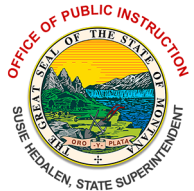


Guide to ESEA Monitoring

Montana Office of Public Instruction



Agenda

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



Purpose of ESEA Consolidated Monitoring

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



Collaborative Program Review

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



Program Compliance

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



Proactive Protection

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



ESEA Background and Legal Foundation

ESEA/ESSA's Role in Federal Program Monitoring

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



Key ESEA Title Programs Under Review During ESEA Monitoring

Detailed Overview of Federal Title Programs Reviewed During ESEA Monitoring

Title I-A

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

Title II-A

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

Title III-A

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

Title IV-A

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

Title IX-A

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



Monitoring Objectives

Three Essential Monitoring Objectives Reflecting Both Accountability and Support



Building Relationships

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



Technical Assistance

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



Ensuring Compliance

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



Monitoring Protocol

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

Requirement

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

Monitoring Organizational Tool

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

District Use

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



Monitoring Organizational Tool

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

Sections

Required

ESEA Monitoring Organizational Tool

MONTANA OFFICE OF PUBLIC
INSTRUCTION



Contents

Common Compliance – Title I, Part A	3
Common Compliance Statewide Assessment <i>(Required for all districts)</i>	6
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Monitoring Organizational Tool

Within the Monitoring Organizational Tool Each Title Program Includes a Table

Indicators

ESEA

Required
Evidence

Resources

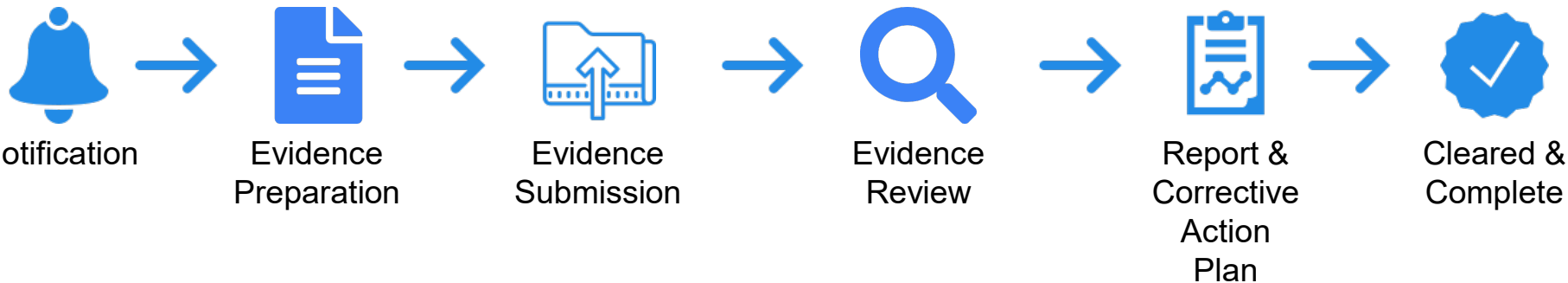
Annual
Checklist

Indicator #	Indicator	Annual Evidence to Maintain
Parent Right-to-Know (ESEA 1112) (Required for all Title I, Part A LEAs)		
IA-E	At the beginning of each school year, the local educational agency (LEA) notified parents in all Title I-A served buildings that they may request information regarding the professional qualifications of the student's classroom teachers. 1112(e)(1)(A)	- PDF annual notice for each school to parents at the beginning of the school year that they may request, and the LEA will provide information regarding the professional qualifications of the students' teachers and paraprofessionals, as appropriate. *The notice must be completed for each school and include LEA contact information. - Completed <u>Pathwise/TransACT form TPQ-01</u> AND Annual Parent Notice: Right to Request Teacher Qualifications - PDF annual evidence of how this notice was disseminated by the LEA for each Title I-A school, in multiple languages as applicable. - District website - Parent handbook - Enrollment packet
IA-F	The LEA provides timely notice to parents of students in Title I-A served schools if the child has been assigned to be taught or has been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification or license requirements at the grade level in which the teacher has been assigned. 1112(e)(1)(B)(i)	- PDF annual notice the LEA provides or would provide that informs a parent/guardian when their student has been assigned or has been receiving instruction for 4 or more consecutive weeks by a teacher who does not meet state certification or licensure requirements for the grade level and/or subjects in which the teacher has been assigned. *The notice must include LEA contact information. <u>Pathwise/TransACT form TPQ-03</u> Notice of Teacher Status - Samples of notifications in multiple languages as applicable.



Monitoring Process

Monitoring is a Six Step Process That Ensures Consistency & Transparency



Fall Monitoring Timeline

LEAs Selected for Fall Monitoring

Collection &
Preparation

September - November

LEAs collect and organize required documentation using Monitoring Organizational Tool.

Submission to
OPI

September - December 1

The submission window opens and LEAs begin submitting their documentation to the OPI.

Review &
Reporting

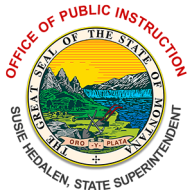
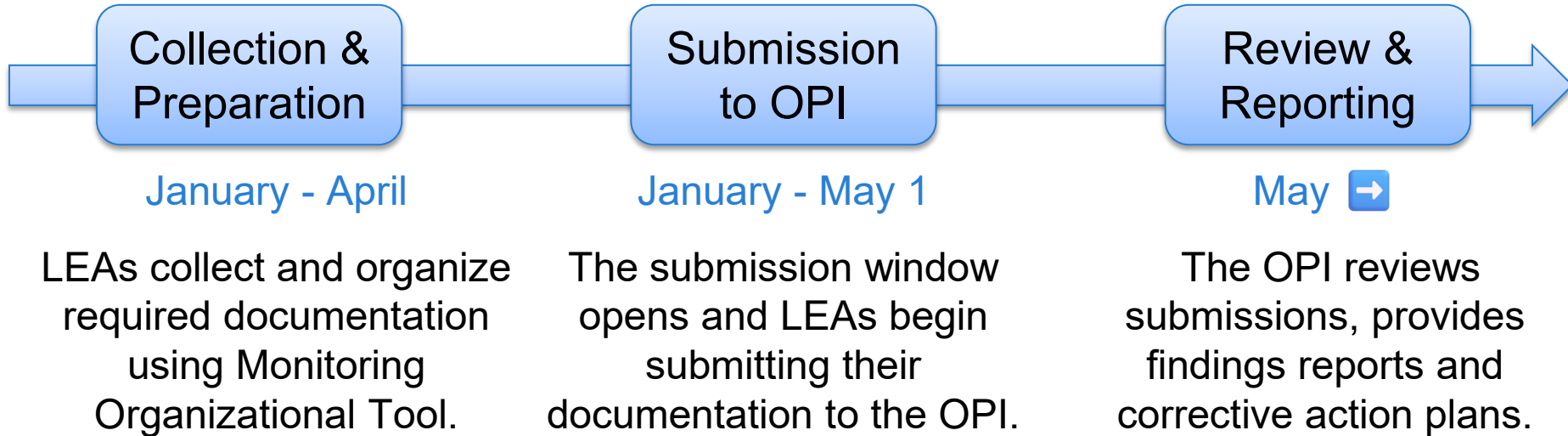
December →

The OPI reviews submissions, provides findings reports and corrective action plans.



Spring Monitoring Timeline

LEAs Selected for Spring Monitoring



Submission of Materials

Evidence Requirements and Upload Process



Secure Upload Link

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



Naming Conventions

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



PDF Format Only

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



Submission of Materials

Secure Google Folder Link Evidence Folders

 Drive

+ New

Home

Activity

Workspaces

My Drive

Shared drives

Shared with me

Recent

Starred

Search in Drive

... > ★ District Monitoring ... > *LEA ▾ 👤

▼ Ask Gemini

Create an FAQ

Explore these files

Ask a

Type ▾

People ▾

Modified ▾

Source ▾

Name ↑

Owner

👤 Evidence Folders

me

PDF ESEA Consolidated Monitoring Process and Protocols Guide.pdf 👤

me



Submission of Materials

Within the Evidence Folders are Program Specific Folders

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

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



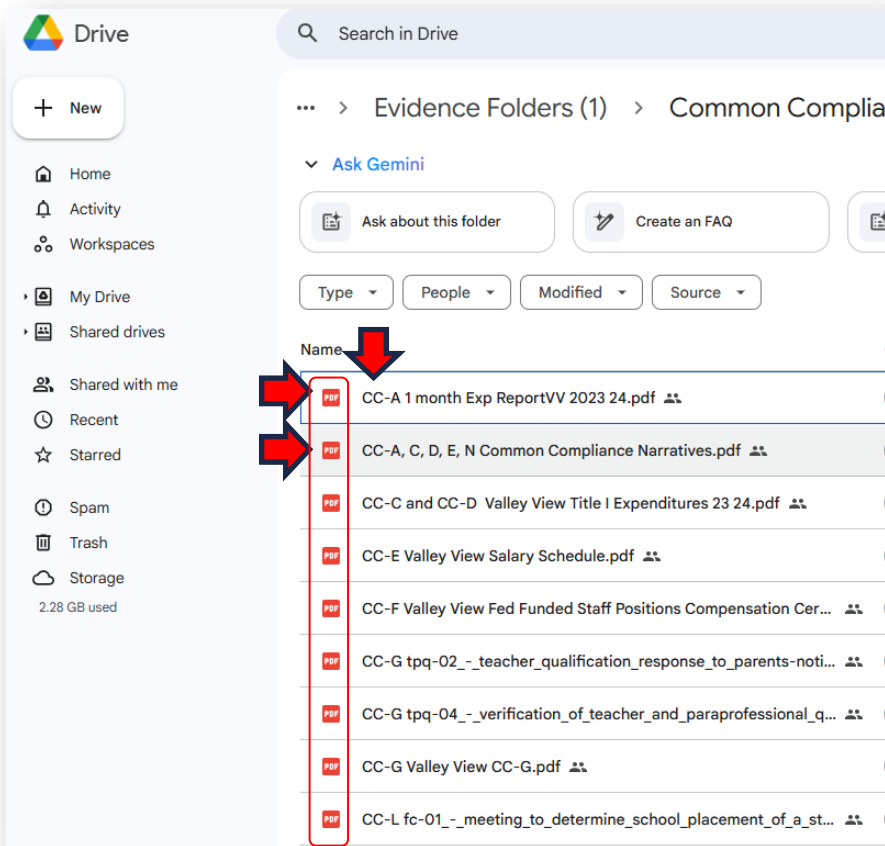
Submission of Materials

Upload Documents Within Each Program Specific Folder

Saved
Individually

Naming
Conventions

PDF Format



Monitoring Review

How The OPI Reviews LEA Submitted Documentation



Tool-Based Review

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



Findings Report

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



Collaborative Follow-up

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



Monitoring Report & Corrective Action Plan

Understanding the Monitoring Review Results and the Next Steps



Detailed Reports

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



Corrective Action Plan

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



Recommendations

Provides optional guidance for continuous improvement beyond compliance.



Monitoring Report & Corrective Action Plan

Each Individual Program Report Includes Five Parts

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

	Description	In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.
	Finding Status	Findings: The LEA did not provide the requested evidence for the Title I, Part A Targeted Assistance Schools section of the ESEA Monitoring Organizational Tool.
	Corrective Action Plan	Within 30 days of the receipt of this report, the district will provide the OPI Program Contact with the following documentation via email: • IA-J - PDF evidence that the LEA verifies annually that each student receiving Title I-A services is properly marked as receiving Title I services in the student's Enrollments section of system Infinite Campus/AIM. Students who have been identified as homeless or as neglected (living in a group home for children in the custody of Child and Family Services) must be identified in Infinite Campus/AIM as Title I students. ◦ Written verification, Screenshot from a student's Enrollments section in Infinite Campus/AIM
	Recommendation	None
	Program Contact	If you have any questions regarding this finding, please contact Kimberly Rebich, Federal Grants Coordinator, at Kimberly.Rebich@mt.gov and/or 406-410-4578, and/or Schedule a virtual meeting with Kimberly Rebich.



Pathwise/TransACT Parent Notices

Legally Compliant Parent Notice & Communication Requirements



Mandatory Usage

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



Annual Updates

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



Accessibility

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



Use of Pathwise/TransACT Parent Notices

<https://parentnotices.com/login>




Sign in

Welcome to TransAct ParentNotices
What is ParentNotices?
ParentNotices is your resource for parent engagement compliance in your school district. Your subscription gives you access to parent engagement guidance, as well as expertly written forms or notices that are required by your district, state, or the federal government. The notices are already translated into your priority languages by certified translators. *Learn why it is important to use certified translators for parent engagement by clicking [here](#).*
Email Invitations
If you received an email invitation to the updated ParentNotices interface, please click on the link in the invitation email to validate your account.
Need an account, but did not receive an email invitation?
 [Click here to create an account with your district email.](#) Your ParentNotices District Administrator will be notified of your request and will be prompted to approve your access. You will receive an email alert when your request has been approved.
Forgot your password?
On the Sign in page, please enter your email address and click "Next". Then click "Forgot Password" directly below the "SIGN IN" button.
For assistance, please visit the [ParentNotices Help Center](#).

Email *
kimberly.rebich@mt.gov
This field is required
NEXT
[Create account using email](#)
[Recover email verification token](#)
Connect with

[Terms of Use](#) | [Privacy policy](#)
By using this service you agree to our terms at <https://www.transact.com/privacy-policy>
Follow Us On




Use of Pathwise/TransACT Parent Notices

ParentNotices
BY TRANSCACT

Home
Dashboard
ParentNotices Collections™
State Notices
Resources
RoadMaps
People
Settings
Profile
Support Home

ParentNotices Collections™

Search for a notice

✓ ESEA (ESSA)

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



Resources and Program Contacts

The OPI Provides Support Throughout the Monitoring Process



ESEA Monitoring Webpage

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



Program Contacts

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



Continuous Support

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



Program Contact Information

Support Specialists by Program Area



Common Compliance, Title I-A

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



State Assessments Common Compliance

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



Title II-A, Title III-A

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



Title IV-A

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



Private/Non-Public Schools

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



McKinney-Vento Homeless

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

