

Welcome

New ESEA Federal Programs Directors Technical Assistance Webinar Series

This webinar will be recorded



October 2025 Schedule

- **October 13 (1:00 - 3:00pm)** - Title IV-A Basics, Title I-A Basics, Title II-A Basics
- **October 20 (1:00 - 3:00pm)** - School Improvement, Title III-A Basics, Title I-D Basics, Homeless Children and Youth
- **October 27 (1:00 - 3:00pm)** - Foster Care, Title I-C Basics

The Basics: Title IV, Part A Student Support and Academic Enrichment Grants

Alaska Department of Education & Early Development

Pat Sidmore, Title IV-A Program Manager

October 13, 2025



Student Support and Academic Enrichment Grants (SSAE)



Title IV, Part A Priority Areas

I: Well-Rounded Education



II: Safe & Healthy Students



III: Effective Use of Technology





Priority I: Well-Rounded Education

- Foreign language instruction
- Career guidance and counseling
- Science, technology, engineering, & Mathematics, including computer science (STEM)
- Music & the arts
- Volunteerism & community involvement
- Accelerated learning programs
- Environmental education
- Social and Emotional Learning
- Programs & Activities that integrate multiple disciplines
- Other programs that support Well-Rounded Education experiences

Examples: Well-Rounded Education

- Work with professional artists to address art, music, writing, and math through arts-based projects.
- Implement Second Step Social and Emotional Learning program
- Coaching and equipment on Junior Native Youth Olympics programs, including instruction on origins and significance of indigenous activities.
- Supporting students to participate in State Art and Music Festivals
- Cover the cost of AP exams for low-income students



Priority II: Safe & Healthy Students

- Drug & Violence Prevention
- Physical Activity
- School-Based Health/Mental Health
- Trauma Engaged Classroom Management
- School Dropout Prevention
- Chronic disease management
- Relationship-Building Skills
- Preventing use of alcohol, tobacco, smokeless tobacco, electronic cigarettes, vaping
- Preventing Bullying & Harassment
- Suicide/Dating Violence/Child Abuse Prevention
- Reducing Use of Exclusionary Discipline Practices

Examples: Safe & Healthy Students

- Implement the *Second Step* program (SEL, bullying, CPU)
- Professional development and implementation of trauma-informed practices (CLEAR program)
- Fund a school Social Worker
- Implement the *Responsive Classroom* approach
- Teacher training on *Capturing Kids Hearts*



Priority III: Effective Use of Technology

- Provide Personalized Learning
- Implement Blended Learning Strategies
- Advance Digital Literacy
- Educator PD in Use of Technology
- Delivery of Rigorous Academic Courses Via Technology
- Advance School/Districtwide Approaches to Inform Instruction/Teacher Collaboration
- **Purchase Devices, Equipment, Software** *(Special Rule Applies – 15% technology purchase cap)*

Examples: Effective Use of Technology

- Send a district team to ASTE with scheduled follow up professional development to district and school colleagues
- Professional development on integrating technology. (E.g. -white board, cameras, GIS)
- Provide online courses in advanced placement, career and technical, and the arts.
- Provide a fully certified teacher in mathematics to deliver instruction from the district hub to the outlying schools.
- Teacher networking through video and/or web conferencing

Requirements for Districts Receiving \$30,000 or More

A district that receives **at least \$30,000** must conduct a **comprehensive needs assessment** that includes, at a minimum, a focus on three priority areas:

- **Well Rounded Educational Opportunities**
- **Safe and Healthy Students**
- **Effective Use of Technology**

The needs assessment must occur at least once every three years.

You should describe the process including data used and then clearly list the identified needs for each of the three priority areas.

A district receiving less than \$30,000 is not required to conduct a comprehensive needs assessment.

Requirements for Districts Receiving \$30,000 or More

*Required to focus on **ALL THREE** of the priority areas*



I: Well-Rounded Education

At least 20% of district allocation must be dedicated to Well-Rounded Education



II: Safe & Healthy Students

At least 20% of district allocation must be dedicated to Safe & Healthy Students



III: Effective Use of Technology

Some portion of the Title IV Part A allocation must be utilized for technology

***Special Rule Applies –
15% technology
purchase cap***

Requirements for Districts receiving less than \$30,000

*Only required to focus on **ONE** of the three priority areas*



I: Well-Rounded Education

District choice **must support schools with the greatest need.*



II: Safe & Healthy Students

District choice **must support schools with the greatest need.*



III: Effective Use of Technology

District choice **must support schools with the greatest need.*

***Special Rule Applies –
15% technology
purchase cap***

Special Rule: Effective Use of Technology

No more than 15 percent of funds may be used to purchase technology infrastructure such as: devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

Only applies to funds allocated to Priority III: Effective Use of Technology. It **does not** apply to the funds allocated to Priority I and Priority II.

State Allocations

Student Support and Academic Enrichment Grants (SSAE)

- FY26 Actual Allocation: \$6,693,000
 - State Portion 5%: Estimate \$334,650
 - LEA Allocations 95%: Estimate \$6,358,350
- LEA Allocations:
 - Formulaic
 - Tied to Title I allocations
 - Small District Minimum (per ESSA) of \$10,000

District Application Requirements (all)



Description of stakeholders involved in process/prioritization



How the LEA prioritized schools to receive services



Description of funded activities and programming



The program objectives and intended outcomes



How the LEA will periodically evaluate the effectiveness of the activities/programming



Assurance that the LEA will annually report to the state how the funds are **being** used and their progress toward meeting their stated objectives and intended outcomes

Stakeholder Consultation

LEA's **MUST** consult each of the listed stakeholder groups.



PARENTS



TEACHERS



PRINCIPALS



OTHER SCHOOL
LEADERS



STUDENTS



COMMUNITY-
BASED
ORGANIZATIONS



TRIBAL
ORGANIZATIONS



CHILD
WELFARE/JUVENILE
JUSTICE...



SPECIALIZED
INSTRUCTIONAL
SUPPORT
PERSONNEL



LOCAL
GOVERNMENT
REPRESENTATIVES



OTHERS WITH
DEMONSTRATED
EXPERIENCE

CPR Reporting

Funds spent under Title IV-A

Spent Funds Y/N	Priority Area	Total (do not <u>include</u> <u>indirect</u>)
Select	Well-Rounded Education	Enter Amount
Select	Safe and Healthy Students	Enter Amount
Select	Effective Use of Technology	Enter Amount

Only enter data for ***spent*** funds during the current reporting year. If a district has unobligated funds or obligated, but not spent (i.e., expended), please do not include them.

CPR Reporting

District Evaluation of Progress Toward Achieving Title IV-A Objectives and Outcomes

Select the progress the district made towards achieving the Title IV-A program objectives and outcomes from the 2024-2025 school year. The district's objectives and outcomes can be found within the 2024-2025 ESEA Consolidated Application Title IV-A Program Details.

Check one box only:

- ☐ The district exceeded the objectives and outcomes it set for the previous school year.
- ☐ The district met the objectives and outcomes it set for the previous school year.
- ☐ The district did not meet the objectives and outcomes it set for the previous school year.
- ☐ The district did not evaluate progress.



Questions?

Contact Information

- Pat Sidmore, Title IV-A Program Manager
- pat.sidmore@alaska.gov



The Basics: Title I, Part A Improving Basic Programs

Alaska Department of Education & Early Development
Courtney Preziosi, ESEA Administrator

October 13, 2025



Agenda

- Purpose
- Using Title I-A funds – Two Program Models, Allowable Uses of Funds
- Parent and Family Engagement
- Other Spending Rules
- Resources
- Questions

Regulation and Federal Guidance



[Title I-A Statute](#)



[Title I-A Guidance](#)



Purpose of Title I-A

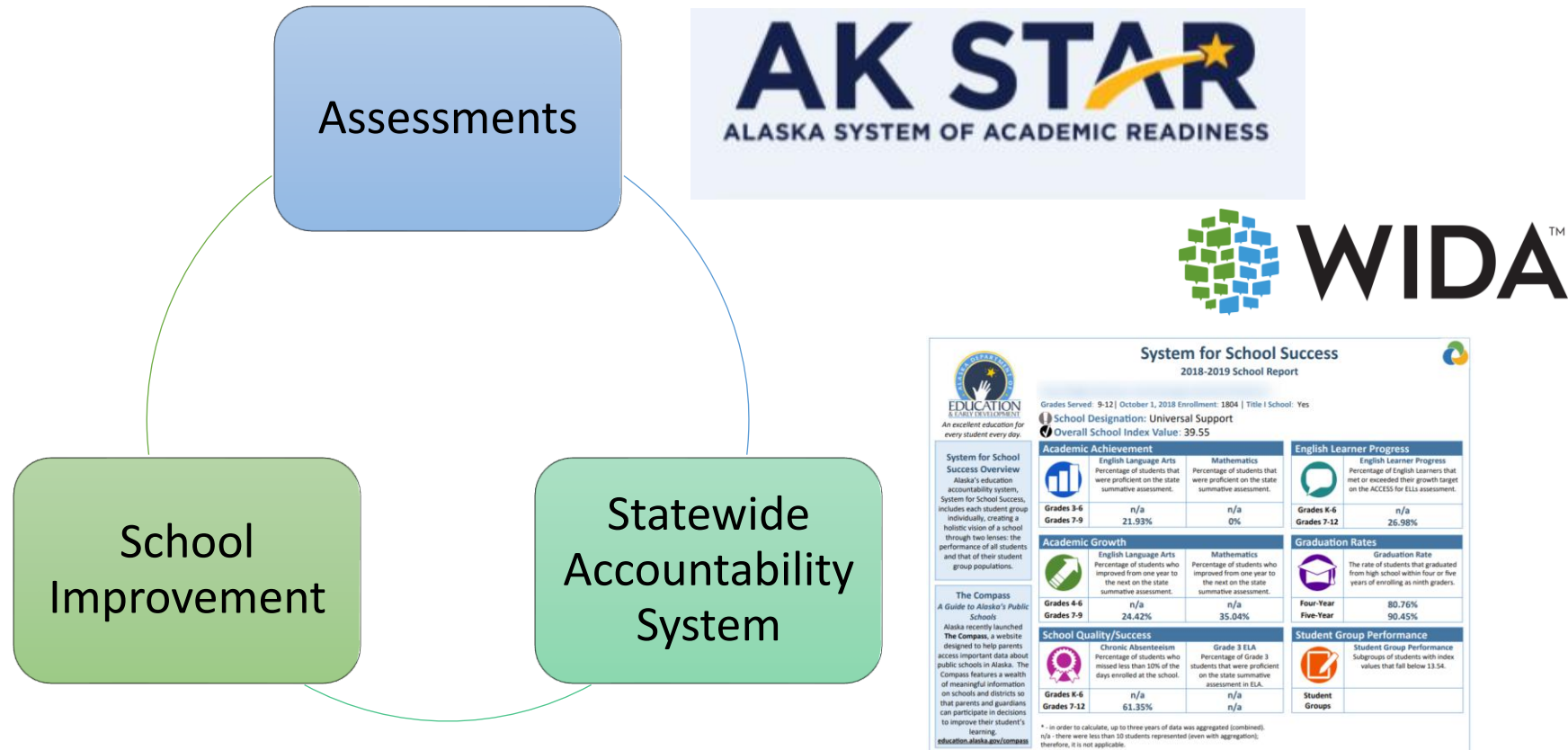


- The purpose of Title I-A is to provide all children “significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”

Title I-A Statewide Requirements

The ESEA was created to provide additional resources for vulnerable students.

The purpose of Title I-A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.



General Spending Considerations

- Necessary
- Reasonable
- Allocable
- Conform to EDGAR
- Follow terms and conditions of the grant award
- Consistent with state and local policies
- Provided consistent treatment
- Adequately documented
- Supplemental

Using Title I-A Funds at the District Level

- Before allocating Title I-A funds to schools, districts **must** reserve some Title I-A funds for the following required activities:
 - Services for **homeless** children and youth
 - Services for children in **local institutions** for neglected children, and if appropriate, services for children in local institutions for delinquent children, and neglected or delinquent children in community day programs.
 - **Parent and family engagement**
 - **Equitable services** for eligible private school students

Using Title I-A Funds at the District Level (continued)

- Districts **may** also reserve funds for the following discretionary activities:
 - **Transportation for students in CSI schools** if the LEA offers these students the option to transfer to another school.
 - Financial **incentives and rewards to teachers in CSI or TSI schools** for the purpose of attracting and retaining qualified and effective teachers.
 - **Early childhood** education programs for eligible children.
 - The additional costs needed to **transport children in foster** care to their school of origin consistent with Section 1112(c)(5).
 - **Administering** the Title I program.
 - **District-managed initiatives** in Title I schools.



Allocating Title I-A Funds to Schools

- Districts allocate Title I-A funds through a process known as **“ranking and serving”**
 - Districts rank schools from highest poverty to lowest poverty, and
 - Distribute Title I-A funds to schools in order of poverty (with some flexibilities)

Title I-A Ranking and Serving

Ranking and Serving

- Determine poverty measure

Building Eligibility

- Determine eligible schools
- Determine schools to be served and their type of program (SW/TA)

Private School Allocations

- Determine participating private school allocations

Set-Asides

- Reserve funds for required activities
- Reserve funds for district level initiatives

Public School Allocations

- Determine allocations for each Title I-A school

Within-district Allocations

- [Non-Regulatory Guidance](#)
 - Updated February 2022

WITHIN-DISTRICT ALLOCATIONS
UNDER TITLE I, PART A OF THE
ELEMENTARY AND SECONDARY
EDUCATION ACT OF 1965,
AS AMENDED



Non-Regulatory Guidance

February 2022

Scope of Title I-A Services

- Title I-A funds can support a wide range of activities to help Title I students meet state academic standards. This includes:
 - Providing eligible students with a well-rounded education,
 - Instructional supports,
 - Non-instructional supports like behavior and mentoring supports, and social and emotional learning, and
 - Improving school quality.

Allowable Uses of Funds

- Pre-K, summer, and extended day programs
- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- Stipends for staff to plan for or participate in Title I activities outside contract hours
- PD aligned to a Schoolwide Program plan or directly related to the needs of participating Title I students
- Stipends and/or substitutes for staff
- Reasonable supplies and materials for PD
- Field trips aligned with academic content
- Computer aided instructional software for Title I programs
- Parent liaison or coordinator
- Educational consultants
- Preparation for and awareness of opportunities for postsecondary education and the workforce.
- Diagnostic and progress monitoring materials for Title I programs
- Educational consultants
- Recruitment and retention of effective teachers, particularly in high-need subjects
- Career and technical education programs to prepare students for postsecondary education and the workforce

Two Program Models

Schoolwide

- Schoolwide models - available to all schools with at least 40% poverty.
 - Under ESSA, 40% poverty threshold can be waived by DEED if a schoolwide program will best serve student needs.
- Schools operating a SW program must have a current SW Plan

Targeted Assistance

- Targeted assistance model – available to all schools.
- Title I-A services are provided to a **select group of students.**

Resource: What is the Difference?

What is the Difference?

Title I-A Targeted Assistance and Schoolwide Programs

Item	Targeted Assistance	Schoolwide
Overview	- Title I-A services are provided to a select group of children. - Children who are served are those who are identified as failing, or most at risk of failing, the state's challenging academic standards.	All staff, students, and resources are part of the SW Program. - Must focus on the needs of low-achieving children and the most at risk of not meeting the state's challenging academic standards.
School Eligibility	- All schools selected to receive funds through ranking and serving that are: - ineligible for a schoolwide program, - have not received a waiver from DEED to operate a schoolwide program, or - choose not to operate a schoolwide program.	- Schools that in which not less than 40% of the children enrolled are from low-income families. - A school in which less than 40% of the children are from low-income families may operate a SW program if the school receives a waiver from the DEED. - Schools operating a SW program must have a current SW Plan
Eligible Students	Title I-A students are identified by the school as failing, or most at risk of failing, <u>the</u> meet the challenging state academic standards on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school.	All students in the school are considered Title I-A students. - All students are considered Title I-A, whether or not they receive supplemental education services.
Service Delivery to Eligible Students	Title I-A teachers and paraprofessionals provide targeted supplemental instruction and/or interventions to targeted students.	Any practices and staffing that create high levels of academic achievement for all students in the school.
Examples of Services	- Push-in and Pull-out Support - Expanded learning time - before- and afterschool programs, - summer programs and opportunities - Services to assist preschool children in the transition to elementary school programs - Providing professional development to personnel who work with targeted children - Implementing strategies to increase the involvement of parents of targeted children	- Expanded learning time - Counseling - School-based mental health programs - Specialized instructional support - Mentoring services - Preparation for and awareness of opportunities for postsecondary education and the workforce - A schoolwide tiered model to prevent and address behavior problems - Establish or enhance preschool programs - Strategies for assisting preschool children in the transition to elementary - Professional development - Recruit and retain effective teachers - Strategies to increase the involvement of parents

Alaska Department of Education & Early Development

Item	Targeted Assistance	Schoolwide
Supplement, Not Supplant	- A district shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving [Title I, Part A] assistance - Title I costs must still be allowable under the Title I program. - Only benefit eligible students - Necessary and Reasonable - Costs permissible under Title I and ESSA generally	- A district shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving [Title I, Part A] assistance - Title I costs must still be allowable under the Title I program. - Only benefit eligible students - Necessary and Reasonable - Costs permissible under Title I and ESSA generally
Instructional Paraprofessionals	Any instructional paraprofessional paid in whole or in part by Title I-A funds in a targeted assistance program. Minimum Qualification Requirements for Title I-A Paraprofessionals - Two years of college (at least 48-semester hour credits); or - Associate's (or higher) degree; or - Meets the following three requirements: High school diploma or GED, - Passed the state approved ParaPro assessment with a score of 459 and - Completed the Paraprofessional Standards Checklist administered by a principal or district designated administrative staff member.	All instructional paraprofessionals working in a Title I-A school operating a schoolwide program. Minimum Qualification Requirements for Title I-A Paraprofessionals - Two years of college (at least 48-semester hour credits); or - Associate's (or higher) degree; or - Meets the following three requirements: High school diploma or GED, - Passed the state approved ParaPro assessment with a score of 459 and - Completed the Paraprofessional Standards Checklist administered by a principal or district designated administrative staff member.
Annual Review	- Must review, on an ongoing basis, the progress of targeted children and revise the Targeted Assistance Program. - The program must be reviewed and revised as necessary to help Title I-A children meet the state's challenging academic standards.	- Must review the progress of its schoolwide plan on an ongoing basis. - The plan must be reviewed and revised in order to help all children at the school meet the state's challenging academic standards.
Parent & Family Engagement	Must comply with Title I-A requirements for parent and family engagement.	Must comply with Title I-A requirements for parent and family engagement.

Alaska Department of Education & Early Development

Schoolwide and Targeted Assistance Requirements

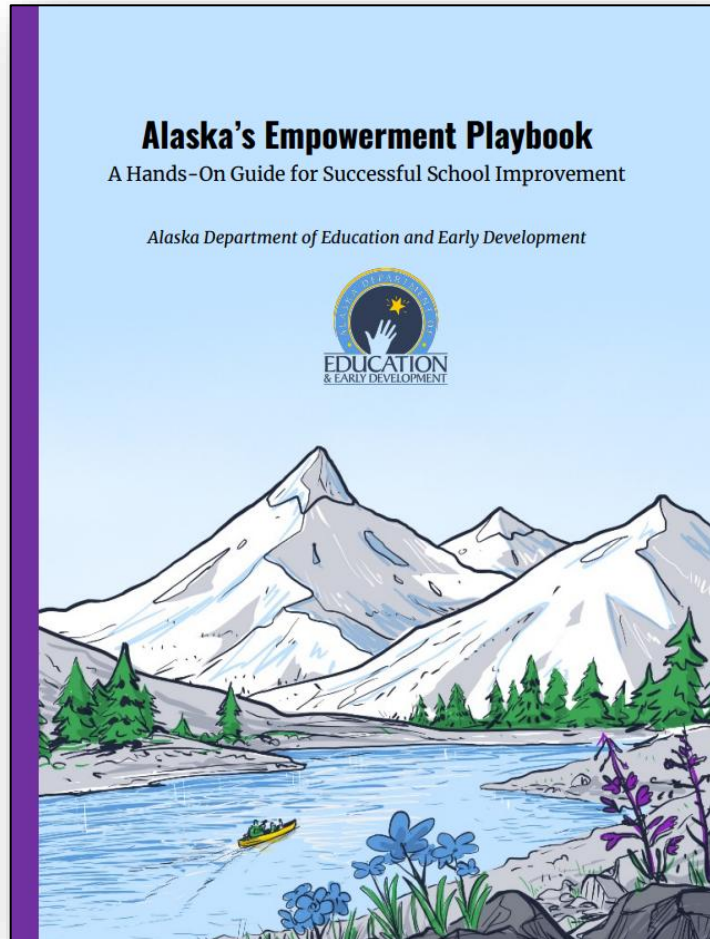
Schoolwide

- [Title I-A Schoolwide Plan](#)
- [Title I-A Schoolwide Waiver](#) (if applicable)
- [Title I-A Schoolwide Plan Assurances for Alaska's Empowerment Playbook](#) (if applicable)

Targeted Assistance

- Selection Criteria
- Student Lists
- Site Plan
- [Title I-A Targeted Assistance Plan Template](#) (if applicable)

Schoolwide Planning



[SCHOOL NAME]

TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,
December 2015

[School Year]

EDUCATION & EARLY DEVELOPMENT

Using a School Improvement Plan as a Title I Schoolwide Plan Assurances

School Year: []

Contact Information

School Information

School Name: []	Principal: []	Address: []
Telephone: []	Email: []	

District Information

District Name: []	Superintendent: []	Address: []
Telephone: []	Email: []	

Schoolwide Enactment Information

Schoolwide Eligibility Information

What is the school's current poverty rate?: []

Is the school's poverty rate above 40%? ☐ Yes ☐ No

If poverty rate is below 40%, does the school have an approved [waiver](#) for the current school year on file with DEED?
☐ Yes ☐ No

Schoolwide Plan Information

New Plan?: ☐ Yes ☐ No

"If this plan is for a new schoolwide school, it must be submitted to DEED as part of the current-year ESEA Consolidated Application in GMS (include all items in the [checklist](#) at the end of this document)."

Initial Effective Date: []

Revision Date: []

Form #05-23-065
Alaska Department of Education & Early Development

Using a School Improvement Plan as a Title I Schoolwide Plan Assurances
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Knowledge Check

- Can I use my district Title I-A funds to support a preschool program in a targeted assistance school?
 - Yes
 - No

Parent and Family Engagement

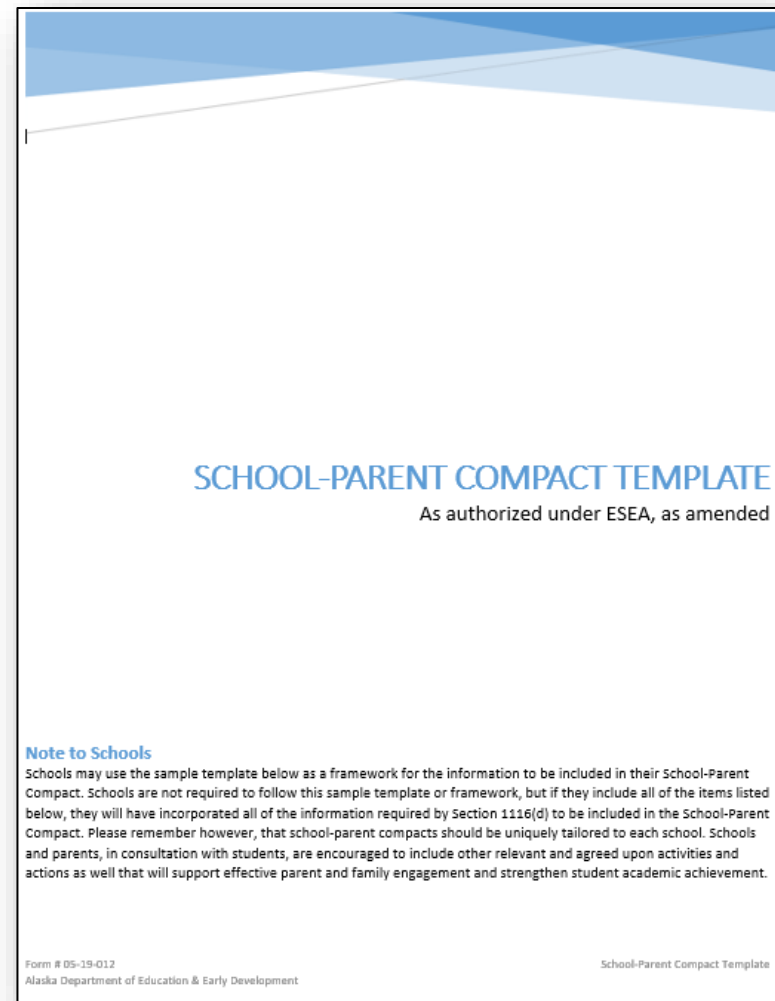
Parent and Family Engagement Policies

- [District Parent and Family Engagement Policy Template](#)
- [School Parent and Family Engagement Policy Template](#)



School-Parent Compact

- School-Parent Compact Template

The image shows a template for a School-Parent Compact. It features a blue header with a white line for a title. Below the header, the text "SCHOOL-PARENT COMPACT TEMPLATE" is centered in blue, followed by "As authorized under ESEA, as amended" in a smaller black font. A "Note to Schools" section is located at the bottom, providing guidance on how to use the template. The form is identified as Form # 05-19-012 and is from the Alaska Department of Education & Early Development.

SCHOOL-PARENT COMPACT TEMPLATE
As authorized under ESEA, as amended

Note to Schools
Schools may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools are not required to follow this sample template or framework, but if they include all of the items listed below, they will have incorporated all of the information required by Section 1116(d) to be included in the School-Parent Compact. Please remember however, that school-parent compacts should be uniquely tailored to each school. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parent and family engagement and strengthen student academic achievement.

Form # 05-19-012
Alaska Department of Education & Early Development

School-Parent Compact Template

Annual Title I-A Meeting

- Sample Annual Title I Parent Meeting Agenda

[School Name]
[Principal Name]
[School Address]
[City, State, and Zip Code]
[School Phone Number]

Title I Annual Parent/Guardian Meeting

[Meeting Location]
[Date of Meeting]
[Time of Meeting]

Welcome Parents and Community Members!

We are glad to welcome you to our school's Title I Annual Parent Meeting. There are a few light refreshments in the back of the room, please help yourself. Also, if needed, childcare is available in room #. Please sign your child in before the meeting begins.

During this meeting we will be reviewing and discussing our school's Title I program. We will cover the following items that are important to you as parents:

1. What is a Title I school?
2. How does our school spend Title I money?
3. How does our school participate in the Title I Program?
4. What are our school's Title I [schoolwide or targeted assistance] requirements?
5. [School Name] Schoolwide Program – Past and Present
 - What are our schoolwide goals?
 - What programs/supports are in place to help my child?
 - [List school programs and supports to discuss]
6. What curriculum does our school use?
7. What tests will my child be taking?
 - How do these tests measure my child's progress?
 - What proficiency levels is my child expected to meet?
8. What is required by law for Parent and Family Engagement?
 - What is the district's Parent and Family Engagement Policy?
 - What is the school's Parent and Family Engagement Policy?
 - What is a School-Parent Compact?
9. Does my child's teacher meet professional qualifications?
 - What is a parent's right to know?
10. How is Title I Parent and Family Engagement money spent?
11. What opportunities does the school provide for parent engagement?
 - [List parent engagement opportunities offered for school or home]
 - [List volunteer opportunities]
 - [List parent decision making opportunities/meetings/councils]
12. How responsive will the school be to my questions when staff is contacted?
 - [Provide staff contact information]
13. Closing and evaluations

We welcome parent questions/input throughout the presentation! We want to make sure you leave the meeting informed about the Title I program as well as the opportunities the school provides to get involved.

Thank you for coming! We hope to see you again very soon!

Parent and Family Engagement Notifications

- Teacher Qualifications
 - Out-of-field
- Testing Transparency
 - Policy on student participation
 - Student Achievement Results
 - Information on State and local assessments
- Language Instruction
 - Placement in EL Program
 - Parent and Family Outreach
- District and School Report Cards
- Annual Title I-A Meeting
- Timely Information
- Written Parent and Family Engagement Policies
- Written School-Parent Compact

Parent and Family Engagement Notification Requirements Support Document

- Title I, Part A Parent Notification Requirements for Districts and Schools



Title I, Part A Parent Notification Requirements for Districts and Schools

Title I, Part A provides for parent and family engagement at every level of the program. Parent and family engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success.

The table below is intended to assist districts and schools in meeting the Title I, Part A requirements of parent notification, a key element of parent and family engagement. This list is not complete, and does not include the consultation, collaboration, technical assistance, training, and other kinds of direct and indirect communication that occur among school, district staff and the families and students they serve.

Notification	When	Who	From District	From School
Written Parent and Family Engagement Policies Districts and schools must notify parents of <u>participating children</u> ¹ in Title I schools, and the community, of their written parent and family engagement policies, jointly developed with parents of participating children. [ESSA Section 1116 (a)-(b)]	District and school determined; usually in the fall	Parents of participating children	✓ District Policy Template	✓ School Policy Template
Written School-Parent Compact Schools that receive Title I, Part A funds must 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. [ESSA Section 1116(d)]	School determined; usually in the fall	Parents of all children in Title I schools		✓ Compact Template
Parents Right to Know: Teacher and Paraprofessional Qualifications The district must notify parents of students attending Title I schools that they may request information regarding the professional qualifications of the student's classroom teachers, and whether the child is provided services by paraprofessionals, and if so, their qualifications. [ESSA Section 1112(e)(1)(A)]	Beginning of the school year	Parents of all children in Title I schools	✓	

¹ In a schoolwide program, all children are considered "participating children". In a targeted assistance program, only students served are considered "participating children".

Revised May 23, 2022

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Building Capacity

- Build Capacity of Parents
 - Assistance
 - Materials and Training
 - Coordinate and integrate parent engagement programs and activities
 - Understandable format
 - Other reasonable support
- Build Capacity of Educators
 - Value and utility of contributions of parents
 - How to reach out to, communicate with, and work with parents as partners
 - Build ties

Instructional Paraprofessionals

Qualifications Form

- Alaska Instructional Paraprofessional Qualification Form



Alaska Instructional Paraprofessional Qualifications Form

All instructional paraprofessionals are required to meet these requirements under 4 AAC 04.220. The Elementary and Secondary Education Act (ESEA) currently authorized as the Every Student Succeeds Act (ESSA) requires school districts to ensure that paraprofessionals assisting in instruction and employed in programs supported with Title I, Part A funds meet qualification requirements. This form can be used to provide the documentation with the appropriate supporting documents as backup.

A paraprofessional is considered non-instructional if the paraprofessional:

- acts as a translator to enhance the participation of English learners or students with disabilities;
- has instructional-support duties that consist solely of conducting parental involvement activities; or
- has only non-instructional duties, including providing technical support for computers, providing personal care duties, or performing clerical duties.

Directions

1. Print the paraprofessional's name in the space provided.
2. Indicate method used to determine the requirements were met by checking appropriate box. Attach the appropriate backup documentation (e.g., transcript, diploma, or test score sheet).
3. Complete the standards checklist: For each standard indicates date standard was met and how verified by district representative. Possible ways to verify the attainment of standard include: observation, interview, special training completed (include transcript or certificate of completion). Further information on the standards can be found on the [DEED website](http://education.alaska.gov) (education.alaska.gov).
4. The form must be signed and dated by the paraprofessional and the district representative who verified the information. The district representative must print his/her name and title on the form. The school and district where the paraprofessional is employed should maintain a copy of this form to meet the requirements of Elementary and Secondary Education Act (ESEA). The paraprofessional may want to keep a copy of this form for his/her records.

State-approved Assessment Information

Testing Company	Test/Passing Scores
Educational Testing Services (ETS) (ets.org/parapro.html)	Parapro Assessment / 459
Higher Education Learning Profile (HELP), previously offered by Educational Resources Incorporated (No longer available)	Essential math, 54%; Reading Comprehension, 41%; and Written expression, 55%
Master Teacher, Inc. (masterteacher.com/paraeducator-online-training)	Assessment 1 Reading, Writing, and Math: Instructional Support, 65% Assessment 2 Reading, Writing, and Math, 70%;
WorkKeys by ACT (alaskaworks.org/workkeys-testing-info)	Workplace Documents, Level 4 Applied Math, Level 4; and Graphic Literacy, Level 3.
Alaska-approved Basic Competency Exam (BCE) (education.alaska.gov/teachercertification/praxis)	See webpage (education.alaska.gov/teachercertification/praxis)

Alaska Department of Education and Early Development

Updated: December 2022

Individual Paraprofessional Plan

- Sample Alaska Individual Paraprofessional Plan



Sample Alaska Individual Paraprofessional Plan

Paraprofessional's Name: _____ School: _____

Paraprofessional's Assignment(s) – Check all that apply

- ☐ provide 1-1 tutoring
- ☐ assist with classroom management, such as organizing materials
- ☐ provide instructional assistance in a computer lab
- ☐ conduct parent involvement activities
- ☐ provide instructional support in a library or media center
- ☐ act as a translator (instructional support)
- ☐ provides instructional services under the direction of a teacher

Paraprofessional Requirements

- ☐ The district verifies the paraprofessional has a high school diploma or equivalent

Check the option to meet the required qualifications during the current school year:

- ☐ Completed at least two years of higher education (at least 48 semester hours or the equivalent) at a regionally or nationally accredited institution of higher education
- ☐ Obtained an associate's degree or higher from a regionally or nationally accredited institution of higher education
- ☐ A high school diploma or its equivalent and have passed the **ParaPro** Assessment (offered by Education Testing Service, (ETS))
- ☐ A high school diploma or its equivalent and have passed the Higher Education Learning Profile (HELP)
- ☐ A high school diploma or its equivalent and have passed the **ParaEducator** Online Training and Assessments (offered by Master Teacher, Inc.)
- ☐ A high school diploma or its equivalent and have passed the specific WorkKeys by Act, Inc. assessments
- ☐ A high school diploma or its equivalent and achieve the qualifying Basic Competency Exam (BCE) scores under 4 AAC 12.310

Paraprofessional Needs

- ☐ The paraprofessional needs support in meeting the Paraprofessional Standards

Check all areas in which support is needed to meet the required qualifications:

- ☐ Reading
- ☐ Mathematics
- ☐ Writing
- ☐ Independent Study materials
- ☐ Group Study Sessions
- ☐ ParaPro Practice Test

Alaska Department of Education and Early Development Updated: February 2024

Other Spending Rules

Carryover Limitation

- Title I-A has a 15% carryover limitation for districts that receive more than \$50,000
- Districts can carryover no more than 15% of a fiscal year's allocation into the next fiscal year
 - Have an initial period of 15 months to meet the limitation
 - May request a carryover waiver once every 3 years



Comparability

- Annual requirement
- Applicable districts must be able to show that services funded through state and local funds are comparable in all of its schools.
- Comparability Report
 - Comparison of student/instructional staff ratios or school to school salary comparisons
 - Accounts for staff paid from state/local dollars



Supplement, Not Supplant (SNS)

- [Non-Regulatory Informational Document](#)
- [DEED Resource: Supplement, Not Supplant Requirements under ESEA](#)
- A district receiving Title I, Part A funds must continue to use its Title I, Part A funds only to supplement, and not supplant, the funds that would be made available from State and local sources in the absence of such Federal funds.

SNS Methodology

- Must be Title I neutral
- Exceptions –
 - One school;
 - Only Title I schools; or
 - A grade span that contains only: a single school, non-Title I schools, or Title I schools (i.e., no methodology is required for this grade span)



Comparison of Title I-A Fiscal Rules

Comparison of Title I-A Maintenance of Effort, Comparability, and SNS Fiscal Rules

Title I-A Fiscal Requirements		
Maintenance of effort	Comparability	Supplement, not supplant
Requires districts to have a consistent base of state and local funding for public education from year to year.	Requires that state and local funds are used, as a whole, to provide services that are comparable among Title I-A and non-Title I-A schools.	Requires that districts distribute state and local funds to schools without regard to whether a school receives Title I-A funds.

Equitable Services (Private School Participation)

- [Non-Regulatory Guidance](#)
- Proportional share is based on # of public school low-income children and the # of private school low-income children

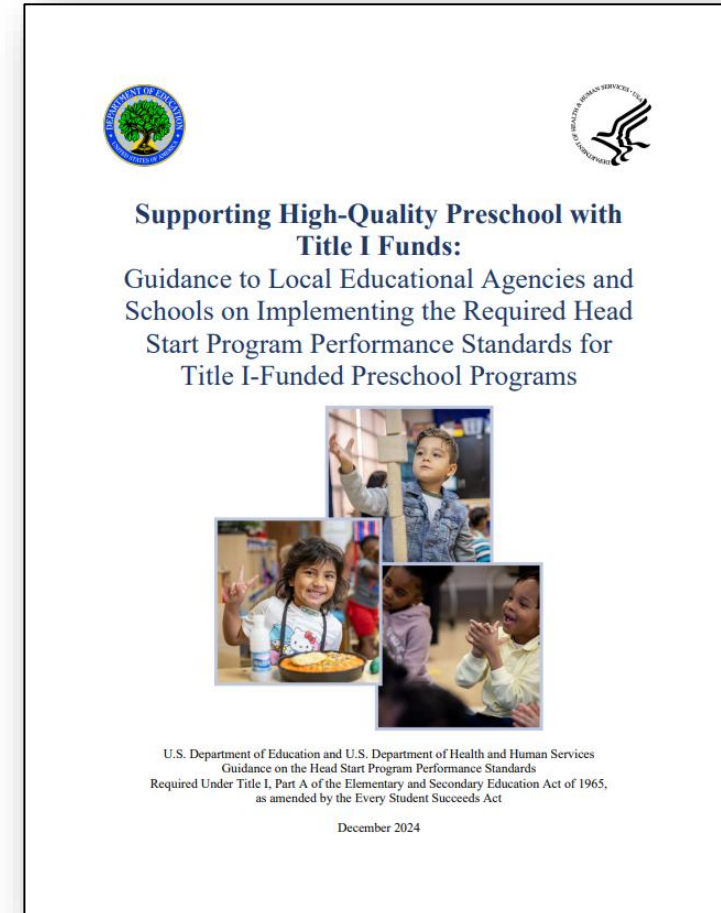
Title I-A Resources

Recently issued U.S. Department of Education Resources

Alaska Department of Education & Early Development Resources

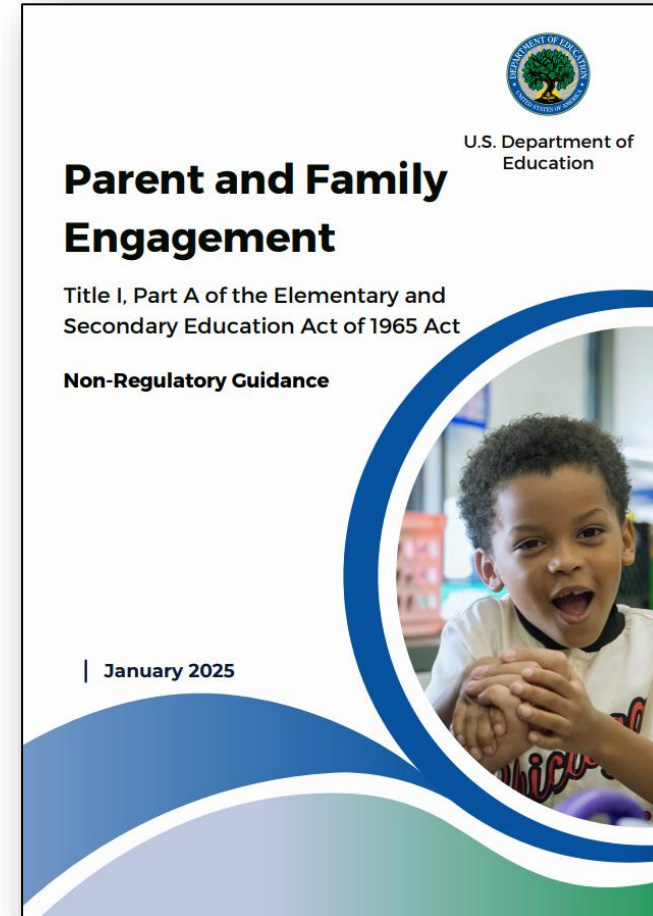
Supporting High-Quality Preschool with Title I Funds

- Non-Regulatory Guidance: Supporting High-Quality Preschools with Title I Funds



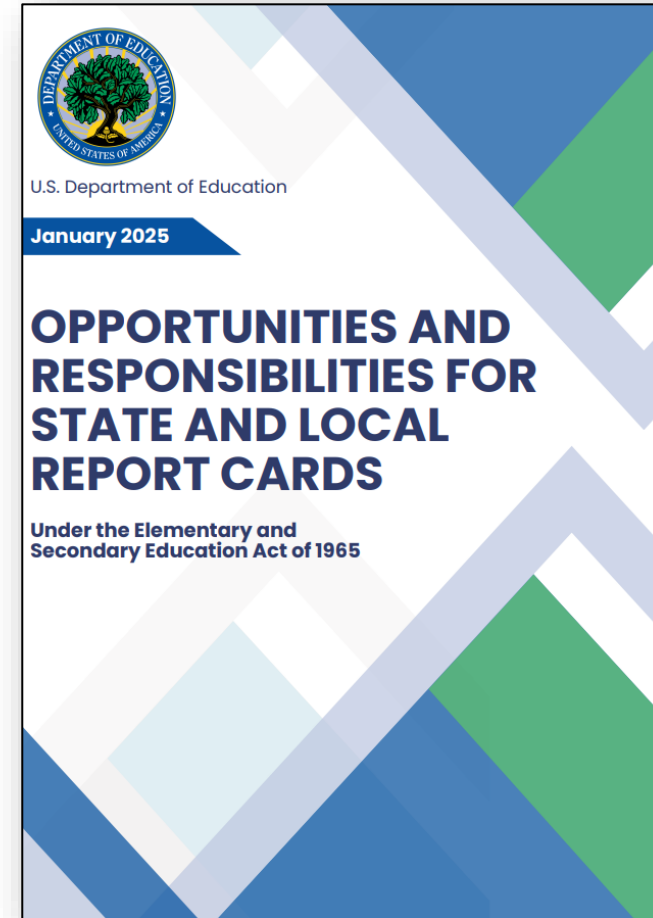
Parent and Family Engagement

- Non-Regulatory Guidance: Parent and Family Engagement under Title I, Part A of the ESEA



State and Local Report Cards

- Non-Regulatory Guidance: Opportunities and Responsibilities for State and Local Report Cards



Important Dates

• Title I-A Important Dates



Deadline	Task
Beginning of School Year	Parents Right to Know – Educator Qualifications: Parents of all children attending Title I-A schools be notified at the beginning of each school year that they can request information on the professional qualifications of the student's classroom teachers including: - whether the student's teacher - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and - is teaching in the field of discipline of the certification of the teacher; and - whether the child is provided services by paraprofessionals, and, if so, their qualifications.
Beginning of School Year	Parents Right to Know – Assessments: At the beginning of each school year, the district must provide each parent of each student attending any Title I-A school information on the level of achievement of the parent's child in each of the state academic assessments; notified the parents of each student attending any Title I-A school that the parents may request information regarding any State or district policy regarding student participation in any assessments mandated by the State or district, which shall include a policy, procedure, or parental right to opt the child out of such assessment; and made widely available through public means (including by posting in a clear and easily accessible manner on the district's website) information on each assessment required by the State to comply with section 1111 including — - the subject matter assessed; - the purpose for which the assessment is designed and used; - the source of the requirement for the assessment; and - where such information is available— the amount of time students will spend taking the assessment; the schedule for the assessment; and the time and format for disseminating results.
February	Title I Comparability Report due for required districts only (exact due date varies)
Mid-February	Districts must publicly disseminate district and school report cards to all parents of students in school within 30 days of report cards going live
Annual	Each Title I School shall convene a Title I Meeting
Annual	Schoolwide Waiver due (as applicable)
Periodic Review	Districts must periodically review and revise the following plans as necessary: District Plan, Schoolwide Plan (as applicable), Targeted Assistance Plan (as applicable)

DEED Website

- [Title I-A Spending Handbook](#)
- education.alaska.gov/forms
 - [District Parent and Family Engagement Policy Template](#)
 - [School Parent and Family Engagement Policy Template](#)
 - [Title I-A Schoolwide Plan Template](#)
 - [Title I-A Schoolwide Waiver](#)
 - [Title I-A Targeted Assistance Plan Template](#)
 - [School-Parent Compact Template](#)
 - [2025-2026 ESEA Monitoring Indicator Form](#)

Questions



Contact Information



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The Basics: Title II, Part A Supporting Effective Instruction

Alaska Department of Education and Early Development

Adrianne Schwartz, Program Manager

October 13, 2025



Agenda

- Regulation and Guidance
- Critical Dates
- Purpose
- Overview
- Consultation
- Prioritization of Funds
- Allocations
- Allowable Uses of Funds
- Evidence-Based
- Effectiveness
- Supplement, not Supplant
- Equitable Services
- Resources
- Questions

Regulation and Guidance

Title II Preparing, Training, and Recruiting High-Quality Teacher, Principals, or Other School Leaders - [Supporting Effective Instruction State Grants Title II, Part A | U.S. Department of Education](#)

Non-regulatory Guidance for Title II, Part A - [title-ii-part-non-regulatory-guidance-january-2025-109320.pdf](#)

Critical Dates

Title II, Part A Program Critical Dates

Critical dates including reporting requirements for the educator qualifications.

Deadline	Task
September 15	First Day Vacancy due to Department of Education and Early Development (DEED)
September 15	Educator Evaluation Report due to DEED
October 15	Certified and Classified Staff Accounting data files due to DEED via State Report Manager (SRM)
October 16	Out-of-Field Parent Notifications – if not previously sent after 4 weeks of being taught by an out-of-field teacher (including emergency certificated teachers).
November 1	Individual Paraprofessional Plans should be developed for any instructional paraprofessional who has not meet the requirements kept on file at the district.
January 31	Out-of-Field Parent Notifications – after 4 weeks of being taught by an out-of-field teacher for the second semester in secondary schools.

Note: If the due date falls on the weekend, please submit on the closest business day.

Critical Dates

Reminder: Study of Title II-A Use of Funds: District Survey

- Under section 2104(b), the ESEA requires LEAs to report to SEAs how they spend Title II funds each year. The U.S. Department of Education (ED) will not be administering a national LEA survey this school year. The LEA survey has been used in the past to help SEAs meet this requirement. In the absence of the ED survey this year, SEAs will be responsible for collecting this information from LEAs as outlined in ESEA 2104(b). While the ESEA does not require SEAs to report this information to ED, SEAs are required to make the results publicly available (ESEA 2104(c)).
[Study of Title II-A Use of Funds: District Survey](#)
- The survey deadline has passed. Please complete the survey **now** so DEED can make these results publicly available. Each district should only complete the survey once. Districts should coordinate a response to avoid duplicate submissions. For assistance, please contact Adrienne Schwartz at (907) 465-8721 or adrienne.schwartz@alaska.gov.



Basic Information

Purpose

- Increase student achievement consistent with state standards,
- Improve the quality and effectiveness of teachers, principals, and other school leaders,
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools, and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Who does it support?

- These funds are meant to support districts in preparing, training, and recruiting high-quality teachers, principals, or other school leaders.

**Prepare, attract,
and retain effective
education professionals**



Ensure that activities and/or resources address the learning needs of all students including...

- Children with disabilities,
- English learners, and
- Gifted and talented students.



- Activities supported with Title II-A funds must:
 - Be consistent with Title II's purpose (see previous slide), and
 - Address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students.

Overview

Districts must consult with stakeholders

Local planning must include meaningful consultation with a broad range of stakeholders as required by ESEA sections 2101(d)(3) and 2102(b)(3) and should examine relevant data to understand the most pressing needs of educators and students, including the potential root causes of those needs given local context. Interviews, focus groups, and surveys, as well as student data, school data, and educator data, will also provide insights into local needs.



Prioritization of Funds

Districts must prioritize Title II-A funds to schools that:

- Are implementing comprehensive support and improvement (CSI) activities and targeted support and improvement activities (TSI), and
- Have the highest percentage of children counted under section 1124(c) (these are primarily low-income children)



Prioritization examples



Allowing educators from these schools to have first access to professional development;



Assigning district staff positions funded by Title II-A to these schools before other schools;



Targeting recruitment and/or retention activities at these school specifically; or



Providing tailored evidence-based activities that meet the school's needs.

Allocations to Districts

- Districts receive Title II, Part A funds based on a formula that includes both poverty counts, and population counts of individuals aged 5 through 17 that reside in the district.



Allowable Use of Funds

- Evaluation and Support Systems
- Recruiting, Hiring, and Retaining Effective Teachers; Implementing Supports for Principals and Other School Leaders
- Recruiting from Other Fields
- Class Size Reduction
- Personalized Professional Development
- Increasing Teacher Effectiveness for Students with Disabilities and English Learners
- Supporting Early Education
- Supporting Effective Use of Assessments



Allowable Use of Funds cont'd

- Supporting Awareness and Treatment of Trauma and Mental Illness, and School Conditions for Student Learning
- Supporting Gifted and Talented Students
- School Library Programs
- Preventing and Recognizing Child Sexual Abuse
- Supporting Science, Technology, Engineering, and Mathematics (STEM)
- Feedback Mechanisms to Improve School Working Conditions
- Supporting Postsecondary and Workforce Readiness
- Other Activities that meet the Title II-A purposes and are evidence-based



Unallowable Uses of Funds

- Title II-A funds cannot be used on items to be used by students or in the classroom, such as software for student use.
- Professional development that is short-term or stand-alone may not meet the definition as an allowable expenditure under ESEA section 2103(b)(3) without further integration into a comprehensive plan for professional development.

Goals

- Understand ESSA's definition of evidence-based practice
- Understand levels of evidence-based practice
- Understand importance of evidence-based practice
- Identify Title II, Part A allowable activities that require rigorous and relevant evidence

Evidence-Based

- **Non-regulatory**
Guidance: Using Evidence to Strengthen Education Investments - [title-ii-part-non-regulatory-guidance-january-2025-109320.pdf](https://www.alaska.gov/education/title-ii-part-a-non-regulatory-guidance-january-2025-109320.pdf)

Effectiveness

- Districts are required to describe the process and data that the district uses for annually reviewing and evaluating the effectiveness of the use of Title II-A funds and revising the activities to be provided as necessary based on the results of the evaluation.



Supplement, Not Supplant

- ESEA Supplement, Not Supplant Requirements - <https://education.alaska.gov/ESEA/documents/ESEA%20SNS%20Requirements.pdf>
- In Title II-A supplanting is presumed when:
 - A district uses Title II-A funds to pay for an activity that is required by federal, state or local law, or
 - A district uses Title II-A funds to pay for an activity it supported with state or local funds the prior year.

Equitable Services (Private School Participation)

- Title VIII, Part F of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel, Non-Regulatory Guidance – https://education.alaska.gov/esea/private_schools/esea-titleviii-guidance-2023.pdf.
- Applicable districts must reserve funds to provide Title II-A services to eligible private school teachers and other educational personnel.

Resources

DEED Webpages

- Title II-A: <https://education.alaska.gov/esea/TitleII-A>
- Federal Grants Management: education.alaska.gov/grants/fed-grants

DEED Guidance

- Spending Handbook: <https://education.alaska.gov/ESEA/TitleII-A/docs/08162022%20Title%20II-A%20ESSA%20Spending%20Handbook.pdf>
- ESEA Supplement, Not Supplant Requirements: education.alaska.gov/ESEA/documents/ESEA%20SNS%20Requirements.pdf

USED Title II-A Webpage

- USED Webpage: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/instruction-state-grants-title-ii-part-a/>

Critical Program Dates

- Critical Program Dates: [2025-06-24 Title II-A Critical Dates.pdf](#)



- Opportunity for districts to share their challenges and successes with each other
- Districts discuss various Title II-A related topics (e.g., meeting educator/paraprofessional requirements, professional development) as a group and share ideas, resources, challenges, and successes
- District driven discussions

Quarterly Sharing Sessions – starting in November!



Contact Information

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Stay Connected



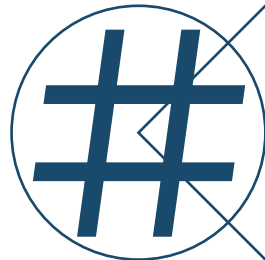
Website

- education.alaska.gov



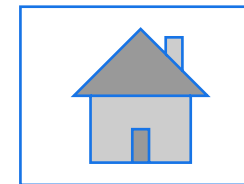
Phone

- Main Line: (907) 465-2800
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Social Media

- @AlaskaDEED



InDEED: Connect With Us

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