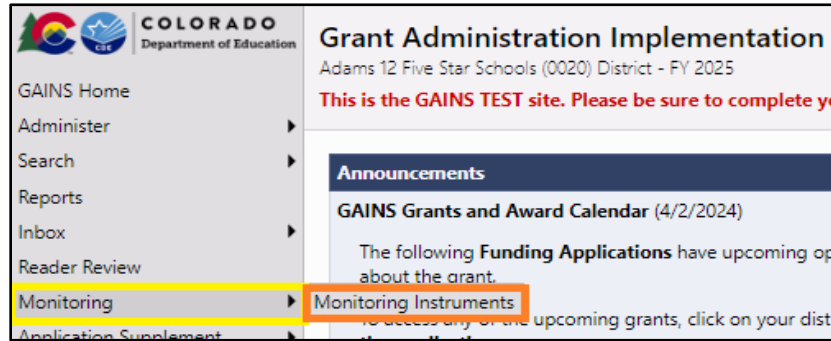# ESEA PMSA Process Guide for GAINS

Initial Submission

1. To begin the Program Monitoring Self-Assessment (PMSA) in GAINS, hover over "Monitoring" in the left navigation bar and select "Monitoring Instruments."

2. The next page allows the LEA to select the appropriate Monitoring tool. Make sure that the dropdowns say "2025" and "Active." Select the "ESEA Program Monitoring Self-Assessment."
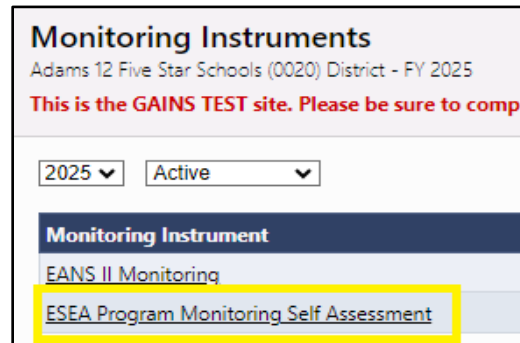
3. The Monitoring Self-Assessment will open on the Sections page. Before opening a page, be sure to change the Status to "Draft Started."

4. All sections of the PMSA are now displayed under "ESEA Self-Assessment." The LEA may begin to enter information into the self-assessment. **Please read through the Instructions first before proceeding to subsequent sections.**
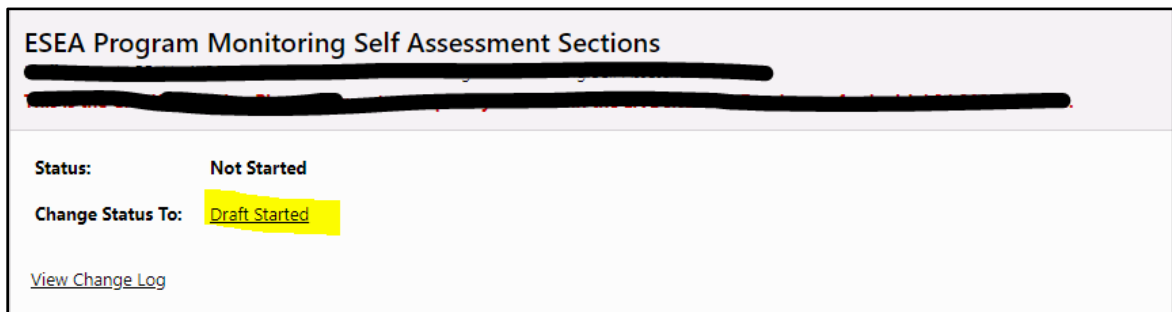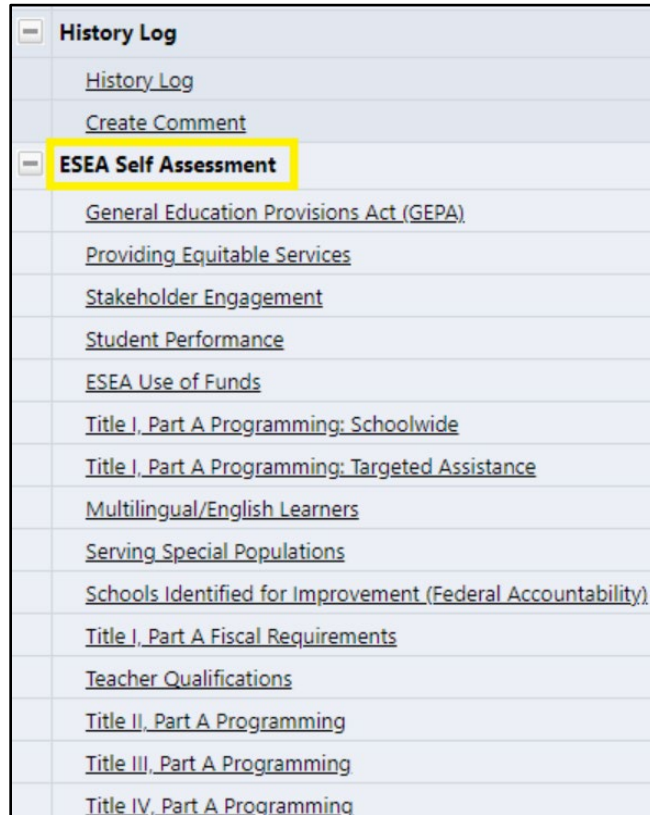
5. Each page within the PMSA will contain the same structure. The pages will have the following components for the LEA to complete. A screenshot of the "General Education Provisions Act (GEPA)" page has been provided as an example.

- Program Requirements
  - Read all program requirement statements. Use the checkboxes to indicate which requirements are currently in compliance for the LEA. Please refer to the Federal Programs Monitoring Requirements document for further information.
- LEA Self-Rating
  - Based on the review of the program requirements, make a selection that reflects the LEA's overall implementation for the section being reviewed.
- Narrative Summary
  - Provide a rationale for the self-rating, including the LEA's process for ensuring that requirements are met. Additional Narrative Response Guidance is provided in Appendix A.
- Checklist of Supports
  - Select what support(s) CDE can provide.
- Document Upload
  - Submitting documentation is not required, however, the Program Monitoring Office team may request additional evidence during the review process; uploading evidence (documents and/or links) is highly encouraged

- ○ Please refer to the "Examples of Evidence" provided throughout the Federal Programs Monitoring Requirements document for additional information.

General Education Provisions Act (GEPA)

The LEA has a process for annually reviewing and implementing the steps outlined in the GEPA statement to ensure equitable access to, and participation in, i regarding the General Education Provisions Act can be found here. LEAs may also refer to ID 9.9 in the Program Requirements document for additional inform

☐ The LEA has a process in place that is used to ensure equitable access to, or equitable participation in, activities funded with federal funds for students, te

☐ The LEA can demonstrate that it is implementing the steps outlined in their GEPA statement(s) to overcome any identified barriers and that each program

* Please rate how well your LEA has implemented the requirements as described above.
- ○ 4 - We are implementing **all** requirements.
- ○ 3 - We are implementing **most** of the requirements.
- ○ 2 - We are implementing **some** of the requirements.
- ○ 1 - We are **not** implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the General Education Provisions Act (GEPA documentation that supports the requirements in this section.

Our LEA would benefit from the following support(s) to improve our implementation of the requirements in this section: (select all that apply).

☐ Additional training from CDE (Office Hours, Regional Network Meetings)

☐ Individualized technical assistance from CDE

☐ Access to webinars, articles and/or other resources

☐ Collaboration with another LEA

☐ No support needed at this time

☐ Other:

	Documents
Type	**Document Template**
ESEA Monitoring: General Education Provisions Act (GEPA)	N/A

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6. Proceed with completing all sections of the PMSA. ***Please keep in mind that all questions with an asterisk (*) require a response. Not providing a response will generate an error and prevent submission.***

7. Once all sections are complete, return to the "Sections" page and review and resolve any Validation messages.

Description (View Sections Only View All Pages)	Validation
ESEA Self Assessment	Messages
Instructions	
General Education Provisions Act (GEPA)	Messages
Providing Equitable Services	Messages
Stakeholder Engagement	Messages
Student Performance	Messages
ESEA Use of Funds	Messages
Title I, Part A Programming: Schoolwide	Messages
Title I, Part A Programming: Targeted Assistance	Messages
Multilingual/English Learners	Messages
Serving Special Populations	Messages
Schools Identified for Improvement (Federal Accountability)	Messages
Title I, Part A Fiscal Requirements	Messages
Teacher Qualifications	Messages
Title II, Part A Programming	Messages
Title III, Part A Programming	Messages
Title IV, Part A Programming	Messages
(OPTIONAL) Implementation Evidence	Messages

8. Change the Status to "Draft Completed" to begin the LEA approval process. In order to submit the PMSA to CDE for review, the Status will then need to be changed to "LEA Authorized Representative Approved." ***Note: Hovering over the clickable status updates will display the role(s) and user(s) who can perform each function.***

Review and Results

9. Once submitted, the Program Monitoring Office team will complete their review of the submitted self-assessment. LEAs will receive one of the following ratings for each section:
   - Meeting All Requirements; No Additional Recommendations
   - Meeting All Requirements; Recommendation(s)
   - Not Meeting All Requirements; Corrective Action(s)
   - Not Meeting All Requirements; Recommendation(s) and Corrective Action(s)
   - Additional Evidence Needed

10. When the Program Monitoring Office team review is complete, the LEA will receive notification that the Status has been changed to "CDE Director Reviewed."

Next Steps for LEA

11. To continue the monitoring process, change the Status to "LEA Results Review Started." When the following message appears, check the box and click on Confirm to proceed.

☐ By submitting this monitoring instrument and any associated required evidence or documentation, the local education agency acknowledges that the representation made in this monitoring accurately reflects the programs, personnel, data, and procedures of the district (and school[s] where applicable). All records necessary to ensure the correctness of the information provided by the agency will be kept five years beyond the final reporting date and access to such records will be provided to the state Department of Education upon request.

You are about to change the status of this Monitoring Instrument to LEA Results Review Started. Check the box and Click Confirm to change the status.

Confirm   Cancel

12. The LEA will now be able to access the "LEA: Monitoring Results Response" page. This page will provide an overview of the LEA's ratings and a summary of the additional actions that need to be taken by the LEA for all sections of the PMSA. ***Note: The upload of additional evidence will happen on the "LEA: Monitoring Results Response" page.***

13. To respond to a required action, select the pencil icon.

14. When uploading an additional document for an identified section, use "Select" and "Save."

15. If a "Confirmation Item" is the required action, review the information provided and use the checkbox to confirm that the requirement has been met.

16. Notify the Program Monitoring Office team when responses have been provided and are ready for additional review. The Status will not be changed.

Final Steps

17. The Program Monitoring Office team will continue to monitor the LEA's progress with addressing any required actions and provide feedback through the "LEA: Monitoring Results Response" page. This process will continue until all required actions are resolved and approved.

18. The LEA will know the process is complete when the Status is changed to "Monitoring Closed."

Appendix A: Narrative Response Guidance

Section 1: General Education Provisions Act (GEPA)

- **Narrative Response Guidance**: With the LEA's most recent Consolidated Application GEPA statement(s) in mind, please discuss
  - the LEA's <u>process</u> for identifying system barriers, mitigation strategies, and desired outcomes (include stakeholder input, progress monitoring/evaluation procedures, and timelines); and
  - the LEA's <u>implementation</u> of the steps outlined in the GEPA statement.

Section 2: Providing Equitable Services

- **Narrative Response Guidance:** please discuss
  - the LEA's <u>process</u> for providing meaningful consultation with Non-Public Schools (NPS), including examples of timelines for outreach, meeting objectives, agreements between the LEA and NPS, processes for determining ESEA support for NPS, and progress monitoring/evaluation procedures and timelines;
  - the LEA's <u>process</u> for identifying the number of students living in poverty that attend NPS and live within a Title I boundary for determination of Title I proportionate share, the total enrollment of NPS within district boundaries for determination of funds allocated to equitable services in Titles II and IV, and the number of multilingual learners attending NPS within district boundaries for determination of equitable services in Title III;
  - the LEA's <u>processes</u> for determining and distributing the proportionate share of federal funds to provide equitable services for students and/or staff at NPS, ensuring activities implemented match the approved budget items, and evaluating the effectiveness of activities; and
  - the LEA's fiscal <u>plans and procedures</u> for maintaining control of funds and acquired property and tracking any carryover funds.

Section 3: Stakeholder Engagement

- **Narrative Response Guidance:** please discuss
  - the LEA's <u>process and implementation practices</u> for engaging with all stakeholders, including
    - the frequency of stakeholder engagement activities,
    - communication processes,
    - how the LEA develops and revisits LEA and school level parent and family engagement policies,
    - how the LEA incorporates stakeholder feedback in plan development,
    - how the LEA builds the capacity of parents and families to support their students,

- ■ how the LEA ensures communication with stakeholders in a format and language that parents and families of all participating students can access and understand, and
- ■ how stakeholder engagement is made an ongoing process throughout the year.

Section 4: Student Performance

- ● **Narrative Response Guidance:** please discuss
  - ○ the LEA's <u>process</u> for communicating student performance to parents/families, including the LEA's timelines for communications;
  - ○ the LEA's <u>process</u> for providing communications in a format and language that parents and families can access and understand; and
  - ○ the LEA's <u>process</u> for ensuring parents have access to required documents and notifications (Opt-Out, FERPA, PPRA).

Section 5: ESEA Use of Funds

- ● **Narrative Response Guidance:** please discuss
  - ○ the LEA's <u>process</u> for planning, budgeting, expensing and reporting expenditures for each of the following applicable programs:
    - ■ Title I, Part A;
    - ■ Title I, Part D;
    - ■ Title II, Part A;
    - ■ Title III, Part A;
    - ■ Title III, Immigrant Set-Aside;
    - ■ Title IV, Part A;
    - ■ Title V, Part B.

Section 6: Title I, Part A Programming: Schoolwide

- ● **Narrative Response Guidance:** For LEAs with Title I Schoolwide programs, please discuss
  - ○ the LEA's <u>process</u> for determining and developing Schoolwide Title I plans, including school-level stakeholder involvement, goal-setting, progress monitoring, timelines, and program evaluation.

Section 7: Title I, Part A Programming: Targeted Assistance

- ● **Narrative Response Guidance**: For LEAs with Title I Targeted Assistance programs, please discuss
  - ○ the LEA's <u>process</u> for determining and developing Targeted Assistance Title I plans, including school-level stakeholder involvement, goal-setting, progress monitoring, timelines, and program evaluation.

Section 8: Multilingual/English Learners (MLs/ELs)

- **Narrative Response Guidance:** please discuss
  - the LEA's process for meeting with and communicating with parents and families of MLs/ELs regarding the education of their children in attaining English proficiency and meeting Colorado Academic Standards;
  - the LEA's process for identifying, redesignating, and evaluating MLs; and
  - the LEA's process for communicating in a format and language that parents and families can access and understand.
  - Include timelines and progress monitoring/evaluation procedures.

Section 9: Serving Special Populations

- **Narrative Response Guidance:** Please discuss
  - the LEA's process for serving special populations, including homeless students, foster care students, early childhood education, and Title I, Part D.
    - For homeless students, include information that supports information in the Consolidated Application, such as how the homeless set-aside funds were spent. Also include information about the LEA's McKinney-Vento policy, such as a link to the policy, the LEA's process and timeline for reviewing the policy, and information regarding transportation for homeless children and youth.
    - For foster care students, include information that describes how transportation to the school of origin will be provided and funded, and/or links to written plans, procedures, policies or agreements that include how to make the best interest determination in collaboration with local welfare agencies.
    - For early childhood education, include information that explains the LEA's coordination with Head Start agencies and other early childhood education providers within the LEA and transition plans and processes between Head Start programs and schools receiving Title I and/or Title III funds.
    - For Title I, Part D, include documentation to support budgeted activities within the Consolidated Application, information regarding the formal agreement between the LEA and facility, documentation of supplemental instructional programs, and documentation supporting that expenditures align with the approved Consolidated Application budget.

Section 10: Schools Identified for Improvement (Federal Accountability)

- **Narrative Response Guidance:** please discuss
  - the LEA's process for notifying schools of their ESSA identification (CS,TS, and ATS);
  - the LEA's process for supporting, developing and monitoring school improvement plans for ESSA-identified schools; and

○ the LEA's <u>process</u> for evaluating resource inequities at the district level, and if applicable, how resource inequities are addressed at the CS and ATS schools as required in statute.

Section 11: Title I, Part A Fiscal Requirements

- **Narrative Response Guidance:** please discuss
    ○ the LEA's Supplement not Supplant methodology and evaluation;
    ○ the <u>process</u> by which the LEA determines the method of poverty selected;
    ○ the LEA's <u>process</u> for the demonstration of compliance with comparability; and
    ○ the LEA's <u>processes</u> for ensuring that all ESEA reporting requirements are met.

Section 12: Teacher Qualifications

- **Narrative Response Guidance:** please provide
    ○ a description of the LEA's <u>process</u> for ensuring teachers serving Title I schools meet requirements and how parents are informed of teachers' qualifications.
    ○ If an Equitable Distribution of Teachers gap has been identified for the LEA, describe the <u>strategies</u> implemented to reduce or eliminate the gap.

Section 13: Title II, Part A Programming

- **Narrative Response Guidance:** please discuss
    ○ the LEA's <u>process</u> for reviewing the comprehensive needs assessment to determine uses of Title II funds for activities to increase teacher and principal quality.

Section 14: Title III, Part A Programming

- **Narrative Response Guidance:** please discuss
    ○ the LEA's <u>process</u> of providing differentiated assessments for students dually-identified as Special Education and English Learners;
    ○ the LEA's <u>process</u> for ensuring that the LEA's Title III programs are evidence-based and supplemental to core instruction.
    ○ If applicable, the LEA's <u>process</u> for determining the needs and supports for immigrant students and families.

Section 15: Title IV, Part A Programming

- **Narrative Response Guidance:** please discuss
    ○ the LEA's <u>process and implementation</u> practices for prioritizing and distributing Title IV funds to schools in order to increase student achievement, including
        ■ how funding decisions are made,
        ■ how the LEA conducts a needs assessment specifically related to Title IV, Part A,
        ■ how the LEA assesses the effectiveness of Title IV activities, and
        ■ how the LEA ensures adherence to content category or infrastructure expenditure rules.