Slide 1

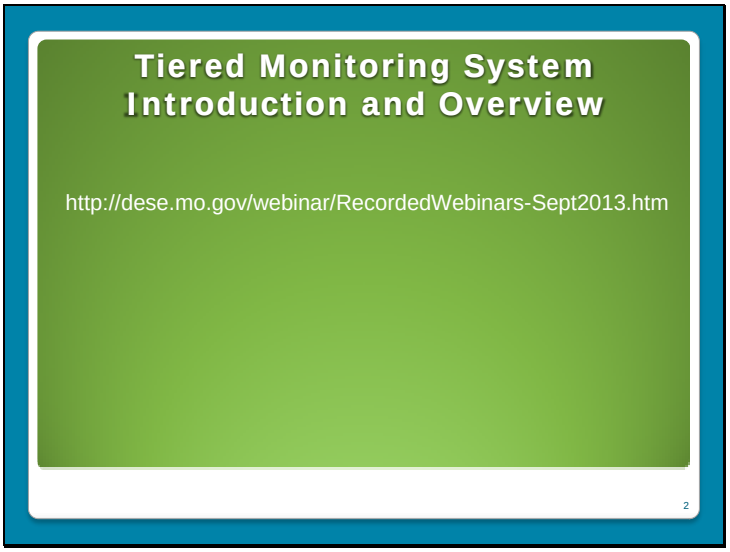
•Welcome & Introductions

•If you have questions please use the chat box

•If you have audio problems please use the chat box

•Background noise and using headsets may need to mute headsets

Slide 2



•Encourage you to view recorded webinar done by Dana Desmond in September you can find it using this link

Slide 3

Tiered Monitoring Timeline

Task	2013-14	2014-15	2015-16
Desk Audit	Cohorts 1,2,3	Cohorts 1,2,3	Cohorts 1,2,3
Desk Monitoring Tiered Monitoring System	Cohort 3	Cohort 1	Cohort 2
On-Site/Telephone (Tiered Monitoring System)	Cohort 2	Cohort 3	Cohort 1
Clean-up		Cohort 2	Cohort 3

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•This is just a timeline of the Tiered Monitoring Process

•Every year we will conduct Desk Audit's on every district. You should see no change as we do this audit, these desk audits consist of the Federal Programs Supervisor reviewing and approving your required NCLB plans, and budgets as well as core data checks, highly qualified teacher checks that we conduct each year, and even the check we do to make sure LEA's are meeting the requirement of spending the required Parent Involvement set aside for LEA's with allocations over $500,000.00

•Desk Monitoring will be conducted on each LEA at least once every three years through the cohort cycle. Cohort 3 is scheduled for a desk monitoring during the 13-14 school year. During the desk monitoring year all LEA's in the selected cohort will complete the self-assessment or the Self Monitoring Checklist in the new Tiered Monitoring System and upload all required documents. Our Federal Program Supervisors will review the self-assessment and uploaded documents.

•On-Site/Telephone will be conducted on only a portion of the selected cohort. We will use a list of high risk indicators to select the LEA's that will receive the On-Site/Telephone monitoring.

•Clean-Up – the clean-up year will be a year to allow the LEA to clean-up and address the findings from the on-site/telephone monitoring. As we transition into this new process this year there will not be a cohort in the Clean-up stage.

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•This link will take you to the list of cohorts. There are 3 cohorts Cohort 1, Cohort 2 and Cohort 3, if you do not find your LEA on one of the list please let us know as soon as possible. Again remember Cohort 3 will be completing the Self Assessment in the Tiered Monitoring System and Cohort 2 will be part of the on-site/telephone monitoring.

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Amount of money received (5 points) – Based on their Title I, Part A allocation.
Reporting Requirements (5 points) – If in any of the last three years there was a late submission of the application (after July 1), late self-monitoring reports (after deadline), late 9/30 reports (after deadline), final expenditure reports submitted late (after September 30), and comparability.
Federal Programs Monitoring Findings (3 points) – in any of the last three years previous monitoring findings, in any of the last three years Core Data was not in compliance by March 31, and in any of the last three years any auditing issues.
Released Federal Funds (including REAP) (1 point) in any of the last three years funds were released.
Maintenance of Effort (1 point) –in any of the last three years LEA did not maintain effort.
Financially Stressed (1 point) – As defined by School Finance anytime in the last three years
Other Concerns (4 points) – unaccredited, key staff changes, federal or state investigation, and other reasons determined by DESE.

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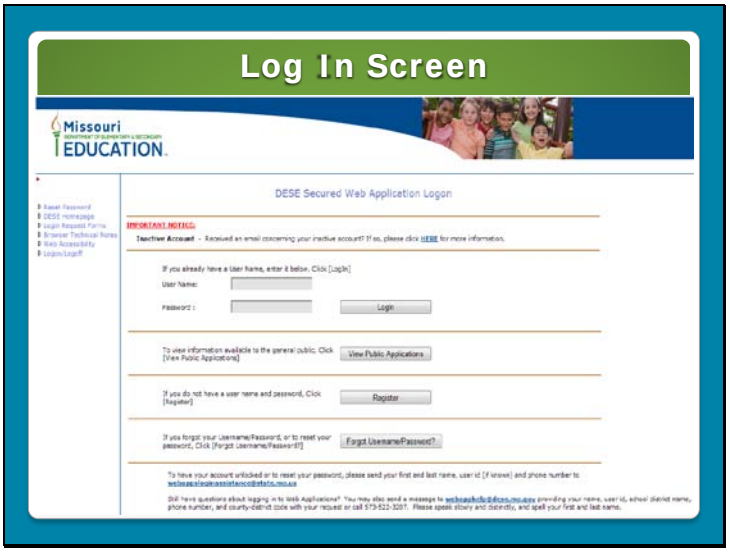

•All users need a User ID & password, each LEA should have a user manager that can help you get a user name and password if you do not have one. Again I would encourage you to watch the webinar done by Dana Desmond that I talked about earlier, she goes into greater detail about actually getting into the tiered monitoring system.

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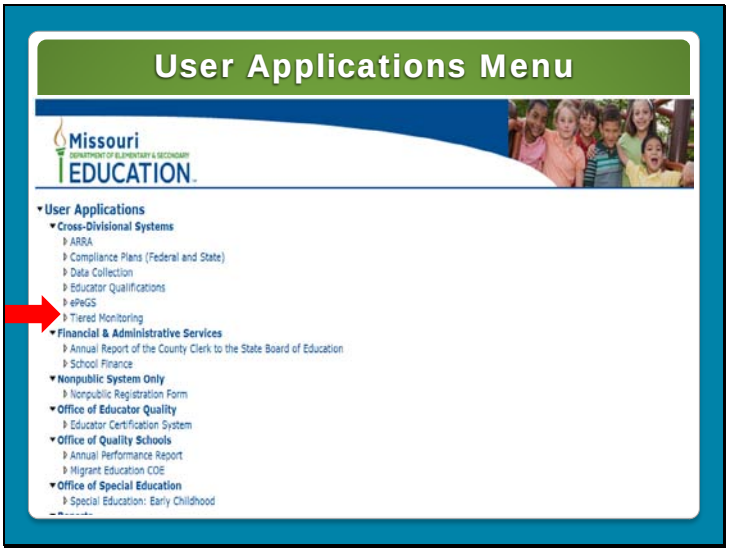

After logging in:

- You will see all programs you have permission to work with.
- For Monitoring purposes you will choose Tiered Monitoring under Cross-Divisional Systems.

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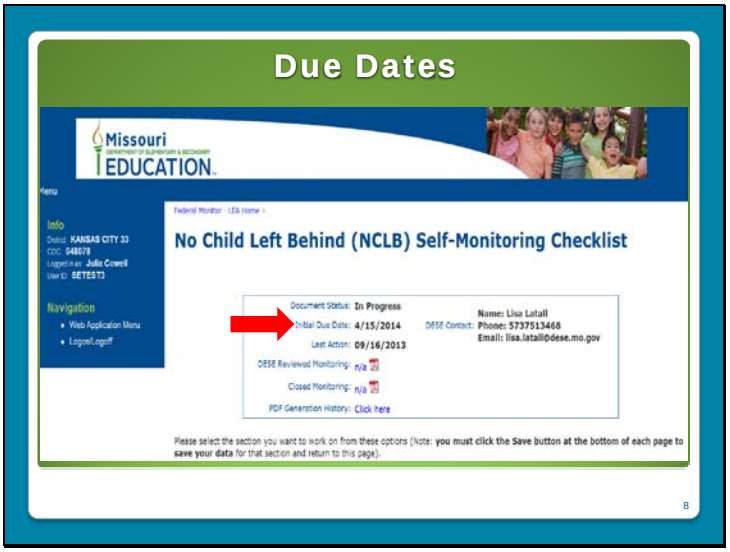

You will have to be very careful to check the Due Dates of the Self-Assessment especially when completing the self-assessment for NCLB Program Requirements. Our overall due date is April 15, however, each section has a specific due date with the last one due on April 15.

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•We have divided our self-assessment into 4 sections, the first section will be due on October 15, the 2nd on December 15th, 3rd on February 15th and the final section is due on April 15th. We did it this way so there is no question about what year of documentation we are looking for. The questions in each section should be submitted at a time when the LEA will have completed those requirements for the current year. So as Cohort 3 is uploading documentation this year it should all be from 2013-2014 school year. As we review the self assessment we will review each section as they are submitted, we WILL NOT wait until the end to review all of your information.

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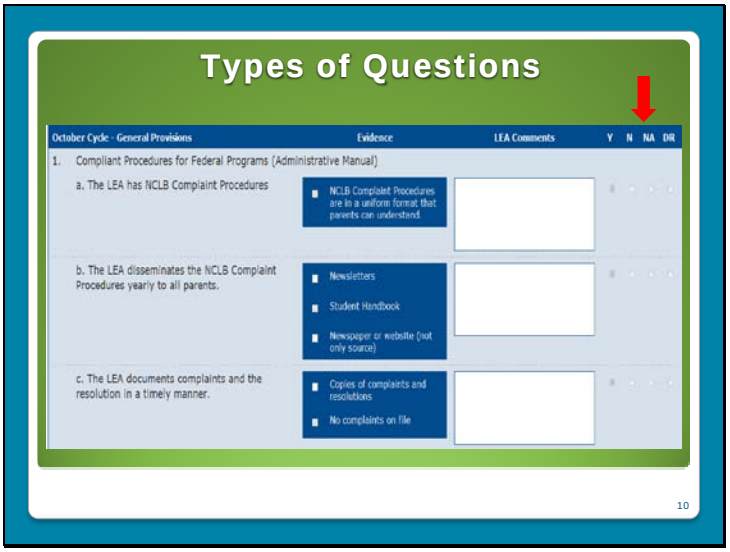

This is a sample question from the October Cycle. The statement next to the number is a title for the question or in this case group of questions. The a., b., and c. are the actual questions. The dark blue box lists the possible evidence source for each question. We also provide you with a comment box if you feel the need to explain a piece of your documentation and/or how you have marked the question. As part of the self-assessment you will have to decide if your LEA is compliant with each question. The Y – Yes we are compliant, N- No we are not compliant the NA is this question does not apply to us and the DR is the District is Resolving this issue.

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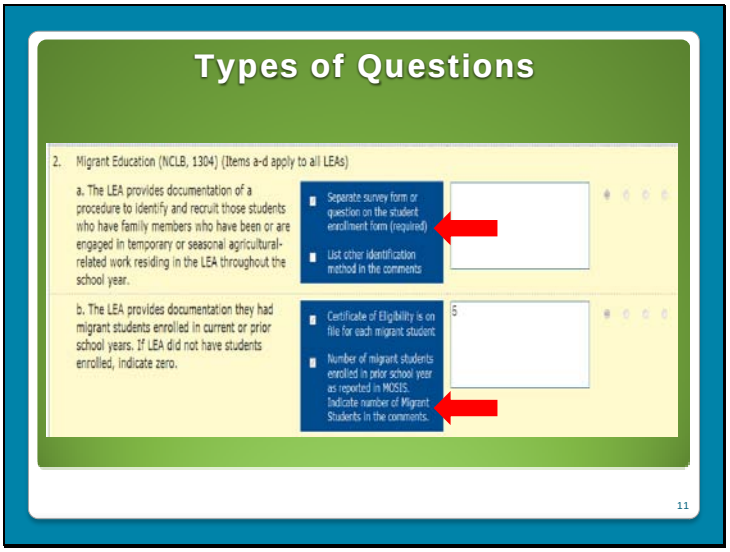

•We have some different questions or requirements for the questions in the self assessment that we wanted to point out. On some questions you may see (required) behind the evidence source as seen by the first arrow this means you cannot be compliant with this requirement unless you have this evidence source listed as (required). The second arrow is an example where we ask you a question in the evidence source, it would be appropriate for you to put the number in the comment box; however, you will be asked to upload something for questions like this as well.

•We have required an upload for most questions if you find that you are not compliant because you don't have the appropriate documentation you will have to upload a word document telling us you are either not compliant or you're resolving this question and tell us how you plan to resolve it.

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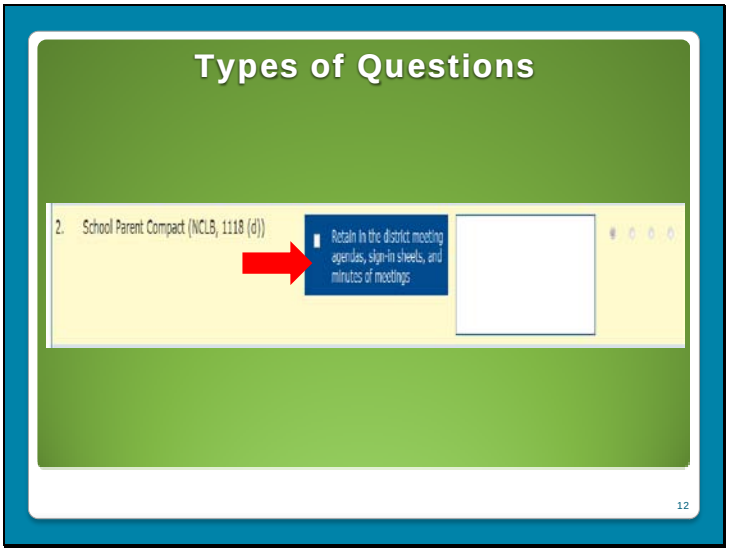

•We are thinking of this Tiered Monitoring system as an electronic file cabinet and it too will have limited space. So on questions like this one we have asked you to retain the documentation in your LEA office. When your Federal Programs supervisor begins the review of your self assessment they will select certain buildings and ask you to upload the documentation for those selected buildings, to save space in this electronic file cabinet.

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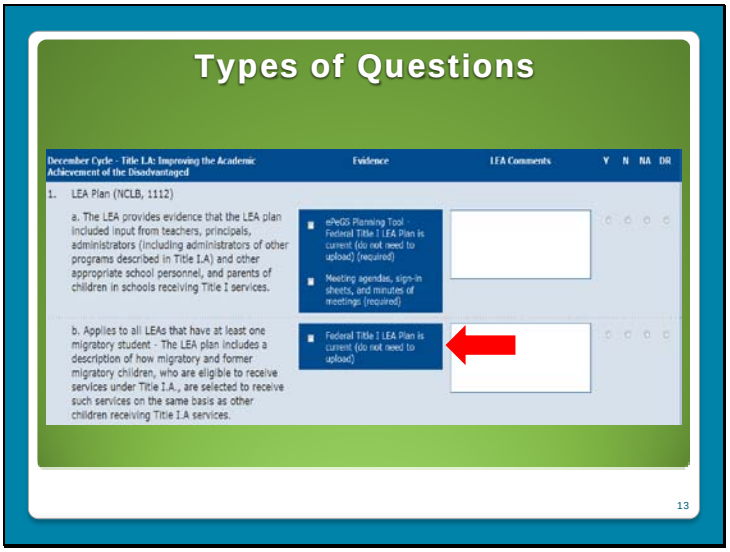
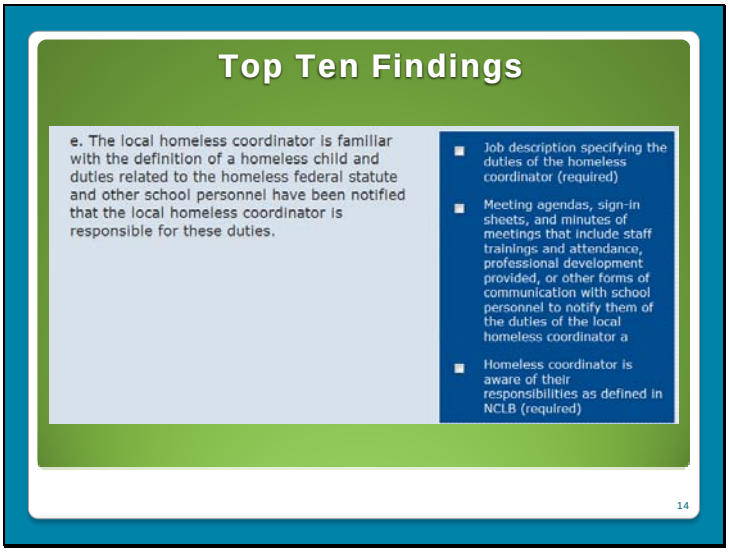


•This question is an example of information we can pull from our system, therefore we will pull that information as we begin the review of your self assessment.

•I also want to mention in #1.a. in this sample we refer to the LEA Plan as being in the ePeGS planning tool, as you know we are know longer using ePeGS for the plans, the plans for the 13-14 school year are in the Compliance Plans (State and Local), we will correct this wording for the 14-15 school year.

Slide 14



•Now we want to look at the requirements that we often find LEA's out of compliance on when we go out and monitor.

•The first one is the Local Homeless Coordinator is familiar with the definition of homeless children and the duties related to the homeless federal statute and other school personnel have been notified that the local homeless coordinator is responsible for these duties. We typically get a job description, it is the other 2 evidence sources that we have problems seeing. If the LEA can show evidence of a meeting with agendas, sign-in sheets and the minutes of meetings where the Homeless Coordinator is informing the school personnel of what it means to be homeless and the LEA's process for identifying homeless students which would include what the role of school personnel would be as well as the role of the homeless coordinator, we would consider the Homeless coordinator being aware of their responsibilities.

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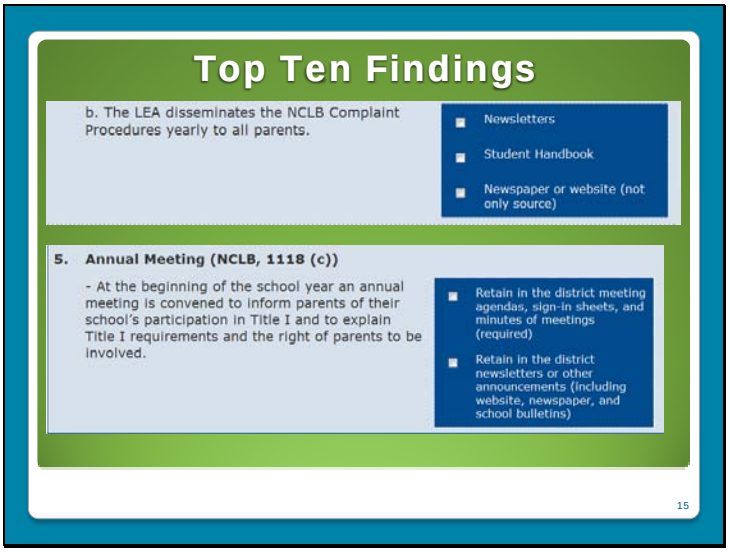

Complaint Procedures – Often the only place this is placed is on the website, this cannot be the only source of dissemination, we cannot assume all parents have access to a computer, if placing the NCLB Complaint Procedure on the web or in the newspaper it must also be sent home through a newsletter or the student handbook.

Annual Meeting – Often the Annual Meeting at the beginning of the year is overlooked. It is a requirement to have the annual meeting at the beginning of the year to inform parents of the schools' participation in Title I and to explain the requirements of Title I and the rights of the parents to be involved.

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Another requirement of Title I is to have a School Parent Compact. We often tell LEA's to read the whole stem statement to make sure you have all of the requirements, in this case most if not all LEA's can produce a School Parent Compact but we often find with this question is that not all of the requirements are included. If you read through this stem statement there are more things we are looking for, not just that it is signed.

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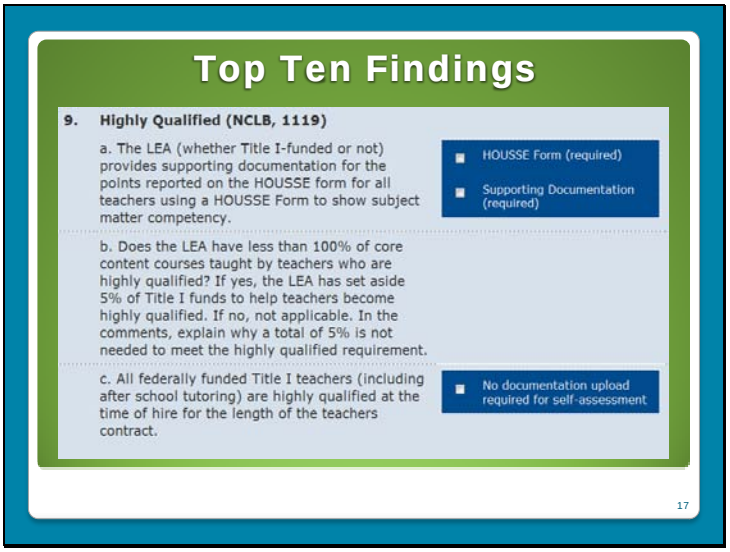

We still find many LEA's out of compliance with the Highly Qualified Teacher requirement. Remember for a teacher to be highly qualified he or she must meet all 3 legs of the HQT stool.

- Have a 4 year degree,
- Have full state certification in the content area and grade level that he or she is teaching and,
- Be able to document content expertise in the content area that he or she is teaching, this is typically done with a passing score on the appropriate Praxis II exam, or if appropriately certified could possibly be documented by using a High Objective Uniform State Standard of Evaluation (HOUSSE) or HOUSSE form.

When evaluating for highly qualified teacher statues we look at all core content teachers and teachers funded with Federal funds.

Core Content subjects are; English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, music, history and geography.

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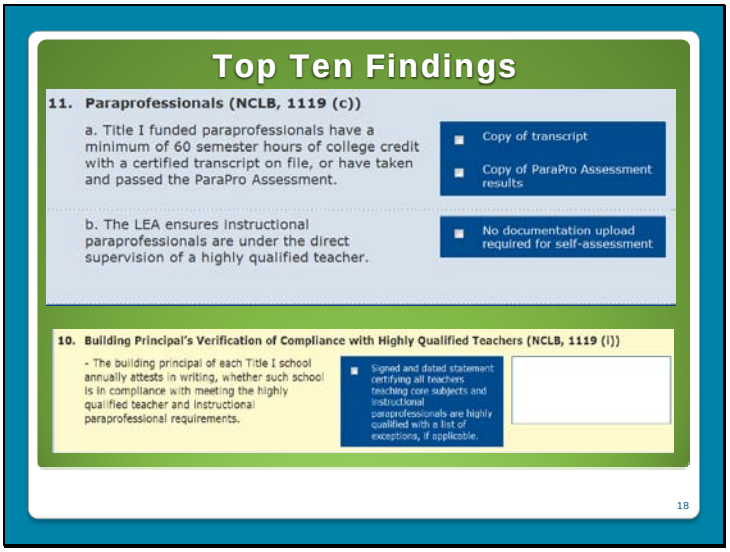

•Title I Paraprofessionals and all Instructional Paraprofessionals in a Schoolwide setting are required to have certain qualifications before being funded with federal funds. All Title I Para's must have 60 college hours or have passed the ParaPro Assessment. We just recently switched the assessment for Para's to the Paraprofessional test by Pearson Education, this new test is the required test as of Sept, 23, 2013. If your LEA still has some of the ParaPro Assessments you will be allowed to use those before purchasing the new test. If you have Para's who have already taken and passed the ParaPro Assessment they will not have to take the new Paraprofessional Assessment.

•When you have Title I paraprofessionals in your buildings they must be under the direct supervision of a highly qualified teacher, we look for the documentation to support this in your MOSIS/Core Data files in the comment field for the Para telling who the teacher is he or she is working with, we should be able to then go to the teachers' page in the MOSIS/Core Data files and see the Para tied to the teacher in the teachers' comment box.

•The building principals attestation is often a finding as well. Each Title I school building principal must annually attest that all of his teachers are highly qualified with the exception of… and then list the teachers that do not meet the HQT requirements. Often this is not done at all and other times it just states that all teachers are highly qualified, with the new Educator Qualification system in our DESE Web Apps it is easy for LEA's to see which teachers and Paras are or are not highly qualified, we would encourage you to check this system when completing the attestation. If your list pulls teachers that are not highly qualified and you do not have a

coding issue those teachers should be listed on your attestation as not meeting the highly qualified teacher requirements.

Slide 19

Often times LEA's can talk about how they meet this task but often there is not documentation to support it. We are often told it is done informally in the halls, at the lunch table or before or after school. We must be able to document that this coordination and integration between programs/services is happening, so as you are having these informal meetings someone needs to come back and document what was discussed and with whom.

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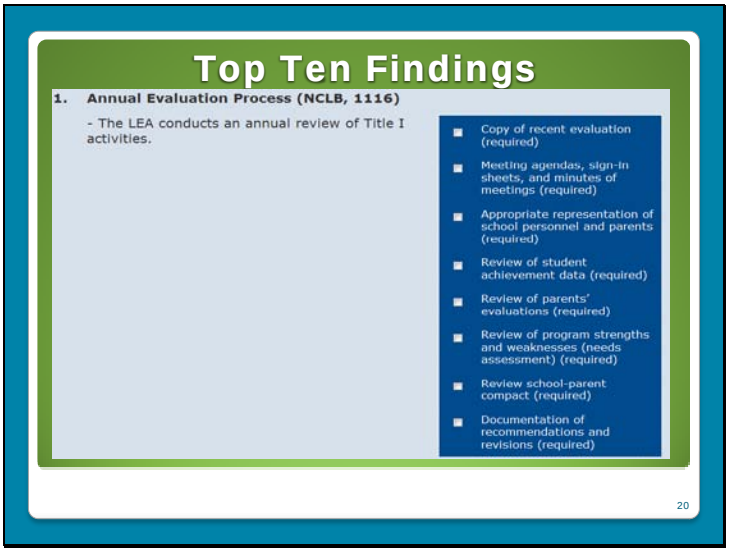

This is probably our number 1 finding across the state. If you look at the evidence sources all source are required for the LEA to be in compliance with this requirement. Often times pieces are missing from the required components.

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Our second biggest is probably when we ask for meeting agendas, sign in sheets, and minutes of meetings. Often these pieces are missing, we have listed every question in the Self Assessment that requires agendas, sign in sheets and minutes of meetings, if you make yourself aware of this list you can make sure you collect these items for each meeting as you go through the year.

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Federal Programs
573-751-3468

Supervisor	Regions & Additional Counties	Telephone
Marsha Ruettgers	Region A	573-751-9124
Kelly Kempker	Region B	573-522-6182
Janet McLelland	Region C	573-751-6762
Theresa Villmer	Region D	573-751-4888
Kyle Heislen	Region E	573-526-2582
Kaye Bertels	Region F	573-751-5386
Cheryl Kosmatka	Region G	573-751-4192
De Frink-Hedglin	Region H	573-522-5811
Lora Boessen	Region I	573-522-6268
Donna Cash	Charter Schools	573-522-8763

Federal Programs Supervisor

These are the folks who will be conducting your desk audits, reviewing your self assessments (desk monitoring) and coming on-site for the on-site reviews. If you have questions about a particular question in the self assessment this is the best person to go to because they can tell you exactly what they are looking for while reviewing the documentation.

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Questions?
TOP 10 by 20
MISSOURI PROUD
Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION
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