



2024-25

Elementary and Secondary Education Act (ESEA)

Consolidated Monitoring Guidance Document for Local Educational Agencies

Wisconsin Department of Public Instruction
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This report is available from:

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September, 2024
Wisconsin Department of Public Instruction

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Overview

The Wisconsin Department of Public Instruction (DPI) developed this guidance document to provide local education agencies (LEAs) a list of the requirements and expectations for the Federal Elementary and Secondary Education Act (ESEA) programs, including specific requirements for Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A, as well as cross-cutting requirements for all the Titles. This guidance document outlines the ESEA requirements for all LEAs, whether they are selected for monitoring or not.

DPI has oversight and monitoring responsibilities to review compliance of ESEA grant programs and takes a three-pronged approach to monitoring, which combined make up ESEA Consolidated Monitoring.

1. [Universal Monitoring](#) - helping all LEAs understand the basic rules and requirements. This includes:
 - a. General Monitoring
 - b. ESEA Universal Compliance Monitoring
2. [Targeted Monitoring](#) - providing additional supports on a targeted set of requirements to a small group of LEAs based on risk assessment factors; and
3. [Comprehensive Monitoring](#) - collaborating with or coaching selected 10-15 LEAs based on risk assessment factors to support the requirements that focus on the coordination among ESEA programs and program implementation at the district-level as well as school-level.

The requirements are organized in this guide by the type of monitoring process: Universal, Targeted, and Comprehensive. Each monitoring process identifies LEAs to be monitored differently.

LEAs selected for a monitoring process will be responsible to demonstrate to DPI they are meeting the applicable requirements contained in that section. Beginning in the fall, DPI will notify LEAs selected for monitoring and will work with them to ensure they understand what the expectations are for successfully completing the monitoring process. DPI will also provide the tools, resources, and technical assistance to support the LEAs through the process.

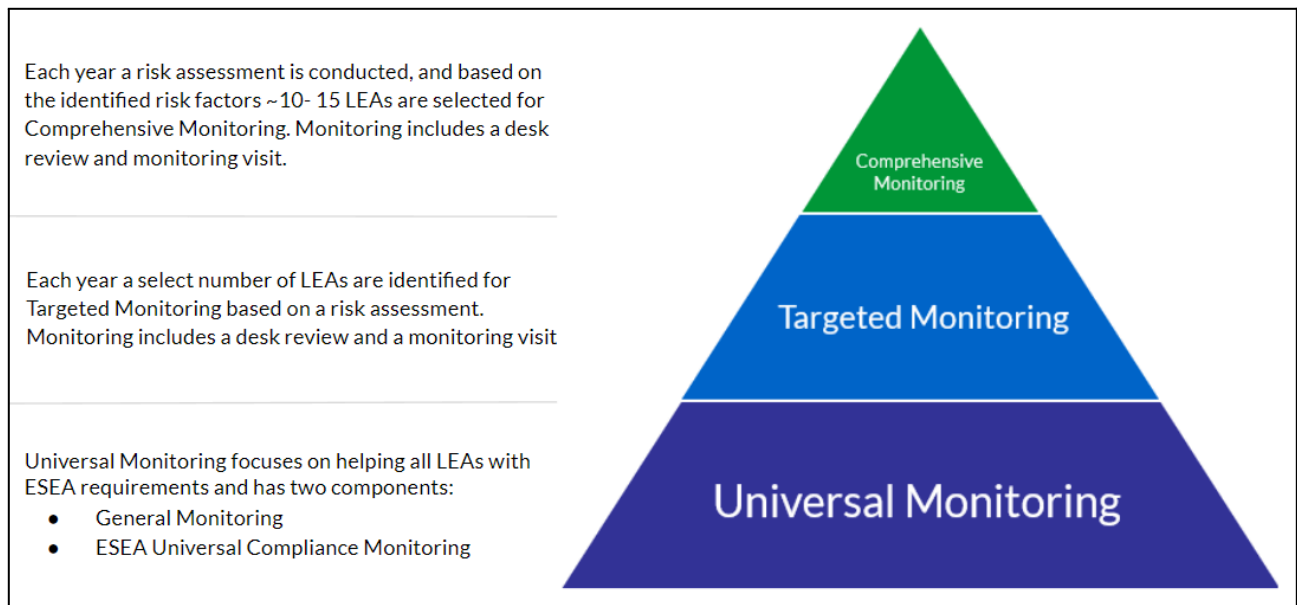
Think of the ESEA consolidated monitoring process as a triangle, illustrated in the image on the next page.

Universal monitoring is at the bottom, having the broadest scope, and is focused on helping all LEAs with ESEA requirements. It is the foundation of DPI's support to LEAs and has two components:

- **General Monitoring** - Established for all LEAs receiving ESEA funds, with provisions for technical and adaptive support. DPI reviews these requirements for all LEAs annually and uses WISEgrants to ensure compliance. Examples include: supporting LEAs as they develop plans and create their budgets; verifying allowable costs; collecting private school consultation forms; and tying claims directly to approved budgets.
- **ESEA Universal Compliance Monitoring** - Established for all LEAs, but reviewed on an annual cycle in WISEgrants. Each year approximately 90 LEAs will be selected to upload documentation specific to Sections A - D of this guidance document.

Targeted monitoring focuses on the requirements for a specific area under ESEA law, such as equitable participation (or equitable services) for private schools. Selection is based on a risk assessment and identifies LEAs who have demonstrated a greater level of need for support from DPI to meet the requirements. Monitoring consists of document submission, desk review, a monitoring visit and corrective action, if applicable.

Comprehensive monitoring involves monitoring all of the requirements not covered under the Universal or Targeted Monitoring. LEAs are selected based on a risk assessment using multiple risk factors and demonstrate they would benefit the most from additional support from DPI to meet the requirements in law that pertain to their LEA. Monitoring consists of document submission, desk review, monitoring visit, and follow up on any necessary corrective action to meet all requirements under ESEA law.



Using The Guidance Document

DPI recommends LEAs form a team (or utilize an existing leadership team) to gather documents, discuss answers to the guiding questions, and assess their compliance with ESEA law. DPI encourages LEAs to perform a self assessment annually, whether they are selected for monitoring or not. DPI created a general collection tool template that LEAs may use to house their required documents. It is available on DPI's [ESEA Monitoring webpage](#).

The team may choose to “jigsaw” the requirements by asking different staff within the LEA to be responsible for different sections.

Forming a team will bring alignment to the process as well as provide an opportunity for building capacity across staff. For example, business managers learn program requirements while program staff learn the ins and outs of the business rules.

Additionally, it is important to keep in mind that this guidance lists the minimum requirements for ESEA grant funds. If a team finds themselves not meeting a requirement, the LEA is encouraged to reach out to DPI for support whether they are selected for monitoring or not. The overarching goal for all of this work is to ensure all students receive the supports they need, when they need them, in order to be successful. If DPI can help LEAs better support teachers, who in turn better support students, then we are all meeting the goal.

This guide sections off requirements under the three types of monitoring: Universal, Targeted, and Comprehensive. Each section includes an overview of what is being monitored, a description of the various phases of the monitoring process, and the list of requirements included in that type of monitoring.

Section 14 - Recruitment and Retention	Section								
Requirement 14.1. Recruitment and Retention Plan(s) The LEA shall have systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful leadership. <i>(20 U.S.C. §6612)(b)(2-3))</i>	Requirement and Statutory Reference								
14.1.a. Required Documentation - Recruitment Evidence that the LEA is offering resources, such as tuition reimbursement, release time, and test preparation to inexperienced teachers teaching with emergency or provisional credentials, and teachers who are not teaching in the subject or field for which the teacher is certified or licensed.	Required Documentation (upload to Google Site)								
Resources <ul style="list-style-type: none"> DPI's webpage on coaching: DPI - Connected Stories Instructional Coaching Group website Instructional Coaches' Toolkit 	Resources (provided when available)								
14.1.a. Guiding Questions <ol style="list-style-type: none"> 1. What services and resources are offered to teachers teaching with emergency or provisional credentials and teachers not teaching in the field or subject they are certified or licensed, to become effective teachers? 2. What services and resources are offered to inexperienced teachers to build their capacity to address the socioeconomic, race/ethnicity, special education and English learner student educational needs? 	Guiding Questions (discussed during monitoring visit- DO NOT upload to Google Site)								
14.1.a. Rubric	Rubric Criteria								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Beginning</td> <td>The LEA does not have evidence that it has resources for inexperienced teachers and/or teachers who are not teaching in the subject or field for which the teacher is certified or licensed.</td> </tr> <tr> <td>Developing</td> <td>The LEA provides inexperienced teachers resources, BUT it is at the teacher's request.</td> </tr> <tr> <td>Accomplished</td> <td>The LEA has a system in place to provide any the following resources to inexperienced teachers: <ul style="list-style-type: none"> Mentoring and coaching by experience teachers; Tuition reimbursement; and Capacity building opportunities to address needs of historically and/or currently marginalized student groups (i.e. English learners, students with disabilities, etc.). </td> </tr> <tr> <td>Exemplar</td> <td>The LEA meets the criteria in the "Accomplished" Category AND has evidence that their system resulted in effective teachers.</td> </tr> </table>	Beginning	The LEA does not have evidence that it has resources for inexperienced teachers and/or teachers who are not teaching in the subject or field for which the teacher is certified or licensed.	Developing	The LEA provides inexperienced teachers resources, BUT it is at the teacher's request.	Accomplished	The LEA has a system in place to provide any the following resources to inexperienced teachers: <ul style="list-style-type: none"> Mentoring and coaching by experience teachers; Tuition reimbursement; and Capacity building opportunities to address needs of historically and/or currently marginalized student groups (i.e. English learners, students with disabilities, etc.). 	Exemplar	The LEA meets the criteria in the "Accomplished" Category AND has evidence that their system resulted in effective teachers.	
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Accomplished	The LEA has a system in place to provide any the following resources to inexperienced teachers: <ul style="list-style-type: none"> Mentoring and coaching by experience teachers; Tuition reimbursement; and Capacity building opportunities to address needs of historically and/or currently marginalized student groups (i.e. English learners, students with disabilities, etc.). 								
Exemplar	The LEA meets the criteria in the "Accomplished" Category AND has evidence that their system resulted in effective teachers.								

Section - Requirements are grouped together under sections.

Requirement and Statutory Reference - details the requirement followed by the statutory reference in law.

Required documentation for the desk review. This is the documentation LEAs will need to upload to the Google Site in preparation for the desk review and monitoring visit. Please visit the ESEA Monitoring webpage for instructions on how to upload documents to the Google Site. Not all requirements require actual documentation to be uploaded prior to the monitoring visit. LEAs should expect to discuss these requirements during the monitoring visit but are only required to upload information ahead of time for those that indicate so.

Resources - Most requirements will also have links to additional resources such as technical assistance, webpages that host relevant information, templates, toolkits, etc. that will help clarify the requirement and offer assistance to meet the requirement.

Guiding Questions These are questions LEAs can use to understand and evaluate evidence to ensure it meets the full intent of the requirement. These are also the questions DPI staff may bring up for discussion during the visit to provide greater understanding of what information is being sought to meet the requirements. **DPI will not accept narrative responses to the guiding questions as submitted evidence.** Furthermore, DPI may not ask all of the guiding questions. Please simply use these guiding questions to plan your responses for the visit.

Rubric Criteria: This is the criteria DPI staff will use to evaluate the LEA's level of compliance with the law. Each requirement has its own customized rubric.

The benchmarks used for Comprehensive and Targeted Monitoring rubric include:

1. **Beginning** - There is no evidence that the LEA is in compliance or there are gaps in evidence. If an LEA is at the "Beginning" level, DPI will require corrective action and will provide support to the LEA in order to meet the requirement.
2. **Developing** - There is documentation that the LEA is in compliance, but it lacks evidence of implementation of the requirement. If an LEA is at the "Developing" level, DPI will provide support and make recommendations for improvement.
3. **Accomplished** - There is evidence that the LEA is in compliance with the law and implements policies/procedures in accordance with the law. If an LEA is at the "Accomplished" level, no action from DPI or the LEA is necessary.
4. **Exemplar** - There is evidence that the LEA is in compliance with the law; implements policies/practices in accordance with the law; AND demonstrates positive outcomes for students. If an LEA is at the "Exemplar" level, DPI will provide the LEA commendations for their work.

The benchmarks used for Universal Compliance Monitoring rubric include:

1. **Incomplete** - The LEA did not provide evidence to meet the requirement; the evidence provided doesn't meet all necessary criteria; or the documentation contains Personal Identifiable Information (PII). DPI will require corrective action to bring the LEA into compliance with ESEA law and will offer technical assistance to help the LEA meet the requirements.
2. **Acceptable** - There is evidence showing the LEA is in full compliance with ESEA law.

Universal Monitoring

DPI's universal monitoring process supports all LEAs to understand the basic rules and requirements of the federal laws and regulations. There are two parts to universal monitoring: General Monitoring and ESEA Compliance Monitoring.

General Monitoring

General monitoring is in place for all LEAs receiving ESEA funds and includes the provision for technical and adaptive assistance and support to all LEAs receiving ESEA funds. DPI has application requirements and other procedures in place to ensure federal laws and regulations are met. Examples include: supporting LEAs as they develop plans and create their budgets; reviewing grant applications and verifying allowable costs; collecting private school consultation forms; and tying claims directly to approved budgets

Assurances, Applications, Budgets, and Claims

DPI administers ESEA grants through its federal grants management system, WISEgrants. WISEgrants is the foundation for universal monitoring as it aligns with the 2 CFR 200 Federal Uniform Grant Guidance, the Education Department's General Administrative Regulations, and Wisconsin's Uniform Financial Accounting Requirements. LEAs will digitally sign assurances affirming they will comply with the provisions of all applicable statutes and regulations, as well as assurances that meet the requirements of the General Education Provisions Act (GEPA) ([20 U.S.C. §1232e](#)).

LEAs are required to develop separate budgets under a single grant for public school services and private school equitable services. LEAs must tie each detailed budget item to an ESEA allowable activity. DPI staff review each budget item to ensure that it is reasonable and necessary, as well as allocable to and allowed under ESEA grants.

LEAs may only claim funds based on DPI-approved applications in WISEgrants. DPI staff review claims for reimbursement to ensure compliance with the approved budget/allowable costs. Once claims are approved by DPI's grant accountants and the LEA is paid, the DPI business office accountants request reimbursement from the federal government.

WISEgrants retains the Grant Award Notifications, grant applications, claims, and other data to meet state and federal regulations regarding records retention policies and procedures.

Affirmation of Consultation with Private School Representatives

ESEA requires LEAs to provide equitable services to students, their families and teachers in private schools, as determined in consultation with the representatives of the private school ([20 U.S.C. §6320\(b\)](#) and [20 U.S.C. §7881\(a\)\(5\)](#)).

LEAs are required to submit an [Affirmation of Consultation with Private School Officials form](#) for every private school located within its boundaries, in WISEgrants. The Affirmation of Consultation form serves as official verification that consultation occurred between an LEA and private school and indicates whether or not a private school wishes to participate and receive services under each of the Title grants. In order to ensure alignment with consultation requirements, the form includes all of the following sections: General Information, Required Consultation Topics, Uses of Funds, Participation in Services, Private School Verification, and LEA Verification.

Once the Affirmation of Consultation form is completed and signed by both the LEA and private school officials, the LEA is required to upload the form in WISEgrants. DPI staff will review each form to ensure it is completed properly. Once the LEA has submitted an acceptable affirmation form for every private school located within its boundaries, the LEA will be able to access and complete the rest of their ESEA grant applications. This ensures that a plan for services in a private school wishing to participate under a grant, has been developed and agreed upon prior to the LEA budgeting and claiming any grant funds; and therefore, that the LEA has met consultation requirements.

Private School Equitable Service Provision

DPI conducts general monitoring to confirm the level to which an LEA implements equitable services. This includes identifying and ensuring:

- LEAs provide timely and meaningful consultation with each private school located within their district's boundaries, by requiring LEAs to upload an affirmation of consultation to their WISEgrants application. WISEgrants will not let LEAs complete their application without acceptable documentation.
- The proportional share is calculated in WISEgrants based on enrollment data certified by the LEA in WISEgrants.
- Budget items for services are reasonable and necessary, and align with the intent and purpose of the specific grant.
- LEAs provide services. DPI requires all LEAs that did not claim more than 10% of the funds set aside for equitable services for each Title in the previous year. DPI will require the LEA to attend a webinar in the fall where they will discuss options and provide support if there are challenges to providing services. DPI sends LEAs required to attend the webinar notifications about the webinar through WISEgrants. If the LEA fails to attend the webinar, DPI may select LEA for [Targeted Monitoring for Private School Equitable Participation](#) in the following year.

Guidance on the equitable services requirement is available on DPI's [Equitable Participation for Private School Students](#) webpage.

Equitable Distribution of Teachers

ESEA requires all LEAs receiving Title I funding to explain in their ESSA LEA Plan how they will ensure that low-income students and students of color are not disproportionately taught by new and out-of-field teachers ([20 U.S.C. §6312\(b\)\(2\)](#)). This includes:

- Inexperienced Teachers: teachers that have been teaching in a licensure area for three years or less.
- Out-of-Field Teachers: teachers that are teaching with a license with stipulations.
- Ineffective Teachers: teachers that do not meet the Wisconsin teaching standards.

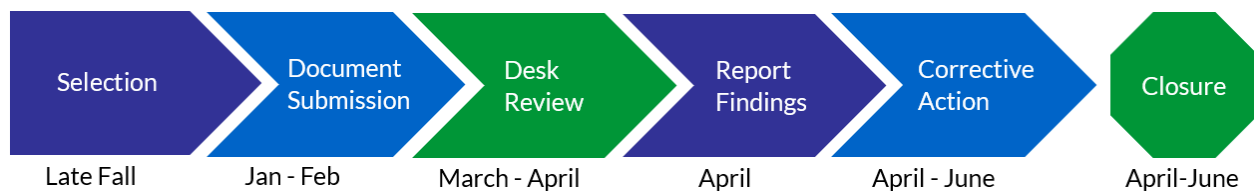
To support this process, DPI uploads individual district reports into SAFE for LEAs to use as part of their data analysis. LEAs are encouraged to take into account local data (such as effectiveness, attendance, or other data) in their analysis and create a plan to ensure that disadvantaged students are not taught by inexperienced teachers at a higher rate compared to their peers.

Furthermore, ESSA requires DPI to ensure that students from low-income families and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers ([20 U.S.C. §6311\(g\)\(1\)\(B\)](#)). Every year, DPI will ask the LEAs that have schools with an inequitable distribution of teachers to create a plan defining how they will address and monitor the

inequity identified. (More information about the data used to comply with this requirement is available on [DPI's Inequitable Distribution of Teachers webpage](#).) LEAs with an inequitable distribution of teachers may submit one plan per school or one plan for all schools with an inequitable distribution of teachers in the LEA. These plans will be posted on the DPI webpage.

ESEA Universal Compliance Monitoring Process

DPI has identified a limited number of compliance requirements (Sections A - D) into an online monitoring module in WISEgrants. This makes the ESEA Monitoring process more coherent with other resources and systems within DPI that focus on and prioritize students' social, emotional, and academic needs; ensure compliance with federal law; and minimize the administrative burden on LEAs.



Selection

Each year in late fall, DPI selects, notifies, and requires approximately 90 LEAs to upload documentation into the WISEgrants module for the ESEA requirements identified in Sections A - D. [This list](#) shows which LEAs are required to upload documentation this year.

In January, WISEgrants will notify the LEAs required to upload documentation for Sections A-D and will provide them with instructions along with a deadline to upload the required documentation.

Document Submission

All selected LEAs must upload documentation by the deadline identified in the notification letter. The [ESEA Universal Monitoring WISEgrants technical assistance document](#) provides step-by-step directions for the document submission process. Failure to complete the module by the deadline may result in DPI adding a risk factor identification for future ESEA Comprehensive Monitoring and/or DPI withholding payment of claims until documentation is submitted.

Desk Review and Report Findings

In the spring, once the submission deadline has passed, DPI randomly selects at least 33 percent of those LEAs (~30 LEAs) for a desk review to determine compliance. Just like the initial notification, LEAs selected for the desk review are notified via WISEgrants. DPI reviews the documentation and follows up with LEAs regarding any documentation that doesn't meet compliance, and offers support to ensure corrective action is taken to meet the intent of ESEA.

Universal Requirements

Section A - Informing Parents and Families

Requirement A.1. Parents Right to Inquire about Professional Qualifications

At the beginning of each school year, the LEA shall notify parents of their right to inquire about the professional qualifications of their students' classroom teachers and paraprofessionals, including the following:

- Whether the student's teacher:
 - has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - is teaching under an emergency or provisional license; and
 - is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

[20 U.S.C. §6312\(e\)\(1\)\(A\)](#)

A.1. Required Documentation

Communication informing parents about their rights to inquire about their child's teacher's/paraprofessional's qualification. The communication must be in a format or language that is representative of students' families in the LEA and/or accommodations are provided for accessibility. Examples of communications may include: reference to the student handbook, notification letter, pdf snapshot from a website, etc.

A policy alone will not meet the requirement as it is a standing document. The LEA must provide evidence of communication.

LEAs should utilize language from the Every Student Succeeds Act (ESSA) requirement [20 U.S.C. §6312\(e\)\(1\)\(A\)](#). Documentation referencing language from the No Child Left Behind Act (NCLB) will not be accepted.

Resources

- Example of a [Parents Right to Know Notification Webpage](#)

A.1. Rubric

Incomplete	The requirement is incomplete if any of the following apply: <ul style="list-style-type: none">• LEA does not have evidence of communication informing parents about their rights to inquire about their child's teacher's/paraprofessional's qualification.• LEA provides communication developed to inform parents, but the communication is not in formats or languages so that all parents can understand (to the extent practicable*).• LEA provides only a district board policy regarding educator professional qualifications.• LEA provides communication that references the No Child Left Behind Act (NCLB).
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Acceptable LEA provides communication informing parents about their rights to inquire about their child's teacher's/paraprofessional's qualifications AND the communication is in a format or language that all parents can understand (to the extent practicable*).

**Extent practicable means providing resources and communications in languages that are representative of student families and/or providing accommodations and accessibility for those who are deaf, blind, or hard of hearing. The vast majority of parents and families should be able to access the information. (For example, posting information online when many families may not have readily available internet access would not meet the requirements. Similarly, providing information only in English may not meet the needs of families who speak and read other languages.*

Requirement A.2. Parents Right to Know about Teacher Qualifications

The LEA shall provide parents timely notice that their student has been assigned or has been taught for four or more consecutive weeks, by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. [20 U.S.C. §6312\(e\)\(1\)\(B\)\(ii\)](#)

A.2. Required Documentation

Communications developed to inform parents/families if their child has been taught by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned for four or more consecutive weeks. Documentation may include information posted on the LEA's public facing website, parent handbook, a letter template on district letterhead or internal procedures for notifying parents.

Resources

- Sample Communication: [Parents Right to Know Letter Template](#)

A.2. Rubric

Incomplete The LEA does not provide communications developed to inform parents if their child has been taught by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned for four or more consecutive weeks.
OR
The LEA provides communication developed to inform parents, but the communication is not in formats or languages that all parents can understand, to the extent practicable.

Acceptable The LEA provides communications developed to inform parents if their child has been taught by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned for four or more consecutive weeks. The LEA provides evidence in formats or languages that all parents can understand to the extent practicable.

Requirement A.3. Assessment Information Public Reporting

The LEA shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency's website and, where practicable, on the website of each school served by the local educational agency), information on each federally required assessment, other assessments required by the state, and if feasible, assessments required by the LEA. [20 U.S.C. §6312\(e\)\(2\)\(B\)](#)

A.3. Required Documentation

Link to the LEA's webpage that is used to inform parents and the public about information on each assessment required by ESEA ([Wisconsin Forward Exam](#), [Dynamic Learning Maps](#), [ACT with Writing](#), [ACCESS](#), and the [National Assessment of Educational Progress](#)), other assessments required by the state ([PreACT Secure](#), [Act 20 Reading Readiness](#), and the [Assessment of Reading Readiness](#)), and where feasible, assessments required by the LEA. Information about the assessments must include:

- Participation requirements;
- Subject matter;
- Purpose;
- When and where such information is available;
- Assessment time; and
- The schedule and format for disseminating results.

**Updated on February 2, 2025*

Resources

- [ESEA Public Reporting Assessment Template](#)
- Assessments are defined on DPI's [Wisconsin Student Assessment System](#) (WSAS) webpage.

A.3. Rubric

Incomplete The requirement is incomplete if any of the following apply:

- The LEA does not inform parents and the public about required assessments.
- The communication does not provide all of the required information.
- The LEA only provides assessment information and does not include where this information is posted on the LEA webpage.

Acceptable The LEA provides the link to the LEA's public facing webpage that hosts all required assessment information.

Requirement A.4. LEA and School Performance Reporting

The LEA shall disseminate the ESSA federal accountability report for each school and the LEA as a whole.

[20 U.S.C. §6311\(h\)\(2\)](#) and [20 U.S.C. §6312\(e\)\(2\)\(B\)](#)

A.4. Required Documentation

A link to the LEA's public facing website that houses the LEA's WISEdash ESSA Dashboard, and guidance on how to navigate WISEdash by including this reference to the [WISEdash Help webpage](#).

Resources

- [ESEA Assessment Performance and WISEdash technical assistance](#)
- DPI's webpage: [WISEdash Help- School District Support](#)
- DPI's series of four short videos focusing on the purpose of the: [Strategic Assessment System](#)
- A [Family Guide to Annual State Tests in Wisconsin](#) by the National PTA
- DPI's Office of Educational Accountability webpage: [Assessment Resources for Families](#) offers multiple websites that include brochures on different state assessments, guides for families, and a FAQ.

A.4. Rubric

Incomplete The LEA's website does not provide a link to WISEdash AND the WISEdash Help webpage.

Acceptable The LEA's website provides a link to WISEdash AND the WISEdash Help webpage.

Requirement A.5. Student Performance Notification

Title I schools shall provide to each individual parent of a child attending the school, information on the level of achievement and academic growth of their student, if applicable and available, on each of the state academic assessments required by ESSA (the Forward Exam, PreACT Secure, ACT with Writing, ACCESS for ELs, and Dynamic Learning Maps).

[20 U.S.C. §6312\(e\)\(1\)\(B\)\(i\)](#)

A.5. Required Documentation

Communications, such as a letter, developed to inform parents/families of their child's level of achievement on academic assessments in a format or language that the parents can understand (to the extent practicable).

One communication example for each grade tier (elementary, middle, high, combined elementary and secondary) served with Title I funds is required. For example, if the LEA does not serve their high school, the LEA does not need to submit documentation for that school. Do not include student PII in the documentation submitted to DPI.

Resources

- A sample of cover letter template for [ACT Student Assessment Results Cover Letter](#).
- Sample cover letter templates are available on DPI's Office of Educational Accountability's [Assessment in Wisconsin](#) web page under Data and Results for each of the following assessments. Templates are also available in Spanish and Hmong.
 - Sample Forward Exam letters are available on the [Forward Exam Data and Results webpage](#).
 - Sample PreAct Secure letters are available on the [PreAct Secure Data and Results webpage](#).
 - Sample DLM Assessment Results letters are available on the [DLM Data and Results webpage](#).
- DPI's webpage [Assessment Data and Results for Families](#) includes resources on specific state assessments that can help families understand the purpose of the assessments and interpret their child's results as a way to inform their overall learning.
- DPI's Office of Educational Accountability webpage [Assessment Resources for Families](#) offers multiple websites that include brochures on different state assessments, guides for families, and a FAQ.
- DPI's series of four short videos focusing on the purpose of the [Strategic Assessment System](#).
- [A Family Guide to Annual State Tests in Wisconsin](#) by the National PTA.

A.5. Rubric

Incomplete The requirement is incomplete if any of the following apply:

- The LEA does not provide evidence of communication developed to inform parents of their child's level of academic achievement and academic growth on the state academic assessments for each grade tier served with Title I funds.
-

-
- The LEA does not provide evidence the communication is available in a format or language that parents can understand (to the extent practicable).
-

Acceptable The LEA provides evidence of their communications developed to inform parents of their child's level of achievement on academic assessments, at each grade tier served with Title I funds and in a format or language that parents can understand (to the extent practicable).

Requirement A.6. Assessment Policy Notification

At the beginning of each school year, an LEA must notify the parents of each student attending any Title I school that they may request information regarding any State or LEA policy regarding student participation in any assessments mandated by ESSA, the State or the LEA. The LEA must provide parents with such information in a timely manner. Information must include applicable policies, procedures, or parental rights to opt the child out of such assessment, where applicable.

[20 U.S.C. §6312\(e\)\(2\)\(A\)](#)

A.6. Required Documentation

Communications provided at the start of the school year, informing parents regarding student participation in any assessments required by the federal law and state law or LEA, which includes applicable policies, procedures, or the parental right to opt the child out of such assessment, where applicable.

Example communications include a newsletter article, LEA or school handbook, or pdf of the LEA's webpage that shares this information. The documentation must be the communication provided to parents/families informing them of the applicable policies, procedures, and parental rights to opt the child out of such assessment, where applicable.

Resources

- Example of a [Notification of Parents Right to Know-Assessments Communication](#).

A.6. Rubric

Incomplete The requirement is incomplete if any of the following apply:

- The LEA does not provide evidence of communication informing parents regarding student participation in assessments required by federal law, state law, or the LEA,
- The LEA only provides the policies, procedures, or parental rights to opt the child out of assessment and does not include evidence of how they communicated that information to parents/families.
- The documentation does not include applicable policies, procedures, parental rights to opt the child out of such assessment, where applicable.

Acceptable The LEA provides evidence of communication informing parents regarding student participation in assessments required by the federal law, state law, or the LEA. The documentation includes applicable policies, procedures, or parental rights to opt the child out of such assessment, where applicable.

Requirement A.7. Language Instruction Educational Program Notifications

If the LEA is using funds under Title I, Part A or Title III, Part A to support language instruction educational programs (LIEPs), the LEA must inform the parents of an English learner identified for placement in programming. The LEA must provide such notification no later than 30 days after the beginning of the school year or within two weeks of enrollment.

[20 U.S.C. §6312\(e\)\(3\)](#)

Note: This requirement applies to LEAs who join a consortium for Title III, Part A services.

A.7. Required Documentation

Two separate communications notifying parents of their child's:

1. Initial identification/enrollment to participate in an LIEP and
2. Annual notification if a student continues participation in (does not exit from) an LIEP

Documentation must be provided in a language the parent(s) can understand and includes all of the following points listed below. The evidence must also demonstrate that the LIEP placement notification took place within the first 30 days of the school year, or two weeks from when a student enrolls after the start of school.

- The reasons for the identification of their child as an English learner and need for placement in an LIEP;
- Level of English proficiency, how English proficiency was assessed, and the status of their child's academic achievement;
- The methods of instruction used in the LIEP and methods of instruction in other available programs, including how they differ in content, instructional goals, and the use of English and a native language in instruction;
- How the LIEP will meet the educational strengths and needs of their child;
- How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The process for exiting English learner designation; including the expected rate of transition from LIEP programming and the expected graduation rate;
- In the case of a child with a disability, how such language instruction education program meets the objectives of the individualized education program for their child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));
- The requirement to annually assess the student's English language proficiency until the student reaches proficiency, independent of whether or not the parents accept or deny EL services;
- The LEA's obligation to support students' academic needs and allowable language services and accommodations available should a parent accept or deny services (as required under the Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA));
- Information pertaining to parental rights that includes written guidance:
 - Detailing the right of a parent to immediately have their child removed from the program upon their request; and
 - Detailing the options that parents have to decline to enroll their child in an LIEP or to choose another program or method of instruction, if available; and
 - Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.

Resources

- [DPI's Parent Notification Self-Assessment Checklist \(Please make a copy for local use\)](#)
- Sample templates for [Initial Enrollment and Continued Participation communications](#)
- Additional information can be found in [DPI's EL Handbook: Chapter 3- Final Determination of EL Services](#)

A.7. Rubric

Not Applicable	The LEA does not use Title I, Part A or Title III, Part A to support language instruction educational programs.
Incomplete	The requirement is incomplete if any of the following apply: <ul style="list-style-type: none">• The LEA does not provide evidence of a communication to parents regarding their child's initial identification for participation in an LIEP that contains all criteria listed in the requirement.• The LEA does not provide evidence of a communication to parents regarding their child's continued participation in an LIEP that contains all criteria listed in the requirement.• The LEA does not provide evidence that communications are sent out within the required timeframe• The LEA does not provide evidence that communications are available in a format or language that parents can understand (to the extent practicable).
Acceptable	The LEA provides evidence that parents are notified of their child's initial identification as an English learner and continued placement; communications include all the required points defined in the criteria; are sent out within the required timeframe, and are communicated in a format or language that parents can understand (to the extent practicable*).

Section B - Title I, Part A, Family Engagement

Requirement B.1. Title I, Part A, Annual Meeting

Each Title I school shall convene an annual meeting(s);

- At a convenient time, to which all parents of participating children shall be invited and encouraged to attend,
- To inform parents of their school's Title I program and provide timely information about the school's Title I program,
- Explain the requirements of the Title I program,
- Explain the right of parents to be involved in the Title I program. And, if requested by parents, provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Provide a description and explanation of the curriculum in use at the Title I school.

[20 U.S.C. §6318\(c\)](#)

B.1. Required Documentation

A sample agenda, powerpoint, brochure, from at least one Title I annual meeting. Documentation must include all of the requirements listed above.

Resources

- [Annual Parent Meeting Sample Agenda](#)
- [Required components of the Annual Title I Parent Meeting](#)
- [Title I, Part A, Annual Meeting - Description and Explanation of Curriculum:](#)

B.1. Rubric

Incomplete	The requirement is incomplete if any of the following apply: <ul style="list-style-type: none">• The LEA does not provide evidence that Title I schools hosted an annual meeting for parents of Title I students.• The LEA provides evidence that an annual meeting(s) for parents of Title I students occurred but does not demonstrate an effort to encourage all parents of Title I students to attend.• The LEA provides evidence that an annual meeting(s) for parents of Title I students occurred but does not provide evidence that required topics were discussed.
Acceptable	The LEA hosts the required annual meeting for Title I schools, covers all required topics, and ensures that all parents are encouraged to attend (e.g. providing invitations in families' native languages).

Requirement B.2. Title I, Part A, School-Parent Compacts

Each Title I school shall jointly develop, with parents, for all children receiving Title I services, a School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.

The compact must describe:

- the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and
- the ways in which each parent will be responsible for:
 - a. supporting their children's learning;
 - b. volunteering in their child's classroom; and
 - c. participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

The compact must also address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—

- parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement;
- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

[20 U.S.C. §6318\(d\)](#)

B.2. Required Documentation

A sample school-parent compact template from at least one Title I school. Do not include PII in the submission.

Resources

- More information, including sample templates can be found in the Compact Section on DPI’s [Title I Family Engagement Page](#).

B.2. Rubric

Incomplete	The LEA does not provide documentation of a School-Parent Compact for at least one of their Title I schools that includes all of the requirements.
Acceptable	The LEA provides documentation of the School-Parent Compact (for at least one Title I school) that includes all of the requirements.

Section C - Identification of Migratory Children

Requirement C.1. Identification of Migratory Children

To ensure migratory students have access to Title I, Part A and other eligible services, LEAs must have procedures in place to identify potentially eligible migratory students. Furthermore, ESSA requires the state, LEA, and schools to report assessment results for migratory children.

[20 U.S.C. § 6312\(c\)\(1\)](#) and [20 U.S.C. §6311\(b\)\(2\)\(B\)\(xi\)\(VI\)](#)

This is required for all LEAs whether or not they have or had migratory students enrolled in their LEA.

C.1. Required Documentation

Internal procedures used to identify migratory students. These procedures should include:

- Screening Questions used to identify potential migratory students.
- The LEAs process for making a referral.
- The LEAs process for accepting WISEdata alerts, including who/what role at the LEA is responsible for accepting these alerts.

Resources

- DPI's resource for [Developing Internal Procedures to Identify Migratory Students](#)
- [LEA Example of Identification of Migratory Students Process](#)
- [Sample screening questions for identifying migrant students](#). (English and Spanish). These questions are usually provided through enrollment paperwork or through the home language survey.
- [DPI's webpage for identifying migratory students](#). This webpage provides additional information pertaining to the required internal procedures that LEAs should have for identifying migratory students, such as the process for making a referral, and the process for [accepting](#) WISEdata alerts.
- DPI's webpage on [Migrant status in WISEdata](#)

C.1. Rubric

Incomplete	The LEA does not provide procedures to identify migratory students.
Acceptable	The LEA provides procedures to identify migratory students.

Section D - Out-of-Home Care (Foster Care)

Requirement D.1. Transportation Procedures for Students in Out-of-Home Care

The LEA, in collaboration with the child welfare agency (CWA), has developed and implemented clear written procedures which include how transportation is provided, arranged, and funded for the duration of time a student is in out-of-home care.

[20 U.S.C. §6312\(c\)\(5\)](#)

D.1. Required Documentation

Written procedures governing transportation for students in out-of-home care. The written procedures must include all of the following:

- Information on how transportation to the school of origin for students placed in out-of-home care is provided, arranged, and funded,
- An effective timeline for ensuring immediate transportation to the school of origin. This can be provided through deadlines, timelines, or an assurance the transportation will be prompt/immediate,
- Information on how the local agencies will fund the transportation above the costs the LEA would provide normally to transport the student (additional costs), AND
- If applicable, the LEA provides evidence that procedures are being implemented with fidelity.

Resources

- DPI's webpage regarding [Out-of-Home Care requirements](#)
- DPI's webpage for [Transportation procedures, guidance and templates](#)
- [Collaborative Agreement Implementing the Foster Care Provisions Under Title I of the ESSA](#) between the Madison Metropolitan School District and Dane County Dept of Human Services

D.1. Rubric

Incomplete	The LEA does not have procedures or the procedures do not meet the requirements listed in the "Acceptable" category. NOTE: Even if the LEA states they do not have (or have never had) a student placed in out-of-home care within their LEA, they are to have these requirements fully implemented prior to a student necessitating such a policy or procedure.
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Acceptable	<p>The LEA provides a policy or written procedures they developed with at least one local Child Welfare Agency (county human services agency/child protective services agency).</p> <p>The procedures include all of the following:</p> <ul style="list-style-type: none"> ● Information on how transportation to the school of origin for students placed in out-of-home care is provided, arranged, and funded, ● An effective timeline for ensuring immediate transportation to the school of origin. This can be provided through deadlines, timelines, or an assurance the transportation will be prompt/immediate, ● Information on how the district will fund the transportation above the costs the LEA would provide normally to transport the student (additional costs). Note: The law allows for the local agencies to determine how those additional costs will be covered (whether by the LEA, the child welfare agency, or both in a shared agreement), ● AND, if applicable, the LEA provides evidence that procedures are being implemented with fidelity.
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Requirement D.2. Enrollment Procedures for Students in Out-of-Home Care

When a determination is made for a student in out-of-home care that it is not in their best interest to remain in the school of origin, the LEA of the new school will immediately enroll the student, even if the student is unable to produce records normally required for enrollment. The LEA will immediately contact the last school the student attended to obtain relevant academic and other records.

[20 U.S.C. §6311\(g\)\(1\)\(E\)](#)

D.2. Required Documentation

Written procedures that ensure:

- the immediate enrollment of students in out-of-home care, and
- the immediate contact of the school last attended to obtain relevant academic and other records.

Resources

- DPI's webpage: [Educational Stability for Students in Out-of-Home Care](#) regarding out-of-home care requirements
- Example of [Collaborative Agreement Implementing the Foster Care Provisions Under Title I of the ESSA](#) between the Madison Metropolitan School District and Dane County Dept of Human Services
- Example of [Out-of-Home Care Procedures \(In-District\)](#) provided by Milwaukee Public Schools
- Example of [Homeless Program Guidelines and Procedures](#) provided by Kimberly Area School District (this example is for the McKinney-Vento Program but uses similar language in the enrollment procedures).

D.2. Rubric

Incomplete The LEA does not provide written procedures or the procedures provided do not meet all requirements listed in the Acceptable category.

NOTE: Even if the LEA states they do not have (or have never had) a student placed in out-of-home care within their district, they must have acceptable written processes, procedures, or policies in place prior to a student necessitating such a policy or procedure.

Acceptable The LEA provides written process, procedure, or policy that:

- describes how the LEA ensures the immediate enrollment of students placed in out-of-home care once a best interest determination is made, AND, such immediate enrollment procedures apply even if the student is unable to produce records normally required for enrollment.
 - ensures the immediate contact of the school last attended to obtain relevant academic and other records of students placed in out-of-home care.
-

Targeted Monitoring

Overview

Targeted monitoring is a process in which DPI provides differentiated support on a targeted set of requirements to a small group of LEAs selected from risk assessments conducted by DPI. In addition to the universal support provided to all LEAs during the application process, DPI staff conduct a desk review, and will hold a monitoring visit with the selected LEAs to provide more intensive guidance and support.

Targeted Monitoring for Cross-Cutting Federal Fiscal Requirements

DPI's targeted monitoring practices include cross-cutting federal fiscal requirements set forth in the Uniform Grant Guidance. [See Appendix A](#) - Targeted Monitoring for Cross-Cutting Federal Fiscal Requirements for more details and resources.

Targeted Monitoring for LEAs with Schools Identified for Comprehensive Support and Improvement (CSI)

DPI's targeted monitoring process includes procedures to assist and monitor schools identified for comprehensive support and improvement (CSI). [See Appendix B](#) - Targeted Monitoring for LEAs with Schools Identified for Comprehensive Support and Improvement (CSI) for a summary of this process.

Targeted Monitoring Process for Private School Equitable Participation

In addition to the universal support provided to all LEAs with private schools within their boundaries, DPI staff conduct a desk review and virtual visit with the selected LEAs to provide more intensive guidance and support.



LEA Selection

DPI selects approximately 15 LEAs to monitor annually. The risk assessment factors used to determine which LEAs are selected for equitable participation monitoring include: 25 percent or less of the private share in one or more Title grant(s) being utilized; no private share funds being spent for one or more Title grant(s); late submission of affirmation form(s); programmatic concerns identified through universal monitoring; and/or admission by the LEA that equitable services were not provided. DPI will notify LEAs selected for the targeted monitoring process in late fall.

Documentation Submission and Desk Review

Once notified, LEAs should begin gathering the required evidence to demonstrate compliance with requirements outlined in Section E (below). Shortly after notification, DPI will provide LEAs with the information, tools, instructions and resources needed to submit the required documentation and prepare for the visit in a sufficient amount of time.

LEAs will have until four weeks prior to the scheduled monitoring visit to submit the required documentation, at which time the submission folders will be locked giving DPI staff time to review and prepare for the visit.

LEAs must observe all requirements of the [Family Educational Rights and Privacy Act \(FERPA\)](#) when developing and submitting documents to DPI. In other words, documents **MUST NOT** include any personally identifiable information (**PII**). LEAs should not upload narrative responses to the guiding questions, but should be prepared to discuss them during the monitoring visit.

Equitable Services Monitoring Visits

Once the document submission process begins, DPI will reach out to the LEA to schedule a mutually agreed upon date for the monitoring visit. Targeted monitoring visits will be held virtually in late winter/early spring.

The purpose of the monitoring visit is to provide LEA and DPI staff time to discuss the evidence provided for each requirement, gather additional information, and gain clarity to determine an LEA's level of compliance. LEAs should be prepared to discuss the guiding questions at the visit, although DPI staff will only ask questions that will help them better understand the LEA's level of compliance with a requirement. **DPI will not accept narrative responses to the guiding questions as submitted evidence.**

It is important that LEA staff who implement the program(s) funded by ESEA grants participate in gathering and uploading required documentation, as well as speak in-depth to the programs monitored during the visit. The visit gives the LEA the opportunity to seek support where needed and to highlight and celebrate promising practices.

Reporting Monitoring Results and Follow up

Preliminary findings will be presented to LEAs at the conclusion of the visit. A formal written report will be sent to LEA leaders approximately six weeks after the visit. The formal report will identify strengths, weaknesses, any necessary corrective action and deadlines, and will provide technical assistance if needed. If the monitoring report indicates the LEA successfully met all requirements, DPI will include a final closure letter with the report. If corrective action is necessary, DPI will send the LEA a final closure letter once all corrective actions are complete.

If DPI determines that corrective action is necessary as outlined in the monitoring report, DPI will provide LEAs with a deadline to complete the corrective action.

Resolving Corrective Action and Closure

If the LEA didn't meet at least the "Developing" level as described in a requirement's rubric, then corrective action will be assigned for that requirement in the monitoring report, along with deadlines to complete it. DPI will support LEAs who have corrective action(s) so that the LEAs can complete their corrective action in a timely manner. Once all requirements are successfully met, DPI will send a final closure letter to the LEA leadership.

Resources

- [USDE's Title I Non-Regulatory Guidance on Equitable Services](#)
- [USDE's Title VIII Non-Regulatory Guidance on Equitable Services](#)

Targeted Requirements

Section E - Private School Equitable Participation

Requirement E.1. Consultation

The LEA engages in timely and meaningful consultation with all private schools located within the LEA's boundaries, regarding funds available under ESEA to address the needs of the private school students and staff members. Such consultation must be ongoing throughout the school year to help ensure effective implementation, service delivery, and assessment of equitable services.

20 U.S.C. [§6320\(b\)\(3\)](#) and [§7881\(c\)\(3\)](#)

E.1. Required Documentation

The LEA must upload evidence of ongoing consultation with the private school(s). Evidence may include meeting agendas or minutes, emails, and/or video/audio recordings that document communication between the LEA and private school(s) throughout the planning, implementation, and evaluation of services.

Please Note: The [Affirmation of Consultation form](#) serves as verification that the initial consultation occurred between an LEA and private school, and is required to be submitted annually in WISEgrants. DPI already has these forms, **LEAs should not upload copies of the Affirmation of Consultation form(s) as evidence for this requirement.**

In addition to reviewing the documentation submitted by the LEA, DPI will email the [private school survey](#) to private schools served by the LEA, asking them to describe their experience with consultation.

Resources

- [DPI's Consultation Toolkit for Private School Equitable Participation:](#)
This toolkit explains the basics of equitable participation for private school students under the ESEA. It covers the responsibilities of both private schools and LEAs and contains tools to support effective collaboration.
- [ESEA Equitable Services for Private Schools Frequently Asked Questions](#)
This document provides answers to frequently asked questions (FAQ) regarding the cross-cutting requirements for providing equitable services to private school students, staff, and families under the Title I, II, III, and IV formula grant programs.
- [Collecting Poverty Data on Private School Children](#)
A 5-minute Title I short (video) that covers the available options for collecting poverty data on private school children to determine the proportional share of funds for services.
- [Title I, Part A Private School Enrollment Data Collection](#)
This document explains the collection of poverty and enrollment data from private schools as required by LEAs as part of Title I, Part A. It covers the different options for collecting poverty data, how to ensure a consistent poverty threshold is used, and the types of information that is needed to successfully determine the proportional share of funds.

- [Title I Services for Private School Students Attending a Private School in a Different LEA](#)
This document provides details on the Title I requirement that the LEA where a student resides is responsible for ensuring Title I services are provided. It discusses best practices between LEAs, including open communication to impart enrollment data and collaboration on providing services through official agreements, to ensure private school students receive the support they need.

E.1. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss them during the visit.

1. Describe the process used to ensure the initial consultation takes place before making any decisions that affect the opportunities of eligible private school children, teachers, and other educational personnel who participate in ESEA funded programs.
2. If funds were transferred from Title II, Part A or Title IV, Part A to another ESEA program, what steps were taken to ensure the private schools were notified before the transfer was made?
3. Describe the consultation that goes on throughout the year with the private school officials. How often are meetings held? What topics (e.g family engagement, student progress, etc.) are discussed?
4. Were there any disagreements with the private school(s) on the provision of services through a contract (vendor)? If so, how were they handled and what documentation was provided to the private school(s) explaining the reasons for the decision(s)?
5. Describe the process used for collecting enrollment and poverty data from the private schools? What steps are taken to ensure the private school understands the type of data being requested; and to ensure the data is accurate?
6. If Title I-participating, how does the LEA ensure it has the final determination on the private school students identified with a status of low-income?
7. If Title I-participating, has the LEA historically had resident students attending a private school outside of the LEA's boundaries and/or non-resident students attending one of the private schools within its boundaries? If so, please describe the communications with the neighboring LEAs and/or private schools to disseminate enrollment data.

E.1. Rubric

Beginning	<p>Any of the following apply:</p> <ul style="list-style-type: none"> • The LEA does not provide evidence of ongoing consultation or how decisions were made for eligible private school children. • The LEA resubmits their ESEA Affirmation Form only. • If applicable, the LEA cannot describe how a disagreement between the LEA and private school was resolved.
<hr/>	
Developing	<p>LEA engaged private school partners in part of the planning and decision making process for services for eligible private school children but was not entirely collaborative.</p> <p><i>Example: Private school partners were given opportunities to share identified needs but were not involved in developing the plan for services OR private school partners were given opportunities to influence the plan for services but were not involved in identifying their needs.</i></p> <p>If applicable, the LEA can describe how a disagreement between the LEA and private school was resolved, BUT does not have documentation of the disagreement, the resolution, and the rationale for the resolution.</p>

Accomplished The LEA provides examples of communication to demonstrate timely and meaningful consultation between the LEA and private school(s) for all applicable Titles throughout the year, AND includes discussion about student progress, implementation of services, and/or evaluations discussed for one or more applicable Titles.

If applicable, the LEA can describe how a disagreement between the LEA and private school was resolved, AND has documentation of the disagreement, the resolution, and the rationale for the resolution.

Exemplar The LEA meets the criteria in the “Accomplished” category AND demonstrates that ongoing consultation occurs regularly (e.g. monthly, quarterly, etc.).

If applicable, the LEA meets the criteria in the “Accomplished” category regarding the disagreement between the LEA and private school, AND describes the formal process for how disagreements are handled and documented.

Requirement E.2. Public Control of Funds

The LEA shall maintain all control of funds used to provide services; and title to materials, equipment, and property purchased for equitable participation. In other words, an LEA cannot reimburse private schools for goods purchased or services provided by the private school.

20 U.S.C. [§6320\(d\)](#) and [§7881\(d\)](#)

E.2. No Documentation Required

The LEA should prepare for this section by reviewing the process by which the LEA obligates and liquidates federal funds for equitable services. The LEA should also prepare by reviewing the process by which the private school(s) request the use of funds.

E.2. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe the process to procure goods and services agreed upon for equitable services. What procedures are in place to ensure the district is not reimbursing private schools for goods purchased or services provided by the private school?
2. How does the LEA safeguard any supplies, materials, and equipment to ensure they are only used for equitable services?
3. How does the LEA communicate these procedures to the private school officials?

E.2. Public Control of Funds Rubric

Beginning Any of the following apply:

- The LEA reimburses the private schools for services. (Note: this practice is unallowed and would require repayment of funds.)
- The LEA follows their policies and procedures for procuring goods and services for equitable participation, BUT does not follow their inventory control procedures to safeguard materials used for private school equitable participation.

Developing The LEA follows their policies and procedures for procuring and safeguarding goods and services for equitable participation, BUT does not communicate the procedures with private school officials.

Accomplished	The LEA follows their policies and procedures for procuring and safeguarding goods and services for equitable participation AND communicates these procedures with private school officials.
Exemplar	The LEA meets the accomplished category and demonstrates that they use best practices such as inventorying, asset tagging equipment, etc.

Requirement E.3. Equitable Services Provided

The LEA shall provide eligible private school students, teachers, and other educational personnel services that address their needs and are:

- equitable to the services provided to participating public school children, teachers, and other educational personnel;
- secular, neutral, and non-ideological; and
- provided by employees of a public agency; or through a contract by the public agency with an individual, association, agency, organization, or other entity.

20 U.S.C. [§6320](#) and [§7881](#)

In addition to reviewing the documentation submitted by the LEA, DPI will send private schools this [survey](#) asking them to describe their experience with consultation.

E.3. Required Documentation

The LEA must upload evidence of an equitable services plan for each participating private school. If an LEA is serving more than five private schools, DPI will provide the LEA the number of plans to upload. Evidence of an equitable services plan must include the following (all are required):

- The multiple academic achievement measures used to determine the needs of eligible private school students;
- The equitable services provided to private school students, including family engagement activities for eligible students;
- The equitable services provided to private school teachers and other personnel;
- How and when services will be provided, as well as who will provide services (either LEA staff or vendors); and
- The measures used to evaluate the plan throughout the school year.

Documentation should not contain Personally Identifiable Information (PII).

Resources

- [DPI's Planning Template to Support LEAs in Providing Equitable Services](#)
LEAs and private schools are encouraged to use this template to plan and document equitable services agreed upon during the consultation process.
- [Title I Services for Private School Students Attending a Private School in a Different LEA](#)
This document provides details on the Title I requirement that the LEA where a student resides is responsible for ensuring Title I services are provided. It discusses best practices between LEAs, including open communication to impart enrollment data and collaboration on providing services through official agreements, to ensure private school students receive the support they need.

E.3. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. What measures were used to determine student eligibility and the needs of the private school students?
2. How does your LEA ensure funds are used to prioritize services that will have the most significant impact on student outcomes?
3. How does your LEA guarantee that services are provided around the same time that public schools start services?
4. How does your LEA determine where and by whom services will be provided?
5. How does the LEA ensure requested services are secular?
6. How are ESEA funded services and programs for private school students and staff monitored and evaluated?
7. Describe any barriers that arose during the school year that impeded equitable services.
8. If the LEA has resident students attending a private school outside of the LEA's boundaries and/or non-resident students attending one of the private schools within its boundaries, how was it determined services would be provided? If applicable, describe the process for formalizing any agreements for providing services between LEAs.

E.3. Rubric

Beginning	Any of the following apply: <ul style="list-style-type: none">• The LEA does not have documentation of the services agreed upon or provided to private schools.• The LEA has documentation of services provided, BUT does not use a variety of academic achievement measures to determine the needs of private school children and staff or a process to evaluate services provided.• The documentation does not adhere to Personal Identifiable Information (PII) protections (e.g., includes student identifiable information).
Developing	The LEA uses multiple academic achievement measures to determine the needs of eligible private school children and staff, BUT only provides lists of services and evaluation measures, etc. A plan is not documented.
Accomplished	The LEA uses multiple academic achievement measures to determine the needs of eligible private school children and staff, and provides a plan for: <ul style="list-style-type: none">• Services to students for applicable Titles;• Services to private school teachers and other personnel for applicable Titles; and• A process in place to evaluate and modify equitable services, as necessary, throughout the school year.
Exemplar	The LEA meets the criteria in the "Accomplished" category and demonstrates that their processes have modified services based on data or feedback from private school officials, AND/OR demonstrates positive outcomes for private school students.

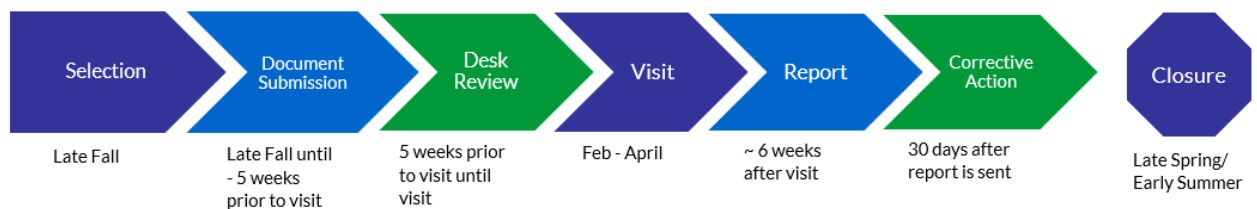
Comprehensive Monitoring

Comprehensive Monitoring Overview

Comprehensive Monitoring involves collaborating with or coaching a small group of LEAs, selected based on risk assessment factors, to support requirements that focus on the coordination among ESEA programs and program implementation at the district-level as well as school-level. It includes monitoring of all requirements not covered under the Universal or Targeted Monitoring procedures.

The Comprehensive Monitoring process consists of document submission, desk review, monitoring visit, and follow up on any necessary corrective action to meet all requirements under ESEA law.

Comprehensive Monitoring Process



LEA Selection

LEAs are selected for comprehensive monitoring based on a risk assessment. Being selected for comprehensive monitoring does not mean the LEAs have done something wrong. It simply means they have been identified as potentially needing more support and technical assistance from DPI based on the risk assessment.

The risk assessment factors used to determine which LEAs are selected for comprehensive monitoring include:

- student assessment and graduation data;
- inequitable distribution of teachers;
- combined allocations for all ESEA grants;
- monitoring history;
- history of past single audit findings; and
- history of late application and report submissions.

On very rare occasions, an LEA is selected for monitoring because DPI learned they intentionally choose not to comply with one or more requirements of the federal law.

Document Submission and Desk Review

Once notified, selected LEAs should begin gathering the required evidence to demonstrate compliance with requirements outlined in Sections 1-15 (below). Shortly after notification, DPI will provide LEAs with the necessary information, tools, instructions, and resources to complete the submission process in a sufficient amount of time. The submission tools are customized and only include those requirements that the LEA is responsible for.

LEAs will have until five weeks prior to the scheduled monitoring visit to submit the required documentation, at which time the submission folders will be locked giving DPI staff time to review

and prepare for the visit. Once the submission folders are locked, no additional documentation can be submitted prior to the monitoring visit.

LEAs must observe all requirements of the [Family Educational Rights and Privacy Act \(FERPA\)](#) when developing and submitting documents to DPI. In other words, documents **MUST NOT** include any personally identifiable information (**PII**). LEAs should not upload narrative responses to the guiding questions, but should be prepared to discuss them during the monitoring visit. DPI's [Document Submission Procedures](#) provides greater details on uploading documentation for review.

Monitoring Visit

Once the document submission process begins, DPI will reach out to each LEA to schedule a mutually agreed upon date for the monitoring visit and whether it will be held in person or virtually. Comprehensive monitoring visits will be held in late winter/early spring.

The purpose of the monitoring visit is to discuss the evidence provided for each requirement, gather additional information and provide support if appropriate. LEAs should be prepared to discuss the guiding questions at the visit, although DPI staff will only ask questions that will help them better understand the LEA's level of compliance with a requirement. DPI will not accept narrative responses to the guiding questions as submitted evidence.

It is important that LEA staff who implement the program(s) funded by ESEA grants participate in gathering and uploading required documentation, as well as speak in-depth to the programs monitored during the visit. The visit gives the LEA the opportunity to seek support where needed and to highlight and celebrate promising practices.

Monitoring Report

Preliminary findings will be presented to LEAs at the conclusion of the visit. A formal written report will be sent to LEA leaders approximately six weeks after the visit. The formal report will identify strengths, weaknesses, any necessary corrective action, and will provide technical assistance if needed. If the monitoring report indicates the LEA successfully met all requirements, a formal closure letter will accompany the monitoring report. If corrective action is necessary, DPI will send the LEA a final closure letter once all corrective actions are complete.

Resolving Corrective Action and Closure

If the LEA didn't meet at least the "Developing" level as described in a requirement's rubric, then corrective action will be assigned for that requirement in the monitoring report, along with deadlines to submit it. LEAs are expected to work with DPI to complete their corrective action in a timely manner. DPI consultants are available to support LEAs as they work to complete their requirements. Once all requirements are successfully met, DPI will send a final closure letter to the LEA leadership.

Cross-Cutting Requirements

Certain types of requirements benefit from a more holistic examination, rather than separating them under each Title. This portion of the guide combines related requirements from multiple Titles under cross-cutting themes, including needs assessment, coordination across programs, professional development, engagement, fiduciary requirements, and support for English learners.

Section 1 - Local Needs and Services

Requirement 1.1. Needs Assessment

All ESSA-funded programming must be based on the needs of the students and staff. Assessing needs requires looking at various types of data, examining any gaps, investigating root causes, and identifying the highest priority needs. Assessment of needs is crucial to ensuring that educators can respond to the needs of all students, so each student has the opportunity to meet challenging state standards.

LEAs receiving a Title IV, Part A allocation of over \$30,000 must complete a needs assessment every three years, examining needs in each area of Title IV-A:

1. access to, and opportunities for, a well-rounded education for all students;
2. school conditions for student learning in order to create a healthy and safe school environment; and
3. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

20 U.S.C. [§6312\(b\)\(1\)](#), [§6613\(b\)\(2\)](#), [§ 6314 \(b\)\(6\)](#), and [§7116\(d\)](#)

In order to have a successful needs assessment that is both needs-driven and context-specific, the LEA should examine student, school, educator, and stakeholder data when identifying local needs

Stakeholders	Student Data	School Data	Educator Data
Educators Students Families Community	Demographics Achievement and Growth Graduation Rates	Resources Safety Climate	Effectiveness Retention Rates Areas of Expertise and Shortages Job Satisfaction

1.1. Required Documentation

A summary of the needs assessment that:

- Includes the data collected and the results of the needs assessment;
- Indicates the LEA engaged in a data and practice inquiry process;
- Identifies and prioritizes needs based on the assessment; and
- Includes both the LEA level and the school level.

If the LEA received more than \$30,000 in Title IV, Part A, the LEA provides evidence that data was collected in well-rounded education, safe and healthy students and effective use of technology and the comprehensive needs assessment was completed within the past 3 years.

Resources

- [WISExplore data inquiry process and tools](#),
- [Title IV-A Needs Assessment Resources](#)
- [Cuiccio, Cary and Marie Husby-Slater \(2018\). Needs Assessment Guidebook: Supporting the Development of District and School Needs Assessments. Washington, DC: State Support Network](#)

1.1. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. What data sources are used (student, educator, and student/staff/parent, and community data)?
2. Describe the processes used to analyze data.
3. How are both the LEA and school levels included in the needs assessment processes?
4. How are priority needs identified to ensure equitable access to a better education for all students, specifically students of color, students experiencing poverty, students with IEPs, and English learners?
5. For LEAs receiving more than \$30,000 in Title IV-A funds,
 - a. Was a comprehensive needs assessment completed within the last three years?
 - b. What data sources were used to determine needs related to opportunities for a well-rounded education, healthy and safe school environments, and effective use of technology?

1.1. Rubric

Beginning	The LEA did not provide documentation demonstrating a needs assessment was conducted. For an LEA receiving more than \$30,000 in Title IV, Part A, the LEA does not provide evidence that data was collected in well-rounded education, safe and healthy students and effective use of technology or does not demonstrate that the comprehensive needs assessment was collected once every three years.
Developing	The LEA provides documentation that indicates they engaged in a needs assessment, but the needs assessment does not include both student and educator needs, does not include both LEA- and school-level analysis, or does not identify priority needs. AND, if the LEA received more than \$30,000 in Title IV, Part A, the LEA provides evidence that the comprehensive needs assessment was completed within the past three years.
Accomplished	The LEA provides documentation that indicates it engaged in a needs assessment through a data and practice inquiry process. Both student and educator needs were assessed, the analysis included both the LEA level and the school level, and priority needs were identified. AND, if the LEA received more than \$30,000 in Title IV, Part A, the LEA provides evidence that data was collected in well-rounded education, safe and healthy students and effective use of technology and the comprehensive needs assessment was completed within the past three years.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND uses a broad range of data, including stakeholder data and educator practice data.

Requirement 1.2. Integration of Services

Services funded with ESEA funds must be integrated and coordinated among ESEA Titles and with other federal, state, and local programs.

20 U.S.C. [§6314\(a\)\(1\)](#); [§6315\(b\)\(2\)\(F\)](#); [§6453\(9\)](#); [§6612\(b\)\(2\)\(F\)](#); [§6825](#); and [§7120](#)

1.2. Required Documentation

LEAs must still comply with this requirement, but documentation is not required for this requirement prior to the monitoring visit. The LEA submitted an ESSA LEA plan and a grant application for each Title in which they received funds.

DPI staff will review WISEgrants to make sure the LEA has an approved LEA plan and submitted the grant application for each ESEA Title where the LEA receives funding.

1.2. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. How are ESEA-funded services integrated and coordinated with each other to accelerate growth and positive changes for learners most at risk?
2. Describe the process used to integrate ESEA program objectives and activities with other federal, state, and local programs.
3. If your LEA received Title V- Rural and Low-Income School (RLIS) funding, how did you decide which programs to support with that funding?

1.2. Rubric

Beginning	Any of the following apply: <ul style="list-style-type: none">• The LEA did not submit one or more ESEA grant applications.• The LEA does not coordinate ESEA programming with other federal, state, and local programs.
Developing	The LEA describes their process to integrate funds and programming to address identified needs BUT <ul style="list-style-type: none">• does not describe processes at both the school and district level, OR• does not provide examples of integrated resources to accelerate growth and positive changes for learners most at risk.
Accomplished	The LEA: <ul style="list-style-type: none">• Describes their plan (or process) to align funds to identified needs and/or identified priorities at both the district and school level, AND• Provides examples of integrated services to accelerate growth and positive changes for learners most at risk, AND• If applicable, describes how they decided which Title to support with their Title V-Rural and Low-Income School (RLIS) funding.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND describes their process to analyze funding and resources at both the district and school level, which includes steps to repurpose funds and/or resources to address inequities.

Requirement 1.3. Prioritization of Title IV Funds

LEAs will prioritize the distribution of Title IV funds to schools or populations with the greatest needs.
[20 U.S.C. §7116\(e\)\(2\)\(A\)](#)

1.3. Required Documentation

A synopsis of how funded activities align with schools or populations of greatest need.

1.3. Guiding Question

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. What criteria were used to determine which schools or populations received funding?

1.3. Rubric

Beginning	The LEA does not provide evidence that Title IV-A funds are being directed to schools or populations of greatest need.
Developing	The LEA provides a summary of which schools or populations are receiving Title IV-A funds, BUT does not provide evidence that data was used to drive funding decisions.
Accomplished	The LEA provides a synopsis that includes criteria used to direct funding to schools or populations of greatest need and provides a summary of activities chosen and schools/populations receiving the funding.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND demonstrates that a needs assessment was used to drive funding decisions, regardless of the size of the district allocation.

Section 2 - Engagement in Planning, Review and Improvement

Requirement 2.1. Engaging Key Collaborators in Planning, Review, and Improvement

LEAs are required to consult and collaborate with families of participating students and other community members as well as school and district staff throughout all parts of planning, in assessing needs, decision-making processes, policy development, and in evaluating and improving ESEA programming. This specifically includes:

- ESSA LEA Plan
- Title I Schoolwide plans
- Applications for Title II funding
- Title III plans
- Applications for Title IV funding

Key collaborators include families, students (if age appropriate), teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, charter school leaders (where applicable), other organizations or partners with relevant and demonstrated expertise; and depending on the context, local government representatives.

As practical, LEAs must provide opportunities for the informed participation of parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children. This includes providing information and school reports in a format and language that families understand.

20 U.S.C. [§6312\(b\)](#), [§6318\(f\)](#); [§6314\(b\)\(2\)](#); [§6612\(b\)](#); [§6826 \(b\)\(4\)\(C\)](#), and [§7116\(c\)](#)

2.1. Required Documentation

LEAs must still comply with this requirement, but documentation is not required for this requirement prior to the monitoring visit.

2.1. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe the diverse collaborators in your school community. Who are your LEA's key collaborators?
2. How does your LEA ensure that families and other key collaborators are engaged, in an organized and ongoing way, in the planning, review, and improvement of ESEA-funded programming?
3. How are families involved in identifying and prioritizing needs?
4. How does your LEA ensure the families of all students, including students with the greatest needs (academic, social emotional, etc.) are included?
5. Explain how you ensure the voices of students with greatest needs, including populations who have been historically/are currently marginalized, are heard.
6. Describe the efforts used to identify and remove barriers for family members who are migratory or have disabilities, limited literacy, or limited English proficiency. Are outreach materials and engagement initiatives provided to families in a language they can understand?

2.1. Rubric

Beginning	The LEA does not provide evidence of ongoing engagement of key collaborators in the planning, review, and improvement of ESEA-funded programming.
Developing	The LEA provides evidence of ongoing engagement of key collaborators, BUT <ul style="list-style-type: none">• does not include representation of student populations to be served by the programsOR• does not demonstrate how their engagement is part of the continuous improvement process.
Accomplished	The LEA engages key collaborators who include representation of student populations to be served by the programs AND shows that the engagement is part of the continuous improvement process.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND provides examples of policies/procedures that were changed based on engagement of key collaborators. The LEA is able to share data documenting engagement of a significant representation of families, students, and community that result in increased student achievement.

Requirement 2.2. Ongoing Engagement with Families of English Learners

LEAs receiving Title I or Title III funds must implement effective outreach to parents of English Learners to inform the parents how they can be involved in their children’s education, actively assisting their children to attain English proficiency, achieve at high levels, and meet challenging State academic standards. This outreach must include holding regular meetings with families of English learners participating in Title I-A or Title III to formulate and respond to recommendations. Parents must be notified of such meetings.

LEAs receiving Title III funds must implement family and community engagement activities to supplement English language instruction.

20 U.S.C. [§6312\(e\)\(3\)\(C\)](#) and [6825\(c\)\(3\)](#)

2.2. Required Documentation

Documentation demonstrating the engagement of families of English Learners. Evidence may include family/community meetings agenda or minutes where language programs or services supported by Title I or Title III funds are reviewed or assessed; surveys administered to families, etc.

2.2. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe the efforts used to identify and engage parents and families who have limited English proficiency in regular ongoing meetings.
2. Describe the family engagement activities used to assist parents in understanding topics such as assessments, monitoring their children’s progress, and how to work with educators to improve achievement of their children. How does the LEA build the capacity of English Learner families?
3. How are families of English Learners invited to give feedback on language instructional programs implemented within the district?
4. How are content and classroom teachers involved in family engagement activities under this part?

2.2. Rubric

Beginning	The LEA does not provide regular ongoing meetings to engage parents and families who have limited English proficiency.
Developing	Evidence the LEA provides regular ongoing meetings to engage parents and families who have limited English proficiency, but does not demonstrate authentic engagement where parents/family members take part in making decisions related to their child's education and participate in ongoing, two-way communication.
Accomplished	The LEA provides evidence of regular ongoing meetings to engage parents and families who have limited English proficiency including: <ul style="list-style-type: none">• activities to assist parents in understanding topics such as assessments, monitoring their child's progress, and how to work with educators to improve their child's achievement and• demonstrate authentic engagement where parents take part in making decisions related to their child's education and participate in ongoing, two-way communication.
Exemplar	The LEA meets the criteria in the "Accomplished" category AND provides examples of policies/procedures that were changed based on engagement of families. LEA is able to share data documenting engagement of a significant representation of families, students, and community that result in increased student achievement.

Requirement 2.3. Ongoing Engagement with American Indian Nations

LEAs who educate students who are American Indian are required to consult with tribal nations and communities, or with organizations approved by the tribal nations, located in the area served by the LEA. LEAs should conduct the consultation with Wisconsin tribal nations in advance of making significant decisions regarding their ESSA LEA Plan to ensure meaningful contributions are made.

[20 U.S.C. §7918](#)

DPI encourages all LEAs to consult with their local tribal nations and/or communities in advance of making significant decisions. However, this requirement only applies to LEAs that received \$40,000 or more of Title VI Indian Education funds in Wisconsin during 2017 and/or have 50 percent or more of their student enrollment made up of American Indian/Alaskan Native students.

School District of Ashland	Lac Du Flambeau School District
Ashwaubenon School District	Madison Metropolitan School District
School District of Bayfield	Milwaukee Public Schools
School District of Black River Falls	Menominee Indian School District
School District of Bowler	Shawano School District
School District of Crandon	Seymour Community School District
Green Bay Area Public Schools	School District of West De Pere
Hayward Community School District	

2.3. Required Documentation

LEAs must still comply with this requirement, but documentation is not required for this requirement prior to the monitoring visit. The LEA submitted required documentation with the ESSA LEA plan narrative.

2.3. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

LEA may invite representatives from American Indian Nations to participate in this conversation.

1. Describe how ongoing consultation is maintained with American Indian Nations.
2. What successes and/or challenges were found with the consultation process?
3. How has your LEA worked with American Indian leaders and community members to:
 - Identify needs and priorities to address the American Indian students and families?
 - Develop district plans (including goals, objectives, and outcomes) and policies for programs that affect American Indian students and families?
 - Leverage American Indian cultural expertise and knowledge to support district programs involving American Indian students and families?
 - Provide American Indian leaders and community members with regular opportunities to offer input and feedback on program implementation, including decision-making process?
 - Determine effective ways to share and use data to support American Indian students?
 - Include culturally appropriate and realistic performance measures and data collection methods?
 - Regularly inform American Indian leaders and community members of program progress and impacts?

2.3. Rubric

Beginning	The LEA does not maintain ongoing consultation with representatives from American Indian Nations, OR The LEA only meets with representatives from American Indian Nations annually, BUT the meeting does not allow the representatives from American Indian Nations to provide input or feedback regarding ESEA programming.
Developing	The LEA meets with representatives from American Indian Nations regularly, BUT does not use data to inform decisions regarding ESEA services.
Accomplished	The LEA meets with representatives from American Indian Nations regularly AND has a system in place to: <ul style="list-style-type: none">● Identify needs and priorities with regard to the development of programs to support American Indian students;● Develop district plans, policies, goals, objectives, and outcomes for programs that affect American Indian students and families;● Leverage American Indian cultural expertise and knowledge to support district programs involving American Indian students;● Provide American Indian leaders and community members with regular opportunities to offer input and feedback on program implementation.● Include representatives from American Indian Nations in the decision-making process.● Determine effective ways to share and use data to support American Indian students;● Include culturally appropriate and realistic performance measures and data collection methods; and● Regularly inform American Indian leaders and community members of program progress and impacts.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND has data demonstrating positive student outcomes as a result of the system developed.

Section 3 - Professional Development

Requirement 3.1. Professional Development Plan

The LEA provides a description of the professional development plan focusing on teachers, principals, and instructional paraprofessionals, and other school leaders in order to increase student achievement and close the achievement gap in all academic areas, between disadvantaged students and their peers.

[20 U.S.C §6613\(b\)\(3\)\(E-P\)](#)

3.1. Required Documentation

A copy of the professional development/professional learning plan that includes all of the following:

- A description of the opportunities offered to public school staff;
- Strategies to address the needs of all students; and
- Alignment to the college- and career-ready standards and/or the Wisconsin Academic Standards.

Additionally, the professional development/professional learning plan must be:

- Grounded on evidence-based research; and
- Developed in collaboration with stakeholders including teachers, principals, administrators, representatives of American Indian Nations (as applicable), other appropriate school personnel, and parents of children in schools served.

Resources

- The [Hexagon Tool: An Exploration Tool](#) (developed by the National Implementation Research Network);
- Evidence [Based Practices in Instruction](#) provided by Ideas that Work
- Professional [Learning Plan](#) provided by Learning Forward
- USDE's Title II Guidance on [Building Systems of Support for Excellent Teaching and Learning](#)
- [Title II Guidance Evaluation Plan Template](#) provided by the Institution of Education Sciences

3.1. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe the professional development opportunities provided to teachers, principals, school leaders, and other instructional staff that addressed the priorities identified in the needs assessment.
2. Describe the process used to ensure that all professional learning practices, interventions, and strategies meet the most relevant level of evidence-based instructional practices.
3. How does the professional learning for teachers, principals, instructional paraprofessionals, and other school leaders support the use of high-quality instructional materials aligned to the college- and career-ready standards and/or the Wisconsin Academic Standards?
4. What actions are taken to ensure the needs are addressed for students with different learning styles, including students with special needs?
5. How are professional development activities supported by ESEA funds sustained, intensive, collaborative, job-embedded, classroom focused, and data driven?

6. What activities have been used to address the needs of gifted and talented students?
7. If funds are used for Science, Technology, Engineering, and Mathematics (STEM), what activities have been offered to all instructional staff to ensure that all students, including students with disabilities, English learners, and gifted and talented students, have access to STEM education and literacy?
8. How are outcomes from professional development activities regularly evaluated for their impact on increased teacher effectiveness and their impact on student academic achievement? What changes need to be made based on those outcomes?
9. How is data from academic assessments used to guide professional development, and to recruit and retain effective teachers, particularly in high-need subjects working in Title I schools implementing a schoolwide program?
10. How does the LEA ensure their use of Title II, Part A funds for activities that are likely to increase student achievement?
11. How does the LEAs ensure that all activities are based on the evidence of success?

3.1. Rubric

Beginning	<p>The LEA does not have a professional development plan, OR</p> <p>The LEA provides a plan that has one or more of the following issues:</p> <ul style="list-style-type: none"> ● Lacks cohesiveness and contains isolated activities; ● Is not based on the needs of students or is not differentiated to address the students with different learning styles; ● Does not include an evidence-based improvement strategy, or the selection is within the lower quartile of the action steps supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy; ● Does not include high-quality instructional materials; ● Does not include an action plan or logic model that connects the professional development components; ● Does not align with the college and career ready standards; ● Does not target schools most in need, such as TSI, CSI, and ATSI; AND/OR ● Does not include an evaluation plan.
Developing	<p>The LEA has a plan that includes all of the requirements, BUT it includes one or more of the following:</p> <ul style="list-style-type: none"> ● The LEA selected an evidence-based improvement strategy that is not aligned to prioritized needs; ● The LEA selected an evidence-based improvement strategy that is not aligned to the Tier 1-4 level of evidence; ● The LEA cannot articulate the professional development plan selection process; ● The evaluation is based on exit surveys and has very little connection to summative assessment data; AND/OR ● The plan does not fully address the students most in need and/or does not fully address the different learning styles of students.

Accomplished The LEA has a plan that includes all of the requirements AND meets all of the following criteria:

- The plan fully supports the implementation of instructional and leadership practices aligned to the evidence-based improvement strategy;
- The ongoing professional learning (training and coaching) is reflected during the implementation of the evidence-based improvement strategy;
- The plan has a system for monitoring the use of student outcome data and educator practice data during implementation;
- All educators are familiar with the development and implementation of the professional development plan.

Exemplar The LEA meets the criteria in the “Accomplished” category, AND selected an evidence-based improvement strategy that aligns with the Tier 1-3 level of evidence, AND meets one or more of the following criteria:

- Uses correlation studies and statistical models to demonstrate the impact of professional development in student achievement.
- Demonstrates that the impact on student achievement is high and scaling up is possible.

*(Note: The **WISELearn educator portal** contains an organized compilation of targeted resources to support continuous improvement activities, such as selection of an evidence-based improvement strategy.)*

[Requirement 3.2. Professional Development to Support English Learners](#)

LEAs including those LEAs that join Title III consortium must ensure Title III funds are used to provide effective teacher and principal professional development and activities that are designed to improve instruction, assessment, and practices in meeting the unique needs of English Learners. That is :

- Designed to improve the instruction and assessment of English Learners
- Designed to enhance the ability of such teachers, principals and other school learners to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs.
- Effective in increasing children's language proficiency or substantially increasing subject matter knowledge and teaching skills .
- Is of sufficient intensity and duration to have a positive and lasting effect on a teachers' performance in the classroom unless part of a comprehensive professional development plan based on needs.

[6825\(c\)\(2\)](#)

3.2. Required Documentation

No additional documentation is required, but DPI will review the professional development plan submitted for requirement 3.1. to ensure the plan includes activities designed to improve instruction, assessment, and practices in meeting the unique needs of English Learners.

3.2. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe how the professional learning needs specific to the teaching of English Learners is determined?
2. What professional development activities were implemented with Title III funds to increase English language proficiency of students or substantially increase content knowledge and teaching skills of teachers of English learners (ELs)?
3. How are all classroom and content teachers, not only ESL and Bilingual teachers, included in opportunities funded from Title III?
4. How are principals and other district administrators engaged in building their capacity around instruction of English learners?
5. How are you determining that professional learning opportunities are effective and are of sufficient intensity and duration to have a positive and lasting effect on a teachers' performance in the classroom?

3.2. Rubric

Beginning	The LEA does not have a professional development plan. OR The LEA provides a professional development plan, but the plan does not include activities that are designed to improve instruction, assessment, and practices in meeting the unique needs of English Learners.
Developing	The LEA provides a professional development plan that includes activities designed to improve instruction, assessment, and practices in meeting the unique needs of English Learners but the plan only focuses on ESL and Bilingual teachers.
Accomplished	The LEA provides a professional development plan that includes activities designed to improve instruction, assessment, and practices in meeting the unique needs of English Learners and the plan focuses on classroom and content teachers in addition to ESL and Bilingual teachers.
Exemplar	The LEA meets the criteria in the "Accomplished" category, AND meets one or more of the following criteria: <ul style="list-style-type: none">• Uses correlation studies and statistical models to demonstrate the impact of professional development in student achievement.• Demonstrates that the impact on student achievement is high and scaling up is possible.

Section 4 - English Learner Programs

Under Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunities Act (EEOA), all states and LEAs must ensure that English learners (ELs) can participate meaningfully and equally in educational programs and services. Additionally, ESSA requires states to ensure LEAs meet the following requirements for EL programs.

Requirement 4.1. Entrance and Exit Criteria

The LEA shall implement the state standardized entrance and exit procedures for English learners (ELs). This includes assurances that those students are assessed for EL status within a timely manner (30 days after enrollment) and placed in an effective language instruction educational program (LIEP).

20 U.S.C. [§6312\(e\)\(3\)\(A\)](#) and [§6823\(b\)\(2\)](#)

4.1.a. Required Documentation - Entrance Criteria

- LEA procedures for the identification of English learners.
- Home language survey and screener results with PII removed, including surveys completed in languages caregivers can understand.
- Evidence that the assessment of EL status occurred within 30 calendar days from enrollment.

Resources

- DPI's [English Learner Policy Handbook](#)

4.1.a. Guiding Questions - Entrance Criteria

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe the process to identify students eligible to receive language instruction and services. Is the state standardized home language survey (HLS) administered to all families upon initial enrollment? How does the LEA ensure families have access to the Home Language Survey in a language they understand?
2. Describe the process for screening for potential EL status, as indicated by the home language survey.
3. How is the Multiple Indicator Protocol (MIP) being utilized for identification of English learners?
4. What is the process for making the final determination on placement into a language program offered by the LEA? How does the LEA ensure that identification occurs in a timely manner?

4.1.a. Rubric

Beginning	The LEA does not provide procedures to identify students for English Learner status that are aligned with the state standardized criteria which includes both the HLS and screening. OR The LEA provides procedures but does not demonstrate identification for EL status occurs within 30 days from initial enrollment.
Developing	The LEA provides procedures to identify students for English Learner status that are aligned with the state standardized criteria which includes both the HLS and screening; however, aspects of the state requirements may be either misconstrued or incomplete.

Accomplished	The LEA demonstrates full implementation of the state standardized entrance procedures for English learners, including that the identification for EL status occurs within 30 days from initial enrollment.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND provides evidence that they ensure an accurate result by one or more of the following: <ul style="list-style-type: none"> • Engaging families in understanding the purpose of the survey • Providing interpreters to support families while completing the survey, • Having staff meet with individual families to ensure accurate placement in EL programming.

4.1.b. Required Documentation - Exit Criteria

Note: The exit criteria is defined by DPI. Students who are ELs must exit when they obtain a score of 5 on the ACCESS for ELLs, at least 4.5 on ACCESS for ELLs with evidence of language fluency based on the multiple indicator protocol.

The LEA’s procedures for reclassifying students from English Learner status, which includes two-year monitoring and four-year reporting of academic assessment(s) of students that have exited EL status. Procedures should include:

- The LEA’s two-year monitoring process and four-year reporting (including students who transfer into the district that may have been exited by the former district in prior years).
- The process to address any language fluency or academic gaps that remain after a student has exited the LIEP.
- The use of multiple indicator protocols.
- The process to notify parents/guardians when their child exits programming.
- The process to review data for students who have been identified for five or more years (Internal review of time-in-programming.)

Documentation of two-year monitoring for former ELs.

4.1.b. Guiding Questions - Exit Criteria

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe the process to exit students who are ELs from the LIEP. The process should include:
 - The LEA’s two-year monitoring process and four-year reporting (including students who transfer into the district that may have been exited by the former district in prior years).
 - The process to address any language fluency or academic gaps that remain after a student has exited the LIEP.
 - The use of multiple indicator protocols.
 - The process to notify parents/guardians when their child exits programming.

4.1.b. Rubric

Beginning	The LEA does not have procedures to reclassify students from English Learner status that are aligned with the state standardized criteria. OR The LEA has aligned procedures, but does not include two-year monitoring and four-year reporting of students who have reclassified from English Learner status.
Developing	The LEA has procedures to reclassify students from English Learner status that are aligned with the state standardized criteria which includes two-year monitoring and

four-year reporting of students who have reclassified from English Learner status; however, aspects of the state requirements may be either misconstrued or incomplete.

Accomplished The LEA demonstrates full implementation of the state criteria for reclassification from English learner status AND demonstrates procedures for two-year monitoring and four-year reporting of academic progress on the state's academic assessments.

Exemplar The LEA meets the criteria in the "Accomplished" category while demonstrating effective and meaningful communication with EL families.

** Practicable means that the vast majority of parents and families can access provided information. (For example, posting information online when many families may not have readily available internet access would not meet the requirements. Similarly, providing information only in English may not meet the needs of families who speak and read other languages.*

Requirement 4.2. English Language Proficiency Standards

The LEA shall implement English language proficiency standards that are aligned with academic content and academic achievement.

[20 U.S.C. §6311\(b\)\(1\)\(F\)](#) and [USDE's Non-Regulatory Guidance for Title III \(September 2016\)](#)

Note: This is required for all LEAs.

4.2. Required Documentation

An LEA must submit one of the following:

- Evidence of English Language Proficiency Standards implementation;
- Evidence of participation in training activities pertaining to the English Language proficiency standards along with application to the classroom setting; OR
- A plan for English Language Proficiency Standards adoption and implementation.

Resources

- 2020 WIDA English Language Proficiency Standards: [ELD Standards Framework](#)

4.2. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe the process used to ensure both general education and ESL teachers in all classrooms with ELs grades K-12 implement the English Language Development (ELD) standards. How is your LEA building the capacity of classroom teachers, content teachers, and principals to help them understand how the ELD standards align with content standards?
2. Describe how space is created for collaboration between classroom/content teachers and ESL/Bilingual professionals.
3. Describe how the English language proficiency standards are aligned to academic standards and embedded into instruction for all classrooms with English learners present.
4. If there are no students identified as ELs, describe the plan to align the English language proficiency standards to content areas. How are multilingual learners language goals targeted within this plan of service?

4.2. Rubric

Beginning	Any of the following apply: <ul style="list-style-type: none">• The LEA has not implemented or aligned the English language proficiency standards.• The LEA does not have a plan to ensure this requirement is met if they ever identify students as English learners (ELs).
Developing	The LEA has adopted the English language proficiency standards, BUT there is limited evidence of implementation and alignment within classrooms and content areas.
Accomplished	The LEA has implemented the English language proficiency standards AND they align with academic standards. The LEA does not have any students identified as ELs, but has a plan in place to ensure this requirement is met if they ever identify students as ELs.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND provides evidence of systemic implementation and alignment that is reflected at the classroom level, and with clear and concise language and content objectives.

Section 5 - Fiduciary Requirements

Requirement 5.1. Time and Effort

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed.

These records must:

- Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated,
- Be incorporated into the official records of the subrecipient,
- Reasonably reflect the total activity for which the employee is compensated by the subrecipient,
- Encompass both federally assisted and all other activities,
- Comply with established accounting policies and practices of the subrecipient, and
- Support the distribution of the employee's salary or wages.

[2 C.F.R. Part 200.430\(i\)](#)

5.1.a. Required Documentation - Written Procedures

A written description of the procedures used by the subrecipient to determine an individual's charges that are allowable and properly allocated to the applicable Title grant. The written description should address the following questions:

- Who determines whether an individual is eligible to be claimed on the grant?
- How is it determined that an individual is allowable to be claimed on the applicable Title grant (i.e. Uniform Grant Guidance, grant requirements, DPI technical assistance)?
- How is the distribution of the individual's time determined? What documents (e.g., work schedule, class schedule, etc.) are used to support actual time worked?
- How is work time documented by the individual?
- How is the time worked recorded into the payroll system?
- How is compensation allocated within the payroll system based on distribution of the individual's time worked?
- Who prepares claims for the applicable ESEA grants?
- What process is used to verify the claim agrees with the actual compensation paid to the individual?
- Who reviews claims?
- Who signs claims?
- Who files claims with DPI?

5.1.a. Rubric

Beginning	The LEA does not have written procedures, or the written procedures don't address all of the bullet points.
Accomplished	The LEA provides written procedures that address all bullet points.

5.1.b. Required Documentation - Time and Effort Supporting Documentation

Sample supporting documentation for one employee identified in the budget filed with DPI for each applicable Title. The individual to be sampled will be determined by DPI.

Note: The documentation should NOT include any social security numbers, birthdays, etc.

Supporting documentation for the individual selected shall include:

1. The payroll report for the individual selected from July 1 to current date. The payroll report should include the following. If it does not, attach the following information in addition to the payroll report:
 - Dates of payroll;
 - Compensation amount paid;
 - General ledger account coding; and
 - Total activity for which the employee is compensated, not exceeding 100% of compensated activities

AND

2. Documentation supporting the actual hours worked and how the compensation is allocated for any individual who's compensation is allocated among more than one activity or cost objective; more than one federal or federal and non-federal award; or more than one indirect or direct and indirect cost activity.

Note: Section 5.1.a. requests the LEA's written procedures for time and effort reporting while 5.1.b. requests the supporting time and effort documentation to demonstrate that the information recorded in WISEgrants for staff charged to the grant(s) is accurate.

5.1.b. Rubric

Beginning	Any of the following apply: <ul style="list-style-type: none">• The LEA submits a payroll report for the selected employee that does not address one or more of the bullet points,• The LEA does not submit documentation to support employee's time worked and the allocation of the employee's compensation (time and effort reporting, work schedule, etc.),• The LEA submits documentation to support the employee's time worked and allocation of compensation, BUT the documentation shows the LEA charged more to the federal grant than the employee spent time on it.
Accomplished	The LEA provides a payroll report that addresses each bullet point, AND the LEA submits documentation to support employee's time worked and the allocation of the employee's compensation (time and effort reporting, work schedule, etc.), AND the documentation demonstrates the LEA charges the appropriate amount of time to the applicable federal grant for that employee.

Requirement 5.2. Property Management for Capitalized Equipment

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, are required until disposition takes place.

As a minimum, procedures will meet the following requirements:

- property records must be maintained;
- a physical inventory of the property must be taken and the results reconciled with the property records at least once every two years;
- a control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated;
- adequate maintenance procedures must be developed to keep the property in good condition; AND
- if the subrecipient is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

[2 C.F.R. Part 200.313\(d\)](#)

Note: Any property purchased for ESEA equitable services in private schools is the property of the LEA (Sections 1117 and 8501).

5.2.a. Required Documentation - Policy or Internal Procedures

The local policy on capitalization of equipment, including threshold used to determine when equipment is determined to be a capital item.

5.2.a. Rubric

Beginning	The LEA does not provide a policy or internal procedures, or provides a policy or internal procedures that does not include the capitalization threshold.
Accomplished	The LEA submits a policy or internal procedures that includes capitalization threshold.

5.2.b. Required Documentation - Property Records for Capitalized Equipment

Property records that include (all are required):

- a description of the property;
- a serial number or other identification number;
- the source of funding for the property, including the Federal Award Identification Number (FAIN) found on the subaward received from DPI;
- who holds the title;
- the acquisition date;
- the cost of the property and percentage of federal funds used for the property;
- the location of the property;
- use and condition of the property; and
- any disposition data, including the date of disposal and sale price of property.

5.2.b. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. What procedures are in place to ensure that new property, purchased with federal funds, is included in the LEA's property management system? How is the person responsible for property management made aware of new purchases?
2. What procedures are in place to ensure that materials and equipment purchased for private school equitable participation under ESEA programs are included in the LEA's property management system?

Note: Any property purchased for ESEA equitable services in private schools is the property of the LEA (20 U.S.C. §6320(d) and §7881 (d)).

5.2.b. Rubric

Not Applicable	The LEA provides a statement that they have never purchased capital objects with ESEA or other federal funds. <i>Note: If the LEA states it has not purchased any capital objects with ESEA funds, it should ensure that it follows the requirements in 2 C.F.R. Part 200, Subpart D, §200.313(d) for any capital objects purchased with ESEA or other federal funds.</i>
Beginning	The LEA purchased capital equipment with ESEA funds, but does not provide property records. OR The LEA provides property records that do not include all of the bullet points.
Accomplished	The LEA submits property records that include all of the bullet points.

5.2.c. Required Documentation - Reconciliation for Capitalized Equipment

Evidence that a physical inventory of property was taken and the results are reconciled with property records at least once every two years, which includes:

- a description of how the inventory was taken;
- documentation reflecting a check-off of items listed in the property records or equivalent support that a physical inventory was taken; and
- date of the inventory and date of the most recent prior inventory.

5.2.c. Rubric

Not Applicable	The LEA provides a statement that they have never purchased capital objects with ESEA or other federal funds. <i>Note: If the LEA states it has not purchased any capital objects with ESEA funds, it should ensure that it follows the requirements in 2 C.F.R. Part 200, Subpart D, §200.313(d) for any capital objects purchased with ESEA or other federal funds.</i>
Beginning	The LEA does not provide documentation that shows physical inventory was taken AND a reconciliation is done at least once every two years.
Accomplished	The LEA submits documentation that shows physical inventory was taken AND a reconciliation is done at least once every two years.

5.2.d. Required Documentation - Written Procedures

Written procedures used to prevent and investigate loss, damage, or theft to property.

5.2.d. Rubric

Beginning	The LEA does not provide written procedures to prevent and investigate loss, damage, or theft to property.
Accomplished	The LEA has written procedures in place to prevent and investigate loss, damage, or theft to property.

5.2.e. Required Documentation - Policy

A written policy for selling property purchased with ESEA funds.

5.2.e. Rubric

Beginning	The LEA does not provide a policy for selling property purchased with ESEA funds.
Accomplished	The LEA has a policy for selling property purchased with ESEA funds.

Requirement 5.3. Safeguarding Assets

LEAs must have effective control over, and accountability for, all funds, property, and other assets and must adequately safeguard all assets and assure that they are used solely for the authorized purposes. Assets are high-value and/or mobile items, including technology such as laptops and tablets purchased with federal funds,

[200.302\(b\)\(4\)](#)

5.3. Required Documentation

Written fiscal management procedures to ensure control over vulnerable assets (high-value and/or mobile items, including technology such as laptops and tablets) purchased with federal funds are safeguarded and used for the sole purpose of the federal program(s).

5.3. Rubric

Beginning	The LEA does not have procedures in place to ensure control over vulnerable assets purchased with federal funds.
Accomplished	The LEA has procedures in place to ensure control over vulnerable assets purchased with federal funds.

Title I, Part A Requirements

Purpose of Title I, Part A

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

Section 1001

Section 6 - Title I Schoolwide Programming

This section is only required for LEAs with one or more Title I schools implementing schoolwide programming. This section is not required if all the Title I schools in the LEA are implementing Title I targeted assistance programming.

Requirement 6.1. Schoolwide Plan

A school shall establish a school team, including teachers, principals, other school leaders (included from LEA), paraprofessionals, parents, and other members of the community (i.e. tribal organizations present within the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school) to implement a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the LEA.

[20 U.S.C. §6314\(b\)\(2, 6, 7\)](#)

6.1. Required Documentation

A schoolwide plan for one school implementing the schoolwide model in each applicable grade tier (elementary, middle, high, and combined elementary and secondary) in the LEA. Each plan must demonstrate compliance with the following components:

- Developed based on a comprehensive needs assessment that particularly takes into account the needs of children who are failing or at-risk of failing to meet challenging State academic standards;
- Strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.
- Strategies that will improve instruction for all children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
- Strategies for ongoing parent engagement, including parent engagement strategies to improve student learning (as required under ESSA Section 1116(c)(3)).
- Tools and processes to regularly monitor and revise the schoolwide plan on an ongoing basis as needed.
- Coordination with federal, state, and local resources, services, and programs.

Note: *Schools may use their continuous improvement plans as Title I schoolwide plans, as long as those plans include the components listed above.*

Resources

- DPI’s webpage regarding [Title I Schoolwide programs](#)

6.1. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe the process used to oversee each school’s schoolwide plan implementation and annual review.
2. How does your LEA ensure that the LEA’s professional development plan aligns with the needs of the schoolwide plans?

Please have a school-level representative available at the visit who can answer the following:

3. What are the methods used in each school to strengthen the academic programs, as well as to increase the amount and quality of learning time?
4. Describe strategies for meeting the educational needs of students who are not meeting the state’s challenging academic achievement standards.
5. Describe the training/professional learning provided to staff in order to implement the schoolwide plan.
6. What are some examples of improved teaching and learning practices as a result of the evaluation process?

6.1. Rubric

Beginning	The LEA does not provide a schoolwide plan(s). OR The LEA provides a schoolwide plan for each applicable grade span, BUT one or more of the required components is missing.
Developing	The LEA provides a schoolwide plan (one for each applicable grade span); the plan(s) include all of the required components BUT any of the following occur: <ul style="list-style-type: none">• There is limited evidence that the schoolwide plans are implemented with fidelity.• The LEA does not align their professional development plan to the needs of the schoolwide plan(s).• There is limited evidence to show that the plans are intentionally used to promote and monitor student growth and achievement.
Accomplished	The LEA provides a schoolwide plan (one for each applicable grade span); the plan(s) include all of the required components. AND The LEA demonstrates that the schoolwide plans are implemented with fidelity.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND demonstrates one or more of the following: <ul style="list-style-type: none">• The plans are intentionally used to promote and monitor student growth and achievement.• The schoolwide plan(s) aligns to the LEA’s professional development plan.

Requirement 6.2. Communication of the Schoolwide Plan

A school shall make the schoolwide plan available to the LEA, parents, and the public (e.g. tribal leaders and community members) in an understandable and uniform format, and to the extent practicable, provided in a language that parents can understand.

[20 U.S.C. §6314\(b\)\(4\)](#)

6.2. Required Documentation

LEAs must still comply with this requirement, but documentation is not required for this requirement prior to the monitoring visit.

6.2. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe how the schoolwide plan(s) is made available to the LEA, the parents, and the public. *Examples of communications may include links to the schoolwide plan on the website, letters sent to parents, school board meeting minutes, etc.*
2. Describe how the schoolwide plan(s) is provided in an understandable format and in a language parents can understand.
3. How does your LEA determine that communication with parents is successful?
4. How has the school adjusted its schoolwide plan based on input and feedback from families?

6.2. Rubric

Beginning	The LEA cannot describe how the schoolwide plan(s) is made available to parents, and/or the public. Examples of communications may include links to the schoolwide plan on the website, letters sent to parents, school board meeting minutes, etc.
Developing	The LEA describes how the schoolwide plan(s) was made available to parents and the public, BUT there is limited evidence that translations and multiple options for accessing and understanding the plan are offered.
Accomplished	The LEA describes how the schoolwide plan(s) was made available to parents and the public. AND The LEA describes how translations and assistance to understand school jargon and navigate the school system are accessible to parents in multiple and meaningful ways (online, personal contacts, letters, parent/family meetings).
Exemplar	The LEA meets the criteria in the “Accomplished” category. AND The LEA provides evidence that involving families results in a modified plan(s).

Section 7 - Title I Targeted Assistance School (TAS) Programming

This section is only required for LEAs with one or more Title I schools implementing targeted assistance programming with Title I, Part A funds. This section is not required if all the Title I schools in the LEA are implementing Title I schoolwide programs.

Requirement 7.1. TAS Eligible Students

Schools implementing a targeted assistance program may only provide services to eligible children identified by the school as failing, or most at risk of failing to meet the challenging state academic standards, based on multiple, educationally related, objective criteria established by the LEA and supplemented by the school. Children from preschool through grade two shall be selected solely on the basis of criteria, including objective criteria established by the local education agency and supplemented by the school.

Eligible children include children who:

- are economically disadvantaged, children with disabilities, migrant children, and English learners. These children are eligible for services on the same basis as other children selected to receive services;
- attended Head Start or a Title I preschool in the previous two years;
- are in a local institution for neglected or delinquent children, or attend a community day program;
- are homeless and attending any school in an LEA that receives Title I funds.

[20 U.S.C. §6315\(c\)\(1-2\)](#)

7.1. Required Documentation

Criteria and assessment tools used for all of the following:

- Selecting eligible students for one school in each grade span in the LEA (elementary, middle, high) that has a targeted assistance program. If services are provided in grades K-2, criteria used to identify K-2 students. If preschool services are provided, criteria used to identify the Title I preschool students.
- Ranking the eligible students most in need of academic assistance to meet the challenging state academic standards. *Note: please do not include student-level data.*
- Exiting students from Title I services for one school in each grade span in the LEA (elementary, middle, high) that has a targeted assistance program.

Resource

- DPI's webpage regarding [Title I Targeted Assistance Programs](#)

7.1. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. How is the Title I program reviewed and revised to ensure the students most at risk of failing are served? How often is this review conducted?
2. What special populations, if any (i.e., homeless, neglected, and delinquent), were found eligible and served in schools that did not receive Title I funding?

7.1. Rubric

Beginning	<p>The LEA does not provide evidence for one or more of the following criteria:</p> <ul style="list-style-type: none">• Determining eligible students and their academic needs;• Ranking students most in need of services (including K-2 and preschool students, if applicable); and• Exiting students from Title I services. <p>OR</p> <p>The LEA provides evidence that includes personally identifiable information (PII).</p>
Developing	<p>The LEA provides evidence of the following criteria for:</p> <ul style="list-style-type: none">• Determining eligible students and their academic needs;• Ranking students most in need of services (including K-2 and preschool students, if applicable); and• Exiting students from Title I services. <p>The LEA does not regularly review the program to ensure the students most at risk of failing are served.</p>
Accomplished	<p>The LEA provides evidence of the following criteria for:</p> <ul style="list-style-type: none">• Determining eligible students and their academic needs;• Ranking students most in need of services (including K-2 and preschool students, if applicable); and• Exiting students from Title I services. <p>The LEA regularly reviews the program to ensure the students most at risk of failing are served.</p>

Requirement 7.2. Services in TAS

Schools implementing Title I targeted assistance programs shall:

- use resources necessary to provide a well-rounded education,
- use methods and instructional strategies to strengthen the academic program of the school,
- coordinate with and support the regular education program, and
- provide LEA assurances that the school will help provide an accelerated, high-quality curriculum; minimize the removal of children from the regular classroom; and on an ongoing basis, revise the targeted assistance program, if necessary, to provide additional assistance to enable the children to meet the challenging state academic standards.

[20 U.S.C. §6315\(b\)\(2\)\(A-C, G\)](#)

7.2. Required Documentation

LEAs must still comply with this requirement, but documentation is not required for this requirement prior to the monitoring visit.

Resources

- DPI's webpage regarding [Title I Targeted Assistance Programs](#)

7.2. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

Please have a school-level representative available (in person or via telephone) to assist in responding to the guiding questions.

1. Describe the methods and instructional strategies used to support students receiving Title I services.
2. How does the school determine if the methods and instructional strategies have been successful?
3. If applicable, give an example of a time when these strategies did not work for a student/students and modification was required. What was the outcome?
4. How are Title I services provided to ensure that students are not removed from the classroom during core instruction (e.g. pull-out, push-in, extended day, etc.)?
5. Describe the process for reviewing student progress to ensure that instructional methods and strategies match student needs.
6. What are some examples of improved teaching and learning practices as a result of the evaluation process?
7. How does the school ensure that Title I staff are spending a majority of their time providing Title I services. For example, a Title I teacher can serve in other roles such as a recess aide or substitute teacher for a classroom on a rare occasion. How does the LEA ensure that serving Title I students is the priority of the staff funded by Title I?

7.2. Rubric

Beginning	The LEA does not provide one or both of the following: <ul style="list-style-type: none">• Examples of successful methods, instructional strategies, and/or• A process for reviewing student progress is not provided.
Developing	The LEA provides examples of successful methods, instructional strategies, and a process for reviewing student progress. The LEA provides limited evidence for one or both of the following: <ul style="list-style-type: none">• Systemic implementation of identified successful strategies• A regular process to review student progress to ensure that instructional methods and strategies match student needs.
Accomplished	The LEA provides examples of successful methods, instructional strategies, and a process for reviewing student progress. There is clear evidence of systemic implementation of identified successful strategies and a regular process to review student progress to ensure that instructional methods and strategies match student needs.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND provides evidence that their practices resulted in increased achievement of students receiving Title I services.

Requirement 7.3. TAS Comprehensive Services

This requirement applies to LEAs that use Title I funds in a Targeted Assistance Program for comprehensive services beyond academic interventions, for example: health, and nutrition needs such as, eye glasses, dental, community services, etc.

DPI will review the LEA's budget to determine if this requirement applies. If the school is utilizing Title I funding in a Targeted Assistance Program for comprehensive services, the LEA must demonstrate:

- The LEA engaged in a comprehensive needs assessment and
- Funds are not reasonably available from other sources to provide such services.

[20 U.S.C. §6315 \(e\)\(2\)](#)

7.3. Required Documentation

LEAs that use Title I funds for comprehensive services must comply with this requirement, but documentation is not required for this requirement prior to the monitoring visit.

Resources

- DPI's webpage regarding [Title I Targeted Assistance Programs](#)

7.3. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. What were the comprehensive needs assessment results at the school level?
2. How did your LEA determine that utilizing Title I funds is the best option for these services?

7.3. Rubric

Beginning	The LEA did not demonstrate that the comprehensive needs assessment and an analysis of funding a need for comprehensive services.
Accomplished	The LEA provides examples of a comprehensive needs assessment and demonstrates a need for funding for comprehensive services.

Requirement 7.4. Professional Development For TAS

To meet responsibilities of students served under this part the opportunity to meet the challenging State academic standard;

Each targeted assistance program under this section shall:

- Provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;
- Promote the integration of staff supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may participate in general professional development and school planning activities; and
- If providing comprehensive services, provide professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

[20 U.S.C. §6315\(b\)\(2\)\(D\) 6315\(d\) 6315 \(e\)\(2\)\(B\)\(v\)](#)

7.4. Required Documentation

No documentation is required for this requirement.

7.4. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. How does the LEA determine professional development for staff that work with Title I targeted assistance eligible students?
2. How does the LEA integrate professional development for Title I Targeted Assistance staff with other professional development plans in the LEA?
3. If the LEA provides comprehensive services as part of their Target Assistance program, how does the LEA determine appropriate professional development for these comprehensive services?

*Comprehensive services refers to services beyond academic interventions, for example: health, and nutrition needs such as, eye glasses, dental, community services, etc.

7.4. Rubric

Beginning	One or both of the following apply: <ul style="list-style-type: none">• The LEA does not provide evidence of professional development opportunities to support staff addressing the needs of the students receiving Title I services in a TAS.• If applicable, the LEA does not provide evidence of professional development for staff providing comprehensive services in a TAS.
Developing	The LEA provides evidence of professional development opportunities to support staff addressing the needs of the students receiving Title I services in a TAS, AND if applicable, the LEA provides professional development for staff providing comprehensive services in a TAS. BUT The professional development is not integrated into the general professional development plan or school planning activities.
Accomplished	The LEA provides evidence for all of the following: <ul style="list-style-type: none">• Professional development opportunities to support staff addressing the needs of the students receiving Title I services in a TAS.• If applicable, professional development for staff providing comprehensive services in a TAS.• The professional development for TAS staff is integrated into the LEA's professional development plan and school planning activities.
Exemplar	The LEA meets the criteria in the "Accomplished" category, AND meets one or more of the following criteria: <ul style="list-style-type: none">• Uses correlation studies and statistical models to demonstrate the impact of professional development in student achievement.• Demonstrates that the impact on student achievement is high and scaling up is possible.

Section 8 - Family Engagement in Title I Schools

Requirement 8.1. Family Engagement Policies

Each LEA that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to parents and family members of Title I students a written LEA-Level family engagement policy.

Additionally, each school that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to parents and family members of Title I students a written School-Level family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

However, if the LEA-Level policy applies to all parents and family members in all schools served by the local educational agency and includes the school-level requirements, the one LEA-Level Policy is acceptable.

LEAs must notify families of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy/policies shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Note: Most LEAs have a LEA-Level policy that applies to all parents and family members in all Title I schools and includes the LEA-level requirements as well as the school-level requirements.

[20 U.S.C. §6318 \(a - b\)](#)

8.1. Required Documentation - Family Engagement Policy

The LEA must submit one of the following:

- The LEA-level policy that includes all of the LEA-level and school-level family engagement requirements. This policy must apply to all parents and family members of Title I children at all schools served with Title I funds by the LEA. [Family Engagement Policy Checklist](#).
- OR
- The LEA-level policy that includes all the items on the [Family Engagement Policy Checklist](#) required of the LEA and one school-level policy for each grade span served with Title I funds (elementary, middle, high, combined elementary and secondary). The school-level policy must include all the items on the family engagement policy checklist required of schools served with Title I funds.

Resources

- [DPI Title I LEA Family Engagement Policy Checklist](#)
- DPI's [Title I and Family Engagement](#) webpage provides many samples and templates to support LEA's compliance with this section.

8.1. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. How does the LEA notify all families of the policy (or policies)?
2. How does the LEA provide opportunities for engagement on the policy, specifically, parents and family members who have limited English proficiency, parents and family members with disabilities, and/or parents and family members of migratory children?
3. How does the LEA make such policy/policies available to the local community?
4. How does the LEA update the policy based on the changing needs of parents and the LEA or school?

8.1. Rubric

Beginning	The LEA does not provide either of the following: <ul style="list-style-type: none">• An LEA-Level policy that applies to all parents and family members in all Title I schools and includes the LEA-level requirements as well as the school-level requirements.• An LEA-Level policy and one school-level policy for each grade span (elementary, middle, high, combined elementary and secondary) served with Title I funds.
Developing	The LEA provides a policy/policies but it does not include all requirements. OR The LEA provides a policy/policies that includes all the requirements, but does not: <ul style="list-style-type: none">• Notify families of the policy;• Provide opportunities for engagement for parents and family members who have limited English proficiency, parents and family members with disabilities, and/or parents and family members of migratory children;• Ensure the policy/policies are available to the local community; or• Update the policy/policies based on changing needs
Accomplished	The LEA provides either of the following: <ul style="list-style-type: none">• An LEA-Level policy that applies to all parents and family members in all Title I schools and includes the LEA-level requirements as well as the school-level requirements.• An LEA-Level policy and one school-level policy for each grade span (elementary, middle, high, combined elementary and secondary) served with Title I funds that meets the requirements described in the policy checklist AND The LEA: <ul style="list-style-type: none">• Notifies families of the policy;• Provides opportunities for engagement for parents and family members who have limited English proficiency, parents and family members with disabilities, and/or parents and family members of migratory children;• Ensures the policy/policies are available to the local community; and• Updates the policy/policies based on changing needs.

Requirement 8.2. Family Capacity Building in Title I Schools

Title I schools are required to build the capacity of families to partner with schools by:

- Helping families understand important topics, such as standards, assessments, Title I family engagement requirements, how to monitor student progress, and how to partner with educators to improve achievement,
- Providing materials and training to help families support their students' learning—for example, training in literacy, use of technology, copyright laws, etc.,
- As appropriate, integrating family engagement programs with other Federal, state, and local programs such as early childhood education,
- To the extent feasible, conducting other activities, such as parent resource centers, that encourage and support parents to participate more fully in their students' education,
- Ensuring that information about school and family engagement activities is in an understandable format and in a language families can understand, and
- Providing other reasonable support for involvement that is requested by families.

Title I schools may also:

- Train families to engage other families,
- Conduct parent/teacher conferences at home when families are unable to come to school,
- Involve families in developing and evaluating training for staff around family engagement,
- Pay reasonable and necessary expenses to support families to engage—for example, childcare and transportation expenses,
- Implement model approaches to engagement,
- Develop district-wide family advisory councils,
- Partner with community organizations in family engagement

20 U.S.C. [§6318 \(e\)](#)

8.2 Required Documentation

Schedule or list of events/activities/trainings/materials/resources (in addition to the required Title I annual meeting-Section B.1.) to build the capacity of family members or help families support students' learning in all Title I schools served by the LEA. Submit a list for a school in each grade span (elementary, middle, high, combined elementary and secondary) served with Title I funds.

8.2 Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe your family engagement strategies. What activities (such as parent resource centers or family welcoming centers) do you implement to encourage and support families' participation in their child's learning?
2. How do you support families monitoring their students' progress and partnering with educators to improve achievement?
3. How do you assess and respond to barriers that might prevent families from engaging fully (e.g., translation, transportation, childcare, home conferences, etc.)? How do you ensure the activities and materials are accessible for all families?

4. How did you target families with students who need the most academic support?
5. Which community organizations do schools partner with to meet the needs of families?
6. How do you know your engagement efforts were effective?
7. How do you integrate family engagement activities across programs (e.g., English Learner programs) and grade spans (e.g., early childhood, etc.)?

8.2. Rubric

Beginning	Title I schools do not conduct activities to build the capacity of families.
Developing	Title I schools conduct activities to build the capacity of families but the activities include most, but not all, of the required components.
Accomplished	Title I schools conduct all activities to build the capacity of families and the activities include all the required components.
Exemplar	Title I Schools meet the criteria in the “Accomplished” category and provides evidence that demonstrates the engagement efforts were effective.

Requirement 8.3. Staff Capacity Building in Title I Schools

The LEA shall educate teachers, specialized instructional support personnel, principals, and other school leaders and staff, with the assistance of parents, in the value and utility of parent contributions, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and their school.

[20 U.S.C. §6318\(e\)](#) and [§6315\(b\)\(2\)\(E\)](#)

8.3. Required Documentation

A list of professional learning events on the topic of family engagement that were made available to staff over the past year.

8.3. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. What professional learning is available to help staff understand the value of family engagement in student learning and effective outreach strategies? How does it incorporate the concept of parents as equal partners?
2. How does professional learning build capacity for the implementation and coordination of parent programs?
3. Which staff participate in professional learning?
4. Describe how your LEA engages parents and family members to help develop and/or deliver training for staff. What strategies are used to ensure that the information, materials, and capacity building opportunities are developed with parents, including parents of students who are historically or currently marginalized (i.e. English learners, students with disabilities, etc.)?

8.3. Rubric

Beginning	The LEA does not provide evidence of professional learning for school staff on parent involvement and outreach strategies.
Developing	Any of the following apply: <ul style="list-style-type: none">• The LEA provides evidence of professional learning for school staff on parent involvement and outreach strategies, BUT does not provide professional learning on effective outreach strategies for parents of students who are historically or currently marginalized (i.e. English learners, students with disabilities, etc.).• The LEA does not provide evidence that parents are involved in the development of professional learning.
Accomplished	The LEA provides evidence of professional learning for school staff on parent involvement and effective outreach strategies for parents of students who are historically or currently marginalized (i.e. English learners, students with disabilities, etc.). The LEA also provides evidence that parents are involved in the development of professional learning.
Exemplar	The LEA meets the criteria in the “Accomplished” category, AND the LEA shares student and parent/family survey or other data demonstrating all parents are involved in supporting student learning, resulting in increased student achievement.

Section 9 - Coordination with Early Childhood Development Programs

Requirement 9.1. Agreement

An LEA receiving Title I, Part A shall carry out required activities with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Required activities include:

- developing and implementing a systematic procedure for transferring records;
- establishing channels of communication to coordinate programs;
- conducting meetings with parents and teachers from both entities to discuss the developmental and other needs of individual children;
- organizing and participating in joint professional development; and
- linking the educational services provided by the LEA with Head Start.

[20 U.S.C. §6322](#)

9.1. Required Documentation

An agreement with the local Head Start agency to carry out the required activities. (If there is no Head Start agency in the LEA's boundaries, then this is not applicable.)

If applicable and feasible, agreements with other early childhood development programs to carry out the required activities.

Resources

- DPI's webpage regarding [Early Childhood Requirements](#)

9.1. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. What transition strategies has your LEA found successful?
2. What measures are used to monitor success?
3. What strategies are used to coordinate family engagement efforts with other programs in the community, including preschool programs and parent resource centers?
4. What are some examples of joint professional development implemented between the two agencies?

9.1. Rubric

Beginning	The LEA does not meet one or more criteria in the "Accomplished" category.
Developing	The LEA provides documentation that includes plans to implement all criteria in the "Accomplished" category, BUT does not provide a documented agreement across all their local Head Start agency(ies) or early childhood programs where feasible.

Accomplished The LEA provides a documented agreement, developed with their local Head Start agency(ies) and other early childhood education programs where feasible, that include plans to implement all of the following:

- Systematic procedures to receive records for children who have transferred from a Head Start program or, where applicable, another early childhood education program.
- Channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in Head Start agencies or other entities carrying out early childhood programs, as appropriate, to facilitate coordination of programs. (Example: [CCSSO, New Early Childhood Coordination Requirements in the Every Student Succeeds Act, December 2017, Page 6: West Virginia Example](#))
- Meetings conducted with parents and teachers from both entities to discuss the developmental and other needs of individual children. Meetings should involve parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood programs. (Example: [CCSSO, New Early Childhood Coordination Requirements in the Every Student Succeeds Act, December 2017, Page 6: Missouri Example](#))
- Joint professional development for the LEA, Head Start agencies, and other early childhood education program staff. Professional development includes joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff. (Example: [CCSSO, New Early Childhood Coordination Requirements in the Every Student Succeeds Act, December 2017, Page 7: Oregon Example](#))

Exemplar The LEA meets the criteria listed in the “Accomplished” category AND demonstrates any of the following exemplary practices.

- The LEA engages diverse families and communities, particularly those representing historically marginalized/currently marginalized students, in developing and implementing the coordination agreements.
 - The LEA has regular standing meetings with Head Start agencies and other early childhood education requirements, where feasible, to address concerns and continue improvements to the activities within the coordination agreements.
-

Section 10 - Coordination to Serve Eligible Students in Title I and Non-Title I Schools

Requirement 10.1. Services for Students Experiencing Homelessness

LEAs will ensure that students experiencing homelessness in Title I schoolwide, targeted assistance, and non-Title I schools receive services to support their enrollment, attendance, and full access to education. [20 U.S.C. §6312\(b\)\(6\)](#)

10.1. Required Documentation

LEAs must still comply with this requirement, but documentation is not required for this requirement prior to the monitoring visit. Instead, DPI consultants will review the Homeless reservation in the last approved Title I budget and questions 5.1-5.7 in the last approved ESSA LEA plan for background information before the visit.

10.1. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. How are the needs of students experiencing homelessness determined upon enrollment?
2. What data is used to determine the Title I, Part A homeless reservation? (Is there a needs assessment, program evaluation, etc.?)
3. What are the supplemental academic and support services provided to students experiencing homelessness in Title I and non-Title I schools? What are examples of successful academic services provided to these students?
4. Describe the process used to ensure adequate financial resources are made available to serve students experiencing homelessness in all schools. What collaboration exists to ensure this?
5. How is the homeless liaison involved in determining Title I, Part A homeless reservation amount?

10.1. Rubric

Beginning

The LEA does not implement the requirements to ensure students experiencing homelessness receive services to support their enrollment, attendance, and full access to education, such as: The LEA does not have a process to identify the needs of students experiencing homelessness.

OR

The LEA has a process to identify the academic and support needs of students experiencing homelessness, BUT any of the following are evident:

- The LEA does not provide evidence that the procedure is being implemented across all school buildings.
 - The LEA cannot describe the supplemental academic or support services provided to students experiencing homelessness in all schools.
 - The LEA does not have a process to ensure adequate financial resources are available to support students experiencing homelessness in all schools.
-

Developing

The LEA does not fully implement the requirements to ensure students experiencing homelessness receive services to support their enrollment, attendance, and full access to education, such as:

The LEA has a process to identify academic and support needs of students experiencing homelessness, BUT describes how the procedure is implemented in some but not all schools.

OR

The LEA describes the process to ensure adequate financial resources are available to serve students experiencing homelessness but provides no evidence of collaboration for funding academic and support services for students experiencing homelessness. For example, they do not include the homeless liaison in determining the Title I-A homeless reservation.

Accomplished The LEA has a process to identify academic and support needs of students experiencing homelessness across all school buildings in the LEA, describes how the procedure is implemented across all school buildings in the LEA; AND one of the following:

- Describes the collaborative process to ensure financial resources are available to serve students experiencing homelessness in all schools; or
- There is evidence of collaboration for funding academic and support services for students experiencing homelessness. For example, the homeless liaison may be involved in determining the TI-A homeless reservation amount or budget needs.

Exemplar The LEA meets the criteria in the “Accomplished” category, AND provides evidence of one of the following:

- The implementation of their procedures leads to improved academic success for students experiencing homelessness; or
- The LEA uses a comprehensive needs assessment to determine the TI-A homeless reservation.

Requirement 10.2 Services for Migratory Children

The LEA shall provide eligible migratory children (certified for eligibility by the state’s Migrant Education Program (MEP) staff) services under Title I, Part A on the same basis as other children.

[20 U.S.C. §6312\(c\)\(1\)](#)

This requirement is only applicable to LEAs who have students identified as migratory students in their student information system (SIS).

10.2. Required Documentation

LEAs must still comply with this requirement, but documentation is not required for this requirement prior to the monitoring visit.

DPI consultants will ask MEP program consultants if the LEA has migratory students identified.

Resources

- DPI’s webpage for district services for [Helping Migratory Students Succeed](#)

10.2. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. What academic and support services are provided to migratory students? How are those services provided?
2. What process or procedures are used to facilitate student transition and timely transfer of student records to other states, including enrollment and credit accrual records?

10.2. Rubric

Not Applicable The LEA does not have students identified as migratory students in their student information system (SIS).

Beginning	The LEA excludes migratory children from Title I services because the students received or will receive supplement migrant education program services during the summer.
Developing	The LEA provides Title I services to migratory students, BUT is unable to articulate how they facilitate students' transitions from LEA to LEA.
Accomplished	The LEA provides Title I services to migratory students and articulates how they facilitate students' transitions from LEA to LEA.
Exemplar	The LEA meets the criteria in the "Accomplished" category, AND provides evidence that shows the implementation leads to improved academic success for migratory students.

Requirement 10.3. Serving Students Who Reside in Local Neglected Institutions

LEAs must ensure that students in local institutions for neglected children (within the boundaries of the LEA) receive services comparable to services for students in Title I schools.

[20 U.S.C. §6313\(c\)\(3\)\(A\)](#)

This requirement only applies to LEAs that have institutions for neglected students within the boundaries of the LEA and complete the DPI Neglected Annual Count form.

10.3. Required Documentation

LEAs must still comply with this requirement, but documentation is not required for this requirement prior to the monitoring visit.

DPI consultants will review the Neglected reservation in the last approved Title I budget and question number 4.3 in the Title I-A Application LEA Plan for background information.

10.3. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. How are the needs of students in neglected institutions determined?
2. What are the supplemental academic and support services provided to students in neglected institutions? What are examples of successful academic services provided to these students?
3. What other funding sources support services to students in neglected institutions?

10.3. Rubric

Beginning	The LEA does not provide one or more of the following: <ul style="list-style-type: none"> ● A process to identify academic and support needs of students in local neglected institutions; ● A description of the supplemental academic or support services provided to students in neglected institutions; and/or ● A process to determine the Title I, Part A Neglected reservation.
Developing	The LEA has a procedure to identify academic and support needs of students in local neglected institutions AND describes the supplemental academic or support services provided to students in local neglected institutions. The LEA provides little evidence that the procedure is being implemented AND/OR little evidence of collaboration to determine the Title I, Part A Neglected reservation between

the LEA and the institution.

Accomplished The LEA has a procedure to identify academic and support needs of students in local neglected institutions and describes how the procedure is implemented.
The LEA provides a list of services, including the funding sources to support services.
There is evidence of collaboration to determine the Title I, Part A Neglected reservation between the LEA and the institution(s).

Exemplar The LEA meets the criteria in the “Accomplished” category, AND provides evidence that the implementation of their procedures leads to improved academic success for students in neglected institutions.

Section 11 - Schools Identified for Support and Improvement

Requirement 11.1. School Improvement Plan

LEAs are responsible for supporting the improvement efforts of schools identified under ESEA. There are three types of identification:

- CSI: Comprehensive Support and Improvement
- TSI: Targeted Support and Improvement
- ATSI: Additional Targeted Support and Improvement

The LEA or school is responsible for partnering with stakeholders to develop and implement a school improvement plan to address the issues behind each identification and to improve student outcomes. This plan and the Title I Schoolwide Plan may be one and the same if the plan meets both sets of requirements.

Each school improvement plan must:

- be based on a school-level needs assessment (required for CSI, recommended for ATSI and TSI)
- be informed by student performance indicators, including performance when measured against state long-term goals (this information is included in the [ESSA Accountability Report](#));
- include evidence-based improvement strategies that meet Tier 1, 2, or 3 of the ESSA Tiers of Evidence;
- identify and address resource inequities (required for CSI and ATSI, recommended for TSI)—this may include the LEA level as well as the school level;
- involve [specific stakeholders](#) in planning and implementation; and
- be approved by the school and the LEA prior to implementation.

Implementation of the plans must be monitored. The DPI monitors implementation of CSI plans. The LEA is required to monitor implementation of ATSI and TSI plans.

For TSI or ATSI, the LEA must take additional action if a school does not exit an identification after an LEA-specified number of years. The timeline and actions are specified in the ESSA LEA Plan .

[20 U.S.C. §6311\(d\)](#) and [20 U.S.C. 7801\(21\)](#)

11.1. Required Documentation

A copy of the approved school improvement plan for each school identified for TSI/ATSI, including the date when the plan was approved. This plan and the Title I Schoolwide plan may be one in the same if it meets both sets of requirements.

Any schools that have been identified under ESSA are listed on the LEA's most recent JFN District Summary Report, which can be found on the [ESSA Accountability Report webpage](#). A detailed ESSA Accountability Report is also provided for each school. (Note: The reports are organized by year based on the data in the report, not the year the report was released.)

Additionally, WISEgrants lists the school(s) within the LEA that have been identified for TSI/ATSI. To see the list of schools, log into WISEgrants. In the blue menu bar, click the following: Programs > Continuous Improvement Performance Report (CIPR) > Continuous Improvement Performance Report Data. This screen will list the ESSA school-level identifications as well as IDEA LEA-level identifications, if applicable.

No documentation is required for CSI identifications, since CSI plans are submitted in WISEgrants for DPI review.

Resources

- DPI's [ESSA School Identifications](#) webpage
- DPI's [ESSA Accountability Reports](#) webpage
- USDE Non-Regulatory Guidance 2023: [Using Evidence to Strengthen the Effectiveness of Education Investments](#) (contains an explanation of the Tiers of Evidence)
- DPI's [LEA Guide to TSI and ATSI Identifications](#)

11.1. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe your LEA's process to develop and approve school improvement plans to address ESSA identifications.
2. What systems are in place to support identified schools in the following:
 - a. partnering with stakeholders in the improvement process, particularly stakeholders from the groups associated with any identifications;
 - b. using data from the ESSA Accountability Report in planning;
 - c. selecting evidence-based improvement strategies that meet ESSA requirements?
3. What systems are in place to analyze resource allocation and address identified resource inequities in schools identified for CSI or ATSI? What systems are in place to analyze resource allocation at the LEA level?
4. What systems are in place for planning in a targeted way to support one or more specific student groups if there is a TSI or ATSI identification?
5. What systems are in place to prioritize support and funding for identified schools, particularly Title II funds, as described in the LEA Plan, Question #11?
6. What systems are in place to monitor implementation of TSI and ATSI improvement plans?
7. If applicable, how do you assess ATSI Exit Criterion 3?

11.1. Rubric

Beginning	The LEA does not provide any of the following: <ul style="list-style-type: none">● Provide a copy of the approved plan for each identified school or the LEA provides a copy of the plan for each identified school but the plan(s) do not include the required components.● Describe the process to support and monitor implementation of the plans in schools identified for TSI and/or ATSI.
Developing	The LEA provides documentation of the approved plan including required components, BUT does not articulate the process for development and implementation of the plan. <ul style="list-style-type: none">● For TSI and ATSI, the LEA does not provide evidence that the school is receiving specific supports or that the LEA is monitoring the plan's implementation.
Accomplished	The LEA provides documentation of the approved plan, including required components, as well as a process for development and implementation of the plan. <ul style="list-style-type: none">● For TSI and ATSI, the LEA provides evidence that the school is receiving specific supports from the LEA and the LEA is monitoring the school to ensure the plan is implemented with fidelity.
Exemplar	The LEA meets all requirements, AND provides evidence that the plan is resulting in positive trends for student outcomes.

Section 12 - Title I Fiduciary Requirements

Requirement 12.1. Comparability

The LEA may receive Title I funds if *state and local funds* will be used in schools served with Title funds that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds. OR, if the LEA is serving all of its schools with Title I funds that, taken as a whole, are at least comparable in each school.

[20 U.S.C. §6321\(c\)](#)

This section is not required for LEAs who are exempt from the Title I Comparability requirement. WISEgrants will identify those LEAs exempt from this requirement.

12.1.a. Required Documentation - Policy

Policy to ensure equivalence among schools in teachers, administrators, and other staff and equivalence among schools in the provision of curriculum materials and instructional supplies.

Resources

- DPI’s [Title I Comparability](#) webpage

12.1.a. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe the process used to ensure that *state and local funds* are distributed without taking a school’s Title I status into account.
2. Describe the process used to ensure Title I funds are used to support students identified with the greatest need. What data is used for this process?

12.1.a. Rubric

Not Applicable	The LEA is exempt from the Title I Comparability requirement.
Beginning	One or more of the following apply: <ul style="list-style-type: none"> • The LEA does not provide a policy • The LEA provides a policy that allows for fewer state/local resources to be distributed to schools receiving Title I funds, • The LEA provides a policy that does not address one or more of the following: <ul style="list-style-type: none"> ○ All grade spans/school tiers receiving Title I, Part A; ○ Equivalence among staff; or ○ Equivalence in the provision of curriculum.
Developing	The LEA provides a policy that addresses all Title I receiving grade spans/school tiers, ensures a school’s Title I status is not taken into account when distributing state/local funds, BUT the LEA could not articulate how they use data to support decisions regarding Title I funding.

Accomplished	The LEA articulates how they used data to support Title I funding decisions and provides a comparability policy that applies to all grade spans/school tiers; demonstrates that a school's Title I status is not taken into consideration when distributing state/local funds ; AND both of the following: <ul style="list-style-type: none"> • The equivalence among staff and • The equivalence in the provision of curriculum.
Exemplar	The LEA meets the criteria in the "Accomplished" category AND provides one or both of the following: <ul style="list-style-type: none"> • Supporting data that demonstrates implementation of the LEA's equivalence policy • A public statement (i.e. on a website) that addresses how equivalence is maintained in its schools.

12.1.b. Required Documentation - Salary Schedule

The LEA's salary schedule (for all schools). *Note: School districts should provide the salary schedule they are required to have on file per Wis. Statute § [119.40](#).*

Resources

- DPI's [Title I Comparability](#) webpage

12.1.b. Guiding Questions

There are no guiding questions for this section.

12.1.b. Rubric

Not Applicable	The LEA is exempt from the Title I Comparability requirement.
Beginning	The LEA does not provide a salary schedule, OR The LEA provides a salary schedule, but it is not applicable to all schools.
Accomplished	The LEA submits a salary schedule that is complete and includes information for all schools.

12.1.c. Required Documentation - Supporting Documentation

Documentation used to support the data submitted in the Title I Comparability Report in WISEgrants.

Resources

- DPI's [Title I Comparability](#) webpage

12.1.c. Guiding Questions

There are no guiding questions for this section.

12.1.c. Rubric

Not Applicable	The LEA is exempt from the Title I Comparability requirement.
Beginning	The LEA does not provide documentation that aligns with the data submitted in the Title I Comparability Report in WISEgrants.
Accomplished	The LEA provides internal school-level allotment documentation that aligns with the data submitted in the Title I Comparability report.

Requirement 12.2. Title I Supplement, not Supplant

The LEA must use Title I funds to supplement the amount of funds that would, in the absence of these federal funds, be made available from state and local sources for the school. In other words, Title I funds may not be used to supplant (take the place of) state and local funds.

The LEA shall demonstrate that the methodology used to allocate **state and local funds** to each school receiving Title I, Part A funds ensures that such school receives all of the **state and local funds** it would otherwise receive if it were not receiving Title I, Part A funds.

[20 U.S.C. §6321\(b\)\(2\)](#)

An LEA is exempt from this requirement if it has:

- one school;
- only Title I schools; or
- a grade span that contains only: a single school, non-Title I schools, or Title I schools (i.e., no methodology is required for this grade span).

Note: *An LEA may be exempt from the requirement to have a methodology, but that does not make the LEA exempt from the supplement, not supplant requirement. An LEA must still provide a Title I school all of the state and local funds it would otherwise receive if it were not receiving Title I, Part A.*

Source: [Supplement not Supplant Under Title I, Part A, Non-Regulatory Informational Document, United States Department of Education, June 2019.](#)

12.2. Required Documentation

The methodology used to allocate **state and local funds**, ensuring that schools receiving Title I, Part A received all of the **state and local funds** they would otherwise receive if they were not Title I schools. An LEA's methodology must:

- demonstrate that Title I schools received all **state and local funds** for which they are entitled;
- be "Title I neutral" (i.e. does not take a school's Title I status into consideration); and
- be documented.

Resources

- DPI's [Title I Supplement, not Supplant](#) webpage

12.2. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. How does the methodology meet the needs of the most vulnerable students?
2. Describe the process to ensure the methodology is culturally responsive and relevant to the needs of the students.
3. Describe the data used or factors taken into consideration to determine the methodology (e.g., school achievement data, school poverty data, data on resource inequities, etc.).

12.2. Rubric

Not Applicable	The LEA is exempt from this requirement.
Beginning	One or more of the following apply: <ul style="list-style-type: none">• The LEA is not exempt from this requirement, BUT did not submit a methodology.• The LEA provides a methodology that is not Title I neutral. In other words, the methodology includes a school's Title I status as a factor in determining the amount of state and local funds each school receives.• The LEA provides a methodology that does not demonstrate Title I schools received all the state and local funds for which they are entitled.
Developing	The LEA provides a methodology that demonstrates that Title I schools receive all state and local funds for which they are entitled and is "Title I neutral", BUT the LEA does not use data or assess their resource inequities in order to adjust the methodology (as necessary) to ensure that they are culturally responsive and relevant to the needs of students.
Accomplished	The LEA provides a methodology that demonstrates that Title I schools receive all state and local funds for which they are entitled and is "Title I neutral." Additionally, the LEA uses data and/or assesses their resource inequities in order to adjust the methodology (as necessary) to ensure they are culturally responsive and relevant to the needs of students.
Exemplar	The LEA meets the criteria in the "Accomplished" category AND provides one or both of the following: <ul style="list-style-type: none">• Written procedures on how the methodology will be reviewed and revised annually• Examples of how their methodology has contributed to improved student achievement.

Title II, Part A Requirements

Purpose of Title II, Part A

The purpose of Title II, Part A is to increase student achievement through strategies, such as improving teacher and principal quality and increasing the number of effective teachers and leaders in the districts.

Note: The following Title II requirements will be discussed in the ESEA Consolidated Section - Section 3 - Professional Development.

- LEAs shall use Title II funds to address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students (Section 2103 (b)(2)).
- LEAs shall ensure activities are aligned with college- and career-ready standards (Section 2102(b)(2)(A)).
- LEAs shall ensure activities are evidence-based strategies that are sustainable, measurable, and have a positive impact on student achievement in a well-rounded education (Section 8101(42)).

Section 13 - Recruitment and Retention

Requirement 13.1. Recruitment and Retention Plan(s)

The LEA shall have systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful leadership.

[\(20 U.S.C. §6612\(b\)\(2-3\)\)](#)

13.1.a. Required Documentation - Recruitment Plan

Evidence that the LEA is offering resources, such as tuition reimbursement, release time, and test preparation to inexperienced teachers teaching with emergency or provisional credentials, and teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Resources

- DPI's webpage on coaching: [DPI - ConnectEd Stories](#)
- [Instructional Coaching Group](#) website
- [Instructional Coaches toolkit](#)

13.1.a. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. What services and resources are offered to teachers teaching with emergency or provisional credentials and teachers not teaching in the field or subject they are certified or licensed, to become effective teachers?
2. What services and resources are offered to inexperienced teachers to build their capacity to address the socioeconomic, race/ethnicity, special education and English learner student educational needs?

13.1.a. Rubric

Beginning	The LEA does not provide evidence they have resources for inexperienced teachers and teachers who are not teaching in the subject or field for which the teacher is certified or licensed.
Developing	The LEA provides resources for inexperienced teachers and teachers who are not teaching in the subject or field for which the teacher is certified or licensed, BUT only at the teacher's request.
Accomplished	The LEA has a system in place to provide any the following resources to inexperienced teachers: <ul style="list-style-type: none">● Mentoring and coaching by experience teachers;● Tuition reimbursement; and● Capacity building opportunities to address needs of historically and/or currently marginalized student groups (i.e. English learners, students with disabilities, etc.).
Exemplar	The LEA meets the criteria in the "Accomplished" Category AND has evidence that their system resulted in effective teachers.

13.1.b. Required Documentation - Retention Plan

Documentation (timelines, meeting calendars or agendas, observation/rating schedules, and training schedules, etc.) demonstrating opportunities for educator advancement initiatives to promote professional growth. Documents may include any of the following:

- A recruitment/retention plan demonstrating a teacher mentorship program that is based on teacher rating, principal observations, and a principal coaching plan based on evidence-based strategies and will result in stronger instructional leaders.
- A professional development plan that includes both a teacher mentorship program and a principal coaching plan.

Resources

- DPI's webpage on coaching: [DPI - ConnectEd Stories](#)
- [Instructional Coaching Group](#) website
- [Instructional Coaches toolkit](#)

13.1.b. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. What resources are provided to principals and teachers to support identified areas needing growth?
2. What incentives or opportunities are provided to exemplary principals and teachers?
3. Describe the process used to ensure all new teachers receive mentoring.
4. Describe the process used to ensure those observing principal or teacher practice have an understanding of effective practices and levels of performance.
5. How does your LEA ensure those observing principal or teacher practice have the ability to lead or facilitate high quality coaching conversations based on identified levels of practice?

13.b. Rubric

Beginning	<p>The LEA does not provide evidence demonstrating opportunities for educator advancement initiatives to promote professional growth,</p> <p>OR</p> <p>The LEA provides evidence of educator advancement initiatives that:</p> <ul style="list-style-type: none">• Are simply based on self-reflection or is a simple performance evaluation and has no observation component or• Does not align with most current research strategies.
Developing	<p>The LEA provides documentation demonstrating opportunities for educator advancement initiatives to promote professional growth, BUT the LEA could not speak to the mentoring and coaching plans, or the mentoring and coaching plans lack cohesiveness.</p>
Accomplished	<p>The LEA provides evidence demonstrating opportunities for educator advancement initiatives to promote professional growth aligned with current resource strategies and include mentoring plan(s) based on observations and coaching.</p>
Exemplar	<p>The LEA meets the criteria in the “Accomplished” category AND has evidence of any of the following:</p> <ul style="list-style-type: none">• The mentoring and coaching plan used evidence-based strategies and practices that meet Tier 1/Tier 2 for teachers and principals respectively.• The recruitment/retention plan had a significant impact on student achievement.• The number of effective teachers increased.• The retention practice was co-created by teachers, administrators, and the school board.• The recruitment plan includes recruitment from historically black colleges.• The LEA pays for the cost of credits that align with the district priorities (i.e. if the LEA needs a teacher with a 316 license, then the LEA would pay for the teacher to obtain their 316 licensure).

Section 14 - Teacher and Paraprofessional Qualifications

Requirement 14.1. Teacher Qualifications

All teachers working in a program supported with Title I funds are appropriately licensed. This includes all teachers in a Title I schoolwide program and all teachers supporting a Title I targeted assistance program are appropriately licensed (regardless of how those teachers salaries are funded).

[20 U.S.C. §6311\(g\)\(2\)\(J\)](#)

14.1. Required Documentation

LEAs must still comply with this requirement, but documentation is not required for this requirement prior to the monitoring visit. This information is collected in WISEstaff and DPI audits every LEA in the fall to ensure staff are appropriately licensed.

Resources

- DPI's [WISEstaff Data Collection](#) webpage, which includes information on the licensing audit
- DPI's [Leading Forward: Licensing](#) webpage regarding general licensing information, how to check on application status, etc.
- DPI's [licensing helpdesk](#) webpage

14.1. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe the process to ensure that all teachers in a Title I schoolwide program and all teachers supporting a Title I targeted assistance program are appropriately licensed (regardless of how those teachers salaries are funded).

Note: Educators teaching English learners must hold an ESL or bi-lingual license pertaining to the appropriate subject matter and grade level.

14.1. Rubric

Beginning	The LEA has one or more teachers working in a Title I school implementing a schoolwide program who are not appropriately licensed. The LEA has one or more teachers supporting a Title I targeted assistance program who are not appropriately licensed.
Developing	All teachers supporting programs for Title I students (whether in a schoolwide program or a targeted assistance program) are appropriately licensed, BUT the LEA does not have a system or process in place to ensure they continue to meet this requirement.
Accomplished	All teachers supporting programs for Title I students (whether in a schoolwide program or a targeted assistance program) are appropriately licensed and the LEA can articulate their process/system to ensure they continue to meet this requirement.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND explains that their system to ensure the requirement is documented and reviewed annually.

Requirement 14.2. Paraprofessional Qualifications

LEAs shall have all instructional paraprofessionals in schools implementing a Title I schoolwide program (regardless of funding source) and all instructional Title I paraprofessionals funded by Title I in targeted assistance schools be certified by meeting the hiring requirements.

[20 U.S.C. §6311\(g\)\(2\)\(J\)](#)

14.2.a. Required Documentation- Procedures

Procedures used to ensure that all new hires for paraprofessionals meet the ESEA requirements prior to employment.

Resources

- DPI's [ESSA Title I Paraprofessionals Hiring Requirements](#) webpage.
- DPI's [Title I Paraprofessional Hiring Implementation Guide](#)
- DPI's YouTube video regarding [Paraprofessional Hiring Requirement](#)

14.2.a. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe the process used to ensure that all instructional paraprofessionals meet the ESEA requirements prior to employment.
2. What is the onboarding and ongoing professional development offered to instructional paraprofessionals in your LEA?

14.2.a. Rubric

Beginning	The LEA does not provide a plan to ensure that all Title I instructional paraprofessionals meet the hiring requirements, OR The document used to verify the hiring requirements is not aligned with the WI Title I Paraprofessional Hiring Implementation Guide
Developing	The LEA provides a plan to ensure that all Title I instructional paraprofessionals meet the hiring requirements, BUT the LEA could not articulate the procedures used to recruit and hire paraprofessionals and/or verify the credentials of the paraprofessionals.
Accomplished	The LEA has procedures in place to ensure that all Title I instructional paraprofessionals meet the hiring requirements. The procedures align with the WI Title I Paraprofessional Hiring Implementation Guide
Exemplar	The LEA ensures all instructional paraprofessionals meet the hiring requirements in anticipation of applying for schoolwide programs in the future.

14.2.b. Required Documentation - Roster

Roster listing all of the following:

- Names and credentials of all paraprofessionals working with Title I students;
- Assessment used to verify the hiring requirements of each paraprofessional; and
- Names of each paraprofessional's supervising teacher(s) in Title I schoolwide programs and Title I funded paraprofessionals in Title I targeted assistance programs.

Resources

- DPI's [ESSA Title I Paraprofessionals Hiring Requirements](#) webpage
- DPI's [Title I Paraprofessional Hiring Implementation Guide](#)
- DPI's YouTube video regarding [Paraprofessional Hiring Requirement](#)

14.2.b. Guiding Questions

There are no guiding questions for this requirement.

14.2.b. Rubric

Beginning

One or more of the following apply:

- The LEA does not provide a list of the paraprofessionals and their credentials working in Title I programs or the list does not include the name of each paraprofessional's supervising teacher.
- The LEA employs staff that performs the duties of paraprofessionals, BUT they were not included in the roster and/or they do not meet the hiring requirements.
- The LEA provides evidence that all instruction paraprofessionals working with Title I students meet the hiring requirements, BUT the roster does not show the type of assessment used to verify they meet the hiring requirements.
- The LEA provides the roster of paraprofessionals who completed the requirements under No Child Left Behind (NCLB), BUT the documents to support the evidence are missing.

Accomplished

The LEA provides evidence that all instruction paraprofessionals working with Title I students meet the hiring requirements and the list includes the name of the supervising teacher for each paraprofessional.

Title III, Part A Requirements

Purpose of Title III, Part A

An LEA (or Consortia) shall use its Title III funds for providing professional development; providing and implementing effective activities and strategies that enhance or supplement language instruction education programs (LIEPs) for English learners (ELs); and parent, family, and community engagement activities.

Note: The family engagement and professional development requirements for Title III, Part A are discussed in the ESEA Consolidated sections of this document.

Section 15 - Title III, Part A Activities

Requirement 15.1. Instruction

The LEA shall use Title III funds to increase the English language proficiency of ELs by providing effective language instruction educational programs (LIEPs) that meet the needs of ELs and demonstrate success in increasing English language proficiency **and** student academic achievement.

Activities and services supported by Title III shall supplement the LIEP(s) provided by the LEA in order to meet the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunities Act (EEOA).

[20 U.S.C. §6825\(c.g\)](#)

15.1. Required Documentation

The most current and up-to-date LEA board-approved EL Plan.

Resources

- DPI's [English Learner Policy Handbook](#),
- [English Learner Policy Handbook, Chapter 8](#)
- [Language Instruction Educational Program Crosswalk](#)

15.1. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. If not specified in the documentation, what LIEP program model(s) is being implemented (i.e. bilingual, sheltered instruction, etc)?
2. Describe the process used to place students who are ELs in the appropriate LIEP program model.
3. Describe the How does your LEA ensure services for all ELs, including ELs with disabilities, are included in extra or co-curricular activities offered by the LEA (i.e., gifted and talented programs, sports or academic clubs, or any community clubs?)
4. How does your LEA ensure students are not kept in language instruction programs longer than necessary?

5. When there is no EL teacher, how do content teachers determine the language or content support that ELs need in order to meet the state academic standards?
6. How does your LEA ensure that all teachers are fluent in English or the language of instruction?
7. How does your LEA meet the needs of an EL whose parents have refused the LIEP services offered?
8. How does your LEA ensure the LIEP includes sufficient resources, including qualified ESL staff, time, and materials to effectively implement the chosen LIEP model(s)? For example, does the staff to student ratio for the LIEP compare to local policy for staff to student ratio for general education programs?

15.1. Rubric

Beginning	The LEA does not have an LIEP program or plan, OR The LEA meets the criteria in the “Accomplished” category, BUT the ESSA LEA plan questions 17, 18.1 and 18.2 do not reflect the LEA’s practices described in this process.
Developing	The LEA implements the LIEP described in the ESSA LEA Plan and articulates some, BUT not all of the following: <ul style="list-style-type: none"> ● Processes to ensure that students who are ELs are placed in the appropriate LIEP model or a plan is in place for ELs whose parents have refused any or all services; ● Processes to ensure students are exited at appropriate times; ● The LIEP model(s) addresses the language and academic needs of students who are ELs; ● Students who are ELs are included in curricular and co-curricular activities; ● Teachers are fluent in English or the language of instruction; and ● The LIEP is appropriately staffed (comparable to the local policy for general education) and has other sufficient resources to meet the needs of the LIEP.
Accomplished	The LEA implements the LIEP described in the ESSA LEA Plan AND articulates all the of the following: <ul style="list-style-type: none"> ● Processes to ensure that students who are ELs are placed in the appropriate LIEP model or a plan is in place for ELs whose parents have refused any or all services; ● Processes to ensure students are exited at appropriate times; ● The LIEP model(s) addresses the language and academic needs of the students who are ELs; ● Students who are ELs are included in curricular and co-curricular activities; ● Teachers are fluent in English or the language of instruction; and ● The LIEP is appropriately staffed (comparable to the local policy for general education) and has other sufficient resources to meet the needs of the LIEP.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND demonstrates their LIEP resulted in positive student outcomes.

Requirement 15.2. Program Evaluation

LEAs must use Title III funds for effective approaches and methodologies to assist ELs in attaining English proficiency and parity of participation in the standard instructional program by providing effective language instruction educational programs that meet the needs of ELs which includes their families and demonstrates success in increasing and building local capacity to meet this need.

[20 U.S.C. §6825\(c\)](#)

15.2. Required Documentation

Most recent results or plan for continuous improvement for measuring the effectiveness of the LIEP program(s). (Note: the LEA's process for continuous improvement at the district and/or school level should be inclusive of the LIEP for students who are ELs.)

Resources

- [Tools and Resources for Evaluating the Effectiveness of District's EL program](#) can be found in Chapter 9 of the English Learner Toolkit.

15.2. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe the processes in place for planned, deliberate continuous improvement to ensure effective approaches and methodologies proven-effective for teaching ELs, effective LIEPs are implemented with fidelity. Discuss items such as a logic modal, theory of action, well-defined measurable goals, clearly outlined roles and responsibilities for people involved and implementation timeline.
2. How does your LEA ensure there is sufficient staffing and resources to implement an effective program based on sound theory by experts in the field?
3. Data for decision making:
 - a. What data is used in the evaluation process to determine program effectiveness (e.g. comparable performance data that is longitudinal in nature and includes a variety of learners, current ELs, former ELs, never-EL, ELs w/disabilities, etc.)?
 - b. What is the process to use, gather, and analyze data to identify areas of improvement and modify the LIEP programs and services, as appropriate?
 - c. What research regarding proven effective instructional approaches for promoting language proficiency and academic achievement do you use?
 - d. What recent findings in your LEA's program evaluation are driving continuous improvement of your Language Instruction Educational program(s)?
4. Does the evaluation cover all procedural and service provision requirements set forth in the LIEP, including instruction, family engagement, and professional development?

15.2. Rubric

Beginning	The LEA does not provide evidence of continuous improvement to ensure effective approaches for teaching ELs in providing language instruction and access to content.
Developing	The LEA provides a basic process of continuous improvement to ensure effective approaches for teaching ELs in providing language instruction and access to content, BUT does not

include a variety of data sources or all of the procedural and service provisions requirements that are set forth in the LEA's LIEP.

Accomplished The LEA has a complete evaluation process that works towards attainment of language proficiency and parity of participation in the standard instructional program which is driven by multiple data sources and covers all procedural and service provision requirements that are set forth in the LEA's LIEP.

Exemplar The LEA meets the criteria in the "Accomplished" category AND demonstrates an evaluation process with actionable steps for the district, school, and student levels and includes EL stakeholders (i.e. students, parents, community members) as part of the entire process.

Requirement 15.3. Consortium Participation

LEAs with Title III allocation that is less than \$10,000 must join a Title III consortium to support their students who are English learners (ELs).

[20 U.S.C. §6824\(b\)](#)

This section only applies to local educational agencies (LEAs) who are eligible for Title III funds, but do not meet the threshold of \$10,000 required to manage their own funds.

15.3. Required Documentation

Memorandum of Understanding (MOU) or written agreement demonstrating how the consortium is meeting the local needs of the LEA.

Note: *The MOU/agreement should address the LEA's needs to serve students who are ELs in instruction, professional development, and/or family engagement.*

Resources

- DPI's webpage on [Title III Consortium](#)

15.3. Guiding Questions

Do not upload answers to the guiding questions. Be prepared to discuss during the visit.

1. Describe the processes in place for planned and deliberate consultation with the consortium leaders to meet the needs of local students identified as English learners.
2. Describe how data sources are used to determine needs to be addressed with support of the consortium leaders.
3. How is your LEA engaged in the budgeting process with the fiscal agent?
4. How are all teachers and principals (not only English learner and bilingual specialists) included in consortium activities related to meeting the needs of multilingual learners?
5. Describe the process in place to include private schools' participation, when applicable, in collaboration with the consortium.

15.3. Rubric

Beginning	The LEA does not provide an MOU or written agreement.
Developing	The LEA has an MOU or written agreement with the consortium leader, BUT contains “boilerplate” language and does not specifically address the needs of students who are ELs in the LEA or ELs attending private schools, if applicable.
Accomplished	The LEA has an MOU or written agreement with the consortium leader that is specific to the needs of the students who are ELs in the LEA, including ELs attending private schools, if applicable.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND has regular standing meetings with the consortium leader to address concerns and continue improvements to the activities within the coordination agreements.

Appendix A - Targeted Monitoring for Cross-Cutting Federal Fiscal Requirements

Fiscal Monitoring

The DPI is required to “evaluate each subrecipient’s risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring,” (Uniform Grant Guidance [2 CFR §200.331](#)).

DPI’s auditors and grant accountants on the School Financial Services Team, along with federal fiscal monitoring consultants, other program staff, and assistant directors, annually perform an assessment process for all grant subrecipients. The process is designed to determine the appropriate amount of subrecipient monitoring, not to deny the subrecipient federal funds.

In late spring, the group identifies risk factors and reviews current year fiscal data previously collected by DPI to meet other state or federal requirements. Subrecipients are then evaluated for risk based on the identified factors which include: total dollar amounts of federal funds awarded, known fraud, significant or multiple audit findings, new subrecipient of a federal award, claims not matching annual report, programmatic monitoring findings, and other fiscal concerns.

Subrecipients are rated as low, medium, or high risk. Any subrecipients with a medium or high risk assessment will receive terms and conditions for the upcoming fiscal year’s federal grants. These terms and conditions could be one or more of the following:

- Technical assistance provided the subrecipient by DPI staff
- Virtual site visit
- Submit quarterly claims on Title I and IDEA flow through grants
- Submit general ledger which tracks by project code to support claimed amounts
- Submit a copy of written procedures for allowable costs, cash management, conflict of interest, and procurement
- Submit a bank reconciliation
- Site visit

Resources for federal fiscal regulations can be found on DPI’s [Uniform Grant Guidance](#) webpage, and by viewing past episodes of DPI’s [WISEgrants podcast](#).

Single Audits

The DPI is responsible for ensuring subrecipients complete single audit reports for federal grant programs as required per [2 CFR §200.501](#). The federal grant single audits rely on the annual Compliance Supplement developed by the Office of Management and Budget (OMB) which identifies single audit guidelines and provides additional fiscal and program-specific compliance requirements for federal grants to independent auditors and auditees.

Single audits determine subrecipients’ compliance with financial and programmatic requirements for federal funding; and identify areas in which additional support and guidance is warranted related to the subrecipient’s fiscal management procedures. Areas identified as non-compliant by the independent auditor will result in a finding. All findings are reviewed by DPI; and if a finding is sustained, DPI will send a management decision letter that includes corrective action to be taken by the subrecipient.

Resources regarding single audits include: [Single Audit Information](#)

Appendix B - Targeted Monitoring for LEAs with Schools Identified for Comprehensive Support and Improvement (CSI)

Schools are identified for support as part of a statewide accountability system mandated under ESSA's Title I, Part A. Using indicators based on the statewide goals in the ESSA State Plan, DPI's Office of Educational Accountability (OEA) identifies the schools that need the most help in making progress. Schools may be identified for

- Comprehensive Support and Improvement (CSI),
- Targeted Support and Improvement (TSI), or
- Additional Targeted Support and Improvement (ATSI).

Schools may be identified for CSI for a low graduation rate or low overall performance. Schools are identified for TSI or ATSI based on the performance of specific student groups. This appendix summarizes DPI's targeted monitoring procedures for LEAs with CSIs. DPI's procedures to monitor LEAs with TSI/ATSI is integrated into the DPI's comprehensive monitoring process.

CSI Improvement Plan Submission and Approval

All identified schools are required to develop improvement plans based on the reasons for their identification. For TSI and ATSI, the LEA is responsible for approving plans and monitoring their implementation. CSI plans must be approved by the school, the LEA, and the DPI.

Each school identified for CSI must submit an improvement plan in WISEgrants to be reviewed by DPI staff. The plan is resubmitted each year, with revisions as needed, as long as the school remains identified.

CSI Implementation Monitoring

The DPI is responsible for monitoring implementation of CSI plans. Each school identified for CSI is assigned a DPI consultant, who reviews and monitors the school's improvement plan and provides other support. Monitoring may involve document and data review and one or more virtual or in-person visits, depending on the needs of the school and the LEA.

Exiting a CSI Identification

The three exit criteria for CSI are:

1. The school must not be eligible for identification in the current year.
2. The school must make sustained and sustainable improvement toward the statewide long-term goals.
3. The school must demonstrate evidence of systems, structures, and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices are in place.

If a school identified for CSI does not meet exit criteria within four years, the school becomes eligible for more rigorous interventions and supports. Improvement plans for such schools must meet additional requirements.

Resources

- [ESSA School Identifications section of the DPI website.](#)
- [Brief Guide to ESSA Identifications](#)