

Putting Montana Students First **A<sup>+</sup>**

MONTANA TITLE I, PART A; TITLE  
II, PART A; TITLE IV, PART A; AND  
IX, MCKINNEY-VENTO  
2022 MONITORING TOOL





# Montana Title I, IIA, IVA, and IX Monitoring Tool

## Montana Office of Public Instruction

Revised 6/2022

<b>Table of Contents</b> .....	<b>1</b>
<b>Common Compliance REQUIRED FOR ALL MONITORING</b> .....	<b>2</b>
<b>Title I, Part A: Improving the Academic Achievement of the Disadvantaged</b> .....	<b>7</b>
<b>Comprehensive Support and Improvement: ESEA 1111(d)(1)</b> .....	<b>7</b>
<b>Targeted Support and Improvement: ESEA 1111(d)(2)</b> .....	<b>7</b>
<b>Parental Right-to-Know: ESEA 1112</b> .....	<b>8</b>
<b>Schoolwide Program: ESSA 1114</b> .....	<b>9</b>
<b>Targeted Assistance Program: ESEA 1115</b> .....	<b>10</b>
<b>Parent and Family Engagement: ESEA 1116</b> .....	<b>11</b>
<b>Private School: ESEA 1117</b> .....	<b>12</b>
<b>Title IX McKinney-Vento Homeless Act “Required for all Districts”</b> .....	<b>13</b>
<b>Title II-A Improving Teacher Quality: ESSA 2101</b> .....	<b>17</b>
<b>Title IV-A Student Support and Academic Enrichment</b> .....	<b>22</b>

Due to the wide range of district and school parental notification forms, and the fact that many do not meet federal requirements, beginning with School Year (SY) 2021-22, TransACT documents must be used. Those sections where TransACT forms must be used are identified within this document. The Montana Office of Public Instruction (OPI) pays for a state subscription to TransACT for all Montana districts. Districts can register/login to TransACT at the following URL: <https://parentnotices.com>. For further assistance, please contact Sheri Harlow at [SHarlow@mt.gov](mailto:SHarlow@mt.gov) or TransACT at [support@transact.com](mailto:support@transact.com).

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## Montana Title I, IIA, IVA, and IX Monitoring Tool Montana Office of Public Instruction

Revised 6/2022

### Common Compliance **REQUIRED FOR ALL MONITORING**

CC-A Expenditures are being maintained at the LEA for Title I and Title II A areas. Expenditures are for allowable and approved activities. Expenditures supplement/not supplant state and local funds. (Subpart E-Cost principals of UGG)

Required Documentation:

- Provide a detailed expenditure report for Title I and Title II A areas being monitored that shows date, vendor, item description and amounts for one month of the previous school year. (The district may select the month.)
- Provide the district's policy/methodology to meet the supplement, not supplant requirements required under the ESSA, if necessary
- MTSBA model policy 7220P (if adopted)

***Comment: If the district is required to set-aside funds to provide services to Homeless or Neglected or Delinquent students enrolled in non-Title I schools, please include a detailed report of how those funds were used.***

---

CC-B The LEA has received the appropriate audit per CFR 200.501 audit requirements

Required Documentation:

- LEA has submitted the applicable audit. (Does not need to include in the portfolio.)

Comment: Provided by the OPI. The district does not need to include in the portfolio.

---

CC-C The LEA has a current inventory of any materials purchased with Title IA funds. This includes the specific location of the item.

Required Documentation:

- LEA fixed assets inventory. This includes laptops computers, Smartboard, protectors, etc...
- 

CC-D Materials, supplies, and equipment purchased with Title I- A funds are labeled as purchased with federal funds.

Required Documentation:

- Verification done during an onsite visit.
  - Verification done by a written assurance from the district-desk monitoring.
- 

CC-E The LEA meets comparability requirements:

1. Policy to ensure equivalence among schools in teachers, administrators, and other staff
2. Policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies
3. A district-wide salary schedule

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### Montana Office of Public Instruction

Revised 6/2022

#### Required Documentation:

- Building Staff Plans with data that indicates which staff are included and excluded in the comparability calculation worksheets. Comparability calculations worksheet: <http://opi.mt.gov/Leadership/Assessment-Accountability/Title-Other-Federal-Programs/Title-I-Part-A-Improving-Basic-Programs#9942311154-forms--monitoring-information>
  - Board adopted policy is in place and being implemented
  - District-wide salary schedule

Comment: Not Applicable if only one school per grade span.

---

CC-F The LEA has internal controls to monitor time and effort.

#### Required Documentation:

- Examples of the internal controls to monitor time reports for staff members paid out of federal funds.
  - Timesheets/semi-annual certification of staff paid with federal funds.
- 

CC-G The LEA ensures that all teachers and paraprofessionals working in a program supported by funds under Title I, Part A meet applicable state certification and license requirements. Instructional Paraprofessionals must be under the direct supervision of a licensed teacher, ARM 10.55.715.

#### Required Documentation:

- \*Documentation showing that all teachers and paraprofessionals meet state certification and licensure requirements.
- Attestation report stating all paraprofessionals have been trained by, and are under the direct supervision of, a certified/licensed teacher.
- TransACT form TPQ-04

#### Comments:

- \*TEAMS/EOE report provided by the OPI-district does not need to be included in the portfolio.
- 

CC-H Student Participation in state assessments

(Sec. 1111(b)(2)(B)(vii)(I))

(Sec. 1111(b)(2)(D)(i))

(Sec. 1111(b)(2)(D)(i)(I))

(Sec. 1111(b)(2)(B)(vii)(II)) 34 CFR Part §200.6

(Sec. 1111(b)(2)(D)(i)(I))

(Sec. 1111(b)(2)(B)(vii)(III)) (Sec. 1111(b)(2)(G))

Parental Notice for SWSCDs (Sec. 1111(b)(2)(D)(i)(II))

Parental Notice ELs (Sec. 3111(b)(2)(A))

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### Montana Office of Public Instruction

Revised 6/2022

#### Required Documentation:

- Student inclusion to the fullest extent practicable: Evidence of school's systematic process of using the OPI criteria for ensuring students are eligible to participate in the special population assessments (e.g., alternate, and English language proficiency assessments). Documentation of appropriate accommodation use and standardized procedures requiring students to have the opportunity to practice and become familiar with the computer administration before testing.
  - Meaningful participation in state assessments: Documentation of appropriate supports and accommodations use across all state assessments and the standardized procedures requiring students to have the opportunity to practice and become familiar with the computer administration before testing.
- 

#### CC-I Ensuring the integrity and reliability of state assessments.

(Sec.1202(a)(1)(A))

(Sec. 1202(e)(1)(A) through (C))

(Sec. 1202(e)(1)(A))

#### Required Documentation:

- Test resolution processes: where applicable, provide copies of letter(s) and/or communication sent to stakeholders to demonstrate resolution process(es) for previous testing year's incidents, non-participation, irregularities, appeals, alerts, and/or non-routine accommodations.
  - Roles for data privacy and test security: Evidence of school's systematic process of creating and managing user roles and evidence of completed test security agreements (TSA) at each level (i.e., Authorized Representative, System Test Coordinator, Building Coordinator, Test Administrator, and Supporting Roles).
- 

#### CC-J Communicate Information with Parents and the Public

(Sec. 1112(e)(2)(A))

(Sec. 1111(b)(2)(B)(x))

CFR Part §200.6

#### Required Documentation:

- Notice to families about state assessments: Copy of letter(s) and/or communication sent to parents/guardian (in multiple languages as applicable) for notification of student participation in state assessments and ensuring equitable participation across all student subgroups.
  - Notice to families about student individualized score reports: Copy of letter(s) and/or communication sent to parents/guardian (in multiple languages as applicable) for student score reports.
  - Notice to families on ACT survey data use: Where applicable, copy of letter(s) and/or communication sent to parents/guardian (in multiple languages as applicable) for protecting student privacy and intended data use for state assessment results.
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## Montana Title I, IIA, IVA, and IX Monitoring Tool

### Montana Office of Public Instruction

Revised 6/2022

CC-K Ensure Completed Training and Awareness of Standardized Protocols  
(Sec. 1111(b)(2)(B)(iii) through (iv))  
(Sec. 1202(e)(1)(A))

Required Documentation:

- Testing plans and processes: Evidence of local activities used to implement the standardized protocols for a Test Administration Plan (e.g., established roles, testing dates on school calendars, and secure room and setup protocols before testing). Provide evidence of local activities used to implement the standardized protocols for a Test Security Plan (e.g., steps to secure test contents and protect materials from unauthorized disclosure before, during, and after testing).
- Evidence of local activities used to implement the standardized protocols for a Test Security Plan (e.g., steps to secure test contents and protect materials from unauthorized disclosure before, during, and after testing).
- Evidence of local activities used to implement the standardized protocols for a Test Training Plan (e.g., signed district training logs, training certification, and preparation efforts before testing).
- Evidence of local activities used to implement the standardized protocols for a Test Accessibility Plan (e.g., using a three-tiered accessibility approach for all students and ensuring test accommodations are appropriate as described in the child's educational plan).

---

CC-L Describe how the agency, which provides child welfare services to the child, determines whether it is in the best interest of the child to remain in his or her school of origin. (Sec. 1112(c)(5) (Sec. 1111(g)(1)(E))

Required Documentation:

- Copy of documentation from Best Interest Determination meeting.
- Copy of LEA's Foster Care Point of Contact information including name, e-mail, and telephone number.
- Provide evidence that the LEA POC and the local child welfare division are collaborating on placement and transportation decisions.
- Emails, meeting agendas, or other evidence may be used.
- Copies of any board adopted policies addressing the enrollment and transportation needs of children in foster care, including dates of adoption. (See MTSBA Policies 3110, 3121, and 8100.) TransACT forms FC-01, FC-03, and FC-05

---

C-M Describe how the LEA tracks the progress of foster care students. (Sec. 1111(g)(1)(E))

Required Documentation:

- Evidence of the supports in place when attendance becomes a concern.
- Evidence of the supports in place when academic performance becomes a concern.

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## Montana Title I, IIA, IVA, and IX Monitoring Tool

### Montana Office of Public Instruction

Revised 6/2022

CC-N Describe how the LEA notifies the OPI of Tribal foster care students.  
(Sec. 1111(g)(1)(E))

Required Documentation:

- Copy of documentation submitted to OPI regarding Tribal foster care students, if necessary.
- 

CC-O

Provide LEA assurance that children in foster care are immediately enrolled in a new school when a determination is made that remaining in their school of origin is not in their best interest.

Provide LEA assurance that new enrolling school immediately contacts the school of origin to obtain relevant academic and other key records. (Sec. 1111(g)(1)(E))

Required Documentation:

- Copies of LEA assurances.
- 

CC-P Summarize the policy criteria used to determine when the LEA provides a pupil who leaves foster care the right to remain enrolled in his or her school of origin. (Sec. 1112(c)(5))

Required Documentation:

- Copy of policy criteria explaining determination.
- 

CC-Q How long are transportation services provided for eligible students.

Required Documentation:

- Copy of transportation document
  - TransACT form FS-04 (Sec. 1112(c)(5))
- 

C-R Home Language Survey \*Applies to ALL Districts

- The LEA ensures that the Statewide Home Language Survey (HLS) is given to all newly enrolled students.
- Title VI of the Civil Rights Act of 1964; ESSA Section 3113(b)(2).

Required Documentation:

- Copy of the HLS the district is using.

Comment: HLS is in all students' cumulative files, if necessary.

---

CC-S English Learners \*Applies to districts that have potential and/or identified ELs.

- The LEA follows the process in screening, identifying, serving, and assessing English Learners.
- Title VI of the Civil Rights Act of 1964; ESSA Section 3113(b)(2)

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## Montana Office of Public Instruction

Revised 6/2022

Required Documentation:

- Follow the English Learner Checklist and complete each task for every potential and/or identified EL student.
- Montana OPI EL and Title III Webpage: [English Learner Checklist](#)

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### Title I, Part A: Improving the Academic Achievement of the Disadvantaged

#### Comprehensive Support and Improvement: ESEA 1111(d)(1)

IA-A Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that:

- is informed by all indicators described in subsection (c)(4)(B), including student performance against State-determined long-term goals,
- includes evidence-based interventions,
- completes and analyzes a comprehensive needs assessment,
- conducts a gap analysis based upon the need's assessment and other data,
- identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan,
- is approved by the school, local educational agency, and State educational agency; and
- upon approval and implementation, is monitored and periodically reviewed by the State educational agency.

Required Documentation:

- TransACT form SSI-02
- Letters and/or communication sent to parents, in multiple languages as applicable.

Comment:

- Title I district/school-level improvement plan document provided by the OPI-district does not need to submit with the portfolio.

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#### Targeted Support and Improvement: ESEA 1111(d)(2)

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

- is informed by all indicators described in subsection (c)(4)(B), including student performance against long-term goals,
- completes and analyzes a comprehensive needs assessment,
- conducts a gap analysis based upon the need's assessment and other data
- includes evidence-based interventions,

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## Montana Title I, IIA, IVA, and IX Monitoring Tool

### Montana Office of Public Instruction

Revised 6/2022

- is approved by the local educational agency prior to implementation of such plan,
- is monitored, upon submission and implementation, by the local educational agency; and
- results in additional action following unsuccessful implementation of such plan after several years determined by the local educational agency.

Required documentation:

- TransACT form SSI-05
- Letters and/or communication sent to parents, in multiple languages as applicable.

Comment:

- Title I district/school-level improvement plan document provided by the OPI-district does not need to submit with the portfolio.
- 

IA-C The school ensures teachers use instructional strategies that are reflected in the professional development activities outlined in the school improvement plan.

Required documentation:

- Documentation of Professional Development in Instructional Strategies. Evidence that teachers are implementing these strategies:
    - Walkthroughs
    - Peer to Peer observations
    - Teacher reflection
- 

IA-D The LEA assists the school in implementing the evaluation process as described in the school improvement plan.

Required Documentation:

- Documentation of the LEA process for monitoring and evaluating the school improvement plans.
  - Meeting agendas, sign-in sheets, and minutes.
  - Copy of the evaluation tool.
- 

### Parental Right-to-Know: ESEA 1112

IA-E At the beginning of each school year, the local educational agency (LEA) notified parents in all Title I-A served buildings that they may request information regarding the professional qualifications of the student's classroom teachers. Sec. 1112(e)(1)(A)

Required documentation:

- TransACT form TPQ-01
- Samples of parent notifications disseminated by the LEA for each Title I-A building, in multiple languages as applicable.
  - District website
  - District newsletter
  - Parent handbook

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### Montana Office of Public Instruction

Revised 6/2022

Comment:

- A single notice in a newsletter is not acceptable.
- 

IA-F The LEA provides timely notice to parents of students in Title I-A served schools if the child has been assigned to be taught, or has been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification or license requirements at the grade level in which the teacher has been assigned. Sec. 1112(e)(1)(B)(i)

Required documentation:

- TransACT form TPQ-03
  - Samples of notifications in multiple languages as applicable.
- 

### Schoolwide Program: ESSA 1114

IA-G Schoolwide Program plan meets all the requirements under Sec. 1114.

Comment:

- Provided by the OPI-district does not need to include in the portfolio.
  - This information will be pulled from the AIM system by the OPI-district will need to verify that students have been properly identified and that current data has been uploaded to the state system.
  - **If there are non-Title I schools located in the district, the Schoolwide Plans must include processes to provide services to Homeless and Neglected and Delinquent students who may be enrolled in those schools. Plans must include a method for identifying these students. Students who have been identified as homeless or as neglected (living in a group home for children in the custody of Child and Family Services) must be identified in AIM. Provide evidence that the district is aware of, and regularly communicates with, local homeless shelters or group homes to identify children eligible for Title I services.**
- 

IA-H The schoolwide plan has been reviewed and revised by the school. Sec. 1114 (B)(iii)

Required documentation:

- Annual evaluation process and tool used for each school must be included.
- 

IA-I District has a process in place to identify its most at-risk group of students and a process to monitor student academic improvement. Sec. 1112(b)(1)(A-D); Sec. 1114 (b)(6); Sec. 1114 (b)(7)(A)(i-iii)(I)

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## Montana Title I, IIA, IVA, and IX Monitoring Tool

### Montana Office of Public Instruction

Revised 6/2022

Required documentation:

- List of students receiving additional assistance, benchmark assessments used, timetable of the benchmark assessment schedule, and documentation showing student academic achievement on the benchmark assessments.

Comment:

- Protect student confidentiality.
- 

### Targeted Assistance Program: ESEA 1115

IA-J Targeted Assistance Program plan meets all requirements under Sec. 1115.

Comment:

- Provided by the OPI-district does not need to include in the portfolio.
  - This information will be taken from the AIM system by the OPI-district will need to verify that students have been properly identified and that current data has been uploaded to the state system.
  - Targeted Assistance Plans must specifically address how the school will identify homeless and Neglected and Delinquent youth.
  - **If there are non-Title I schools located in the district, the Targeted Assistance Plans must include processes to provide services to Homeless and Neglected and Delinquent students who may be enrolled in those schools. Students who have been identified as homeless or as neglected (living in a group home for children in the custody of Child and Family Services) must be identified in AIM. Please provide evidence that the district is aware of, and regularly communicates with, local homeless shelters or group homes to identify children eligible for Title I services**
- 

IA-K All children served by Title I in a Targeted assistance building are found eligible using multiple academically related, objective criteria. Sec. 1115(b)

Required documentation:

- Describe the processes and assessments used to identify eligible Title I students.
- List of students receiving additional assistance, benchmark assessments used, timetable of the benchmark assessment schedule, and documentation showing student academic achievement on the benchmark assessments.
- Copy of the prioritized list of eligible Title I Students.

Comment:

- Protect student confidentiality
- 

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## Montana Office of Public Instruction

Revised 6/2022

### Parent and Family Engagement: ESEA 1116

IA-L There is an LEA policy containing all the required elements that are reviewed annually with input from parents and family members of students served by the Title I program, Sec. 1116 (a).

Required documentation:

- Copy of the LEA parent and family engagement policy
  - Invitation to Participate in the review/update of the district policy-TransACT form PFE-01
  - Evidence of an annual review process taking place with input from parents and families of students served by the Title I program
  - TransACT form PFE-02
- 

IA-M Each school building has a parent and family engagement plan developed with input from parents and family members of students served by the Title I program. The plan is made available to the local community and is updated periodically, Sec. 1116(a).

Required documentation:

- Copy of building parent and family engagement plan.
  - Evidence of dissemination to parents and families.
  - Evidence of review process taking place.
- 

IA-N The LEA reserves no less than 1% of its Title I-A allocation (if over \$500,000) for parent and family engagement activities, including promoting family literacy and parenting skills. Sec. 1116(a)

Comment:

- Provided by the OPI-district does not need to include in the portfolio.
  - Evidence that funds are used to promote parent and family engagement activities.
  - Not Applicable if District receives less than \$500,000 in Title IA.
- 

IA-O An annual meeting is convened to inform Title I and Migrant parents and families of their school's participation in Title I, to explain Title I requirements, and the right of parents and families to be meaningfully engaged in their child's education. Sec. 1116 (d)

Required Documentation:

- Evidence of annual meeting: announcements, meeting agenda, sign-in sheets, etc.
  - Information in other languages spoken in the community as appropriate.
  - TransACT form PFE-09
- 

IA-P Each Title I school develops, in partnership with Title I and Migrant parents and families, a school-parent compact. School distributes compact to parents and families annually. Sec. 1116 (d)

Elementary schools must distribute compacts at a parent- teacher conference and explain how they relate to the child's individual achievement. Sec. 1116 (d)(2)(A)

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### Montana Office of Public Instruction

Revised 6/2022

#### Required Documentation:

- Description of annual review process and timeline. Evidence of distribution process: copies of compacts, meeting agenda, sign-in sheet.
  - TransACT forms PFE-06a or PFE-06b
- 

IA-Q Building capacity for involvement: Each school shall carry out activities and strategies that are aligned with the LEA's parent and family engagement policy that helps to build the capacity of Title I parents and families for meaningful engagement in their child's education. Sec. 1116(e)

#### Required Documentation:

- Description and timeline of activities including copies of materials, training agendas, sign-in sheets, etc.
  - Activities offered using Title I funds must provide information to, or build the capacity of, parents and families to support the academic achievement of their child. Open houses, Muffin/Donut days, BBQs, or other meet and greet type activities are not acceptable.
- 

### Private School: ESEA 1117

PS-A The LEA has complied with the requirements for consultation with private school officials in a timely manner. Sec. 1117(b)(1)

#### Required documentation:

- Copies of letters and all communication sent to private schools.
- Copy of written affirmations signed by private school officials that consultation occurred.
- Copy of Interlocal agreement, if necessary.

Comment: The required notices can be found at the following link-

<http://opi.mt.gov/Leadership/Academic-Success/Title-Other-Federal-Programs/Private-Schools#9951511201-consultation-forms>

---

PS-B Educational services, resources, and other benefits to students, teachers, and parents of private schools are equitable to those who attend private schools. [20 U.S.C. 6320]

#### Required documentation:

- Description of services provided to private schools.
- Copy of agreements pertaining to provided services. Sec. 1117 (b)(1)A-L

Comment: The required notices can be found at the following link-

<http://opi.mt.gov/Leadership/Academic-Success/Title-Other-Federal-Programs/Private-Schools#9951511201-consultation-forms>

---

PS-C The LEA provided opportunities for teachers of participating private schools to participate, on an equitable basis, in professional development activities. Sec. 1120(a), 2122(b), 5142 (a), 9501

#### Requested documentation:

- Documentation of private school teachers' participation in professional development activities.

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### Montana Office of Public Instruction

Revised 6/2022

Comment:

- Title II, Part A funds can only be used for professional development.
- 

PS-D The LEA maintains records of its effort to resolve any complaints made by private school representatives. Sec. 1117(b)(2)

Required documentation:

- Copy of complaint procedure.
  - Evidence that the complaint procedure has been shared with private schools.
  - Documentation of communication with private schools regarding complaints.
  - TransACT form PSC-04
- 

PS-E The LEA retains control of and includes an inventory of fixed assets for all equipment purchased with funds for private schools. Sec. 1117(b)(1)

Required documentation:

- LEA fixed assets inventory for each private school. (*This includes computers, laptops, servers, projectors, smartboards, etc.*)
- 

PS-F Services provided to private school children were provided by employees of the LEA or under contract with the LEA. Sec. 1117(b)(2)(A)(B)

Required documentation:

- Contracts/MOUs/LOAs of individuals or third-party entities that are providing services to private school children.
- 

PS-G The LEA establishes an assessment to measure the effectiveness of the Title IA program against the agreed upon standards established in the consultation agreement. Sec. 1117(b)(3)

Required documentation:

- Completed copy of the program evaluation.
  - Description of the program modifications, if any, that will be made if the annual progress goals are not met.
- 

## Title IX McKinney-Vento Homeless Act “Required for all Districts”

MV-A Policies & Procedures

The LEA has reviewed and revised policies and procedures that could act as barriers to the enrollment, attendance, and success of homeless children and youth. 42 USC, 119, VI, B, §11432 (g)(1)(I) Policies and procedures must include the following:

- Procedures to identify homeless children and youth, including the identification of unaccompanied homeless youth (UHY)

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## Montana Title I, IIA, IVA, and IX Monitoring Tool

### Montana Office of Public Instruction

Revised 6/2022

- Procedures to report data to the OPI as required by the ESEA, including demographic data, testing, attendance, and graduation/drop-out
- Procedures to ensure immediate enrollment without documentation, including enrollment in any school- based programs or extra-curricular activities
- Procedures for assisting in obtaining necessary documents
- Procedures for referring students to other services within the school/district
- Procedures for referring families to other services in the community, including Head Start services for younger siblings
- Handbooks and websites must include information on eligibility, contact information for the liaison, and the process for requesting assistance
- Outreach materials and information are posted in the local community in locations where homeless families and youth may seek assistance.
- Families and UHY must be provided with a copy of their rights, including the right to transportation.
- Procedures for families or UHY to file a dispute if there is a disagreement about eligibility, school placement, or services to be provided.

#### Required documentation:

- Copies of all school board, district, and school policies that address the identification and educational needs of homeless students, including dates of adoption. \*Policies must have been adopted after October 2016, to comply with the ESSA.
- A narrative explanation of how the district collects and maintains data on homeless students as required in the ESEA.
- Copies of district or school documents: residency questionnaires, enrollment forms, proof of immunization forms, referral for services forms, or other documentation that provides evidence of a method to determine the housing status of students.
- A narrative explanation of how the district assists homeless students in obtaining necessary documentation.
- Copies of memos or documents used to inform school nutrition services and transportation services of homeless children.
- Proof of collaboration with Head Start or other pre-school programs serving homeless families and children.
- Copies of staff and student handbooks.
- The URL of the school/district webpage with information for homeless families and students.
- Copies of all outreach materials, including a list of the locations where such materials can be found in the community.
- Copies of the district's dispute resolution form, or of the staff and parent handbook explaining how parents may dispute the district's decision regarding the determination and placement of a homeless child
- Copies of materials provided to families that include the rights of homeless students.
- TransACT state-level notices: OPI Homeless brochure and homeless poster
- TransACT form HS-04 or OPI Homeless brochure
- TransACT state-level notices: OPI Homeless Dispute Resolution Form
- TransACT forms HS-02 and HS-03

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#### MV-B Duties of the Liaison

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Revised 6/2022

The LEA has designated a homeless liaison who has the capacity to perform all duties as required. §11432 (g)(6) Such duties include:

- Annual participation in three hours of professional development on topics related to family or child homelessness (Seven hours for subgrant liaisons.)
- Training for ALL school personnel and local agencies serving low-income families and children regarding the rights of homeless children and youth
- Coordination and collaboration with other school-based programs, such as Title I, IDEA, EL, migrant, and Indian Education
- Coordination with CTE teachers, athletic coaches, fine arts teachers, or other staff supporting school sponsored enrichment activities
- Coordination and collaboration with other local homeless liaisons and the state homeless coordinator
- Collaboration with local agencies providing shelter, food, health care, or other services to homeless families and children
- Name of liaison, listed duties, and evidence of participation in professional development that addresses the specific needs of children and families at risk of, or experiencing, homelessness.

Required documentation:

- Copies of agendas from staff meetings, trainings, or professional development.
- Copies of emails or communication between the homeless liaison and staff who coordinate activities for other programs within the building that are providing services to homeless students.
- Copies of emails or communication between the homeless liaison and staff who support CTE, Fine Arts, Athletics, or other school sponsored enrichment activities that homeless students are participating in.
- Copies of emails or communication between the homeless liaison and other local liaisons regarding transportation, student transfers, area resources, or other regional issues affecting homeless families and students.
- Copies of emails, newsletters, or other communication between the homeless liaison and the state coordinator regarding homeless students, issues, or program questions.
- Copies of emails, meeting agendas, or other evidence that the homeless liaison communicates and collaborates with local shelters, food banks, or other organizations providing services to homeless families and children.
- District must supply evidence of professional development which could include renewal units, college credits, certificates of completion, or evidence of attendance at a conference.
- TransACT form HS-08

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### MV-C Program

The district and local liaison have designed a high-quality program focused on providing homeless children and youth with access to all services and supports needed to ensure their academic success. Such services and supports must include:

- School meals
- Transportation

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Revised 6/2022

- Title I support, including support for students enrolled in non-Title I schools
- Support for parents and families of homeless children and youth to participate in family engagement activities or other school events
- Participation in other federally funded programs such as IDEA, EL, migrant, Indian Education, and 21st Century.
- Participation in Career and Technical Education programs and student organizations
- School counseling programs which assist in applying for college, completing the FAFSA and other financial aid applications, and other planning and preparation for post-secondary opportunities including vocational schools and the military.

### Required Documentation:

- Copies of the overall Title I plan that includes a method for identifying and serving homeless children, including services to homeless children enrolled in non-Title I schools (if applicable).
- Documentation of parent and family engagement in educational activities, including meeting agendas, letters, or other evidence of outreach to homeless parents and families.
- An explanation of how the educational success of homeless students is supported by other programs.
- An explanation of how CTE teachers work with school counselors and other staff to recruit homeless students into CTE programs and student organizations. Include an explanation of any financial or material support for homeless students participating in CTE. (If applicable.)
- Evidence that the school counselor(s) has received training in how to assist homeless students in completing the FAFSA. (If applicable.)
- Agendas or flyers that include information on specialized meetings regarding college preparation for students experiencing homelessness or how to support their parents and families.
- TransACT form HS-10

### Comment:

- Copies of the Title I plan provided by the OPI-district does not need to include in the portfolio.
- 

### MV-D

#### Title IX McKinney-Vento Homeless Act – Regular Program (**Required for all Districts**)

The LEA must provide detailed information on how Title I, Part A funds set aside for the use of the homeless program were expended, including the names of personnel paid, professional development, or a description of the supplies purchased.

Describe the process used by the district to evaluate program effectiveness, including graduation rates, state or local standardized test scores, and attendance data of homeless students. §11432(G)(1)

### Required Documentation:

- Provide detailed financial information regarding the expenditure of Title I set-aside funds.

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Revised 6/2022

- Show the data used to determine program effectiveness. Explain how the data is used to inform the evaluation process and any changes that have been, or will be made, based on this data.

Comment:

- MV Subgrantees will describe program evaluation efforts in the section below.
- 

MV-E

Title IX McKinney-Vento Homeless Act – **Subgrantees only**

Describe progress and dates of McKinney-Vento Authorized Activities as specified in your McKinney-Vento Sub-grant application.

Explain the process used by the district to evaluate program effectiveness, including graduation rates, state or local standardized test scores, and attendance data of homeless students.

§11432(G)(1)

Required Documentation:

- Provide a summary of all activities including timelines and expenditures, as outlined in the LEA's current McKinney-Vento application.
  - Copies of action plans, call logs, or other case management notes may be submitted.
  - All names and identifying information should be removed per FERPA.
  - Show the data used to determine program effectiveness. Explain how the data is used to inform the evaluation process and any changes that have been, or will be made, based on this data.
- 

### Title II-A Improving Teacher Quality: ESSA 2101

1. If all schools in the district run a schoolwide program, and all Title II funds are combined in a schoolwide program, do not complete this section.
2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.
3. If funds are used for Title IIA purposes, only complete the sections that apply to your school/district.

#### Title II-Part A

The purpose of a needs assessment is to determine the needs of the LEA's teaching force to be able to have all students meet challenging state content and academic achievement standards. The needs assessment must include the involvement of principals and teachers, including those in schools receiving assistance under Title I, Part A (Section 2122(c)(1) and (2)). Needs assessments are carried out at the end of the school year by examining the most current data available and projecting anticipated activities and/strategies to meet the needs outlined throughout the needs assessment process.

LEAs should have records that describe results of local needs assessments activities that the LEA will carry out with federal program funds (including the professional development provided to teachers and principals) that align with academic content standards, how the proposed

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# Montana Title I, IIA, IVA, and IX Monitoring Tool

## Montana Office of Public Instruction

Revised 6/2022

activities are based on a review of scientifically based research, how activities will have a substantial, measurable, and positive impact on student achievement.

Additionally, activities should be used as a broader strategy to eliminate the achievement gap for high poverty, high minority students from other students (section 2122(b)(2)).

Activities in the needs assessment should target schools that have the lowest proportion of HQT or are identified for school improvement under Title I, Section 1116(b) and comply with Title IX, Section 9501 of ESEA regarding participation of private school teachers.

This Needs Assessment does not have to the CNA from OPI. The Title II website on the OPI has another sample of a needs assessment which can be found [here](#).

### Recruitment and Retention

IIA-A The district has used funds to recruit, hire and retain effective teachers, especially in schools with many at-risk students; and to improve within-district equity in the distribution of high-quality teachers.

- Expert help in screening candidates
- Differential and incentive pay in high need academic subject areas
- Opportunities for advancement and professional growth
- Mentoring programs
- Recruiting effective teachers to reduce class-size

Required documentation:

- Copies of agreements with outside organizations used to recruit and hire effective teachers
- Copies of district interview questions
- Copy of needs assessment
- Provide narrative explaining differential, incentive, and retention pay
- Provide narrative explaining mentorship program

Comment:

- Protect educator confidentiality.
- 

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

Required documentation:

- List of recruiting tools used to hire effective teachers. Include teacher's name, role, and certification.
  - Copy of needs assessment
-



## Montana Title I, IIA, IVA, and IX Monitoring Tool

### Montana Office of Public Instruction

Revised 6/2022

IIA-C The district has used funds to develop or improve a rigorous, transparent, and fair evaluation and support system for teachers, principals, and school leaders.

- Based on student growth and achievement
- Based upon multiple measures of educator performance
- Must provide clear and timely feedback

Required documentation:

- Copy of educator evaluation tool that includes a description of the data and processes used
- Copy of needs assessment
- Evidence of staff participation in meetings to develop and improve the evaluation and support system-agenda, minutes, sign-in sheet

Comment:

- Protect educator confidentiality.
- 

IIA-D Developing feedback mechanisms to improve working conditions at school

Required Documentation:

- Copy of report results of educator support and working conditions feedback survey
  - Copy of needs assessment
- 

### Professional Development

IIA-E The district has used funds to provide continuous high-quality, personalized professional development activities.

- Improve the knowledge of staff
- Effective instructional strategies, methods, and skills
- Use of challenging State academic content standards, student academic achievement standards, and State assessments
- Involve collaborative groups
- Provide training on how to teach and address the needs of all students including:
  - Students through age eight, including preschool
  - Children with disabilities
  - Children with significant cognitive disabilities
  - English learners
  - Grade level transitions
  - Gifted and Talented (including high-ability students who have not been formally identified for gifted education services)

Required Documentation:

- Copy of district's goals and objectives for the year showing how the district will reach the highest percentage of children
- Narrative explaining the prioritization of funds and activities for the year
- Explain how the administration is supporting professional development for teachers.
- Explain how the district is working with Head Start and/or the local preschool programs.

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### Montana Office of Public Instruction

Revised 6/2022

- Narrative explaining how gifted and talented students are identified and how services are provided to other high-ability students who have not been identified for gifted education services
- Copy of needs assessment

Comment:

- Protect teacher and student confidentiality.
- 

**IIA-F** The district has used funds to use data and ongoing consultation to continually update and improve activities.

- Provide training on how to understand and use data and assessments to improve classroom practice and student learning.

Required Documentation:

- Narrative explaining the improvement of professional development and activities associated with increasing student achievement
- 

**IIA-G** Carrying out in-service training for school personnel in:

- Techniques and supports needed to help educators understand when and how to refer students affected by trauma, and/or mental illness
- Prevent and recognize child sexual abuse
- Use of referral mechanisms that effectively link children to the appropriate treatment and intervention services
- Forming partnerships with mental health programs or organizations
- Addressing issues related to school conditions for students learning

Required Documentation:

- Narrative explaining what in-service training for school personnel has been provided
  - Narrative explaining what training was provided and how the district determined if the training was successful
- 

**IIA-H** Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing class-room-based assessments, and using data from such assessments to improve instruction and student academic achievement.

Required Documentation:

- Narrative explaining what training was provided, and how the district determined if the training was successful
  - Copy of needs assessment
- 

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### Montana Office of Public Instruction

Revised 6/2022

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

Required Documentation:

- Narrative describing how the activities (1) have evidence of impact on student achievement, (2) are sustained (not stand-alone, one-day or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and (3) how the activities will be regularly evaluated for their impact and the evaluations used to improve the quality of the activities. Include staff names, content area and professional training they attended.

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IIA-J Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, Career and Technical Education, and work-based learning.

Required Documentation:

- Narrative describing how the Career and Technical Education and work-based learning activities (1) have evidence of impact on student achievement, (2) are sustained (not stand-alone, one-day or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and (3) how the activities will be regularly evaluated for their impact and the evaluations used to improve the quality of the activities. Include staff names, content area and professional training they attended.

---

### Class-size Reduction

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

Required documentation:

- Explain why the district reduced the class-size, and what professional development the district is providing for the newly hired teacher.
- Provide data to show the effectiveness of class-size reduction.

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### School Library Programs

IA-L Supporting the instructional services provided by effective school library programs.

Required Documentation:

- Narrative explaining what services were provided for the school library program

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## Montana Office of Public Instruction

Revised 6/2022

### Other

IIA-M Carrying out other activities that are evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available.

Required Documentation:

- Narrative explaining what evidence-based activities the district participated in during the year

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## Title IV-A Student Support and Academic Enrichment

REQUIRED MONITORING DOCUMENTS FOR TITLE IV-A VARY BASED ON ALLOCATION AMOUNT AND PROGRAM ELEMENT

1. If all of your Title IV-A funds were transferred to another program: Title I-A (Targeted or Schoolwide) or Title II-A, you are only required to complete the Comprehensive Needs Assessment item if your allocation was over \$30,000.
2. If any funds were used for Title IV-A purposes, only complete the Programmatic and Fiscal Reporting items that apply to your school/district.

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### Comprehensive Needs Assessment

IVA-CAN Sec.4106 (d) Comprehensive Needs Assessment E-grants Description:

- Per statute 4106 (d), if your district received more than \$30,000 in funding, describe the Needs Assessment process for Title IV-A. Include an overview of which stakeholders attended the discussion, when it was conducted, what data the team used to inform decisions, and what the results of the assessment were.([count] of 2000 maximum characters used)
- \*REQUIRED FOR ALL DISTRICTS THAT RECEIVE AN ALLOCATION OVER \$30,000.

Required Documentation:

- [US Dept of Education Title IV-A Needs Assessment Tool](#)
- Montana Comprehensive Needs Assessment Summary Report
- Locally determined Needs Assessment Tool or Process
- Other supporting documents for comprehensive needs assessment process: Meeting agenda/minutes, supporting data or evidence, parent survey, etc.

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### Districts Running a Title IV-A Program

#### Programmatic Reporting

IVA-1 Sec. 4106 (e)(1)(E) and (e)(2)(F)

- Annual Programmatic and Fiscal Reporting

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Revised 6/2022

- End of the Year Reporting and Title IV-A Program Report (Both in E-grants)
- **\*\*REQUIRED FOR ALL DISTRICTS THAT RAN A TITLE IV-A PROGRAM**

### Required Documentation:

- End of the Year Reporting-Completed in ESEA Consolidated Application (On the online form, check the box to confirm you have completed the following)
- Describe the programs and activities conducted with these funds in the previous school year.
- What measures were in place to evaluate the effectiveness of the Title IV-A programs?
- Describe the overall effectiveness of the programs and activities implemented in the previous school year. Include information on how the district can continue to improve the programs and activities under this program in the future.
- Title IV-A Program Report (Expenditures)- Completed in E-grants
- Annually report to the State how funds are being used in the areas of Well-Rounded Education, Safe and Healthy Students, and Effective Use of Technology.

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### IVA-2 Sec. 4106 (c)

Evidence of Consultation. Stakeholders were consulted in the development and implementation of the district's Title IV-A plan and periodic meetings are scheduled.

**\*\*REQUIRED FOR ALL DISTRICTS THAT RAN A TITLE IV-A PROGRAM**

### Required Documentation:

- Upload documentation of continued consultation with stakeholder groups, including teachers, principals, other school leaders, specialized instructional support personnel, parents, community partners, Indian tribes or tribal organizations, and local government representatives. This documentation could be sign-in sheets, stakeholder meeting minutes, parent communications, surveys/feedback (forms, emails, letters, etc.), future meetings schedule.

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### IVA-3 Sec. 4106 (e)(1)(A), 4107(a)(1), 4107(a)(2), 4108(a)(1), 4108(a)(3), 4108(a)(4)

Program Coordination and Partnerships Activities under Title IV-A are coordinated with other schools and community-based services and programs and may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.

Parental involvement is emphasized under Safe and Healthy Students.

**\*\*REQUIRED FOR ALL DISTRICTS THAT RAN A TITLE IV-A PROGRAM**

### Required Documentation:

- Description of coordination between school and/or community services and programs.
- Documentation of work with community partners.
- Description of how your programs and activities to support Safe and Healthy students promote the involvement of parents.

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### Montana Office of Public Instruction

Revised 6/2022

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#### IVA-4 Sec. 4001 (a)(1) Mental Health Documents (if applicable)

Do you use Title IV funds to provide mental- health services or assessments? If so, describe the assessments or services provided. How are parents notified and how are permissions gathered?

Required documentation:

- Mental health services program and assessment details.
- Written notice for parents describing mental-health services or assessments and informed written consent documents for students who received mental-health

---

#### VA-5 Private School Participation (if applicable) in Title IV-A Programs

Describe the private school consultation process. How are equitable services plans developed? What services are being provided?

Required Documentation:

- Documentation of private school stakeholder input and consultation in a timely manner.
- Private schools' Title IV-A Service plan
- Private school program evaluation for previous school year.
- Documentation of Private school complaint procedure and any related communications.

Any additional fiscal documentation not included under Fiscal Requirement #6f Private School Expenditure (below).

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### Fiscal Reporting

#### IVA-6 Program Expenditures (Allocations under \$30,000)

**\*\*REQUIRED FOR ALL DISTRICTS THAT RAN A TITLE IV-A PROGRAM**

Required Documentation:

LEAs receiving LESS than \$30,000 - Upload documentation that verifies the following:

- Expenditures are being maintained by the LEA for Title IV-A.
- Expenditures are for allowable and approved activities.
- Expenditures supplement and do not supplant state and local funds.
- Documentation that shows program expenses tracked by expenditure category.
- Documentation that shows the breakdown of expenses for the Effective Use of Technology (4109) to ensure not more than 15% was spent on devices, equipment, software, or technology infrastructure.
- Evidence of equitable services expenditure for private school share (if applicable).

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LEAs receiving \$30,000 or GREATER\_- Upload documentation that verifies the following:

- Expenditures are being maintained by the LEA for Title IV-A.
- Expenditures are for allowable and approved activities.
- Expenditures supplement and do not supplant state and local funds.
- Documentation that shows program expenses tracked by expenditure category:

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Revised 6/2022

- Breakdown indicates not less than 20 percent of SSAE funds received was used for Well-Rounded Education programs and activities (4107).
  - Breakdown indicates LEA used not less than 20 percent of SSAE funds received for Safe & Healthy Students programs and activities (4108).
  - Breakdown indicates LEA used not less than 1 percent of SSAE funds received for Effective Use of Technology programs and activities (4109).
  - Documentation that shows the breakdown of expenses for the Effective Use of Technology (4109) to ensure not more than 15% was spent on devices, equipment, software, or technology infrastructure.
  - Evidence of equitable services expenditure for private school share (if applicable).
- 

### IVA-7 Sec. 4106 (e)(2)(A) Distribution of Funds

**\*\*REQUIRED FOR ALL DISTRICTS THAT RAN A TITLE IV-A PROGRAM**

Required documentation or a written summary to address:

- Are Title IV-A programs offered district-wide or provided to specific schools?
  - If programs were provided only to specific schools, what criteria was used to determine which schools will receive the funds?
  - How are the funds being used for schools identified for comprehensive and targeted support?
  - If doing a multi-district transfer/combined application, how do you ensure each LEA represented by the application receives their share of Title IV-A funds?
- 

### IVA-8 Title IV-A Equipment Inventory and Labeling

**\*\*REQUIRED FOR ALL DISTRICTS THAT RAN A TITLE IV-A PROGRAM IF 600-SUPPLIES or 700-Property and Equipment was purchased.**

LEA has a current inventory of any materials purchased with Title IV-A funds.

Required Documentation:

- LEA fixed assets inventory. This includes laptops, computers, Smartboards, projectors, etc.
  - LEA retains control of and includes an inventory of fixed assets for all equipment purchased with funds for private schools (if applicable).
- 

### IVA-9

- Documentation of Title IV-A Employee Time: What are your procedures for time documentation for employees paid with Title IV-A funds? Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. If employee paid with federal funds, then must show that the employee worked on that specific federal program cost objective 200.403(a)
- **\*\*REQUIRED FOR ALL DISTRICTS THAT RAN A TITLE IV-A IF Salaries/Benefits were expended.**

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Revised 6/2022

### Required Documentation:

- Employee time records: timesheets, job description, board minutes approving position.
- Services provided to private school children were provided by employees of the LEA or under contract with the LEA (if applicable)

### IVA-10 Sec. 4121(a) and 4121(b)(2)(A) Internet Safety Policy and Informed Consent Form

- **\*\*REQUIRED FOR ALL DISTRICTS THAT USE TITLE IV-A FUNDS TO PURCHASE DEVICES** or other direct costs associated with accessing the internet.

### Required Documentation:

- Copy of School District Internet Safety Policy that includes technology protection measures for any computers with internet access that protects students from visual depictions that are obscene, child pornography, or harmful to minors and demonstrates enforcement of the policies.
- Copy of Informed Consent Form for Student Use of the Internet.

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