

# ESEA Monitoring Guidance & Procedures

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## OVERVIEW

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Federal law requires DPI to monitor programming and implementation of the ESEA requirements, Title specific requirements and fiduciary requirements.

ESEA consolidated monitoring process includes: Title I-A, Title I-C, Title I-D, Title II-A and Title III-A

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## OVERVIEW

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- DPI uses the ESEA application to monitor all LEAs at a base level. Examples include:
  - Annual private school consultation within the district via the private school affirmation forms uploaded to the application
  - Ranking schools for Title I A based on poverty data
  - Using funds for allowable costs
- Each year DPI selects LEAs to participate in a more in-depth, on-site monitoring process

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## 2014-15 Selection Criteria

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- Pilot year for new process
- LEAs with large ESEA allocations
- New LEAs



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## Notification

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- Letter (email) from Mike Thompson
- Guidance document
  - <http://esea.dpi.wi.gov/files/esea/pdf/monitoring-guidance.pdf>
- ESEA Consolidated and Title Specific Requirements
  - Requirement
  - Required documentation
  - Guiding questions

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## ESEA monitoring confirmation letter

*Sample:*

### Monitoring Timeline:

1/27/2015	Document submission closes at end of day
1/28/2015	Document review by DPI begins
2/10/2015	Document review by DPI complete – LEA will be notified of any missing/insufficient documentation. Submission of these documents may begin immediately.
2/17/2015	Additional document submission closes at end of day
2/24/2015	On-site visit
4/7/2015	LEA will receive Final Report

## Document Collection

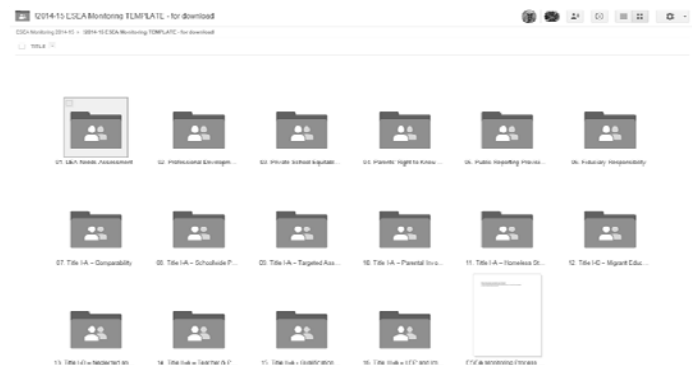
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- LEAs will have from the time a visit is scheduled up to four weeks prior to the visit to upload documentation.
- DPI staff will review the materials prior to the on-site visit.

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## Document Collection

### DPI Google Docs Repository



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### Consolidated Requirements: LEA Needs Assessment

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- Synopsis of the needs identified by annual progress reviews
- Communication of the results of the LEA's annual review of progress to parents and the public

### Consolidated Requirements: Professional Development Plan

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A copy of the professional development plan that (all are required):

- Includes a description of the opportunities offered to public and private school staff;
- Includes strategies to address the needs of all students;
- Aligns with the College and Career Ready standards and/or the Common Core State Standards;

### Consolidated Requirements: Professional Development Plan

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A copy of the professional development plan that is:

- Is founded on scientifically-based research; and
- Was developed by key stakeholders (teachers, principals, administrators, other appropriate school personnel, parents of children in schools served, including parents of private school students).

### Consolidated Requirements: Private School Equitable Participation

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- Documentation demonstrating that consultation between the LEA and private schools continued throughout the implementation and assessment of activities under ESEA
- List of the multiple academic achievement measures used to determine the needs of eligible private school students
- List of equitable services provided to private school students and staff

### Consolidated Requirements: Private School Equitable Participation

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- List of providers that served private school students and staff
- If there was a disagreement between the LEA and private school on the provision of services through a contract, a written explanation of the reasons the LEA chose not to use the contractor

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### Consolidated Requirements: Parents' Right to Know Provisions

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- Communications developed for use in informing parents of their right to inquire about teacher and paraprofessional qualifications
- If applicable, communications developed for use in informing parents if their child has been taught by a teacher who is not highly qualified for four or more consecutive weeks
- Communications developed for use in informing parents of each student's level of achievement on state academic assessments

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### Consolidated Requirements: Parents' Right to Know Provisions

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Communications developed for use in informing parents about students identified for participation in a language instruction educational program.

Communications must include (all are required):

- The reasons for identifying their child as being limited-English proficient and for placement;
- The child's level of English proficiency as measured by ACCESS;
- The method of instruction;

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### Consolidated Requirements: Parents' Right to Know Provisions

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Communications must include (all are required):

- How program will meet child's educational strengths and needs;
- How program will help child learn English and meet standards;
- Program's exit requirement;
- How program will meet IEP requirements (if applicable);
- Communication of parents' rights

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### Consolidated Requirements: Public Reporting Provisions

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- Communications used to inform parents and the public about:
  - The annual LEA report card provided by DPI;
  - The annual report cards for individual schools provided by DPI

### Consolidated Requirements: Fiduciary Responsibility

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- Sample time and effort records for one employee funded by each Title
  - Semi-Annual Certifications for employees with a single cost objective
  - Personal Activity Reports (PARs) for employees with multiple cost objectives
- Procedures demonstrating that the LEA's process to compare and, if necessary, reconcile PARs to actual expense charged to the federal award on a quarterly basis

### Consolidated Requirements: Fiduciary Responsibility

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- Documentation that a physical inventory of the property is taken and the results are reconciled with property recorders at least once every two years
- Expenditure reports (one for each Title's project code) demonstrating that ESEA funds were spent as approved in each title's budget

### Title I A: Comparability

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- LEA's comparability policy and procedures
- Documentation to support the data submitted to DPI via the electronic Comparability Report

## Title I A: Programs

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- Schoolwide Plan for one school implementing the schoolwide model in each grade span (elementary, middle, high school) in the LEA. Each plan shall demonstrate compliance with the ten required components

## Title I A: Programs

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**For one school in each grade span in the LEA that has a Targeted Assistance Program**

- Criteria and assessment tools used to select eligible students
- Criteria used to rank the eligible students most in need of academic assistance in reading and math
- If preschool services are provided, criteria used to identify Title I preschool students
- List of methods and instructional strategies in core academic areas used to support identified students

## Title I A: Parent Involvement

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- Either a) the LEA parent involvement policy and individual school policies or b) LEA policy amended to include all schools
- Documentation demonstrating that parents were involved in the planning, review, and improvement of Title I, Part A funded programs
- Documentation of an annual meeting to inform parents of their school's participation in Title I, Title I requirements, and parents' right to be involved.

## Title I A: Parent Involvement

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- A School-Parent Compact for one school in each grade span receiving Title I funds. Each compact shall describe (all required):
  - The school's responsibility
  - The parents' responsibility
  - The importance of communication between teacher and parents on an ongoing basis.
- Documentation of opportunities for parents to build their capacity

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

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- The number of homeless students receiving services in each non-Title I school
- If applicable, list of supplemental academic services provided to homeless students and funding sources
- If applicable, list of supplies and non-academic supports/services provided to homeless students and funding sources

### Title II A: Teacher & Principal Training and Recruiting

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- Documentation to support the activities are based on the analysis of needs assessment, are aligned with Common Core State Standards or the Model Academic Standards in core academic areas, are driven by scientifically based research, and have impact on student achievement
- Recruitment plan including the position description, the application process, the interview, and the job offerings

### Title II A: Teacher & Principal Training and Recruiting

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- PI 9550-II-C Highly Qualified Plan
- Written plan to ensure that no non-highly qualified teachers are paid with Title I, Part A or Title II, Part A funds
- Written documentation that the LEA is offering financial resources such as tuition reimbursement, release time, and test preparation to non-highly qualified teachers in core academic areas
- Plan for equitable distribution of teachers
- Documentation demonstrating opportunities for teacher advancement initiatives to promote professional growth

### Title II A: Teacher & Principal Training and Recruiting

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- Description of the process used to ensure that all new hires for paraprofessionals meet the ESEA requirements prior to employment
- Names and credentials of all paraprofessionals in Title I Schoolwide Programs and Title I funded paraprofessionals in Title I Targeted Assistance Programs
- List of paraprofessional assignments with names and the entity number of the supervising teachers
- Position descriptions for paraprofessionals

## On-Site Visit

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- DPI will address any questions that were unanswered from the initial document collection.
- Not all guiding questions in the guidance document will be asked.
- DPI staff is always interested to hear about promising practices which can be shared with other LEAs.

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## Report/Results

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- Preliminary findings will be presented at the conclusion of the on-site visit.
- A written report will be sent to the LEA within six weeks after the visit. The report may include:
  - ✦ Corrective Action;
  - ✦ Recommendations; and/or
  - ✦ Commendations regarding programming.

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## Thank you!

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