Title V-B Federal Programs Monitoring Overview

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Fall 2021

Federal Programs Monitoring

➢ Review the Federal Programs Monitoring timeline

➢ Explain the new tiered monitoring process

➢ Examine the 2021-22 Federal Programs Monitoring Tool

➢ Explain how to prepare evidence and upload documentation for the monitoring indicators

Federal Programs Monitoring Notification and Training

Spring/Summer prior to new school year

Late summer/ early fall

September- October

LEAs scheduled to be monitored in next school year are notified.

LEAs are notified of dates and type of monitoring.

Training is provided for LEAs being monitored.

Monitoring training is provided for all reviewers: SDE program coordinators and contract reviewers.

Federal Programs Monitoring Documentation and Technical Assistance

November - March

LEA Monitoring occurs November - March.

Each LEA to be monitored uploads documentation in the Monitoring Upload Tool (MUT) *no later than one month* prior to the onsite visit.

Reviewers and Program Coordinators provide technical assistance as needed before, during and after the visit.

Federal Programs Monitoring
Beyond the Monitoring

Beyond the Monitoring

A Final Report is given at the Exit Conference at the end of the monitoring visit. The report, which includes Recommendations, Findings and Actions Needed, is then emailed to the Administrator & Federal Programs Director.

The LEA responds within 30 days with an Action Plan which includes Findings and Actions Needed, along with timeline and/or evidence for satisfying each finding.

After each finding has been satisfied, the SDE emails the LEA a Status Report and Notification closing the monitoring visit.

Types of Monitoring Visits

➢ Onsite Visit

➢ Hybrid Visit (Virtual and/or Onsite)

➢ Desk Review

➢ Monitoring Revisit

Types of Monitoring – Onsite Visit

➢ Uploading of documents by the LEA and review of documents/evidence by SDE Coordinators and/or Contract Reviewers (prior to the visit)

➢ District Interviews

   ➢ Federal Programs Directors (I-A, I-C, I-D, II-A, III-A, IV-A, & V-B programs, as applicable)

   ➢ McKinney-Vento Liaison (IX-A program)

   ➢ Business Manager (all Federal Programs)

➢ School Interviews

   ➢ Principal or head administrator

   ➢ Teachers

   ➢ Paraprofessionals, as applicable

   ➢ Parents

   ➢ Students, as applicable

➢ Classroom visits

   ➢ Core instruction

   ➢ Supplemental Instruction

➢ Entrance & Exit Conference

Types of Monitoring- Hybrid Visit (Virtual, with option of onsite components)

➢ Uploading of documents by the LEA and review of documents/evidence by SDE Coordinators and/or Contract Reviewers (prior to the visit)

➢ District Interviews

  ➢ Federal Programs Directors (I-A, I-C, I-D, II-A, III-A, IV-A, & V-B programs, as applicable)

  ➢ McKinney-Vento Liaison (IX-A program)

  ➢ Business Manager (all Federal Programs)

➢ School Interviews

  ➢ Principal or head administrator

  ➢ Teachers

  ➢ Paraprofessionals, as applicable

  ➢ Parents

  ➢ Students, as applicable

➢ Classroom visits

  ➢ Core instruction

  ➢ Supplemental Instruction

➢ Entrance & Exit Conference

Types of Monitoring- Desk Review

➢Uploading of documents by the LEA and review of documents/evidence by SDE Coordinators and/or Contract Reviewers (prior to the monitoring)

➢Communication with LEA, as needed
   ➢Federal Programs Directors (I-A, I-C, I-D, II-A, III-A, IV-A, & V-B programs, as applicable and as needed)
   ➢McKinney-Vento Liaison (IX-A program)
   ➢Business Manager (all Federal Programs)

➢Exit Conference

Types of Monitoring- Revisit

➢ Uploading of documents by the LEA and review of documents/evidence by SDE Coordinators and/or Contract Reviewers (prior to the visit)

May include any or all of the following onsite (or virtual):
➢ District Interviews
- ➢ Federal Programs Directors (I-A, I-C, I-D, II-A, III-A, IV-A, & V-B programs, as applicable)
- ➢ McKinney-Vento Liaison (IX-A program)
- ➢ Business Manager (all Federal Programs)

➢ School Interviews
- ➢ Principal or head administrator
- ➢ Teachers
- ➢ Paraprofessionals, as applicable
- ➢ Parents
- ➢ Students, as applicable

➢ Classroom visits
- ➢ Core instruction
- ➢ Supplemental Instruction

➢ Entrance & Exit Conference

Federal Programs Monitoring Tool

➤ Section 1: Student Identification

➤ Section 2: Program Needs Assessment, Services & Evaluation

➤ Section 3: Family & Community Engagement

➤ Section 4: School Improvement

➤ Section 5: Qualifications- Teachers & Paraprofessionals

➤ Section 6: Fiscal Accountability

➤ Section 7: Directory Information

➤ Section 8: Report Card Reporting

➤ Section 9: Equitable Services to Private Schools

➤ Section 10: Neglected, Delinquent, or At-Risk

➤ Section 11: McKinney-Vento Subgrant

Title V-B Program Indicators

➢ PROG 11- RLIS Evaluation

➢ PROG 44- Paraprofessional Schedules and Supervision

➢ PROG 45 (New #) - RLIS Activities

Title V-B Program 11 Indicator

Indicator/ Programs	Citation	Supporting Documents and Resources
PROG 11 V-B	**Title V-B RLIS evaluation:** Grant funds are used to support measurable goals and objectives that increase student academic achievement and/or decrease student dropout rates. ESSA Section. 5224. [20 U.S.C. 7351c]	• Identify who is involved in the evaluation process. • Documents for academic achievement. Identify data from which information is gathered and analyzed for evaluating the effectiveness of the RLIS program. Additional evidence: • Documentation of measurable goals to be achieved stated in the RLIS plan in the CFSGA.

Title V-B Program Evaluation (CFSGA)

Program	Activities and Goals	Goal Evaluation
Activities authorized under ESSA, Title I, Part A (Improving the Basic Programs Operated by LEAs; #84.010)	**Activity Description:** Funds will be used to support the academic intervention of at risk scholars in the areas of math and ELA. **Measureable Goals:** Scholars in grades K-3 will receive targeted intervention in ELA as identified through the RTI process and the fall IRI. At least 75% will be identified as proficient readers on the spring IRI. Scholars in grades 4-6 will receive targeted intervention in math and ELA. At least 60% will score proficient on weekly CRQ's (standards-based formative assessments). Scholars in grades 7-10 will receive math and English intervention. At least 30% will maintain a GPA of 3.5 or higher and the majority (51%) will maintain a 3.0 GPA by quarter 4.	**Goals met:** ○ Yes ○ No **Evaluation:**

Program	Activities and Goals	Goal Evaluation
Parental involvement activities	**Activity Description:** 1 parent engagement specialist to help engage and promote parent involvement. **Measureable Goals:** Our goal is to increase parent involvement over last year where we had approximately 42% participation.	**Goals met:** ○ Yes ○ No **Evaluation:**

Title V-B Program 44 Indicator

Indicator/ Programs	Citation	Supporting Documents and Resources
PROG 44 I-A I-C III-A V-B	**Paraprofessional Schedules and Supervision** Paraprofessional- an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education. ESSA Section 1112 (c)(6) Paraprofessional, also known as a 'paraeducator' includes an education assistant and instructional assistant. ESSA Section 8101(37)	Paraprofessional schedule, including where instruction is provided and the name of the supervisor. Note: Each paraprofessional schedule, LEA budget & expenditures, and time and effort should align for all Title programs. Ex: 50% TI-A, 20% TII-A, 30% General Funds

Title V-B Program 45 Indicator

Indicator/ Programs	Citation	Supporting Documents and Resources
PROG 45 V-B	**Title V-B RLIS Activities** The LEA is using Title V-B funds as approved in their CFSGA application; can include any or all of the following: Teacher recruitment and retention, including the use of signing bonuses and other financial incentives. Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers. Educational technology, including software and hardware, as described in Part D of title II. Parental involvement activities. Activities authorized under the Safe and Drug-Free Schools program under Part A of Title IV. Activities authorized under Part A of Title I. Activities authorized under Title III. ESSA Section 5222 (a)	• CFSGA application has been approved. • Documentation which supports the implementation of activities selected by the LEA supported with RLIS funding. • Expenditure reports.

Title V-B Qualifications Indicator (Q-1)

Indicator/ Programs	Citation	Supporting Documents and Resources
Q 1 I-A I-C III-A OCR V-B	**Teacher and Paraprofessional Requirements** The LEA will ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. ESSA Section 1111 (g)(2)(J) Idaho Code 33-1201 This also includes teachers qualified and certified to teach ELs: LEAs must hire teachers qualified and certified to teach ELs, or support unqualified staff as they work towards obtaining the qualifications within a reasonable period of time. Title VI of the Civil Rights Act of 1964	•Schoolwide: List of all instructional paraprofessionals, regardless of funding source, noting how the paraprofessionals meet the paraprofessional requirements. •Targeted Assistance: List of all teachers and paraprofessionals working in a Title I Targeted Assistance program, noting how the staff members meet the state qualifications, certification and licensure requirements. NOTE: This is applicable to all Schoolwide Programs and Targeted Assistance Schools. All teachers and paraprofessionals must meet applicable state certification and licensure requirements. For information on teacher certification, visit the Certification & Professional Standards webpage For information on paraprofessional requirements, visit the Title I-A: Improving Basic Programs webpage under files> Professional Qualifications for Paraprofessionals

Paraprofessional Definition

Idaho Code 08.02.02.007.10 **Paraprofessional**.

A noncertificated individual who is employed by a school district or charter school to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher.

Paraprofessional Qualifications

a. To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and:

i. Demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic are as they are providing support in; or

ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution; or

iii. Obtained an associate degree or higher level degree; demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in.

b. Individuals who do not meet these requirements will be considered school or classroom aides.

c. Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas.
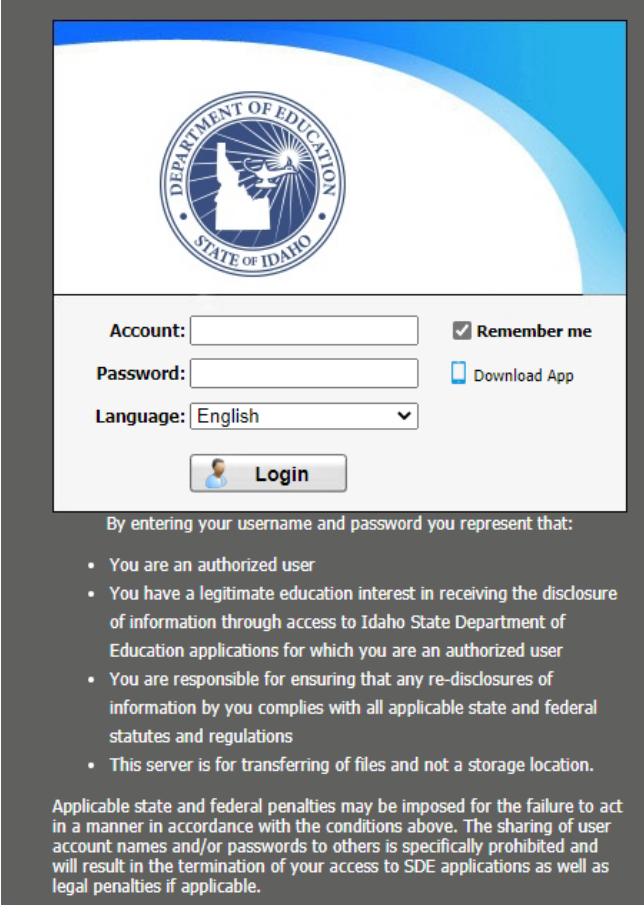
Title II-A Fiscal Indicators

➢ FA 1- Written Policies and Procedures

➢ FA 2- Budget and Accounting Systems

➢ FA 3- Cost Principles and Allowable Use of Funds

➢ FA 7- CPA Audit

➢ FA 8- Inventory

➢ FA 10- Time and Effort

➢ FA 11- Record Retention

See the Fiscal Accountability presentation for more information.

Monitoring Upload Tool (MUT)

https://sftp.sde.idaho.gov/login.html

ESEA Monitoring Folders

Indicators by Section (1-11)

Indicator by Section (Student Identification)

Uploading Documents

Indicator Document Example (SID 1)

Indicator Upload Information

After the Federal Programs Monitoring

If there are any Findings and Actions Needed on any of the indicators, the LEA has 30 days to submit an Action Plan.

The LEA will submit the Action Plan with timeline and any additional documentation to the Title I-A Coordinator.

Note: The LEA may also be asked by the reviewers to upload additional documentation during or after the monitoring.

After all indicators have been satisfied, the Federal Programs Monitoring is CLOSED.

CLOSED

Questions?

Please ask.

We are here to support you. ☺

Contact Information

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