



Comprehensive Monitoring ESEA – No Child Left Behind

School Year 2006-2007

Monitoring for 2006-2007

1. Purpose of Monitoring
2. Review instrument
3. Note subparts
 - Private Schools
 - High Priority
 - Choice
 - SES



Debbie Owens, Ph.D.
Associate Executive Director
Federal Programs Office



Purpose of Monitoring

1. Implementation of NCLB
2. Program Improvement

Many vehicles for monitoring NCLB

- Consolidated application
- Comparability forms
- LEA observations of programs
- Comprehensive Monitoring Instrument



Comprehensive Monitoring Instrument

- Paper instrument (Need a copy of instrument for this training)
- Instrument located at :
<http://www.tennessee.gov/education/fedprog/fpmonitoring.shtml>
- Most questions can be answered by your NCLB consultant



Use of Instrument

1. Annual self-assessment
(Turn into NCLB consultant)

2. On-site monitoring
(Four year cycle with CTE, IDEA, NCLB)



Four Year On-Site Monitoring

2006-07: 3 Pilot LEAs have “Joint Monitoring”

2007-2008: Joint monitoring and comprehensive NCLB monitoring will be in the same year

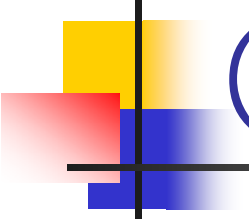


2006-2007 On-Site LEAs

- Bells City
- Benton County
- Campbell County
- Crockett County
- Davidson County***
- Dayton City
- DeKalb County
- Dyersburg City
- Greene County
- Greeneville City
- Hancock County
- Hardin County
- Knox County***
- Lebanon SSD
- Lexington City
- Memphis City***

*** More frequently

2006-2007 On-Site LEAs (continued)



- Newport City
- Oak Ridge City
- Obion County
- Paris SSD
- Pickett County
- Putnam County
- Rhea County
- Scott County
- Trousdale County
- Unicoi County
- Union County
- Union City
- White County
- Wilson County
- (East) TN School for the Deaf



2007-2008 On-Site LEAs

- Alcoa City
- Blount County
- Bristol City
- Carter County
- Cheatham County
- Cleveland City
- Decatur County
- Elizabethton City
- Fentress County
- Franklin County
- Gibson County
- Grundy County
- Hamblen County
- Haywood County
- Henry County
- Hickman County
- Humphreys County
- Kingsport City



2007-2008 On-Site LEAs (cont.)

- Lauderdale County
- Lenoir City
- Manchester City
- McNairy County
- Meigs County
- Milan SSD
- Monroe County
- Richard City
- Shelby County
- Smith County
- Stewart County
- Sullivan County
- Sweetwater City
- Warren County
- Washington County
- Weakley County
- York Institute



Monitoring Instrument

- Final document for 2006-2007 on website
- Necessary changes will be incorporated into the 2007-08 instrument
- 2007-2008 instrument available in early Fall of 2007



Process and Procedures

- Located on page 3.
- On-site monitoring will be conducted by an NCLB Consultant not assigned to the LEA.
- The monitoring review will include random visits to participating private schools as well as both Title I schoolwides and targeted assistance programs.
- All LEA Project Directors and the Director of Schools must sign the report.
- LEA will have two weeks to resolve minor issues of noncompliance.



Process and Procedures (continued)

- **Serious issues of noncompliance will require a Compliance Action Plan Agreement signed by the Director of Schools and the program directors responsible for the program with the compliance issue. The Monitoring Team Leader must approve this agreement.**
- **Categories of Monitoring Report**
 - Closed
 - Incomplete/Pending Compliance with Approved Compliance Action Plan Agreement
 - Open



Process and Procedures (continued)

- **Open (compliance issues are not resolved)**
 - Denial of application of funds for next year
 - Follow-up on-site monitoring the next year
- **On-site monitoring may be conducted on a more frequent scale if :**
 - LEA is in corrective action;
 - An official complaint has been filed with the State against the LEA; or,
 - A request has been made by the Executive Director of Federal Programs.



Time Savers

- Only complete applicable pages
- Instrument notes to skip pages or sections
- Review prior year evidences



Accountability/Student Assessment

- Purpose is to see the implementation of your TCSPP and/or TSIP
- Various reports, minutes of meetings, follow-up plans can be sources of evidence.



Parent/Community Involvement

- LEA must:
 - Have a written parent involvement policy
 - Develop policy jointly with parents
 - Distribute policy to parents
- Parents must help develop, implement and evaluate policy at district and building level
- All ELL programs and parents must be involved
- Advisory councils must be implemented
- Parents and community involved in the design, implementation and evaluation of Title I



Parent/Community Notification

- Appropriate language for audience
- Outreach to parents of ELL
- Written notification of rights of choice
- Information on student progress
- Notification of students' eligibility



Parent/Community Notification

(continued)

- Qualifications of teachers and paraprofessionals available to parents
- Notification regarding 'highly qualified'
- School's eligibility for schoolwide status is communicated
- Rights concerning military recruiter
- Notification regarding Unsafe School Choice Policy



Professional Development

- Activities offered to:
 - administrators
 - teachers
 - paraprofessionals, and
 - appropriate others
- Are those activities listed in your TCSPP and TSIPs being implemented?



General Fiscal Requirements

- Review of use of addenda and budget amendments
- Contracts with third party contractors
(List of required contents)
- Additional sections similar to 2005-06
- If no transfer of funds, skip this section



Transferability

- Document amount
- Not exceed percent allowable
- 30 days notification
- Funds used appropriately
- Set-asides and private school requirements
- Fiscal records to track expenditures
- Justification of transferability as to increased student academic achievement
- Addenda
- Budget



Title I Equipment- Definition

Items purchased with an object code of 16 with a total cost of \$5000 or more including freight & set-up

AND

“Sensitive items” costing \$100-\$5000:

Cameras, computers, computer peripherals, fax machines, TVs, video cameras, recorders, & players



Title I Equipment- Definition

- LEA can choose to expand the state definition but the LEA will have to follow the requirements for equipment.



Title I Equipment Cont.

- LEA maintains a **log/database** that contains the following data:
 - a) description of the item,
 - b) serial number and other identifying number,
 - c) source of the property,
 - d) titleholder,
 - e) acquisition date,
 - f) cost,
 - g) % of Federal cost,
 - h) physical location of property,
 - i) use,
 - j) condition, and
 - k) disposition data when property retired from service.



Title I - Schoolwide Programs

- Comprehensive Schoolwide Plan with 10 required elements
- Eligible schools notified of status
- List of state and federal programs included
- Ensure intent and purpose of other programs
- Parents involved
- Technical assistance provided



Title I Schoolwide Programs

- Is the TSIP plan being implemented?
- Provide evidence of its implementation



Title I – Targeted Assistance Programs

- Funds to serve eligible students in greatest need
- Assist participating children meet standards
- Targeted assistance plan is part of existing school plan
- Methods and strategies based on scientifically-based research



Title I Targeted Assistance Programs

- Is the TSIP plan being implemented?
- Provide evidence of its implementation



Title I Children in Local Institutions for Neglected Children

- Accuracy of student count
- Services based on needs
- LEA monitoring all programs



Title I, Part D, Subpart 2

This section will be used with LEAs that have programs for delinquent children.

Most LEAs should **skip** this section!



Title II, Part A - Teacher/Principal Quality

- Is the Consolidated Application and TCSP being implemented?
 - Recruitment
 - Retention
 - Training
 - Highly Qualified
 - Supplemental positions



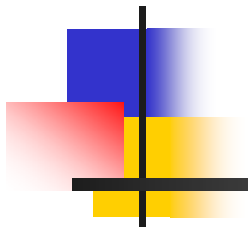
Title II, Part D – Technology Education

- Current year evidence of staff training in “effective integration of technology into the daily classroom curriculum”
- Is the Consolidated Application being implemented?



Questions?

Title III, Part A – English Language Acquisition

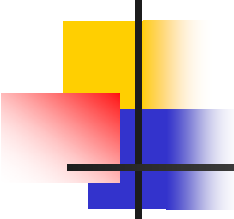


Dr. Julie McCargar
Executive Director
Office of Federal Programs



Implications of the Title VI Civil Rights Act for ELL

- OCR Compliance agreement
- Monitoring
 - Home language survey
 - Screening
 - List
 - ESL services
 - Exit Criteria
 - T1 and T2 students



Title III, Part A – English Language Acquisition

- Supplement not supplant
- LEA is implementing activities indicated in consolidated application



Questions on ELL?

Title IV, Part A - Safe & Drug Free Schools and Communities

Rita Tompkins
Safe and Drug-Free Schools
Program Director





Title IV, Part A - Safe & Drug Free Schools and Communities

- Effective disciplinary policies
- Security procedures
- Prevention activities
- Crisis management plan
- Code of Conduct policy
- Students and parents receive copy of code of conduct and disciplinary policy
- System has policy for Gun-Free Schools and TCA 49-6-3401(g)



Title IV, Part A - Safe & Drug Free Schools and Communities (continued)

- System has implemented unsafe school choice plan
- System has policy prohibiting inappropriate use of tobacco on school grounds (T.C.A. 39-17-1604)
- Funded programs are in compliance with Principles of Effectiveness



Title IV, Part A - Safe & Drug Free Schools and Communities

Questions on Title IV, Part A ?



Title V – Innovative Programs

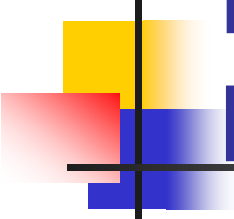
- Written performance indicators are implemented
- Supplement, not supplant regular program



Title VI, Part B, Subpart 1 – Rural Education

Currently only 4 LEAs are eligible:

- Alamo City
- Bells City
- Bradford Special
- South Carroll County Special



Title VI, Part B, Subpart 2 – Rural Low-Income School (RLIS) Program

46 LEAs in 2006-2007

Are RLIS funds implemented as
designated in the Consolidated
Application?

McKinney-Vento Homeless Education Assistance Act-Title X NCLB



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Definition of *homeless children and youth* --

<http://www.ed.gov/programs/homeless/legislation.html>

- Lack **fixed, regular, and adequate nighttime residence**
- Share housing (due to loss or hardship)
- Live in hotels, motels, trailer homes, campgrounds, emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement
- Primary nighttime residence not designed for or ordinarily used as a regular sleeping accommodation
- Live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children who qualify as homeless because of their living situation
- Unaccompanied youth (youth not in the physical custody of a parent or guardian)



McKinney-Vento Homeless Education Assistance Act

Educational Stability and Continuity

- Requires schools to keep students in school of origin to the extent feasible, except where contrary to the wishes of parent or guardian
- Student's right to attend the school of origin extends to entire duration of homelessness
- Requires removal of any barriers that contribute to exclusion or enrollment delay

Student Access to School

- Requires schools to immediately enroll children and youth experiencing homelessness
- Requires a liaison in *every* school district
- Requires public notice of educational rights of children and youth experiencing homelessness disseminated in every school district



McKinney-Vento Homeless Education Assistance Act—LEA Requirements

- All LEAs must designate an appropriate liaison (may be a coordinator of other federal programs)
- LEAs must adopt policies and practices to ensure transportation is provided, at request of parent or guardian (or LEA liaison on behalf of unaccompanied youth), to and from the school of origin
- Enroll homeless child or youth **immediately** even if no records are currently available
- School must contact student's school last attended for academic and other records
- Immediate referral to LEA liaison if immunization or medical records are unavailable from prior school(s)
- Records must be kept, maintained, and available for future school enrollment



Role of the LEA Homeless Liaison

- **Ensure** identification of students through coordination with school personnel and other agencies
- **Ensure** enrollment with full and equal opportunity to succeed in school (e.g., Head Start, Even Start, preschool, health care, dental, mental health, etc.)
- **Ensure** parent/guardian or youth is informed of educational rights
- **Assist** unaccompanied youth with placement, enrollment, and knowing their rights
- **Disseminate** public notices of educational rights
- **Inform and assist** with accessing transportation
- **Mediate** enrollment disputes
- **Coordinate and collaborate**



Coordination with Title I

- Title I requires that LEAs must provide services for children and youth that live in homeless situations.
- Children and youth experiencing homelessness are automatically eligible to receive Title I services by virtue of their homelessness.
- LEAs must submit a Title I plan to the SEA that is coordinated with McKinney-Vento and describes services and set-asides.



Monitoring of Homeless Education

-All LEAs—Self-Monitoring done annually

-On-site Monitoring by NCLB Consultants as part of Comprehensive Monitoring

- Discretionary Grants—McKinney-Vento and Katrina-Rita—Monitoring by Project Director in Spring

McKinney-Vento Grantees—

- 3 Year Schedule*
- Self Monitoring Guide due April 16--All Grantees*
- On-site Monitoring Guide*

(*Revised versions to be posted at <http://www.state.tn.us/education/fedprog/fpmckinneyprog.shtml>)

Katrina-Rita Grantees-

- Individual student reports due April 30

Resource for the Education of Children and Youth Experiencing Homelessness

<http://www.state.tn.us/education/fedprog/fphomeless.shtml>

The screenshot shows the Tennessee Department of Education website. At the top, there is a navigation bar with the Tennessee state logo and the text "TENNESSEE.GOV" and "The Official Web Site of the State of Tennessee". Below this, the Department of Education logo and the name of the Commissioner, Lana Seivers, are displayed. A horizontal menu contains links for Home, Directories, Data, Reports, Programs, Online Services, and Contact Us. The main content area is titled "Federal Programs: Title X, Part C - Homeless Education" and includes a brief description of the program's purpose and a list of "Other Links of Interest" such as the McKinney-Vento Homeless Education Application and Tennessee's Homeless State Plan. A sidebar on the left provides a navigation menu and contact information for Julie McCargar, Executive Director. A search box is located at the bottom of the sidebar.

TENNESSEE.GOV
The Official Web Site of the State of Tennessee
Department of Education
Lana Seivers, Commissioner

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TENNESSEE DEPARTMENT OF EDUCATION

Programs
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General Information
Accountability
Teaching and Learning
Contact Information: Julie McCargar, Ed.D., Executive Director
Phone: (615) 532-6297
Fax: (615) 532-8536

[Federal Programs main](#) » [List of Programs](#) >> Title X, Part C

Federal Programs: Title X, Part C - Homeless Education

The purpose of the Tennessee Homeless Education Program is to develop educational programs that meet the unique needs of homeless children and youth. Because homeless children face many obstacles to an appropriate education, such as lack of transportation and resources, frequent school changes, loss of school records, and emotional stress, special programs are necessary.

The Homeless Education Program is designed to facilitate the enrollment, attendance and success of homeless children and youth in Tennessee schools. All school districts in Tennessee are required to provide needed services to homeless children. The Tennessee Department of Education receives funding for the program through the federal

Other Links of Interest

- [McKinney-Vento Homeless Education Application](#)
- [Enrollment](#)
- [Tennessee's Homeless State Plan](#)
- [Guidance for the McKinney-Vento Homeless Education Program](#)
- [Requirements for Local Education Agencies](#)
- [List of Homeless](#)

Search This Site

Internet



Resources for the Education of Children and Youth Experiencing Homelessness

U.S. Dept. of Education, Education for Homeless Children and Youth Program

Gary Rutkin, Coordinator

<http://www.ed.gov/programs/homeless/contacts.html>

National Center for Homeless Education (NCHE) at SERVE—Funded by the U.S. Dept. of Education— *Local Homeless Education Liaison Toolkit*

Diana Bowman, Director

Helpline: 1-800-308-2145

Email: Homeless@serve.org

<http://www.serve.org/nche>

The National Association for the Education of Homeless Children and Youth (NAEHCY)—Professional organization

www.naehcy.org

National Law Center on Homelessness and Poverty

www.nichp.org



Title X Homeless Education

Questions?



Transition

- Next sections of the presentation are
 - Private Schools
 - High Priority Schools
 - Public School Choice
 - Supplemental Educational Services



Private Schools – Equitable Services to Private School Students and Teachers under Title IX

- Equitable participation for private school students and teachers in programs under Title IX
- Consultation with private school officials during design and implementation—timely and meaningful
- Equal expenditures to those for public school children



Private Schools – Equitable Services to Private School Students and Teachers under Title IX (continued)

- Consultation for various Titles
- Monitoring of Title V for secular, neutral, and non-ideological services, materials, and equipment



Private Schools – Equitable Services to Private School Students and Teachers under Title IX (continued)

Resource: Ensuring Equitable Services to
Private School Children, a Title I
Resource Tool Kit. Published by the
U.S. Department of Education, 2006.

Morgan.Branch@state.tn.us

615 253-5210



High Priority Schools

Part I. District Requirements

- Notify high priority schools and parents
- Provide technical assistance to schools
- Set-aside 20% of Title I allocation amount for public school choice and SES
- Take corrective action at school site



High Priority Schools District Requirements Cont.

- Prepare alternative governance plan after not making ATP in Year 1 of corrective action
- District has reviewed within 45 days all revised school improvement plans

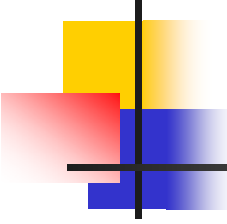


High Priority Schools School Responsibilities

- Each school needs a separate monitoring instrument for this section
- Focus is on the school improvement plan and its implementation



Questions?



Public School Choice and Supplemental Educational Services



Carol Groppel, Ph.D.

PSC/SES State Coordinator



Public School Choice

- Title I HP schools, beginning with school improvement I status, are required to offer PSC to all students enrolled in the school.
- Notify parents ASAP but no later than first day of school of their right to transfer their child to a non-high priority school.
- LEA provides for transportation.
- Implement PSC no later than October 1.



PSC Resources

State SDE website:

<http://www.tennessee.gov/education/fedprog/fpschlchoice.shtml>

- USDOE PSC Non-Regulatory Guidance
- PSC and SES District Implementation Blueprint, Parts 1 & 3
- Sample parent notification letter
- Regional NCLB Consultants and State Coordinator of PSC



Comprehensive Monitoring Instrument

- Attachment A, Subpart 1, pages 37-40
- Parent notification letter – see expanded list of components, PSC/SES Blueprint, p. 4



Supplemental Educational Services

Low-income students in Title I HP schools, beginning with school improvement 2 status, are eligible to receive free tutoring in reading/LA and math outside of school hours from state-approved providers.



SES Resources

State SDE website:

<http://www.tennessee.gov/education/fedprog/fpses.shtml>

- USDOE SES Non-Regulatory Guidance
- PSC and SES District Implementation Blueprint, Parts 2 & 3
- Regional NCLB Consultants and State Coordinator of SES



Comprehensive Monitoring Instrument

- Attachment A, Subpart 2, pages 41-44
- LEA/Provider Agreement (Note: a,b,c)

- Questions?