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Monitoring ESEA Consolidated Application

**GUIDANCE DOCUMENT FOR
DISTRICTS**

Elementary and Secondary Education Act (ESEA)

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Enacted in 1965

Reauthorization??



Why and When DPI Monitors

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- By Federal Law, DPI has oversight and monitoring responsibilities to review ESEA compliance
 - oversight includes an extensive review of the ESEA application
 - process includes a combination of on-site and telephone reviews; most districts will have on-site reviews.

Who and How DPI Monitors

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- **On Site Visits:**
 - Large urbans, allocation of \$2 million or more
 - Selected LEAs
- **Teams of 3-4 Consultants**
- **Always at least 1 Title I, Part A Staff**
- **2-3 additional Title staff**
- **1-2 day visits, depending on size of district.**

DPI Monitors

- Districts selected using multiple criteria
 - Risk-based
 - New schoolwide programs
- Because a district is selected doesn't mean that there are problems.
 - Exemplary districts are often chosen for “best practices”
 - “Risk-based” shouldn't imply there are risks
- DPI is monitored by the U.S. Department of Education every three years.

Notification of Monitoring Visit

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- District administrator
- Agenda and Monitoring of ESEA Consolidated Programs Guidance Document provided
- District contacted to establish date(s) and answer questions

On-site Protocol

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- DPI and district staff review evidence required per monitoring guidance document
- Preliminary findings presented at end of monitoring visit
- Formal written report sent to superintendent
- Corrective Action findings must be addressed within 30 days once received by the district

Preparation for Monitoring ESEA Consolidated Application

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- Utilize guidance document as a tool
- Have administrative and instructional staff available to provide information on:
 - Program reviews and the consolidated requirements

Consolidated Requirements for All Titles

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Provide required evidence of compliance for:

- **Needs assessment for the district**
- **Private School Consultation**
- **Parent Involvement**
- **Integration with Federal, State, and Local Programs**
- **Professional Development Plan**
- **Public Reporting and Parents' Right to Know**

Required Evidence for Review

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- ESEA Consolidated Program Components
 - Program Plan
 - Budget
 - Comparability
- Expenditures align with program plan and budget
 - Review of budget
 - Review of purchase orders
 - Review of claims
- End of Year (EOY) Report
- Schoolwide Programs (PI 9551) evaluation evidence includes 10 components with on-going assessment and modification of instruction

Monitoring Title I, Part A Improving Basic Programs

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- Comparability
- Building Level Needs Assessment
- Qualifications of Paraprofessionals
- Homeless Students in Non-Title I Schools
- Fiduciary Responsibility

Title I A- Coordination to Serve Homeless Students in Non-Title I Schools

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- Districts will ensure that homeless students enrolled in non-Title I schools receive comparable services to those provided to non-homeless students in Title I schools

Title IA- Fiduciary Responsibility

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Districts must identify, for public and private schools, the planned allocation of funds, based on the budget and needs identified in the Consolidated program Plan. (Sec.1113)

- **Possible Evidence**

- Purchase orders
- Contracts
- Inventory lists
- Salary and benefit schedules
- Other documentation showing Title I expenditures

Time and Effort Reporting

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- Personnel paid with federal funds (Title I, Title II, IDEA, etc.) must keep track of their hours either semi-annually, or monthly, depending on their percentage of funding.
- 100% federally funded personnel report their time and effort semi-annually.

Schools Identified for Improvement (SIFI)

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- **Effective 2011-12: Districts are monitored for SIFI compliance separately from ESEA Consolidated Monitoring**

ESEA Programs Monitored

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- Title I-A Improving Basic Programs
- Title I-C Migrant
- Title I-D Neglected and Delinquent
- Title II-A Teacher, Principal Training and Recruiting
- Title III-A English Language Acquisition

Title I, Part C Migrant Education

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- The purpose of Title I, Part C, and Migrant Education Program is to address the special educational needs of migrant children to better enable migrant children to succeed academically. Sec. 1301-1306(s) and 9302
- Districts with migrant students enrolled must ensure these students receive opportunities to meet the same challenging academic standards that all students are expected to meet.

Title I, Part D, Subpart 2

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Education of Students Residing in Local Residential Neglected and Delinquent Institutions

- **The purpose of Title I, Part D, Subpart 2 is to assist districts and agencies to address the academic and support needs of at-risk children and youth living in residential institutions.**
- **A key goal is to use grant funds to enable students to make the successful transition from institutional status to further schooling and employment.**

Title II, Part A

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Teacher and Principal Training and Recruiting

- **The purpose of Title II, Part A is to increase the student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classrooms and highly qualified principals in the schools.**

Title III, Part A

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Language Instruction for Limited English Proficient (LEP) and Immigrant Students

- **The purpose of Title III, Part A is to help ensure that children who are LEP, including immigrant children and youth attain English proficiency, develop high levels of academic attainment in English and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.**

Monitoring Follow-up

Next Steps

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- Report provided to the district
- Follow-up action required, if needed, with a timeline for actions due;
- Recommendations
- Corrective Action, if needed.

Possible Monitoring Outcomes

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- Technical assistance from DPI
- Sharing of ideas
- Reflection on monitoring process
- Exemplary programs identified

QUESTIONS?

