

# FEDERAL PROGRAMS MONITORING WORKSHOP

January 18, 2024

NDE Federal Programs Team





# NDE FEDERAL PROGRAMS ASSIGNMENTS

- **Beth Wooster:** ESSA Programs Administrator
- **Dottie Heusman:** Asst. ESSA Program Admin/Title I Director - **ESU 3, 19**
- **Julie Otero:** Title III Director, ELPA, SIG - **ESU 13, 15**
- **Jim Kent:** Title IIA, IVA, SCG, ESSA Ombuds, EANS - **ESU 5, 7, 8, 9, 18**
- **Anne Hubbell:** Title III Specialist - **ESU 4, 6**
- **Ann Carmoney:** Title I-D, Homeless - **ESU 10, 11, 17, State Agencies**
- **Amanda Noonan:** School Improvement, Title I Para - **ESU 1, 2, 16**
- **Benjamin Zink:** Title I-C Migrant Education Director – **Statewide**
- **Jan Handa:** Title IV, Part B 21<sup>st</sup> Century Community Learning Center - **Statewide**

# NDE Mission

To lead and support the preparation of all  
Nebraskans for learning, earning, and living.

# Today's agenda

- ESSA review process and new 5-year rotation
- ESSA Monitoring Guide Checklist
- ESSER Program Monitoring Review
- ARP-HCY I & II Monitoring
- Questions

# ESSA Review Process and 5-year Rotation

## Now on a 5-year rotation

NDE was approved to move from a three-year monitoring cycle to a five-year monitoring cycle starting this year.

Each District will be monitored based on where they are in their School Improvement Plan (SIP).

Schoolwide Peer Reviews will no longer be part of the process

ESSA Monitoring occurs on each program in which you have spent funds during the time since your last monitoring.

- For 23-24 (this year) we will monitor the last 3 years
- For 24-25 (next year) we will monitor the last 4 years
- For 25-26 and beyond we will monitor the last 5 years
- *Caveat: If monitored last year or two years ago, will only be looking at those years not yet monitored.*

# ESSA Review Process and 5-year Rotation

## What will happen each year on the new 5-year rotation

- Year 1 – On-site CIP, review/revise Schoolwide Plan or complete Targeted Self Review
  - Year 2 – District Writes and Implements new CIP, Complete Schoolwide Self-Review - Revise if needed or complete Targeted Self Review
  - Year 3 – Complete Schoolwide Self-Review -Revise if needed or complete Targeted Self Review. Programmatic Monitoring of ESSA Programs – (Title I, Title II, Title III, Title IV, Title I-D, McKinney-Vento, RLIS), Programmatic Monitoring of ESSER & ARP HCY 1 & 2 (If not previously monitored)
  - Year 4 - \*Fiscally monitored\* (done by NDE finance team), Complete Schoolwide Self-Review -Revise if needed or complete Targeted Self Review
  - Year 5 – Revise and prep for the next CIP visit / off-year, Complete Schoolwide Self-Review -Revise if needed or complete Targeted Self Review
- If the SW plan is revised it must be submitted to NDE and be posted on the school's website.

# ESSA 5 Year Monitoring Schedule 2023-24 to 2027-28

2023-24	2024-25	2025-26	2026-27	2027-28
Adams Central	Alliance	Anselmo-Merna	Ainsworth	Allen Consolidated
Arapahoe	Arcadia	Ansley	Arthur County	Alma
Bancroft-Rosalie	Arnold	Beatrice	Banner County	Amherst
Bayard	Auburn	Boyd County	Bellevue	Arlington
Bennington	Aurora	Centennial	Bridgeport	Ashland-Greenwood
Bertrand	Axtell Community	Central Valley	Broken Bow	Battle Creek
Blair	Boone Central	Centura	Burwell	Bloomfield
Blue Hill	Brady	Chadron	Creek Valley	Callaway
Bruning-Davenport Unified	Chambers	Deshler	Creighton Community	Cambridge
Chase County	Columbus	Elkhorn Valley	Crete	Cedar Bluffs
Cody-Kilgore	Diller-Odell	ESU 11	Cross County	Central City
Conestoga	Dundy County	ESU 18	David City	Clarkson
Crawford	East Butler	ESU 2	Douglas County West	Cozad
Doniphan-Trumbull	ESU 17	ESU 9	Elba	Crofton
Dorchester	ESU 5	Filmore Central	Elkhorn	ESU 16
Elgin	ESU 7	Freeman	Elwood	ESU 3
Elm Creek	Fairbury	Gibbon	Emerson-Hubbard	ESU 4
Elmwood-Murdock	Hartington-Newcastle	Grand Island	ESU 15	ESU 6
ESU 1	Hay Springs	Harvard	ESU 19	Eustis-Farnam
ESU 10	Hershey	Holdrege	Exeter-Milligan	Falls City
ESU 13	High Plains	Humphrey	Fort Calhoun	Fremont
ESU 8	Homer Community	Keya Paha County	Franklin	Garden County
Giltner	Kimball	Leigh	Friend	Gering
Gothenburg	Lakeview Community	Lincoln	Fullerton	Gordon-Rushville
Hampton	Loomis	Louisville	Hitchcock County	Gretna
Hayes Center	Loup City	Madison	Howells-Dodge	Hastings
Hyannis	Lyons-Decatur Northeast	Meridian	Johnson-Brock	Heartland Community
Isanti Community	Medicine Valley	Millard	Kenesaw	Hemingford
Laurel-Concord-Coleridge	Minden	Minatare	Lewiston Consolidated	Humboldt-Table Rock-Steinauer
Leyton	Mullen	Mitchell	Logan View	Johnson County Central
Litchfield	Neligh-Oakdale	Nebraska City	Maywood	Kearney



# ESSA 5 Year Monitoring Schedule 2023-24 to 2027-28

2023-24	2024-25	2025-26	2026-27	2027-28
Malcolm	Newman Grove	Niobrara	McCook	Lexington
Morrill	Osmond	Norris	McPherson County	Loup County
Norfolk	Overton	North Bend	Mead	Maxwell
Pleasanton	Palmyra OR 1	North Platte	Ogallala	McCool Junction
Scribner-Snyder	Paxton	Northwest	Omaha	Milford
Shelton	Potter-Dix	O'Neill	Palmer	Oakland Craig
Shickley	Riverside	Ord	Papillion La Vista	Osceola
Sioux County	Schuyler	Pierce	Pawnee City	Plainview
Stanton	South Central Unified	Ralston	Pender	Plattsmouth
Stapleton	Southwest	Ravenna	Perkins County	Ponca
Sterling	St. Edward	Raymond Central	South Sioux City	Randolph
Sumner-Eddyville-Miller	Syracuse-Dunbar-Avoca	Sandhills	Springfield-Platteview	Red Cloud
Umo Ho Nation	Thedford	Sargent	Tekamah-Herman	Rock County
Wauneta-Palisade	Tri County	Seward	Thayer Central	Scottsbluff
Waverly		Sidney	Valentine	Shelby-Rising City
Weeping Water		Silver Lake	West Holt	St. Paul
		South Platte	Winside	Superior
		Southern District 1	Wisner-Pilger	Sutherland
		Southern Valley	Wood River Rural	Wahoo
		Stuart		Wakefield
		Summerland		Walthill
		Sutton		West Point
		Twin River		Westside
		Verdigre		Wilber-Clatonia
		Wallace		Winnebago
		Wausa		Wynot
		Wayne		York
		Wheeler Central		
		Wilcox-Hildreth		
		Yutan		

Do NOT have any programs  
to be monitored



# MONITORING GUIDE CHECKLIST

What should I be  
doing now?



# Reminders - Time and Effort & Parent Notice

## Time and effort

- Most of you use semi-annual. Signed and dated after the conclusion of each semester.

## Parent Notification

- Districts must ensure that parents are notified if their student is taught for four weeks or more consecutive weeks by a teacher that does not meet the State certification or licensure requirements by grade level or subject area.
- Parents of students attending any school in a District that receives Title I funds may request, and the district will provide to the parents in a timely manner, information regarding the professional qualifications of the student's teacher(s). The notification that parents can request this information must be shared annually. This may be done in the schools' handbooks, newsletters, website, etc.

# Reminders - School-Parent Compacts

- Compacts meeting the ESEA/ESSA requirements are to be provided to Title I students and their parents at least annually. In a Schoolwide Program, this would include ALL students.
  - Compacts are to be reviewed annually and updated as needed.
  - It is okay for Schoolwide Programs to include the compact in the Parent Handbook.
  - Signatures by parents and participating students are optional, but strongly encouraged.
  - An agreement with you and the parent and each individual student....
- The NDE Title I Team has developed a sample School-Parent Compact. It is available on the Title I webpage under the header “Title I Parent and Family Engagement.” This form includes the items required under ESSA and some optional additional items. The document is in Word format, so it is easily customizable for each school.
  - The use of this form is not required. It is only required that buildings have a School-Parent Compact that meets ESSA requirements. Please note if this form is used, please remove the water mark, and footer as these are NDE specific for us to post on the website.
  - Keep the signatures/record of anyone who refuses

# Reminders - Qualified Paraprofessionals

**PRIOR TO WORKING WITH STUDENTS, Title I Instructional paraprofessionals must meet ESEA/ESSA requirements.** Paraprofessional requirements and other para information can be found ([here](#)), on the Title I website under the header Paraprofessional Information.

- In TAS buildings, this includes any para funded by Title I.
- In a SW program, this includes ALL instructional paras.
- USDOE is no longer allowing the flexibilities that were in place the last two years

## **Paraprofessional Requirements – Schoolwide (SWP)**

- ESSA requires that all instructional paraprofessionals in SWP schools supported by Title I, Part A funds have the following:
  - A high school diploma or GED, or
  - Completion of two years of college, (48 semester credit hours), or
  - Demonstrated competency, through an approved or local assessment:
    - Para Pro (ETS),
    - Para Educator (Master Teacher)
    - Project Para (UNL)

# Paraprofessional Requirements (TAS)

- Targeted program – if paid with federal funds, then must be qualified as listed on the previous slide
- Project ParaPara - this one is free to all schools
  - only have to pass 6 assessments in Project Para (2 reading, 2 math and 2 writing)

# Reminders - Homeless

Every district is required to set-aside  $\geq \$100$  to be used for children and youth experiencing homelessness or used if such students move into the district.

- This is included in the Title I section of the ESSA Consolidated Application.
- Districts receiving a McKinney-Vento grant must match amount of allocation with Title I funds.

New District liaisons are required to take a training this year using an online program provided by NDE

- This training can be found at the following link:  
<https://canvas.education.ne.gov/>

The District Liaison is the Superintendent unless the district indicates otherwise by including the information on the Unified Grant Profile (UGP) Contact Information page.

- For districts that assign all their funds to an ESU, the superintendent will be considered the homeless liaison UNLESS you contact Ann Carmoney at [ann.carmoney@nebraska.gov](mailto:ann.carmoney@nebraska.gov) with the name of liaison.



# Reminders – Schoolwide Program Eligibility

- Schools having a poverty level  $\geq 40\%$  are eligible to become Title I Schoolwide Programs. (Becoming a schoolwide program is an option; not a requirement.)
- Schools that are eligible for, but don't already have a Schoolwide Program, may submit a "Title I Schoolwide Intent Form," by **November 1<sup>st</sup>**. and use the 2023-24 school year to develop a schoolwide plan. If you have questions regarding Schoolwide Programs, contact Dottie Heusman (dottie.heusman@nebraska.gov or 402-219-4802).
- Information regarding Title I Schoolwide Programs is available on the NDE Title I webpage: (here) below the "Schoolwide Program and Resources" header.



# Permission to Serve

- Let parents know, then try to get signatures or have implied consent
- Can be part of the handbook

# Reminders - Accountability

- States are required to designate schools for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). This is done using a filtering system that begins with ALL Title I schools.
- Districts are required to provide additional assistance to building designated as TSI or ATSI
- Buildings identified as CSI will receive additional funding through the state.

# Reminders – Foster Care

## Ensuring Educational Stability for Children in Foster Care

- USDE Non-Regulatory Guidance and Dear Colleague Letters available at [www2.ed.gov/about/inits/ed/foster-care/index.html](http://www2.ed.gov/about/inits/ed/foster-care/index.html)
  - Key points
    - Intended to minimize disruptions for children in foster care
    - A child in foster care will remain in the child's school of origin, unless a determination is made that it is not in the child's best interest to remain in that school.
    - If it is in the best interest for the child to enroll in a different school, the child will be immediately enrolled, even if the child is unable to produce records normally required for enrollment.
    - Districts that receive Title I funds must develop and implement clear written procedures, in collaboration with the State or local child welfare agency, governing how transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged, and funded for the duration of a child's time in foster care.
    - District must designate a point of contact (POC) regarding children in foster care.
    - SEC 1112(c)(5)(B) states that LEAs must begin implementing the requirements regarding transportation for students in foster care by December 10, 2016 (one year after the enactment of ESSA).
    - Required plan/policy for transportation in place. Policy subscriptions usually have this in place.

# Reminders – Head Start

This is the statutory language around Title I and Head Start as contained in the Monitoring Guide Checklist:

Each District receiving Title I funds shall carry out the following activities with Head Start agencies by developing agreements to carry out activities to increase coordination for:

- ☐ Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program;
- ☐ Establishing channels of communication between school staff and their counterparts in such a Head Start program;
- ☐ Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss the developmental and other needs of individual children;
- ☐ Organizing and participating in joint transition-related training of school staff and Head Start program staff;
- ☐ Linking the educational services provided by the public district with the services provided by local Head Start agencies.

§1119(a)

# Reminders – Head Start

What this means for you and ESSA Monitoring:

- Schools should annually be in contact with the Head Start Agency for their area and at the minimum provide evidence of communication between the school and the agency.
  - A copy of a string of emails for example.
  - Some schools have very active partnership with Head Start and will have significant activities they carry out with Head Start.
- This is the [link](http://www.neheadstart.org) ([www.neheadstart.org](http://www.neheadstart.org)) to the Head Start homepage.
- This page contains an interactive map of contact agencies by county in the state. It also contains contact information for the Nebraska Head Start Association.

# Parent and Family Engagement Policy

- Every district must have a parent and family engagement policy, generally this is written by your law firm or policy service.
- Schools (buildings) may have their own policy for parent and family engagement (more common if more than 1 elementary school in the district).
- The annual parent meeting requirement should be a part of the policies.
- Will need to provide district and any building level policies at monitoring visit.



# Annual Parent Meeting

- **REQUIRED EACH YEAR**
  - The purpose of a Title I annual meeting, a requirement for all Title I schools, is to explain the school's Title I program and tell parents about their right to be involved in their child's education.
  - Annual Meeting can be held any time during the year
    - Parent-teacher conferences do not meet this requirement - BUT the meeting can be held on the same night as parent-teacher conferences.

# Annual Parent Meeting: Key information to be shared during the annual meeting

- **Title I purpose**: Explain what Title I is and what it looks like at your school.
- **Title I jargon**: Define key terms, such as schoolwide, targeted assistance, and school improvement.
- **Curriculum & assessments**: Give details on your school's curriculum. Share information about state and local assessments, including what subjects and grades are tested and expected proficiency levels.
- **Funding**: List the amount of Title I funds your district/school receives and share how these funds are used. Consult on how parent involvement funds are to be used.
- **Parent Involvement**: Review and update the Parent and Family Engagement Policy. Get input from parents on how they would like to be involved.

# Annual Parent Meeting: Key information to be shared during the annual meeting

- **Compacts:** Review the School-Parent Compact, including how it's developed, and ways parents can provide input, and update as needed.
- **School report card:** Share results from your most recent school report card and tell parents where they can get a copy of it.
- **School Improvement:** Go over the school's improvement status. Explain what areas, if any, are identified as In Needs Improvement and what interventions or supports are provided to students as a result.
- **Staff qualifications:** Review paraprofessional qualification requirements and parents' right to know the qualifications of their child's teacher.
- **Parent notices:** Review the list of notices that the school will provide for parents, including school report cards, and staff qualifications.

# Annual Parent Meeting: Documents to save

- **Parent and Family Engagement Policy**: A copy of the policy and any recommended changes to be made to it after reviewing it.
- **Invitations**: A copy of the invitation sent to parents about the meeting. This includes flyers, newsletters, website announcements, etc.
- **Sign-in sheet**: Signed, dated copy of the parent sign-in

• **SAVE AFTER EACH MEETING. THESE DOCUMENTS ARE COLLECTED AT MONITORING VISITS**

# Annual Meeting: Documents to save

- **Agenda and meeting materials:** A copy of the agenda that lists what information was shared with parents. A copy of any slide presentations, handouts or other materials used. Save minutes of the meeting that include the items covered and any questions or suggestions given by parents. Have a staff member snap some photos during the meeting.
- **Other meeting evidence:** Keep a record of any costs or other evidence that you provided childcare and transportation (if the school deemed this was necessary based on local needs).
- **Evaluations:** Copies of any evaluations completed by parents that provided feedback on the meeting.

• **SAVE AFTER EACH MEETING. THESE DOCUMENTS ARE COLLECTED AT MONITORING VISITS**

# MONITORING GUIDE CHECKLIST

GETTING  
STARTED



# ESSA Monitoring Guide Checklist

- This is the link to the [Monitoring Guide Checklist](#)
- At least one month prior to the visit, the district or ESU will be contacted by the NDE reviewer to arrange the details of the monitoring.
- ***After being notified the district or ESU is to complete the appropriate sections of the Monitoring Checklist and submit to the reviewer (at least one week prior to the scheduled visit).***
- The form is designed to identify areas where technical assistance may be needed as well as options for documentation to support compliance with the requirements.
- NDE is requiring that some pieces of evidence/documentation be submitted prior to or during the monitoring visit. These items are indicated on the checklist with **grayed boxes**.
  - For some documentation, only specified documentation will be accepted.
  - These are indicated in **bold font** in the **grayed boxes**. All other documentation should be available for review.



# **ESSA Monitoring Guide Checklist**

- **Monitoring visits will include a review of documentation and a conversation with appropriate program directors and/or staff members.**
- **Depending on the programs being reviewed, this may also include nonpublic school staff, multi-district project members, parents, and representatives of other agencies.**
- **All participants to be involved in the visit will be identified during preliminary planning by the grant subrecipient and the NDE reviewer.**

# ESSA Monitoring Guide Checklist

## Complete the 'Cover Page'

District/ESU Name:  County/District #:

District Staff Completing Checklist:

NDE Reviewer(s):  Date of Visit:

### Applicable Programs/Grants

Please check the box for each program for which the District / ESU receives a grant and has a program.  
(Double clicking on the box will allow you to "check" the box.)

- |  |   |
|--|---|
| <input type="checkbox"/> Title I, Part A – Improving Academic Achievement of the Disadvantaged   | <input type="checkbox"/> Title II, Part A – Supporting Effective Instruction                                  |
| <input type="checkbox"/> Title I, Part A – Neglected   | <input type="checkbox"/> Title III, Part A – Language Instruction for English Learners and Immigrant Students |
| <input type="checkbox"/> Title I, Part D, Subpart 2 – Local Delinquent Programs                  | <input type="checkbox"/> Title IV, Part A – Student Support and Academic Enrichment                           |
| <input type="checkbox"/> Title I, Part D, Subpart 1 – State Agency Neglected/Delinquent Programs | <input type="checkbox"/> Title V, Part B – Rural Low-Income Schools (RLIS)                                    |
| <input type="checkbox"/> Title VII, Part B – McKinney-Vento Homeless Assistance Act              |   |

For county district number make sure you have all 8 digits, last three will be 000. (ie: 99-9999-000)

# ESSA Monitoring Guide Checklist

## Section 1 All ESSA Programs

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response	
		Yes	No	NA	Comments	Comments	
<b>Section 1. All ESEA/ESSA Programs</b>							
<b>--ESEA/ESSA Consolidated Application--</b>							
1. Continuous Improvement Plan provides a guide that directs how Federal funds are used in the school district. Teachers, principals, parents, and other staff examined various types of information, including student achievement data, to determine the goals and objectives of that improvement plan.  §1112(a)(1)(A)	✓ Relevant Sections of Continuous Improvement Plan (i.e. Cognia or Nebraska Framework), which includes the following: ✓ Goals and Objectives ✓ Action Plans ✓ Summary paragraph of data analysis including the data used that informed the CIP ✓ Evidence of stakeholder (family/community) involvement ✓ Meeting notes ✓ List of Continuous Improvement Committee Members				<b>BESURE TO PUT SOMETHING IN ALL BOXES IN THIS COLUMN IN THE SECTIONS THAT YOU FILL OUT</b>  <b>IN THIS NARRATIVE PLEASE MAKE SURE YOU CONNECT ALL ESSA ACTIVITIES TO THE DISTRICT SCHOOL IMPROVEMENT GOAL</b>		
2. ESEA/ESSA funds are used to support Evidence-based activities to improve student achievement on challenging state academic standards.  <i>Application Guidance</i>	✓ ESEA/ESSA Consolidated Application ✓ Continuous Improvement Plan				<b>WHAT ACTIVITIES DO YOU USE AND ARE THEY EVIDENCE BASED?</b>		
3. Students from low-income families and students of color are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.  <i>(NOTE: This is an assurance included on the ESEA/ESSA Consolidated Application.)</i>  §1112(b)(2)	✓ District policies and/or procedures for all three groups of teachers must be explained				<b>HOW DO YOU MAKE SURE YOUR GROUPS ARE SIMILAR AND THAT THE LEAST EXPERIENCED TEACHERS DON'T GET THE MOST DIFFICULT STUDENTS?</b>		
4. Schools and LEAs have implemented appropriate policies and procedures for documenting the removal of a student from the regulatory adjusted Graduation Cohort.	✓ School or LEA must confirm, in writing, that the student transferred out, emigrated to another country, transferred to				<b>HOW DO YOU TRACK TRANSFERS AND MAKE SURE STUDENTS ENROLL ELSEWHERE?</b>		

# ESSER I, II & III PROGRAMMATIC MONITORING

## SELF-REVIEW



# ESSER I, II & III 3-Year Monitoring Schedule 23-24 and 24-25

For the ESSER funds we will be following the original 3-year Monitoring Schedule.

- All schools who are ESSA Monitored in 23-24 or 24-25 will have Programmatic Monitoring on their ESSER Funds conducted in conjunction with the ESSA Monitoring
- Those two facts combined mean some schools will be ESSER Monitored in the next two years but not ESSA monitored until later.
- These lists are on the following pages and posted the NDE website.
- These schools will receive direct communication about this process.
- This review will be a desk review by NDE staff

# ESSER I, II & III 3-Year Monitoring Schedule

We are staying with the original 3-year schedule to match up with the grant period as set forth in the legislation.

These schools are not ESSA monitored in the next two years but will be ESSER Monitored in 23-24, this will be an NDE Desk review

- Amherst
- Anselmo-Merna
- Ansley
- Beatrice
- Bloomfield
- Callaway
- Central Valley
- Centura
- Cozad
- Creek Valley
- Creighton
- Crete
- Crofton
- Deshler
- Elba
- Elwood
- Eustis-Farnam
- Exeter-Milligan
- Fillmore Central
- Freeman
- Fremont
- Gretna
- Hastings
- Hitchcock County
- Humboldt Table Rock
- Steinauer
- Johnson County
- Lexington
- Loup County
- Maywood
- McCook
- Meridian
- Milford
- Newcastle
- Niobrara
- North Platte
- Northwest
- Papillion-LaVista
- Pawnee City
- Ralston
- Ravenna
- Sandhills
- Sargent
- Seward
- Sidney
- Southern School Dist 1
- Springfield Platteview
- Thayer Central
- Wausa PS
- Westside Community
- Wynot
- York



# ESSER I, II & III 3-Year Monitoring Schedule

We are staying with the original 3-year schedule to match up with the grant period as set forth in the legislation

These schools are not ESSA monitored in the next two years but will be ESSER Monitored in 24-25, this will be an NDE Desk review

- Ainsworth
- Allen Consolidated
- Arlington
- Battle Creek
- Burwell
- Cambridge
- Cedar Bluffs
- Centennial
- Central City
- Chadron
- Clarkson
- Cross County
- Douglas Co. West
- Elkhorn
- Elkhorn Valley
- Fort Calhoun
- Friend
- Fullerton
- Gordon-Rushville
- Harvard
- Heartland
- Hemingford
- Howells-Dodge
- Humphrey
- Kenesaw
- Keya Paha County
- Leigh
- Logan View
- McCool Junction
- Mead
- Norris School Dist. 160
- North Bend Central
- Oakland-Craig
- Ord
- Osceola
- Palmer
- Pierce
- Randolph
- Raymond Central
- Red Cloud
- Rock County
- Shelby-Rising City
- Silver Lake
- Southern Valley
- St. Paul
- Superior
- Sutton
- Tekamah-Herman
- Twin River
- Valentine
- Wakefield
- Wayne
- West Point
- Wilber-Clatonia
- Winside
- Wisner-Pilger



# ESSER Program Monitoring Review

- This is the link to the [ESSER Programmatic Monitoring Self-Review Form](#)

District Name:	<input type="text"/>
County District Number:	<input type="text" value="00-0000-000"/>
School District Superintendent:	<input type="text"/>
Superintendent Email:	<input type="text"/>
District Phone Number:	<input type="text"/>
Additional Contact:	<input type="text"/>
Additional Contact Email:	<input type="text"/>
Date of Self-Review:	<input type="text"/>

For county district number make sure you have all 8 digits, last three will be 000. (ie: 99-9999-000)

# ARP HCY I & II MONITORING GUIDE

## CHECKLIST



# ARP-HCY I & II 3-Year Monitoring Schedule 23-24 and 24-25

For the ARP-HCY funds we will be following the original 3-year Monitoring Schedule.

- All schools who are ESSA Monitored in 23-24 or 24-25 will have Programmatic Monitoring on their ARP-HCY Funds conducted in conjunction with the ESSA Monitoring
- Those two facts combined mean some schools will be ARP-HCY Monitored in the next two years but not ESSA monitored until later.
- These lists are on the following pages and posted to the NDE website.
- These schools will receive direct communication about this process.
- This review will be a desk review by NDE staff

# ARP-HCY 3 Year Monitoring Schedule

We are staying with the original 3-year schedule to match up with the grant period as set forth in the legislation

These schools are not ESSA monitored in the next two years but will be ARP-HCY I &/or II Monitored in 23-24, this will be an NDE Desk review. ESU Consortia may be monitored on a distinct schedule.

Beatrice

Centura

Crete

Fremont

Hastings

Lexington

North Plate

Papillion-LaVista

Ralston

Wayne

Westside

York

**ESU #2 Consortium**

Bancroft-Rosalie, Bloomfield, Fairbury, Fillmore Central, Garden County, Humboldt Table Rock Steinauer, Laurel-Concord-Coleridge, Lyons-Decatur, Paxton, Scribner-Snyder, Tekamah-Herman, Walthill, Wayne and West Point

**ESU #8 Consortium**

Boyd County, Madison, O'Neill and Stanton

**ESU #10 Consortium**

Central Valley, Cozad, Elm Creek, Litchfield and Loup City

# ARP-HCY 3 Year Monitoring Schedule

We are staying with the original 3-year schedule to match up with the grant period as set forth in the legislation.

These schools are not ESSA monitored in the next two years but will be ARP-HCY I &/or II Monitored in 24-25, this will be an NDE Desk review. ESU Consortia may be monitored on a distinct schedule.

- Ainsworth
- Cedar Bluffs
- Centennial
- Douglas County West
- Kearney
- Keya Paya
- Logan View
- McPherson
- Mead
- North Bend
- Oakland Craig

- Raymond Central
- Rock County
- Tekamah-Herman
- Valentine
- West Point
- Wisner-Pilger
- ESU #3  
Elkhorn and Gretna
- ESU #7  
Lakeview, Schuyler and Twin River

# ARP-HCY I & II Monitoring

- This is the link to the [ARP-HCY I & II Monitoring Guide Checklist](#).

# ARP-HCY I & II Monitoring

District/ESU:

County/District #:

District Staff Completing Checklist:

NDE Reviewer(s):

Date of Visit:

The American Rescue Plan Act provided \$800 million in funding specifically dedicated to support the identification, enrollment, and school participation of children and youth experiencing homelessness, including through wrap-around services. These funds, known as American Rescue Plan-Homeless Children and Youth Funds (ARP-HCY), were released in two phases. The purpose of this monitoring checklist is to help guide state decisions in allocating and using state set-aside ARP-HCY funds to best meet the needs of children and youth experiencing homelessness.

The proposed schedule for two years can be found [here](#). At least one month prior to the visit, the district or ESU will be contacted by the NDE reviewer to arrange the details of the monitoring. **After being notified the district or ESU is to complete the Monitoring Checklist and submit to the reviewer (at least one week prior to the scheduled visit).** The form is designed to identify areas where technical assistance may be needed as well as options for documentation to support compliance with the requirements. NDE is requiring that some pieces of evidence/documentation be submitted prior to or during the monitoring visit. These items are indicated on the checklist with grayed boxes. For some documentation, only specified documentation will be accepted. These are indicated in **bold font** in the grayed boxes. All other documentation should be available for review.

Monitoring visits will include a review of documentation and a conversation with appropriate program directors and/or staff members. Depending on the programs being reviewed, this may also include nonpublic school staff, multi-district project members, parents, and representatives of other agencies. All participants to be involved in the visit will be identified during preliminary planning by the grant subrecipient and the NDE reviewer.

- For county district number make sure you have all 8 digits, last three will be 000. (ie: 99-9999-000)



# QUESTIONS??

## Contact Information:

Beth Wooster, 402-310-1390

Dottie Heusman, 402-219-4802

Jim Kent, 402-405-6456

Julie Otero, 402-405-5212

Anne Hubbell, 402-405-7017

Ann Carmoney, 402-525-7109

Amanda Noonan, 402-405-4616

or

[first.last@nebraska.gov](mailto:first.last@nebraska.gov)







Thank You!