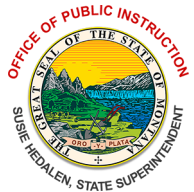


Guide to ESEA Monitoring

Montana Office of Public Instruction



Agenda

- Purpose of ESEA Consolidated Monitoring
- ESEA Background and Legal Foundation
- ESEA Title Programs Under Review During Monitoring
- Monitoring Objectives
- Monitoring Protocol
- Monitoring Organizational Tool
- Monitoring Process
- Monitoring Timelines
- Monitoring Resources & Best Practices



Purpose of ESEA Consolidated Monitoring

The purpose of ESEA Consolidated Monitoring is to provide support to LEAs with their implementation of federal programs, while navigating the requirements that each program has within the ESEA.



Collaborative Program Review

The OPI collaborates with LEAs to review ESEA Title programs to ensure effective federal program implementation.



Program Compliance

The purpose is not to find fault, but to understand how districts use federal funds, ensure compliance, and help them to meet federal requirements.



Proactive Protection

Monitoring helps districts avoid compliance issues in future state and federal audits.



ESEA Background and Legal Foundation

ESEA/ESSA's Role in Federal Program Monitoring

- **ESEA/ESSA Authorization:** ESEA reauthorized in 2015 as ESSA, affirming federal commitment to equity and support.
- **Civil Rights Law:** ESEA/ESSA operates as a civil rights law, targeting resources to underserved students and schools.
- **Title Program Purpose:** Each Title program under ESEA/ESSA addresses specific educational barriers through targeted funding and services.



Key ESEA Title Programs Under Review During ESEA Monitoring

Detailed Overview of Federal Title Programs Reviewed During ESEA Monitoring

Title I-A

Allocates funding to low-income schools to provide additional academic support to help low-achieving students meet challenging state academic standards.

Title II-A

Focuses on improving teacher and principal quality to enhance student achievement.

Title III-A

Focuses on enhancing language instruction for English Learners, helping them achieve English language proficiency and meet challenging state academic standards.

Title IV-A

Provides flexible funding to support a well-rounded education, ensuring safe & healthy schools, and promoting technology integration.

Title IX-A

Under the McKinney-Vento Act - ensures that homeless children and youth have full access to public education.



Monitoring Objectives

Three Essential Monitoring Objectives Reflecting Both Accountability and Support



Building Relationships

The OPI works closely with LEAs to assess and improve program delivery, reinforcing a shared goal of student achievement.



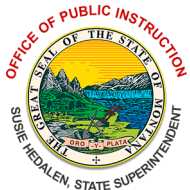
Technical Assistance

The OPI provides ongoing guidance and resources to help districts meet federal program requirements.



Ensuring Compliance

Monitoring ensures proper fund usage & program delivery, safeguarding LEAs helping them to maintain eligibility for continued federal support.



Monitoring Protocol

Monitoring Is Not Just A Best Practice – It's A Requirement

Requirement

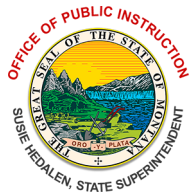
The OPI is required to monitor ESEA programs using a structured, statewide protocol.

Monitoring Organizational Tool

The OPI uses a Monitoring Organizational Tool that includes essential indicators, references to relevant sections of the ESEA, and a checklist of required local documentation.

District Use

Districts selected for monitoring use this tool throughout the review cycle. It helps ensure that evidence is complete, organized, and aligned with program expectations.



<https://opi.mt.gov/LinkClick.aspx?fileticket=jkufFe-0z0M%3d&portalid=182>

Monitoring Organizational Tool

The Monitoring Organizational Tool Is A Resource That Simplifies the Complex ESEA Requirements

Sections

Required

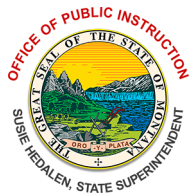
ESEA Monitoring Organizational Tool

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INSTRUCTION



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Monitoring Organizational Tool

Within the Monitoring Organizational Tool Each Title Program Includes a Table

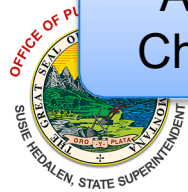
Indicators

ESEA

Required Evidence

Resources

Annual Checklist



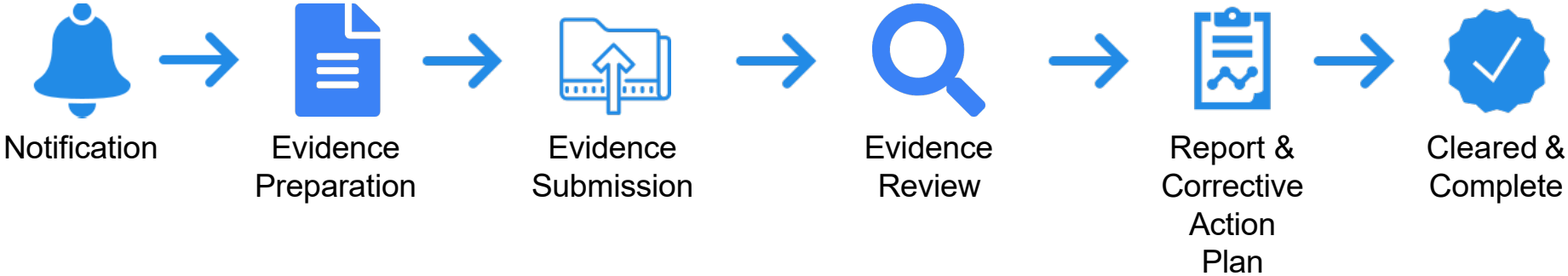
MONTANA OFFICE OF PUBLIC INSTRUCTION

ESEA Monitoring Organizational Tool

| Indicator # | Indicator | Required Evidence to Maintain |
|-------------|---|---|
| CC-E | <p style="text-align: center;">COMPARABILITY</p> <p>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)</p> | <p>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</p> <ul style="list-style-type: none"> • <u>Comparability Worksheet</u> with data that indicates which staff are included and excluded in the comparability calculation (<u>worksheet directions</u>) 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 | <p style="text-align: center;">TIME AND EFFORT</p> <p>The LEA has internal controls to monitor time and effort.</p> | <ul style="list-style-type: none"> • Examples of the internal controls to monitor time reports for staff members paid out of federal funds. <ul style="list-style-type: none"> ○ Timesheets/semi-annual certification of staff paid with federal funds ○ <u>Breakdown of Federally Funded Staff Positions</u> ○ <u>Time Certification Form</u> |
| CC-G | <p style="text-align: center;">STATE CERTIFICATION</p> <p>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.</p> | <ul style="list-style-type: none"> • Notice the LEA provides or would provide to parents if/when parents request the qualifications of their student's teacher(s) and/or paraprofessionals. The notice must include LEA contact information. <ul style="list-style-type: none"> ○ Evidence of completed <u>TransACT form TPQ-02 Teacher Qualification Response to Parents</u>. AND • Notice the LEA provides verifying the professional requirements for teachers and paraprofessionals for the school year. The notice must include LEA contact information. <ul style="list-style-type: none"> ○ Evidence of completed <u>TransACT form TPQ-04 Verification of Teacher and Paraprofessional Qualifications</u> AND • Written attestation on district letterhead stating all paraprofessionals have been trained by, and are under the direct supervision of, a certified/licensed teacher. |

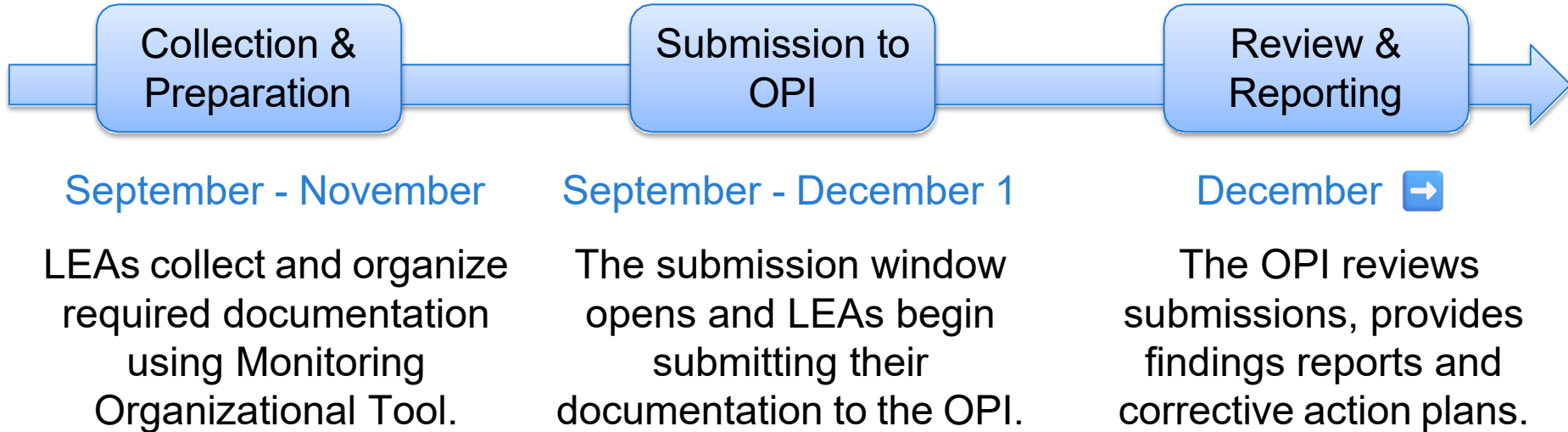
Monitoring Process

Monitoring is a Six Step Process That Ensures Consistency & Transparency



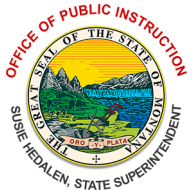
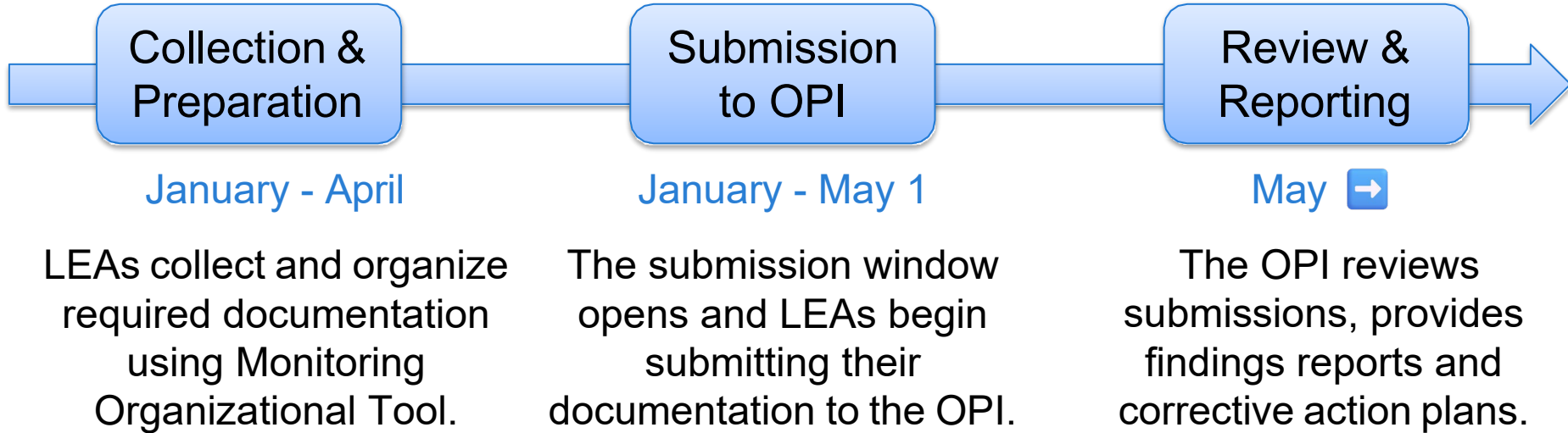
Fall Monitoring Timeline

LEAs Selected for Fall Monitoring



Spring Monitoring Timeline

LEAs Selected for Spring Monitoring



Submission of Materials

Evidence Requirements and Upload Process



Secure Upload Link

The OPI provides each LEA with a secure Google folder link for uploading documentation.



Naming Conventions

Each document must be saved individually and be labeled using item numbers from the Monitoring Tool (e.g., IA-A, CC-H).



PDF Format Only

All documentation must be saved as individual PDF files and uploaded into the corresponding evidence folders.

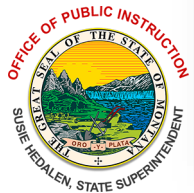


Submission of Materials

Secure Google Folder Link Evidence Folders

The screenshot shows the Google Drive interface. On the left is a navigation sidebar with options: New, Home, Activity, Workspaces, My Drive, Shared drives, Shared with me, Recent, and Starred. The main area shows a search bar and a breadcrumb path: District Monitoring ... > *LEA. Below the path are buttons for 'Create an FAQ', 'Explore these files', and 'Ask a'. There are also filter buttons for 'Type', 'People', 'Modified', and 'Source'. A table of items is displayed with columns for 'Name' and 'Owner'. A red arrow points to the 'Evidence Folders' folder in the list.

| Name | Owner |
|--|-------|
| Evidence Folders | me |
| ESEA Consolidated Monitoring Process and Protocols Guide.pdf | me |

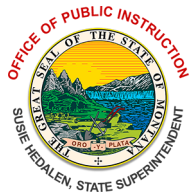


Submission of Materials

Within the Evidence Folders are Program Specific Folders

The screenshot shows the Google Drive interface. The left sidebar contains navigation options: Home, Activity, Workspaces, My Drive, Shared drives, Shared with me, Recent, Starred, Spam, Trash, and Storage (2.28 GB used). The main content area shows the path: *LEA > Evidence Folders. Below the path are buttons for 'Explore these files', 'Ask about this folder', and 'Create an FAQ'. There are also filters for Type, People, Modified, and Source. A table lists the folders within the Evidence Folders directory:

| Name | Owner |
|--|-------|
| Common Compliance | me |
| Common Compliance State Assessment | me |
| McKinney-Vento - Homeless | me |
| Private/Non-Public | me |
| Title I, Part A | me |
| Title II, Part A | me |
| Title III: English Learners | me |
| Title IV: Student Support & Academic Achievement | me |



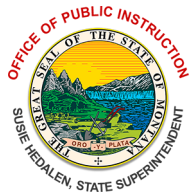
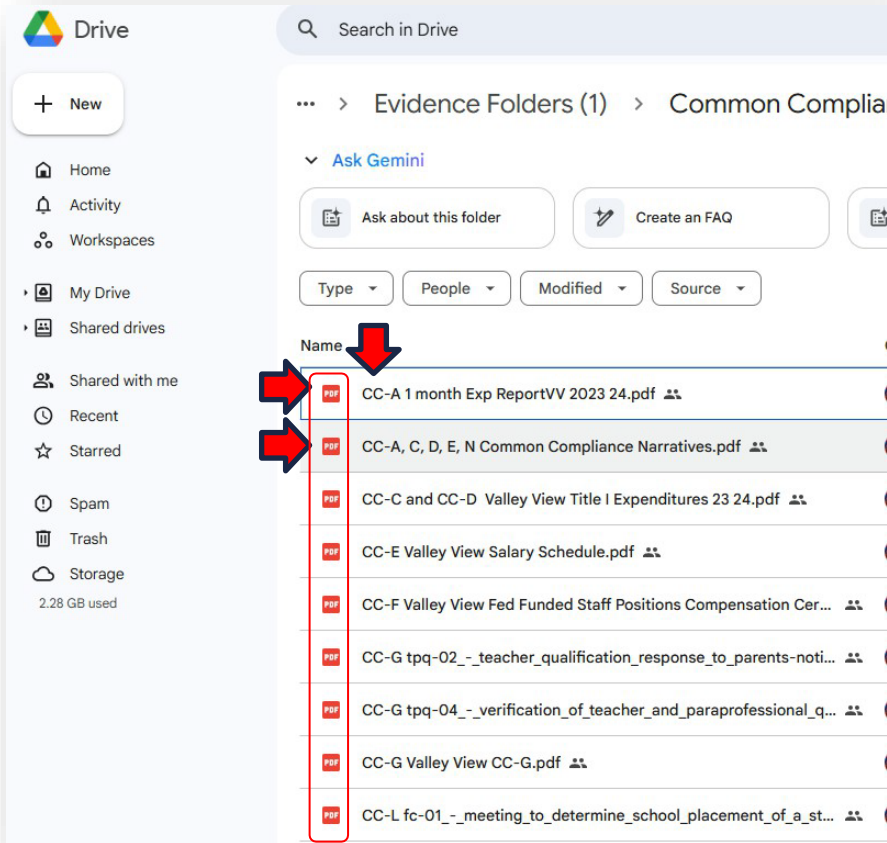
Submission of Materials

Upload Documents Within Each Program Specific Folder

Saved Individually

Naming Conventions

PDF Format



Monitoring Review

How The OPI Reviews LEA Submitted Documentation



Tool-Based Review

The OPI uses the Monitoring Organizational Tool to assess each document against program requirements.



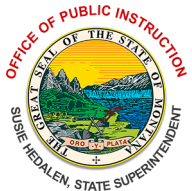
Findings Report

The OPI prepares a comprehensive report summarizing any findings. The report includes compliance status, required corrective actions, and recommendations.



Collaborative Follow-up

Districts receive feedback and guidance for resolving findings and strengthening program implementation.



Monitoring Report & Corrective Action Plan

Understanding the Monitoring Review Results and the Next Steps



Detailed Reports

Each LEA will receive a detailed Monitoring Report for each relevant program.



Corrective Action Plan

The Corrective Action Plan lists the steps the LEA must take to resolve findings – complete with timelines and OPI specialist contact information for technical assistance.



Recommendations






Provides optional guidance for continuous improvement beyond compliance.

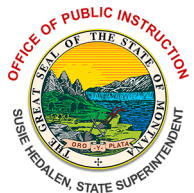


Monitoring Report & Corrective Action Plan

Each Individual Program Report Includes Five Parts

FINDING 6: TITLE I, PART A: TARGETED ASSISTANCE SCHOOLS, ESEA/ESSA 1115

| | | |
|--|-------------------------------|---|
|  | Description | In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance. |
|  | Finding Status | Findings: <ul style="list-style-type: none">IA-K - The LEA did not provide adequate evidence that all children served by Title I in a Targeted assistance building are found eligible using multiple academically related, objective criteria. |
|  | Corrective Action Plan | Within 30 days of the receipt of this report, the district will provide to the OPI the following: <ul style="list-style-type: none">IA-K - PDF evidence of a prioritized list of Title I, Part A eligible students receiving additional assistance (protect student confidentiality, use initials)IA-K - PDF evidence of a Benchmark Assessment Schedule TimetableIA-K - PDF evidence of a Benchmark Assessment report showing student academic achievement on the benchmark assessments |
|  | Recommendation | To make federal program information and parent notices available and accessible to all parents and families, LEAs are encouraged to include annually updated Title IA Plans and TransACT Parent Notices as part of student enrollment packets, parent/student handbooks, and district webpages. |
|  | Program Contact | If you have any questions regarding this finding, please contact Kimberly Rebich, Federal Grants Coordinator, at Kimberly.Rebich@mt.gov and/or 406-410-4578, and/or Schedule a virtual meeting with Kimberly Rebich. |



Pathwise/TransACT Parent Notices

Legally Compliant Parent Notice & Communication Requirements



Mandatory Usage

As of SY 2021–22, all LEAs must use Pathwise/TransACT forms for specific required parental notices identified in the Monitoring Organizational Tool.



Annual Updates

Pathwise/TransACT documents must include current LEA contact details and be updated each school year.



Accessibility

LEAs should distribute notices via websites, handbooks, and enrollment packets.



Use of Pathwise/TransACT Parent Notices

<https://parentnotices.com/login>

ParentNotices
BY TRANSACT

↓
Sign in

Welcome to TransAct ParentNotices

What is ParentNotices?
ParentNotices is your resource for parent engagement compliance in your school district. Your subscription gives you access to parent engagement guidance, as well as expertly written forms or notices that are required by your district, state, or the federal government. The notices are already translated into your priority languages by certified translators. *Learn why it is important to use certified translators for parent engagement by clicking [here](#).*

Email Invitations
If you received an email invitation to the updated ParentNotices interface, please click on the link in the invitation email to validate your account.

Need an account, but did not receive an email invitation?
[Click here to create an account with your district email.](#) Your ParentNotices District Administrator will be notified of your request and will be prompted to approve your access. You will receive an email alert when your request has been approved.

Forgot your password?
On the Sign in page, please enter your email address and click "Next". Then click "Forgot Password" directly below the "SIGN IN" button.

For assistance, please visit the [ParentNotices Help Center](#).

Email *
kimberly.rebich@mt.gov
This field is required

NEXT

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Use of Pathwise/TransACT Parent Notices

ParentNotices
BY TRANSCACT

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Search for a notice

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- State Notices
- Resources
- RoadMaps
- People
- Settings
- Profile
- Support Home

ParentNotices Collections™

- ESEA (ESSA)
 - Resources
 - Parent and Family Engagement
 - Teacher and Paraprofessional Qualifications
 - Federal Grants Planning Meeting
 - Title I Schoolwide
 - EL Programs - Title I and/or Title III
 - School Support and Improvement
 - Title I, Part D - Neglected and Delinquent
 - Title III EL Programs
 - Title III Immigrant Programs
 - Migrant Education Programs
 - Title IV, Part B - 21st Century Community Learning Centers
 - Title IV Programs
 - Private School Consultation



Resources and Program Contacts

The OPI Provides Support Throughout the Monitoring Process



ESEA Monitoring Webpage

Access the monitoring tool, timelines, tutorials, essential documents, program contacts, and guidance.



Program Contacts

Dedicated specialists are available for each ESEA Title area to provide coaching and technical assistance.



Continuous Support

Reach out anytime for clarification, training, or assistance throughout the monitoring process.



<https://opi.mt.gov/Leadership/Academic-Success/Federal-Programs/ESEA-Monitoring>

Program Contact Information

Support Specialists by Program Area



Common Compliance, Title I-A

Kimberly Rebich
Kimberly.Rebich@mt.gov
406-410-4578



State Assessments Common Compliance

Marcy Fortner
MFortner@mt.gov
406-444-3511



Title II-A, Title III-A

Marisa Britton-Bostwick
marisa.britton-
bostwick@mt.gov
406-444-0794



Title IV-A

Richard Hanley
Richard.Hanley@mt.gov
406-444-3519



Private/Non-Public Schools

Zach Hawkins
zachariah.hawkins@mt.gov
406-444-3083



McKinney-Vento Homeless

Justine Guthrie
Justine.Guthrie@mt.gov
406-444-2036

