual progress reports of students' performance on state standards. §1111(b)(2)(B)(x)
28. At the beginning of each school year, Districts shall notify the parents of each student attending any school receiving Title I funds that the parents may request and the district will provide (in a timely manner), information regarding any State or District policy regarding student participation in any assessments. §1112(e)(2)(A)
29. If a school is identified as TSI or ATSI, it is the responsibility of the District to provide support to the identified school(s). §1003A(d)(6-7)
30. Each District shall prepare and disseminate an annual local educational agency (District) annual report that includes information on the district as a whole and each school.
    a. Report shall be concise, understandable and in a uniform format, and accessible to the public.
    b. Must report by disaggregated subgroups.
    c. Must show how students achieved on academic assessments compared to students in the state as a whole and compared to other students in the District. §1111(b)(2) (A-D)
31. **ESEA section 1112(c)(5)(B) requires each LEA receiving Title I, Part A subgrant to provide an assurance that it will, in collaboration with the relevant local child welfare agency, develop and implement written transportation procedures. §1112(c)(5)(B)** *This evidence needs to be submitted to NDE Reviewer*.
32. Each District receiving Title I funds shall carry out the following activities with Head Start agencies by developing agreements to carry out activities to increase coordination for:
    a. Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program;
    b. Establishing channels of communication between school staff and their counterparts in such a Head Start program;
    c. Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss the developmental and other needs of individual children;

d. Organizing and participating in joint transition-related training of school staff and Head Start program staff;
e. Linking the educational services provided by the public district with the services provided by local Head Start agencies. §1119(a)

Section 2a. Title I, Part A -- Targeted Assistance Schools (TAS)

33. Determine which students will be served among the eligible population in the school. §1115(b)(1) §1115(c)(1)(A) NOTE: ADVISER Title I Template for public and nonpublic students receiving services, including nonpublic must be completed for participating students.
34. Multiple educationally related, objective criteria are used to identify and select students identified as failing, or most at risk of failing, to meet the challenging State academic standards in Grade 3 and above. §1115(c)(1)(B)
35. Preschool through Grade 2 children shall be selected solely on the basis of criteria, including objective criteria established by the District. §1115(c)(1)(B)
36. Children who are economically disadvantaged, children with disabilities, migrant children, or English learners, are eligible for services on the same basis as other children selected to receive services. The process of identifying children as eligible for services doesn't exclude automatically eligible students (i.e. neglected/delinquent, homeless, former migrant students, and former Head Start students). §1115(c)(2)
37. Students receiving Title I assistance receive the same amount of high-quality curriculum instruction from the regular classroom teacher as non-Title I students. School minimizes the removal of children from the regular classroom during regular school hours for Title I instruction. §1115(b)(2)(G)(ii)
38. Parents are notified of child's eligibility to participate in Title I services. Title I, Part A Policy Guidance
39. Documentation exists to support the absence of services to any child in greatest need who is not receiving services. GEPA §427
40. Procedures are in place to review, on an ongoing basis, the progress of eligible children and to revise the Title I program, if necessary. §1115(b)(2)(G)(iii) §1115(e)(2)
41. Title I funded personnel are assigned to supervisory duties only if similarly, situated district personnel are also assigned duties. §1115(d)(2)
42. If Title I teachers are assigned to substitute for classroom teachers; district funds are used to pay for the salary and benefits for that day. §1118(b)(1); §1115(c)(3)
43. Resources such as staff, materials and equipment funded by Title I-A, are used only for services for eligible children to provide a well-rounded education. §1115(a)(1)(A)
44. Title I services are coordinated with and supporting the regular classroom along with other agencies providing services. If appropriate and applicable, coordinating and integrating Federal, State, and local services and programs. §1115(b)(2)(C) §1115(b)(2)(F)
45. The district annually evaluates the effectiveness of the Title I program for improving student achievement. (This includes nonpublic programs, Targeted Assistance preschool programs, and Title I-A Neglected programs.) § 1115(b)(2)(G)

Section 2b. Title I, Part A – Schoolwide Programs (SWP)

46. An annual comprehensive needs assessment of the entire school based on student performance has been conducted. §1114(b)(6)
47. The program provides for the meaningful involvement of parents and local community in planning and implementation. §1114(b)(2)

48. Additional assistance is provided to students who are experiencing difficulty mastering the challenging State academic standards. §1114(b)(7)(A) (i-iii)
49. Resources from various sources are used to support the schoolwide plan. Option to consolidate and use Title I funds together with other Federal, State and Local funds. §1114(b)(5) §1114(e)

Section 2c. Title I, Part A – Nonpublic Schools

50. Only eligible students are provided Title I services. (Students must reside in an eligible public school attendance area.) §1117(a)(1)
51. Parents are notified of child's eligibility to participate in Title I services. Title I, Part A Policy Guidance
52. Parents of nonpublic school students are included in Title I parental engagement activities. §1117(a)(1)(B);
53. Services, materials, and equipment are in a secular, neutral, and non-ideological location if provided in a non-public school building. Materials/equipment are inventoried annually by the public school. §1117(a)(2)
54. Student academic progress is monitored annually, and the information is used to improve services. §1117(a)(1)(A); §1117(b)1(D)
55. Teachers providing services in a nonpublic school shall be employees of the public agency, or the public agency may contract with an individual, association, agency, or organization. §1117(d)(2)(A)
56. The district annually evaluates the effectiveness of the Title I program for improving student achievement. (This includes nonpublic programs, Targeted Assistance preschool programs, and Title I-A Neglected programs.) §1115(b)(2)(G)
57. Ongoing communication takes place between the public district and the person(s) delivering the services.

Section 2d(i). Title I, Part A -- Targeted Assistance and Schoolwide Preschool Programs

58. Preschool teachers must meet Nebraska's Rule 11 requirements. https://www.education.ne.gov/Legal/webrulespdf/CLEANRule11_2015.pdf
59. A District that uses Title I funds to provide early childhood development services to low-income children below the age of compulsory school attendance must ensure that those services comply at a minimum with the achievement standards established under section 641(a) of the Head Start Act. The specific Head Start standards applicable to Title I preschool programs are in regulations at 45 CFR 1304.21—Education and Early Childhood at: 1302 Subpart C—Education and Child Development Program Services §1112(c)(7)
60. If the District chooses to use Title I-A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, District must ensure compliance with performance standards established under 641A(a) of Head Start. This would include the ongoing child data collection and the three online reporting checkpoints using the My Teaching Strategies Gold. Checkpoints include Fall (Aug. 1 – Oct. 31), Winter (Nov. 1 0 Feb. 15), and Spring (Feb. 16 – May 31). Twelve-month programs must also include Summer (June 1 – July 31)

Section 2d(ii). Title I, Part A --Targeted Assistance Preschool Programs (Includes District-wide and Building-level Targeted Assistance Programs)

61. Parents of all children within the designated preschool attendance area are notified for screening. Serving Preschool Children Through Title I, Part A…Non-Regulatory Guidance

62. A process is in place to identify eligible children for services.

- **a. Use of multiple, educationally related, objective criteria, such as developmentally appropriate measures of child development, teacher judgment, and interviews with**

parents. The use of family income as one factor in determining eligibility is allowable, but children should not be identified for a Title I preschool program solely on the basis of family income. Serving Preschool Children Through Title I, Part A…Non-Regulatory Guidance *This evidence needs to be submitted to NDE Reviewer.*

63. Co-funded preschools use Title I funds only for appropriate and approved purposes and the amount used reflects the number of Title I students served. Serving Preschool Children Through Title I Part A…Non-Regulatory Guidance

Section 2e. Title I, Part A -- Neglected

64. All children between the ages of 5-17 who were in residence in an institution for neglected/delinquent for at least one day during a consecutive 30-day period, one day of which was in October, were included on the Annual Title I Caseload Count submitted to NDE. US Code 20 6422 Policy Guidance for Title I, Part D

65. The program for neglected or delinquent (N or D) students was designed in consultation with staff from the N or D agency. §1425(1-13) *This evidence needs to be submitted to NDE Reviewer.*

66. The school district monitors all aspects of the Title I N or D program. §1421(1-3)

Section 2f. Title I, Part D, Subpart 2 -- Local Delinquent Programs (County Detention Centers and Staff Secure Centers)

67. All children between the ages of 5-17 who were in residence in an institution for neglected/delinquent for at least one day during a consecutive 30-day period, one day of which was in October were included on the Annual Title I Caseload Count submitted to NDE. US Code 20 6422 Policy Guidance for Title I, Part D

***68.* The program for neglected or delinquent (N or D) students was designed in consultation with staff from the N or D agency. §1421(1-3)** *This evidence needs to be submitted to NDE Reviewer.*

69. The school district monitors all aspects of the Title I N or D program including disaggregated data.
    a. program planning;
    b. improve educational achievement opportunities for students;
    c. ensure programming for students to accrue school credits;
    d. make transitions to other educational programs or employment;
    e. complete high school or equivalency;
    f. provide measures of student progress §1423(1-13)

70. The school district: *The following (a) and (d) evidence needs to be submitted to the NDE Reviewer*
    a. provides activities to facilitate the transition of children and youth from the correctional programs
    b. operates programs in local schools
    c. coordinates with existing services to meet the needs of the students returning to the district, and
    d. provides dropout prevention programs as appropriate. §1422(a-d)

71. The school district monitors the agreement with the correctional facility to ensure educational programming
    a. is coordinated with the student's school of record; especially for students having IEPs;
    b. allows notification from the facility to the district if special services are needed;
    c. provides support programs to transition, return to school, employment, high school diploma or equivalent
    d. involves parents
    e. coordinates funds with other local, state, and federal funds §1425(1-13)

Section 3. Title VII, Part B – McKinney-Vento Homeless Assistance Act

72. Title I, Part A homeless set-aside funds are used for services for homeless children. §1113(c)(3)(A)(i)
73. Program activities are designed to meet the greatest educational and related needs as determined by the district's need assessment. §1113(c)(3)(C)(i)
74. District is evaluating the impact of the use of McKinney-Vento funds. Examples: Using longitudinal data to track the dropout rate or graduation rate students experiencing homelessness in comparison to the overall student rate. Tracking the difference in testing scores between housed and nonhoused students. §724(h)(1)(C)
75. Coordination of activities with area shelters and other homeless service providers have been established. Coordination shall be designed to ensure that homeless children and youths have access and reasonable proximity to available education and related support services.§722(g)(5)(A-B)

Section 4. Title II, Part A -- Supporting Effective Instruction

(If funds are retained in Title II-A at any time during the current 5-year monitoring cycle this section is required.)

76. **The needs assessment used to determine if Title II-A funds would finance professional development activities or the hiring of class-size reduction teachers was part of the District's continuous improvement planning process. §2102(b)** *This evidence needs to be submitted to NDE Reviewer*.
77. The district uses pertinent data and ongoing consultation to improve professional development activities. §2102(b)(2)(D)
78. Provide high-quality professional development that is focused on improving teaching and student learning and achievement. §2103(b)(3)(E)
79. District will prioritize Title II-A funds to schools identified for Comprehensive or Targeted Support and Improvement that have the highest percentage of poverty. §2102(b)(2)(C)
80. If the District has Nonpublic schools participating in Title II, the district is:
    a. Providing equitable services
    b. Assuring those activities are completed by the end of the current programs period
    c. Explaining how the public maintains control of the funds §8501(a) (1-5)

Section 5. Title III, Part A – Language Instruction for English Learners and Immigrant Students

81. The district has demonstrated that services provided with Title III funds are in addition to services that students would otherwise receive from State, local, or other federal funds. Further, the district does NOT use Title III funds to pay for the costs of the administration, scoring, or reporting of English language proficiency assessments, and materials or equipment related to the administration of language proficiency assessments (screener and summative). NOTE: District Title III funds may be used for nonpublic assessment expenditures. §1111 (b)(2)(G); §3115(g)

Section 5a. Title III, English Learners (EL)

82. The district provides effective Language Instruction Educational Programs (LIEPs) that are based on a sound educational theory and meet the needs of English learners and demonstrate success in increasing:
    a. English language proficiency
    b. Student academic achievement §3115(c)(1)

    Examples of LIEPs include transitional bilingual, dual language or two-way immersion, English as a Second Language (ESL) or English Language Development (ELD), content classes with integrated ESL support or Sheltered Class, newcomer
83. The district provides effective professional development to all teachers of English Learners designed to improve or enhance the instruction and curriculum for English learners. §3115(c)(2)

84. The district provides and implements other effective activities and strategies which:
    a. shall include parent, family, and community engagement activities;
    b. may include strategies that serve to coordinate and align related programs. §3115(c)(3)
85. The district has delineated the authorized activities chosen for meeting the purposes of Title III. §3115(d)
86. The district implements the state's standardized entrance and exit procedures. §3113 (b)(2) Title 92, Chapter 15, Section 003
87. **The district has sent Parental Notification letter(s) to comply with Section 1112 no later than 30 days after the beginning of the school year. For English learners not identified at the beginning of the school year, parents should be notified of placement within two weeks. Notification should include:** *The following (a) - (f evidence needs to be submitted to the NDE Reviewer*
    a. reasons for identification,
    b. level of English proficiency and assessment (screener) used,
    c. method of instruction and how that will help child be successful
    d. exit requirements,
    e. in case of child with disability, how program meets the objectives of IEP, and
    f. **parents right to refuse services §1112(e)(2)(C)**
88. The district has implemented the Nebraska English Language Proficiency Standards. §1111(b)(1)(F)
89. The district administered the annual state language proficiency assessment to all students identified as English Learners, including English Learners with disabilities. §1111(b)(2)(G); §3116(b)(2)(A)
90. **The district determines the effectiveness of the program by conducting an annual review to improve the program and activities under Title III. §3121(b); Title 92, Chapter 15, Section 008** *This evidence needs to be submitted to NDE Reviewer.*
91. If the District has Nonpublic schools participating in Title III, the district is:
    a. Providing equitable services
    b. Assuring those activities are completed by the end of the current programs period
    c. Explaining how the public maintains control of the funds §8501(a) (1-5)

Section 5b. Title III Immigrant Education Programs

92. The district identifies immigrant children and youth to be served under this program. §3201(5)
93. The district ensures that the funds are used ONLY for immigrant children and youth. §3115(e)(1)
94. The district has delineated the authorized activities chosen for meeting the purposes of Title III Immigrant Education. §3115(e)

Section 6. Title IV-A – Student Support and Academic Enrichment (SSAE) (If funds were retained in Title IV-A at any time during the current 5-year monitoring cycle this section is required.)

95. **Each District receiving Title IV-A (SSAE) funds must prioritize distribution of funds to schools that:** *The following (a) - (e) evidence needs to be submitted to the NDE Reviewer*
    a. Are among schools with the greatest need;
    b. Have the highest percentage or numbers of low-income students;
    c. Are identified for comprehensive support and improvement (CSI);
    d. Are implementing targeted support and improvement (TSI) plans; OR
    e. Are identified as a persistently dangerous school under §8532 of ESSA. §4106(e)
96. Each District shall annually report to the State on how funds are being used to:
    a. Meet the requirements of the three content areas
    b. Measurement of effectiveness of the programs/activities

c. Evaluate the programs/activities to determine if changes are needed in the future §4106(e)(1)(E) §4106(e)(2)(F)

97. If District is using funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, there must be in place a policy of Internet Safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are:
    a. Obscene;
    b. Child pornography; or
    c. Harmful to minors; and
    d. Is enforcing the operation of such technology protection measured during any use of such computers by minors. §4121(a)(1) (A-B)
98. If the District has Nonpublic schools participating in Title IV, the district is:
    a. Providing equitable services
    b. Assuring those activities are completed by the end of the current programs period
    c. Explaining how the public maintains control of the funds §8501(a) (1-5)

Section 7. Title V-B – Rural Low-Income Schools (RLIS)

99. Each District receiving Title V-B (RLIS) funds must prioritize distribution of funds to schools that: *The following (a) and (b) evidence needs to be submitted to the NDE Reviewer*

a. Are among schools with the greatest need to increase student achievement

b. Target funds for specified activities authorized in Sec. 5222 ESEA: Sec. 5221(b)(1)(A)(i)(ii) ESEA: Sec. 5222(a)

100. Evaluation
    a. LEA shall submit Annual Evaluation reporting on the use of grant funds ESEA: Sec. 5224(2) & (3)