

Top ESEA Monitoring Findings

Below are the top 10 findings from past ESEA Monitoring’s around the state of Missouri. In addition to the additional guidance for the top 10 findings a couple helpful tips for monitoring are;

- Read the whole stem statement and address each item in it.
- If an evidence source is listed as REQUIRED, address it.
- Be sure to include Agendas, Sign-in Sheets and Minutes of meetings, all three, when required.

<p>1. Annual Evaluation</p>	<p>This is probably the #1 finding across the state. There are three evidence sources listed for this monitoring question; however, the third evidence source has 5 areas that must be addressed in it. All three evidence sources are needed for the LEA to be in compliance with this requirement. Use the listed evidence to complete the required components.</p>
<p>2. Meeting Agendas, Sign in Sheets and Minutes of Meetings</p>	<p>The second biggest finding is meeting agendas, sign-in sheets, and minutes of meetings. Often one or more of these pieces are missing; 11 different questions on our Self-Monitoring Checklist ask for meeting agendas, sign-in sheets, and minutes of meetings as evidence sources. Check this list and collect these items for each meeting as you go through the year.</p>
<p>3. The local homeless liaison is familiar with the definition of a homeless child and duties related to the homeless federal statute. All school personnel have been notified that the local homeless liaison is responsible for these duties.</p>	<p>Typically a job description is submitted, but the other two evidence sources are often missing. The homeless liaison illustrate awareness of their responsibilities if the LEA can provide evidence of a meeting with agendas, sign-in sheets, and meeting minutes where the homeless liaison has informed school personnel of what it means to be homeless and the LEA’s process for identifying homeless students. This information would include what the role of school personnel would be as well as the role of the homeless liaison. LEAs could also show compliance with emails to LEA staff members and service providers who coordinate services with the LEA.</p>

<p>4. Paraprofessionals</p>	<p>Title I Paraprofessionals must meet one of the following criteria before being funded with federal funds:</p> <ol style="list-style-type: none"> 1. Have completed 60 college hours, or 2. Have passed the ParaPro Assessment or the Paraprofessional Assessment. <p>In a Title I served school, all paras must meet one of the above qualifications even if not funded with federal funds.</p>
<p>5. Paraprofessionals under the direct supervision of an appropriately certified teacher</p>	<p>Title I paraprofessionals must be under the direct supervision and in close and frequent proximity of an appropriately certified teacher. Documentation from the comment field in MOSIS/Core Data files is used to verify the supervising teacher's name for each Para. This same information would also be on the teacher's page in the MOSIS/Core Data files in the teacher's comment box.</p>
<p>6. ESSA Complaint Procedures</p>	<p>Often LEAs place the ESSA Complaint Procedures on their websites or in the local newspaper; however, a website or local newspaper cannot be the only source for disseminating this information to patrons. It also needs to be in another source such as a newsletter, or the student handbook. The ESSA Complaint Procedures should not be confused with the District Complaint Procedures.</p>

<p>7. Title I Annual Meeting</p>	<p>Often the Title I 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 school’s participation in Title I, the requirements of Title I and the rights of the parents to be involved. This could also be an appropriate time for having parents review plans, policies, and the Parent-School Compact and getting feedback from them.</p>
<p>8. School Parent Compact</p>	<p>Read the whole stem statement to make sure all requirements are met. Reading the entire statement and evidence sources under the statement will help ensure compliance. Signed compacts must be in evidence, but other requirements will be listed as well.</p>
<p>9. Coordination and Integration</p>	<p>LEAs report the collaboration requirement is met, but no supporting evidence is available. Documentation is required to verify this coordination and integration between programs/services is happening. As staff conduct informal meetings, document what was discussed and with whom.</p>
<p>10. Parent and Family Engagement Policy vs. School Parent and Family Engagement Policy</p>	<p>All LEAs are required to have an LEA Parent and Family Engagement Policy. This policy is for the entire LEA; it would not be building level specific. The Consolidated Federal Programs Administrative Manual lists the six required components for a Parent and Family Engagement Policy. Using this list will help ensure the policy has the required information, even in a policy purchased from another source. Each Title I school is also required to have a School Parent and Family Engagement Policy specific to each Title I served building. The Consolidated Federal Programs Administrative Manual lists the required components of a School Parent and Family Engagement Policy.</p>