



Background

The Elementary and Secondary Education Act, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), was passed as a civil rights law to provide funding and resources to states, districts, and school leaders to enhance their capacity to meet the strengths and needs of educators and students in their community. Each Title program under ESSA has a specific purpose to provide focused resources to support students who are historically, or currently, marginalized and/or are experiencing barriers to an academically enriching curriculum in a safe and inclusive environment. The Federal Systems Team administers many of the grant programs under ESSA and partners with districts in the implementation and oversight of these programs.

Why We Monitor

1. **Building Relationships – We're in this together.** The main objective for the Montana Office of Public Instruction (OPI) is to raise student achievement for Montana's public school children. Through cooperative assessment of the federal programs between the OPI and Montana school districts the quality of services to students will be strengthened and improved.
2. **Technical Assistance – We're here to help.** The OPI Federal Programs team provides technical assistance during the review and beyond. It is not the OPI's intent to tell the district how to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.
3. **Compliance – It's the law.** Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Monitoring is intended to be a collaborative partnership between the OPI and districts to ensure compliance with the Every Student Succeeds Act (ESSA).

While accountability to federal requirements is important, the goal of monitoring is to provide technical assistance and support districts in their implementation of federal programs.

Notice to all districts: 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 the Monitoring Tool. The Montana Office of Public Instruction (OPI) pays for a state subscription to TransACT for all Montana districts. ***TransACT Parent Notices must be completed with LEA contact information, updated annually, and made available/accessible to parents and families.***

For the purposes of monitoring all student names should be redacted from submitted documents.

Contents

Common Compliance (Required for all LEAs)	3
Common Compliance State Assessment (Required for all LEAs)	5
Common Compliance Foster Care (Required for all LEAs)	6
Title I, Part A – Improving Basic Programs	8
Title I, Part A School Support and Improvement (ESEA 1111(d)(1) and (2)).....	8
Parent Right-to-Know (ESEA 1112)	9
Schoolwide Title I, Part A Program (ESEA 1114)	10
Targeted Assistance Title I, Part A Program (ESEA 1115)	11
Parent and Famil Engagement in Title I, Part A (ESEA 1116)	12
Title II, Part A – Supporting Effective Instruction	15
Recruitment and Retention.....	15
Professional Development	16
Class-size Reduction	17
School Library Programs	17
Other	17
Title III, Part A: English Language Acquisition (Required for all LEAs)	18
Title IV, Part A – Student Success and Academic Enrichment	23
Comprehensive Needs Assessment	23
Programmatic Reporting.....	23
Fiscal Reporting	25
McKinney-Vento (Required for all LEAs)	28
Equitable Services to Private Schools	31

ESEA Monitoring Organizational Tool

Common Compliance (Required for all LEAs)

Common Compliance addresses indicators that cross federal programs. The focus of Common Compliance monitoring is on fiscal expenditures as well as documentation of federally funded positions. This provides a snapshot of how districts are using the funds and resources. If you have questions please contact Kimberly Rebich, Federal Grants Coordinator, Kimberly.Rebich@mt.gov, 406-410-4578.

Indicator #	Indicator	Required Evidence to Maintain
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	<ul style="list-style-type: none"> All districts must 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). AND ONE OF THE FOLLOWING: <ul style="list-style-type: none"> Required only for districts with <u>multiple schools per grade span</u>: <ul style="list-style-type: none"> Provide the district's policy/methodology to meet the supplement, not supplant requirements required under the ESSA Provide MTSBA model policy 7220P OR The district is a district with a <u>single room school</u> and is exempt from the methodology requirement or the district is a district with <u>one school per grade span</u> and is exempt from the methodology requirement. <p><i>If the district is required to set-aside funds to provide services to Homeless or Neglected and Delinquent students enrolled in non-Title I schools, please include a detailed report of how those funds were used.</i></p>
CC-B	The LEA has received the appropriate audit per CFR 200.501 audit requirements.	<ul style="list-style-type: none"> LEA has submitted the applicable audit report for the fiscal year required under review. <p><i>Provided by the OPI. The district does not need to include in the portfolio.</i></p>
CC-C	The LEA has a current inventory of any materials purchased with Title IA funds. This includes the specific location of the item.	<ul style="list-style-type: none"> Documentation of all equipment and non-consumable materials purchased with federal funds in SY 2023-2024. OR N/A - No inventory; district only uses Title I funds to pay salaries and benefits only <p>ESSA Quick Reference: Inventory</p>
CC-D	Materials, supplies, and equipment purchased with Title I- A funds are labeled as purchased with federal funds.	<ul style="list-style-type: none"> Verification done by a written assurance from the district-desk monitoring. OR N/A - district uses Title I funds to pay salaries and benefits only

ESEA Monitoring Organizational Tool

CC-E	Comparability The LEA meets comparability requirements demonstrating that schools served under Title I-A provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I-A funds ESEA Sec. 1118(c)	<ul style="list-style-type: none"> N/A Less than 1000 students / N/A Only one school per grade span / N/A Two or more schools in the same grade span, but any Title I school(s) has less than 100 students OR Comparability Worksheet with data that indicates which staff are included and excluded in the comparability calculation (Comparability Worksheet directions). AND District-wide salary schedule. AND Policy to ensure equivalence among schools in Teachers, administrators, and other staff. AND Policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.
CC-F	Time and Effort The LEA has internal controls to monitor time and effort.	<ul style="list-style-type: none"> Breakdown of Federally Funded Staff Positions from SY 2023-2024 AND 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.	<ul style="list-style-type: none"> Notice provided to parents with information regarding their child's teacher(s) professional qualifications. <ul style="list-style-type: none"> Evidence of completed TransACT form TPQ-02 Teacher Qualification Response to Parents. AND Notice provided to parents showing that all teachers and paraprofessionals meet state certification and licensure requirements. <ul style="list-style-type: none"> Evidence of completed TransACT form TPQ-04 Verification of Teacher and Paraprofessional Qualifications AND <p>Attestation report stating all paraprofessionals have been trained by, and are under the direct supervision of, a certified/licensed teacher.</p>

ESEA Monitoring Organizational Tool

Common Compliance State Assessment (Required for all LEAs)

To ensure school districts meet the requirements under ESEA/ESSA Section 1111(b)(2) for implementing comparable, fair, valid and reliable assessment systems, the LEA must demonstrate compliance in [test administration](#), [test accessibility](#), [test security](#), [data use](#), and [test training](#) with items CC-H through CC-K. These requirements ensure state assessments are administered in a consistent and standardized way to measure student proficiency and progress on the State's challenging academic standards over time and to address educational needs.

If you have questions please contact Marcy Fortner, Assessment Specialist, at MFortner@mt.gov or 406-444-3511

Indicator #	Indicator	Required Evidence to Maintain
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))	<ul style="list-style-type: none"> • Student inclusion to the fullest extent practicable: <ul style="list-style-type: none"> ○ Submit the LEA's Test Administration Plan AND ○ Submit evidence supporting Item 7.9, Parent Participation Notice. • Meaningful participation in state assessments: <ul style="list-style-type: none"> ○ Submit the LEA's Test Accessibility Plan AND ○ Submit evidence supporting Items 2.13, Gain Familiarity and Comfort and/or 2.14, Test Delivery System Configuration.
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))	<ul style="list-style-type: none"> • Data Integrity and Reliability of Student Achievement Results: <ul style="list-style-type: none"> ○ Submit the LEA's Tests Security Plan AND ○ Submit evidence to support Item 3.7, Test Administrator Observation.
CC-J	Communicate information with parents and the public (Sec. 1112(e)(2)(A)) (Sec. 1111(b)(2)(B)(x)) CFR Part §200.6	<ul style="list-style-type: none"> • Notice to families about student individualized score reports: <ul style="list-style-type: none"> ○ Submit the LEA's Data Use Plan AND ○ Submit evidence to support any two of Items 4.2 through 4.7, sharing of score reports with parents.
CC-K	Ensure completed training and awareness of standardized protocols (Sec. 1111(b)(2)(B)(iii) through (iv)) (Sec. 1202(e)(1)(A))	<ul style="list-style-type: none"> • Evidence of local activities used to implement the standardized protocols for a Test Security Plan: <ul style="list-style-type: none"> ○ Submit the LEA's Test Training plan AND ○ Submit evidence to support any two of Items 5.3 through 5.7, training and certification requirements.

ESEA Monitoring Organizational Tool

Common Compliance Foster Care (Required for all LEAs)

Requirements under Title I of the ESEA, as amended by the ESSA, highlight the need to provide educational stability for children in foster care, with particular emphasis on collaboration between SEAs, LEAs, and child welfare agencies to removed barriers so that students in foster care receive an academically enriching curriculum in a safe and inclusive environment. These provisions emphasize the importance of limiting educational disruption by keeping children who move in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in their best interest to change schools.

If you have questions please contact Kimberly Rebich, Federal Grants Coordinator, Kimberly.Rebich@mt.gov, 406-410-4578.

Indicator #	Indicator	Required Evidence to Maintain
CC-L	Best Interest 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))	<ul style="list-style-type: none"> LEA Foster Care Point of Contact information including name, e-mail, and telephone number. <ul style="list-style-type: none"> Evidence of completed TransACT form FC-05 - Students in Foster Care - Point of Contact Letter AND Notice/invitation to a Guardian or Education Decision Maker to a meeting to determine school placement of their foster child. It includes information regarding the right the foster child has to remain in his or her 'school of origin' or to be immediately enrolled in a new school. Placement decisions are to be determined based on the best interest of the child. <ul style="list-style-type: none"> Evidence of completed TransACT form FC-01 - Meeting to Determine School Placement of a Student in Foster Care AND Notice that includes the specific rights of students in foster care including the right to equal access and comparable programs and services for which they are eligible that are available to all students regardless of their living conditions. <ul style="list-style-type: none"> Evidence of completed TransACT form FC-02 - Educational Services for Students in Foster Care AND Notice that informs the guardian or education decision maker of the school district's placement decision, which is based upon consideration of the placement requested by the guardian or education decision maker, and the child welfare agency. <ul style="list-style-type: none"> Evidence of completed TransACT form FC-03 - Determination of School Placement for a Student in Foster Care
CC-M	Progress Describe how the LEA tracks the progress of foster care students. (Sec. 1111(g)(1)(E))	<ul style="list-style-type: none"> Evidence of the supports in place when attendance becomes a concern. AND Attendance Policy *Policies must have been adopted or reviewed after 2016 to comply with the ESSA. <ul style="list-style-type: none"> MTSBA Policy 3122: Attendance AND Evidence of the supports in place when academic performance becomes a concern.
CC-N	Tribal Documentation Describe how the LEA notifies	<ul style="list-style-type: none"> N/A No Tribal foster care students.
		OR

ESEA Monitoring Organizational Tool

	the OPI of Tribal foster care students. (Sec. 1111(g)(1)(E))	<ul style="list-style-type: none"> Copy of documentation submitted to OPI regarding Tribal foster care students.
CC-O	Enrollment 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))	<ul style="list-style-type: none"> LEA written 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. AND LEA written assurance that new enrolling school immediately contacts the school of origin to obtain relevant academic and other key records. AND Enrollment policy that provides for immediate enrollment of children in foster care. *Policies must have been adopted or reviewed after 2016 to comply with the ESSA. MTSBA Policy 3110: Entrance, Placement, and Transfer
CC-P	School of Origin 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))	<ul style="list-style-type: none"> Policy explaining determination when the LEA provides a pupil who leaves foster care the right to remain enrolled in his or her school of origin. *Policies must have been adopted or reviewed after 2016 to comply with the ESSA. <ul style="list-style-type: none"> MTSBA Policy 3121: Enrollment and Attendance Records
CC-Q	Transportation How long transportation services are provided for eligible students.	<ul style="list-style-type: none"> Notice that the LEA Point of Contact and the local child welfare division are collaborating on placement and transportation decisions. <ul style="list-style-type: none"> Evidence of completed TransACT form FC-04 - Determination of School Transportation for a Student in Foster Care. AND Transportation Policy *Policies must have been adopted or reviewed after 2016 to comply with the ESSA. <ul style="list-style-type: none"> MTSBA Policy 8100: Transportation

ESEA Monitoring Organizational Tool

Title I, Part A – Improving Basic Programs

Title I-A provides federal dollars to supplement educational opportunities for students experiencing poverty and students who experience significant challenges meeting Montana's academic standards. Montana focuses monitoring for Title I-A on reviewing school-level Title I-A plans and procedures, and each school's process for communicating and partnering with parents and families.

If you have questions please contact Kimberly Rebich, Federal Grants Coordinator, Kimberly.Rebich@mt.gov, 406-410-4578.

Indicator #	Indicator	Required Evidence to Maintain
Title I, Part A School Support and Improvement (ESEA 1111(d)(1) and (2))		
IA-A	Comprehensive Support and Improvement 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.	<ul style="list-style-type: none"> N/A District was not designated as Comprehensive Support and Improvement OR Notice/invitation to parents to attend a meeting regarding the identification by the State of their child's school for Comprehensive Support and Improvement. Input is required from parents and other stakeholders regarding the development of a plan to improve the school's academic achievement. <ul style="list-style-type: none"> Evidence of completed TransACT form SSI-02 School Comprehensive Support and Improvement Planning Meeting: Invitation to Participate <p><i>*Title I district/school-level improvement plan document provided by the OPI-district does not need to submit with the portfolio.</i></p>
IA-B	Additional Targeted Support and Improvement 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	<ul style="list-style-type: none"> N/A District was not designated as Additional Targeted Support and Improvement OR Notice/invitation to parents to attend a meeting regarding the identification by the State of their child's school for Targeted Support and Improvement. It explains that identification is based on a measure of consistently under-performing subgroups of students at the school. <ul style="list-style-type: none"> Evidence of completed TransACT form SSI-05 School Targeted Support and Improvement Planning Meeting: Invitation to Participate <p><i>*Title I district/school-level improvement plan document provided by the OPI-district does not need to submit with the portfolio.</i></p>

ESEA Monitoring Organizational Tool

	under subsection (c)(4) for each subgroup of students that was the subject of notification.	
IA-C	Comprehensive & Additional Targeted School Support and Improvement The school ensures teachers use instructional strategies that are reflected in the professional development activities outlined in the school improvement plan.	<ul style="list-style-type: none"> N/A District was not identified as Comprehensive or Additional Targeted Support and Improvement Evidence of Professional Development in Instructional Strategies Evidence that teachers are implementing these strategies - Walkthroughs, Peer to Peer observations, Teacher reflections
IA-D	Comprehensive & Additional Targeted School Support and Improvement The LEA assists the school in implementing the evaluation process as described in the school improvement plan.	<ul style="list-style-type: none"> N/A District was not identified as Comprehensive or Additional Targeted Support and Improvement Evidence of the LEA process for monitoring and evaluating the school improvement plans - Meeting agendas, sign-in sheets, and minutes Evidence of improvement plan evaluation tool
Parent Right-to-Know (ESEA 1112)		
IA-E	Teacher Qualifications 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. 1112(e)(1)(A)	<ul style="list-style-type: none"> Provide documentation that the LEA notified parents 'at the beginning of the school year' that they may request, and the district will provide, information regarding the professional qualifications of the student's teachers and paraprofessionals, as appropriate. The notice must include whether the student's teacher (1) has met State qualification and licensing criteria for the grade levels and subjects in which the teacher provides instruction, (2) is teaching under emergency or other provisional status, and (3) is teaching in the field of discipline of their certification. The district must also include whether the child is provided services by paraprofessionals, and, if so, their qualifications. <ul style="list-style-type: none"> Evidence of completed TransACT form TPQ-01 <i>Annual Parent Notice: Right to Request Teacher Qualifications</i> Provide documentation of the how parent notifications were disseminated by the LEA for each Title I-A building, in multiple languages as applicable. <ul style="list-style-type: none"> District website District newsletter (a single notice in a newsletter is not acceptable) Parent handbook Enrollment packet

ESEA Monitoring Organizational Tool

IA-F	Teacher Status 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. 1112(e)(1)(B)(i)	<ul style="list-style-type: none"> Notice that informs a parent/guardian when their student has been assigned or has been receiving instruction for 4 or more consecutive weeks by a teacher who does not meet state certification or licensure requirements for the grade level and/or subjects in which the teacher has been assigned. <ul style="list-style-type: none"> Evidence of completed TransACT form TPQ-03 Notice of Teacher Status
Schoolwide Title I, Part A Program (ESEA 1114)		
IA-G	Schoolwide Program plan meets all the requirements under Sec. 1114.	<ul style="list-style-type: none"> N/A District is not a Schoolwide Program OR Copy of the LEA Title I, Part A Schoolwide Plan (Title I Schoolwide Plan template) AND Evidence that the LEA verifies that students have been properly identified and that current data has been uploaded to the state system Infinite Campus/AIM <ul style="list-style-type: none"> Written verification Screenshot from Infinite Campus <p><i>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.</i></p>
IA-H	The Schoolwide Program plan was reviewed and revised by the school. Sec. 1114 (B)(iii)	<ul style="list-style-type: none"> N/A District is not a Schoolwide Program OR Notice that the school and LEA (school district) has invited parents and other stake-holder groups to participate in the development, review, or revision of the school's Title I, Part A Schoolwide Plan. <ul style="list-style-type: none"> Evidence of completed TransACT form SW-02 Title I Schoolwide Planning Meeting AND Provide evidence of annual evaluation process and tool used for each school.

ESEA Monitoring Organizational Tool

IA-I	Schoolwide Program 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)	<ul style="list-style-type: none"> N/A District is not a Schoolwide Program OR Description and explanation of the Title I, Part A curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards AND Evidence of a list of students receiving additional Title I, Part A assistance (protect student confidentiality) AND Evidence of the Benchmark Assessments used to measure student progress AND Evidence of a Benchmark Assessment Schedule AND Evidence from of a Benchmark Assessment report showing student academic achievement on the benchmark assessments AND Evidence of the process to progress monitor student academic achievement of students receiving additional Title I, Part A assistance
Targeted Assistance Title I, Part A Program (ESEA 1115)		
IA-J	Targeted Assistance Program plan meets all requirements under Sec. 1115	<ul style="list-style-type: none"> N/A District is not a Targeted Assistance Program OR Copy of the LEA Title I, Part A Targeted Assistance Plan (Title I, Part A Targeted Assistance Plan template) AND Evidence that the LEA verifies that students have been properly identified and that current data has been uploaded to the state system Infinite Campus/AIM <ul style="list-style-type: none"> Written verification Screenshot from Infinite Campus <p><i>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.</i></p>
IA-K	Targeted Assistance Program All children served by Title I in a Targeted assistance building are found eligible using multiple academically related, objective criteria. ESEA 1115(b)	<ul style="list-style-type: none"> N/A District is not a Targeted Assistance Program OR Description of the processes and assessments used to identify eligible Title I, Part A eligible students AND Description and explanation of the Title I, Part A curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards AND

ESEA Monitoring Organizational Tool

		<ul style="list-style-type: none"> Evidence of a prioritized list of eligible Title I, Part A eligible students (protect student confidentiality) <p>AND</p> <ul style="list-style-type: none"> Evidence of the Benchmark Assessments Used <p>AND</p> <ul style="list-style-type: none"> Evidence of the Benchmark Assessment Schedule <p>AND</p> <ul style="list-style-type: none"> Evidence of a Benchmark Assessment report showing student academic achievement on the benchmark assessments <p>AND</p> <ul style="list-style-type: none"> Evidence of the process to progress monitor student academic achievement of students receiving additional Title I, Part A assistance
Parent and Famil Engagement in Title I, Part A (ESEA 1116)		
IA-L	There is an LEA Title I, Part A Parent and Family Engagement 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, 1116 (a).	<ul style="list-style-type: none"> District Parent and Family Engagement Policy *Policies must have been adopted or reviewed after 2016 to comply with the ESSA. <ul style="list-style-type: none"> MTSBA Policy 2158 <p>AND</p> <ul style="list-style-type: none"> District Title I Parent Involvement Policy *Policies must have been adopted or reviewed after 2016 to comply with the ESSA. <ul style="list-style-type: none"> MTSBA Policy 2160 MTSBA Policy 2160-P(1) <p>AND</p> <ul style="list-style-type: none"> Notice inviting parents to a meeting to develop, review, or revise a required district parent and family engagement policy. <ul style="list-style-type: none"> Evidence of completed TransACT form PFE-01 <i>District Parent and Family Engagement Policy Meeting Invitation to Participate.</i> <p>AND</p> <ul style="list-style-type: none"> Evidence of an annual review process of the LEA Title I, Part A Parent and Family Engagement Policy taking place with input from parents and families of students served by the Title I, Part A program <ul style="list-style-type: none"> Meeting materials Meeting agenda PowerPoint sign in sheets
IA-M	Each school building has a Title I, Part 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	<ul style="list-style-type: none"> Copy of the Title I, Part A Parent & Family Engagement Plan for each school building (Title I, Part A Parent and Family Engagement Plan template) <p>AND</p> <ul style="list-style-type: none"> Evidence of dissemination of Title I, Part A Parent & Family Engagement Plan to parents/guardians <ul style="list-style-type: none"> District website School/District newsletter Parent handbook

ESEA Monitoring Organizational Tool

	local community and is updated periodically, 1116(a).	<ul style="list-style-type: none"> ○ Enrollment packet <p>AND</p> <ul style="list-style-type: none"> • Notice(s) for each school inviting parents to a meeting to review, revise, or develop a required school Parent and Family Engagement Plan. <ul style="list-style-type: none"> ○ Evidence of completed TransACT form PFE-02 School Parent and Family Engagement Policy Meeting Invitation to Participate. <p>AND</p> <ul style="list-style-type: none"> • Evidence of an annual review process of each school's Title I, Part A Parent and Family Engagement Plan taking place with input from parents and families of students served by the Title I, Part A program <ul style="list-style-type: none"> ○ Surveys ○ Meeting agenda ○ Meeting materials ○ PowerPoint
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. 1116(a)	<ul style="list-style-type: none"> • N/A if District receives less than \$500,000 in Title IA <p>OR</p> <ul style="list-style-type: none"> • Evidence that funds are used to promote parent and family engagement activities
IA-O	A Title I, Part A 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. 1116 (d)	<ul style="list-style-type: none"> • Evidence of an annual Title I, Part A meeting informing parents and families of Title I, Part A students of their school's participation in Title I, Part A, specifically explaining Title I, Part A requirements, and the right of parents and families to be meaningfully engaged in their child's education <ul style="list-style-type: none"> ○ Meeting announcement ○ Sign-in sheet ○ Evidence from SY 2023-2024 of information shared with families at annual meeting ○ Meeting agenda ○ PowerPoint ○ Handouts <p>AND</p> <ul style="list-style-type: none"> • Notice inviting parents to an annual Title I, Part A meeting. <ul style="list-style-type: none"> ○ Evidence of completed TransACT form PFE-12 Parent and Family Engagement Meeting, Invitation to Participate
IA-P	Each Title I school develops, in partnership with Title I and Migrant parents and families, School-Parent Compact . School distributes compact to parents and families annually. 1116 (d) Elementary schools must	<ul style="list-style-type: none"> • School-Parent Compact describing the role and responsibility of the school and parent to work in partnership to support their child's learning and success in school. <ul style="list-style-type: none"> ○ Evidence of completed TransACT form PFE-06a or PFE-06b School-Parent Compact <p>AND</p> <ul style="list-style-type: none"> • Evidence of an annual review process and timeline of the school-parent compact that includes parent and family input. <ul style="list-style-type: none"> ○ Meeting agenda

ESEA Monitoring Organizational Tool

	distribute compacts at a parent-teacher conference and explain how they relate to the child's individual achievement. 1116(d)(2)(A)	<ul style="list-style-type: none"> ○ Sign-in sheet ○ Survey
IA-Q	<p>Building capacity for involvement: Each school shall carry out activities and strategies that are aligned with the LEA's parent and family engagement policy which help to build the capacity of Title I parents and families for meaningful engagement in their child's education. 1116(e)</p>	<ul style="list-style-type: none"> • Timeline of Title I, Part A Parent and Family capacity activities for parents and staff that: <ul style="list-style-type: none"> ○ Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators. ○ Provide materials and training to help parents to work with their children, such as literacy training and using technology ○ Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement. ○ Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement. ○ Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. ○ Provide reasonable support for parent and family engagement activities that parents and families may request. AND • Evidence of Title I, Part A Parent and Family capacity activities for parents and staff <ul style="list-style-type: none"> ○ Invitations ○ PowerPoint ○ Activity materials ○ Training agendas <p><i>*Activities offered using Title I funds must provide information to, or build the capacity of staff, parents, and families to support the academic achievement of their child. Open house, Parent/Teacher conferences, Muffin/Donut days, BBQs, or other meet and greet type activities are <u>not</u> acceptable.</i></p>

ESEA Monitoring Organizational Tool

Title II, Part A – Supporting Effective Instruction

The purpose of Title II-A is to strengthen the educator workforce at the school and district level as well as enhance the capacity of school and district leaders to meet identified strengths and needs of their teachers and leaders. Title II-A focuses on preparing, training, and recruiting high-quality teachers and school leaders. The focus of Title II-A monitoring is on the district's implementation and evaluation of strategies to improve the practice of its educators.

If you have questions please contact Kimberly Rebich, Federal Grants Coordinator, Kimberly.Rebich@mt.gov, 406-410-4578

Indicator #	Indicator	Required Evidence to Maintain
Recruitment and Retention		
IIA-A	<p>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.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Copies of agreements with outside organizations used to recruit and hire effective teachers • Copies of district interview questions • Provide narrative explaining differential, incentive, and retention pay • Provide narrative explaining mentorship program
IIA-B	<p>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.</p>	<ul style="list-style-type: none"> • List of recruiting tools used to hire effective teachers. Include teacher's name, role, and certification.
IIA-C	<p>The district has used funds to develop or improve a rigorous, transparent, and fair evaluation and support system for teachers, principals, and school leaders.</p> <ul style="list-style-type: none"> • Based on student growth and achievement • Based upon multiple measures of educator performance • Must provide clear and timely feedback 	<ul style="list-style-type: none"> • Copy of educator evaluation tool that includes a description of the data and processes used • Evidence of staff participation in meetings to develop and improve the evaluation and support system-agenda, minutes, sign-in sheet
IIA-D	<p>Developing feedback mechanisms to improve working conditions at school</p>	<ul style="list-style-type: none"> • Copy of report results of educator support and working conditions feedback survey

ESEA Monitoring Organizational Tool

Professional Development		
IIA-E	<p>The district has used funds to provide high-quality, personalized professional development activities.</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 • 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
IIA-F	<p>The district has used funds to use data and ongoing consultation to continually update and improve activities.</p> <ul style="list-style-type: none"> • Provide training on how to understand and use data and assessments to improve classroom practice and student learning 	<ul style="list-style-type: none"> • Narrative explaining the improvement of professional development and activities associated with increasing student achievement
IIA-G	<p>Carrying out in-service training for school personnel in:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

ESEA Monitoring Organizational Tool

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.	<ul style="list-style-type: none"> Narrative explaining what training was provided, and how the district determined if the training was successful
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	<ul style="list-style-type: none"> Narrative explaining what content-area-specific professional development the staff attend. Include staff names, content area and professional training
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.	<ul style="list-style-type: none"> Narrative explaining what professional development was provided regarding Career and Technical Education and work-based learning
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.	<ul style="list-style-type: none"> 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.
School Library Programs		
IIA-L	Supporting the instructional services provided by effective school library programs.	<ul style="list-style-type: none"> Narrative explaining what services were provided for the school library program
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.	<ul style="list-style-type: none"> Narrative explaining what evidence-based activities the district participated in during the year

ESEA Monitoring Organizational Tool

Title III, Part A: English Language Acquisition (Required for all LEAs)

Title I-A and Title III-A provide federal dollars to supplement educational opportunities for students who have been identified as English Learners. English Learners fall under both Title I-A and Title III-A programs. Montana focuses monitoring for Title I-A and Title III-A on reviewing school-level plans and procedures for supporting English Learners, and each school's process for communicating/partnering with parents and families of English Learners.

Title I, Part A – “The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” (ESSA, Section 1001)

Title III, Part A-English Language Acquisition, Language Enhancement, and Academic Achievement – “The purpose of this subpart is (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English; (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet; (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth; (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and (5) to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.” (ESSA, Sec. 3102)

If you have questions please contact Serena Wright, Title III Specialist, serena.wright@mt.gov, 406-410-4098.

Indicator #	Indicator	Required Evidence to Maintain
IIIA-A	Student Identification <ul style="list-style-type: none"> The LEA accurately identifies all potential English Learners using the Statewide Home Language Survey (HLS) for all newly enrolled students. [Title VI of the Civil Rights Act of 1964; ESSA, Section 3113(b)(2)] The LEA uses the state approved English language proficiency screener aligned to the State's English language proficiency standards and the State's academic content standards. [Title VI of the Civil Rights Act of 1964] [ESSA, Section 1112(e)(3)(A)] The LEA accurately qualifies and places eligible EL students in a Language Instruction Educational Program (LIEP) within 30 days using the statewide standardized 	<ul style="list-style-type: none"> Submit a copy of the Home Language Survey that is given to ALL students upon enrollment. (It can be a blank copy) Written procedures for identifying potential English Learners which may include: <ul style="list-style-type: none"> Written procedures for identifying potential English Learners in participating non-public schools, if applicable Written procedures for identifying potential English Learners in facilities for neglected and/or delinquent children, if applicable List of students (use initials, or numbers, not names) who took the WIDA Screener, indicating the date when students enrolled in school and the date when the test was administered. List of all personnel administering state ELP testing (including proof of WIDA certification).

ESEA Monitoring Organizational Tool

	<p>entrance criteria and process. [Title VI of the Civil Rights Act of 1964; ESSA, Section 1112(e)(3)(A); ESSA, Section 3113(b)(2)]</p> <ul style="list-style-type: none"> Each LEA using funds under this part or title III to provide a language instruction education program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program. [ESSA, Section 1112(e)(3)(A)(i-vii)] 	<ul style="list-style-type: none"> Sample parent notification letter of an identified English Learner explaining the reasons for identification, level of proficiency (score report and explanation), methods of instruction, and specific exit requirements. <ul style="list-style-type: none"> This letter shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (if applicable). OR N/A District did not have any students potentially identified as English Learners through the Home Language Survey in SY 2023-2024
IIIA-B	<p>Services and Programs</p> <ul style="list-style-type: none"> Each student identified for EL Services receives a high-quality program of instruction that uses approaches, methodologies, and curricular materials/resources that are evidence based and proven effective with English Learners. EL programming and services are provided in comparable facilities that do not unreasonably segregate EL students. [Title VI of the Civil Rights Act of 1964; Castañeda v Pickard [648 F.2d 989 (5th Cir. 1981)], [Lau v. Nichols (1974)] The LEA demonstrates that the Core EL program and academic courses indicate that English Learners are achieving and sustaining parity of linguistic and academic achievement with students who entered the LEA's school system already proficient in English. [Title VI of the Civil Rights Act of 1964, [648 F. 2d 989 (5th Circuit, 1981)] EL students are identified and qualified for special programs (Title I, Special Ed, Gifted and Talented) in a timely manner as compared with their English-only peers. EL staff are involved in the placement/programming for ELs participating in special programs. [Title VI of the Civil Rights Act of 1964] The LEA accurately exits eligible EL students from a Language Instruction Education Program (LIEP) within the school year, using the statewide-standardized exit criteria and process. [ESSA, Section 3113(b)(2)] The LEA monitors, for a minimum of two years, up to four years, the progress of students exited from the program. [Title VI of the Civil Rights Act of 1964] 	<ul style="list-style-type: none"> N/A District did not have any students identified as English Learners in SY 2023-2024. OR Written descriptions of EL services and curricular resources/materials provided by the Language Instruction Educational Program (LIEP) core program (e.g., course descriptions, curriculum map, scope and sequence, interventions.) AND Written procedures for intervention in the absence of progress towards English language proficiency or when that progress does not correlate with overall academic achievement. Documentation or written description of in EL personnel's collaboration in IEP meetings for EL students who are also qualified for special programs such as, Title I, Special Education, Gifted and Talented. (i.e., agenda, sign-in sheet, brief narrative) Evidence or a description of former EL student monitoring of continued progress, meeting academic standards. (e.g. EL student information system reports, EL monitoring form, etc., including the date of obtaining a proficient score on the ELP assessment).

ESEA Monitoring Organizational Tool

IIIA-C	<p>Parent and Family Engagement</p> <ul style="list-style-type: none"> • A school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student information on the level of achievement and academic growth of the student. [ESSA, Section 1112(e)(1)(B)(i)] • The LEA ensures that it implements effective means of outreach to parents of English Learners regarding their education. [ESSA, Section 1112(e)(3)(C)] • LEA shall use the funds to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community engagement activities. [ESSA, Section 3115(c)(3)(A)] 	<ul style="list-style-type: none"> • N/A District did not have any students identified as English Learners in SY 2023-2024. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Evidence of informing the parents on the level of achievement and academic growth of their student on State approved EL assessment (ACCESS). <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Evidence of Parent and Family Engagement educational activities and outreach
IIIA-D	<p>Evaluations</p> <ul style="list-style-type: none"> • Language Proficiency (ELP) using the state approved English Language Proficiency assessment (WIDA) aligned to the state's English Language Proficiency standards and the State's academic content standards. [ESSA, Section 1111(b)(2)(G)]; [ESSA, Section 3113(b)(3)(B)] • The LEA assesses all qualified ELs on annual academic achievement assessments in appropriate grades. [ESSA, Section 1111(b)(2)(B)(vii)(III); 1111(b)(3)] • The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are [...] consistent with the assessment accommodations identified by a student's IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA.[cf. ESSA, Section 1111(b)(2)(G); 34 CFR 200.6(h)(1), (5)] 	<ul style="list-style-type: none"> • N/A District did not have any students identified as English Learners in SY 2023-2024. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • <u>No submission required</u> <ul style="list-style-type: none"> ○ OPI will pull WIDA ACCESS data to determine completeness of test administration

ESEA Monitoring Organizational Tool

IIIA-E	<p>Title III Grant Recipients ONLY – PD</p> <p>LEAs must use Title III funds to provide effective professional development for teachers and principals of ELs that is:</p> <ul style="list-style-type: none"> ○ Designed to improve the instruction and assessment of ELs; Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs; ○ Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs; and ○ Of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher’s comprehensive professional development plan that is based on a needs assessment. [ESSA, Section 3115(c)(2)] 	<ul style="list-style-type: none"> • N/A District was not a Title III Grant Recipient OR • Evidence of EL professional development (PD) for teachers and principals (e.g., agendas and sign-in sheets, provider invoices, training descriptions, etc.). AND • Evidence of EL professional development (PD) for personnel working in participating non-public schools (if applicable). • Evidence of EL professional development (PD) for personnel working in facilities for neglected and/or delinquent children (if applicable).
IIIA-F	<p>Title III AND Emergency Immigrant Grant Recipients ONLY – Parent and Family Engagement</p> <ul style="list-style-type: none"> • An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for English Learner and immigrant children and youth, which may include family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children. [ESSA, Section 3115(e)(1)(A)] • An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include family activities, coordinated with community-based organizations, institutions of higher education, private 	<ul style="list-style-type: none"> • N/A District was not a Title III or an Emergency Immigrant Grant Recipient OR • Evidence of Parent and Family Engagement educational activities for parents of English Learner and immigrant students (PowerPoints, handouts, etc.) • Evidence of outreach invitations and activities coordinated between the LEA and community-based organizations to assist parents of immigrant children (e.g., agendas, flyers, emails).

ESEA Monitoring Organizational Tool

	sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community service [ESSA, Section 3115(e)(1)(G)]	
IIIA-G	<p>Emergency Immigrant Grant Recipients ONLY</p> <ul style="list-style-type: none"> The LEA uses Immigrant funds to serve immigrant children and youth as required by Section 3115(e) The term “immigrant children and youth” as defined in section 3201(5) of Elementary and Secondary Education Act (ESEA), means individuals who- <ol style="list-style-type: none"> Are aged 3 through 21; Were not born in any State; and Have not been attending one or more schools in any one or more States for more than 3 full academic years. <p>*An immigrant student may or may not also be EL, and an EL student may or may not also be immigrant.</p>	<ul style="list-style-type: none"> N/A District was not an Emergency Immigrant Grant Recipient OR Sample of documentation (e.g., flyers, newsletter announcements, agendas, sign-in sheets, etc. for FY22 or FY23) that indicates the use of funds to enhance instructional opportunities for immigrant children and youth (if applicable). [ESSA, Section 3115(e)(1)(A)-(G)]

ESEA Monitoring Organizational Tool

Title IV, Part A – Student Success and Academic Enrichment

The purpose of Title IV-A is to improve student academic achievement through 1) access to a well-rounded education, 2) improved school conditions regarding the health and safety of students, and 3) improved use of technology in order to improve the digital literacy of all students. The focus of Title IV-A monitoring is on the district's coordination and collaboration with its community as well as the implementation and evaluation of program strategies.

If you have questions please contact Paige Sedahl, Paige.Sedahl@mt.gov, 406-422-2821.

LEA:		DATE SUBMITTED:	BY:
OPI REVIEWER: PAIGE SEDAHL		DATE:	FINDINGS:
Montana Office of Public Instruction- Title IVA Monitoring Tool			
REQUIRED MONITORING DOCUMENTS FOR TITLE IV-A VARY BASED ON ALLOCATION AMOUNT AND PROGRAM ELEMENTS			
Title IV-A Student Support and Academic Enrichment			
1. If all of your Title IV-A funds were transferred to another program: <i>Title I-A (Targeted or Schoolwide)</i> or <i>Title II-A</i> , 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.			
Item #	Item	Supporting Documentation	Comments
Comprehensive Needs Assessment			
IVA-CNA	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 WHO RECEIVE AN ALLOCATION OVER \$30,000.	Please provide at least one of the following: i. US Dept of Education Title IV-A Needs Assessment Tool ii. Montana Comprehensive Needs Assessment Summary Report iii. Locally determined Needs Assessment Tool or Process iv. Other supporting documents for comprehensive needs assessment process: Meeting agenda/minutes, supporting data or evidence, parent survey, etc.	
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 End of the Year Reporting and Title IV-A Final	On the online form, check the box to confirm you have completed the following: End of the Year Reporting- Completed in ESEA Consolidated Application <ul style="list-style-type: none"> Describe the programs and activities conducted with these funds in the previous school year. 	

ESEA Monitoring Organizational Tool

	<p>Expenditure Report or Program Report (Both in E-grants)</p> <p>**REQUIRED FOR ALL DISTRICTS WHO RAN A TITLE IV-A PROGRAM</p>	<ul style="list-style-type: none"> 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. <p>Title IV-A Final Expenditure Report or Program Report (Expenditures)- Completed in E-grants</p> <ul style="list-style-type: none"> 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. 	
IVA-2	<p>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.</p> <p>**REQUIRED FOR ALL DISTRICTS WHO RAN A TITLE IV-A PROGRAM</p>	<p>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.</p>	
IVA-3	<p>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.</p> <p>**REQUIRED FOR ALL DISTRICTS WHO RAN A TITLE IV-A PROGRAM</p>	<p>Examples of documentation:</p> <ul style="list-style-type: none"> 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. 	

ESEA Monitoring Organizational Tool

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 if providing mental health services or assessments: <ul style="list-style-type: none"> • 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 assessments or services. 	
IVA-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?	Documentation of Equitable Services for Title IV-A: <ul style="list-style-type: none"> • 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). 	
Fiscal Reporting			
IVA-6	Program Expenditures (Allocations under \$30,000) **REQUIRED FOR ALL DISTRICTS WHO RAN A TITLE IV-A PROGRAM	LEAs receiving LESS than \$30,000: Upload documentation that verifies the following: <ol style="list-style-type: none"> 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). 	
IVA-6	Program Expenditures (Allocations \$30,000 or more) **REQUIRED FOR ALL DISTRICTS WHO RAN A TITLE IV-A PROGRAM	LEAs receiving \$30,000 or GREATER: Upload documentation that verifies the following: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • Breakdown indicates not less than 20 percent of SSAE funds received was used for Well-Rounded Education programs and activities (4107). 	

ESEA Monitoring Organizational Tool

		<ul style="list-style-type: none"> • 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). e. 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. f. Evidence of equitable services expenditure for private school share (if applicable). 	
IVA-7	Distribution of Funds, Sec. 4106 (e)(2)(A) **REQUIRED FOR ALL DISTRICTS WHO RAN A TITLE IV-A PROGRAM	Upload documentation or a written summary to address: <ul style="list-style-type: none"> • 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 LEA has a current inventory of any materials purchased with Title IV-A funds. **REQUIRED FOR ALL DISTRICTS WHO RAN A TITLE IV-A PROGRAM IF 600-SUPPLIES or 700-Property and Equipment was purchased.	Upload the following documentation: <ul style="list-style-type: none"> • 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 WHO RAN A TITLE IV-A PROGRAM IF Salaries/Benefits were expended.	Upload the following documentation: <ul style="list-style-type: none"> • 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) 	

ESEA Monitoring Organizational Tool

IVA-10	Internet Safety Policy and Informed Consent Form, Sec. 4121(a) and 4121(b)(2)A **Required for all districts that use Title IV-A funds to purchase devices or other direct costs associated with accessing the internet.	<ul style="list-style-type: none">• 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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ESEA Monitoring Organizational Tool

McKinney-Vento (Required for all LEAs)

The purpose of the McKinney-Vento program is to remove barriers and support the success of students experiencing housing instability by addressing the challenges children and youth face enrolling, attending and succeeding in school.

If you have questions please contact Justine Guthrie, Homeless Education Coordinator, Justine.Guthrie@mt.gov, 406-410-4098

Indicator #	Indicator	Required Evidence to Maintain
MV-A	<p>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:</p> <ul style="list-style-type: none"> Procedures to identify homeless children and youth, including the identification of unaccompanied homeless youth (UHY) 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 	<ul style="list-style-type: none"> 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 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.

ESEA Monitoring Organizational Tool

	<p>assistance.</p> <ul style="list-style-type: none"> 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. 	
MV-B	<p>The LEA has designated a homeless liaison who has the capacity to perform all duties as required. §11432 (g)(6) Such duties include:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> TransACT form HS-08 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.

ESEA Monitoring Organizational Tool

MV-C	<p>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:</p> <ul style="list-style-type: none"> • School meals • Transportation • 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. 	<ul style="list-style-type: none"> • TransACT form HS-10 • 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. <p>Note: Copies of the Title I plan provided by the OPI-district does not need to include in the portfolio.</p>
MV-D	<p>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)</p>	<ul style="list-style-type: none"> • Provide detailed financial information regarding the expenditure of Title I set-aside funds. • 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. <p>Note: MV Subgrantees will describe program evaluation efforts in the section below.</p>
MV-E	<p>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)</p>	<ul style="list-style-type: none"> • 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.

ESEA Monitoring Organizational Tool

Equitable Services to Private Schools

Districts that receive federal funds under ESEA and in which private schools are located must, after meaningful and timely consultation with private school officials, provide equitable services to eligible private school children, their families and educators. The focus of monitoring is on the district's consultation and communication with private schools, as well as the programs provided in equitable service programs.

If you have questions please contact Zach Hawkins, zachariah.hawkins@mt.gov, 406-444-3083.

Indicator #	Indicator	Required Evidence to Maintain
PS-A	The LEA has complied with the requirements for consultation with private school officials in a timely manner. 1117(b)(1)	<ul style="list-style-type: none"> Completed TransACT form PSC-04 Federal Requirements for Providing Equitable Public School Services to Private School and Private School Ombudsman Information 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 <p>Note: The required notices can be found HERE.</p>
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]	<ul style="list-style-type: none"> Description of services provided to private schools. Copy of agreements pertaining to provided services. Sec. (1117 (b)(1)A-L <p>Note: The required notices can be found HERE.</p>
PS-C	The LEA provided opportunities for teachers of participating private schools to participate, on an equitable basis, in professional development activities. 1120(a), 2122(b), 5142 (a), 9501	<ul style="list-style-type: none"> Documentation of private school teachers' participation in professional development activities. <p>Note: Title II, Part A funds can only be used for professional development.</p>
PS-D	The LEA maintains records of its effort to resolve any complaints made by private school representatives. 1117(b)(2)	<ul style="list-style-type: none"> Copy of complaint procedure. Evidence that 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. 1117(b)(1)	<ul style="list-style-type: none"> LEA fixed assets inventory for each private school. (This includes: computers, laptops, servers, projectors, smartboards, etc.)

ESEA Monitoring Organizational Tool

PS-F	Services provided to private school children were provided by employees of the LEA or under contract with the LEA. 1117(b)(2)(A)(B)	<ul style="list-style-type: none">• 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. 1117(b)(3)	<ul style="list-style-type: none">• 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.