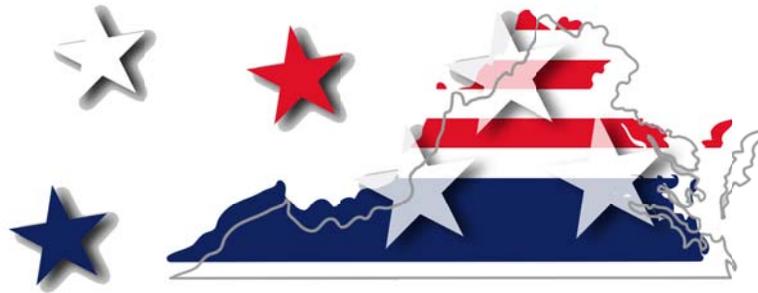


Revised January 2016

Federal Program Monitoring School Year 2015-2016

Title II, Part A Preparing, Recruiting, and Training High Quality Teachers and Principals

Elementary and Secondary Education Act of 1965



Virginia Department of Education
Division of Instruction
Office of Program Administration and Accountability

**VIRGINIA DEPARTMENT OF EDUCATION
FEDERAL PROGRAM MONITORING
REVIEWER’S INSTRUMENT
TITLE II, PART A

SCHOOL YEAR 2015-2016**

Part II

Federal Program Monitoring Reviewer’s Instrument

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SECTION A

Purpose of the Federal Program Monitoring Reviewer's Instrument

The *Elementary and Secondary Education Act of 1965* (ESEA) requires the state educational agency to ensure that programs and activities are implemented as stipulated in the law. The Virginia Department of Education is responsible for adopting and using proper methods of administering each program included in the ESEA.

The Federal Program Monitoring Reviewer's Instrument has been prepared by the Virginia Department of Education as a guide and checklist for the federal program monitor. The instrument has also been prepared for use by the local educational agency (school division) that is to receive a monitoring visit. It outlines the Title II, Part A, legislation section-by-section and lists possible evidence or documentation that can be presented by the school division to demonstrate compliance with the law.

School divisions should review the instrument in advance of the monitoring visit and prepare documents that would best show evidence of the division's implementation of the Title II, Part A, legislation according to the requirements of law. Federal program monitors will share their findings with school division personnel at the conclusion of the review schedule. If corrective actions are required as a result of the federal program monitoring visit, Title II, Part A, staff will work with the school division to assure compliance.

SECTION B: AREAS OF REVIEW FOR TITLE II, PART A

**AREA #1
TEACHER QUALITY**

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)								
1.1 Does the school division have documentation to show an increase in the percentage of highly qualified teachers (HQT) in all core content areas? How are Title II, Part A, funds being used to address this issue?	Section 1119(a)(2)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Instructional Personnel and Licensure Report (IPAL) <input type="checkbox"/> Copies of new teacher orientation, induction, and mentoring plans <input type="checkbox"/> Highly Qualified Teacher Plans	<p><i>Complete the chart below:</i></p> <table border="1" data-bbox="1207 776 1549 943"> <thead> <tr> <th><i>Year</i></th> <th><i>HQT percentage</i></th> </tr> </thead> <tbody> <tr> <td><i>2013-2014</i></td> <td></td> </tr> <tr> <td><i>2014-2015</i></td> <td></td> </tr> <tr> <td><i>2015-2016</i></td> <td></td> </tr> </tbody> </table> <p><i>Which grades/subject areas have been most difficult to fill with highly qualified teachers over the last two to three years? How has the division addressed these issues? Which schools have the lowest HQT percentages? How are Title II, Part A, funds used to help these schools improve the HQT percentages?</i></p>	<i>Year</i>	<i>HQT percentage</i>	<i>2013-2014</i>		<i>2014-2015</i>		<i>2015-2016</i>		
<i>Year</i>	<i>HQT percentage</i>												
<i>2013-2014</i>													
<i>2014-2015</i>													
<i>2015-2016</i>													

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
1.2 Has the school division ensured that all teachers hired to reduce class size are highly qualified at the time of hire?	Section 2123(a)(2) (B)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> List of class-size reduction teachers, dates of hire (with Title II, Part A, funds) and qualifications <input type="checkbox"/> Class size averages per school <input type="checkbox"/> Copy of CSR teachers' licenses and HQT documentation (i.e., Praxis scores or other evidence of content mastery) <input type="checkbox"/> Instructional Personnel and Licensure Report (IPAL)	<i>How many class-size reduction (CSR) teachers are paid with Title II, Part A, funds? Are they currently highly qualified? What evidence is available to show that they were highly qualified at the time of hire?</i>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
1.3 Has the division ensured that Title I teachers hired since the beginning of 2002-2003 were highly qualified at the time of hire?	Section 1119(a)(1)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> List of Title I teachers, hire dates, and qualifications <input type="checkbox"/> Copy of teachers' licenses and HQT documentation (i.e., Praxis scores or other evidence of content mastery) <input type="checkbox"/> Instructional Personnel and Licensure Report (IPAL) <input type="checkbox"/> Principal attestations from Title I schools	<p><i>If Title I schools are receiving targeted assistance, are all Title I teachers currently highly qualified? What evidence is available to show that they were highly qualified at the time of hire?</i></p> <p><i>If Title I schools are receiving school-wide assistance, are all federal core teachers highly qualified? What evidence is available to show that they were highly qualified at the time of hire?</i></p>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
<p>1.4 Does the division ensure that students in high-poverty and/or high-minority schools have equitable access to highly qualified, experienced, and effective teachers?</p>	<p>Section 1111(b)(8) (C)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	<p><input type="checkbox"/> Instructional Personnel and Licensure Report (IPAL) <input type="checkbox"/> Division Equity Plan <input type="checkbox"/> Division analysis of teacher experience by school <input type="checkbox"/> Summative teacher evaluation data <input type="checkbox"/> Interviews</p>	<p><i>Provide a list of all schools, by grade span, comparing HQT, poverty rate, minority status, and average years of teacher experience. How does the division assure that students in high poverty, high minority schools have equitable access to highly qualified, experienced, and effective teachers?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Heterogeneous classroom groupings</i> <input type="checkbox"/> <i>New teachers equitably distributed among buildings and classrooms (identified buildings, classrooms and students should have an equal or lower percentage of new teachers)</i> <input type="checkbox"/> <i>High quality mentoring programs for new teachers</i> <input type="checkbox"/> <i>Recruitment programs</i> <input type="checkbox"/> <i>Placement through contractual agreements</i> <input type="checkbox"/> <i>Incentives for voluntary transfers</i> <input type="checkbox"/> <i>Provision of professional development</i> <input type="checkbox"/> <i>Other</i> <p><i>Describe how the teacher evaluation system ensures equitable distribution of effective teachers across the school division.</i></p>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
1.5 Does the school division ensure that the school division's teacher evaluation system evaluates teachers on the seven performance standards approved by the Virginia Board of Education in the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers</i> and other provisions as required by ESEA Flexibility provisions?	Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Principle 3	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Blank summative teacher evaluation form (required) <input type="checkbox"/> Division teacher evaluation documentation (e.g., manual) <input type="checkbox"/> Interviews	<i>Describe the teacher evaluation process implemented by the school division. How is each of the performance measures weighted? Describe measures used in determining teacher performance on Standard 7 (Student progress)</i>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
1.6 Does the school division ensure that the school division's principal evaluation system evaluates principals on the seven performance standards approved by the Virginia Board of Education in the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers</i> and other provisions as required by ESEA Flexibility provisions?	Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Principle 3	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Blank summative principal evaluation form (required) <input type="checkbox"/> Division principal evaluation documentation <input type="checkbox"/> Interviews	<i>Describe the principal evaluation process implemented by the school division. How is each of the performance measures weighted??</i>	

SECTION B: AREAS OF REVIEW FOR TITLE II, PART A

**AREA #2
NEEDS ASSESSMENT AND PROFESSIONAL DEVELOPMENT PLAN**

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
2.1 Has the school division conducted a needs assessment to use in the development of its Title II, Part A, activities?	Section 2122(c) (1-2)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Student achievement data <input type="checkbox"/> Teacher surveys <input type="checkbox"/> Division surveys <input type="checkbox"/> Instructional Personnel and Licensure Report (IPAL) <input type="checkbox"/> Teacher/principal evaluation data <input type="checkbox"/> Teacher/principal recruitment and retention data <input type="checkbox"/> Academic Review reports <input type="checkbox"/> Parent Surveys <input type="checkbox"/> Interviews <input type="checkbox"/> Private school	<i>Describe the process used to determine annual needs. Which documents are analyzed, and how are the results of the analysis used to develop program activities? How is information collected and disseminated? How were results from the previous year's activities and evaluations used to make decisions regarding the current year's funded programs and activities? In what ways are the chosen programs or activities connected to or in support of division or school improvement plans? Do division and/or school improvement plans include teacher quality measures?</i>	

			needs analysis documents		
Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
2.2 Is there evidence that the needs assessment included feedback from teachers, including those teaching in Title I programs?	Section 2122(c) (1-2)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Participant list <input type="checkbox"/> Needs assessment documentation <input type="checkbox"/> Teacher surveys <input type="checkbox"/> Meeting agendas	<i>Describe how teachers, including those in Title I programs, are involved in the needs assessment process.</i>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
2.3 What were the highest priority needs identified in the needs assessment and are they addressed in the planned activities?	Section 2122(b)(5)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated Application <input type="checkbox"/> Title II, Part A, Application <input type="checkbox"/> Teacher/principal evaluation data <input type="checkbox"/> Needs assessment summary <input type="checkbox"/> Interviews <input type="checkbox"/> Division's professional development offerings for teachers and principals (Highlight or indicate with an asterisk any professional development activities/personnel funded through Title II, Part A)	<i>What were the highest priority needs for the 2013-2014 school year? Were they outlined in the application? What are the highest priority needs for the 2014-2015 school year? Has the needs assessment process begun for the 2015-2016 school year? If so, what are the anticipated needs? How are results of teacher/principal evaluations prioritized for planned activities? How does the school division use the teacher/principal evaluation system to identify teachers'/ principals' strengths and weaknesses and then make recommendations for appropriate professional development activities based on these findings? What support is provided to teachers/ principals who have been rated less than proficient on any one of the seven performance standards? How are principals included in PD activities offered to teachers? What expectations do principals set for teachers in evaluations as a result of PD?</i>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
2.4 Are activities aligned with Virginia content and teacher/principal performance standards and/or teacher/principal evaluation outcomes?	Section 2122(b)(1)(A-B)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Teacher/principal evaluation data <input type="checkbox"/> Professional development activities	<i>How do activities align with Standards of Quality (SOQ) (i.e. Are CSR funds used to reduce class size below established limits in SOQ?) How do activities align with professional teaching and performance standards and Standards of Learning?</i>	
2.5 Are activities in the plan based on scientifically-based research?	Section 2122(b)(1)(A-B)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Professional development activities <input type="checkbox"/> Interviews <input type="checkbox"/> Other	<i>Describe the research base used to develop activities funded by Title II, Part A.</i>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
2.6 Does the school division describe how the professional development activities are expected to have a substantial, measurable, and positive impact on student academic achievement, and how the activities will be used to help eliminate the achievement gap that separates low-income and minority students from other students?	Section 2122(b) (2)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Implementation plans <input type="checkbox"/> Evaluation results <input type="checkbox"/> Interviews	<i>Describe any identified achievement gaps, based on student achievement results. In what ways have Title II, Part A, funded activities reduced these achievement gaps among subgroups, particularly for low-income and minority students?</i>	
2.7 Does the school division coordinate services provided by Title II, Part A, funds with other federal, state, and local funding sources?	Section 2122(b) (4)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Interviews	<i>What other funds are targeted to support teacher quality efforts?</i>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
2.8 Are services provided by Title II, Part A, funds targeted to schools with the lowest percentage of highly qualified teachers, the largest class size, or those that are identified for school improvement?	Section 2122(b) (3)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Class-size reports by school <input type="checkbox"/> Student achievement results <input type="checkbox"/> Academic Reviews <input type="checkbox"/> Instructional Personnel and Licensure Report (IPAL)	<i>How are professional development funds targeted? Which teachers receive priority support for obtaining additional coursework? How does the division assure that adequate funding is available to address HQT and student achievement issues prior to using funds for class size reduction? If used, how are Title II, Part A, class size reduction teachers placed?</i>	
2.9 Does the school division collaborate with all stakeholders in the development of the plan? (teachers, administrators, paraprofessionals, principals, parents, and others?)	Section 2122(b) (7)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Participant list <input type="checkbox"/> Meeting agendas	<i>Describe the process used by the division during the planning of the application. Who is involved in the development, writing, and review of the plan?</i>	

SECTION B: AREAS OF REVIEW FOR TITLE II, PART A

**AREA #3
ALLOWABLE USES OF FUNDING**

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
<p>3.1 Are all activities planned allowable under Title II, Part A, guidelines?</p> <p>Check the types of activities included in the plan. (Check all that apply)</p> <p><input type="checkbox"/> Professional development to assist teachers in obtaining highly qualified status</p> <p><input type="checkbox"/> Professional development for teachers and administrators</p> <p><input type="checkbox"/> Professional development to assist paraprofessionals in obtaining highly qualified status</p> <p><input type="checkbox"/> Professional development to assist highly qualified teachers in obtaining additional endorsements (particularly in high-need areas)</p> <p>Areas: _____</p>	<p>Section 2123</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> N/A</p>	<p><input type="checkbox"/> Consolidated application</p> <p><input type="checkbox"/> Title II, Part A, application</p> <p><input type="checkbox"/> Interviews</p>	<p><i>Are all activities outlined in the plan allowable under Title II, Part A, guidelines? How are activities monitored for effectiveness? Which activities have had the most impact on raising student achievement, improving HQT percentages or improving overall teacher/principal quality?</i></p>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
<input type="checkbox"/> Professional development to assist teachers in addressing student learning styles, particularly students with disabilities (Section 2123(a)(3)(B)(ii)) <input type="checkbox"/> Professional development to assist teachers in improving student behavior <input type="checkbox"/> Professional development to assist teachers and administrators to effectively use data to improve instruction <input type="checkbox"/> Professional development related to teacher/principal evaluations and/or student academic progress <input type="checkbox"/> Professional development for parental involvement <input type="checkbox"/> Professional development for highly qualified teachers to obtain National Board certification <input type="checkbox"/> Testing expenses for paraprofessionals to obtain highly qualified status (ex. Parapro) <input type="checkbox"/> Testing expenses for teachers to obtain highly qualified status (ex. Praxis)					

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
<input type="checkbox"/> New Teacher mentoring program expenses <input type="checkbox"/> Administration of staff development programs <input type="checkbox"/> Travel expenses for professional development activities <input type="checkbox"/> Materials for professional development activities <input type="checkbox"/> Recruitment expenses <input type="checkbox"/> Signing bonuses in hard-to-fill areas. <input type="checkbox"/> Retention initiatives (i.e., salary differentials for hard-to-staff areas) <input type="checkbox"/> Class Size Reduction Teachers <input type="checkbox"/> Number: _____ <input type="checkbox"/> Grade Level(s)/subject area(s): _____ <input type="checkbox"/> Targeted to schools with highest need according to needs assessment data <input type="checkbox"/> Evidence is provided that class-size reduction teachers are highly qualified at time of hire <input type="checkbox"/> Other:					

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
3.2 Does the school division ensure that funds expended correlate to activities outlined in plan submitted to the Virginia Department of Education for reimbursement?		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Reimbursements	<i>Describe the process used to ensure that reimbursements submitted in OMEGA correlate to the application on file.</i>	
3.3 Does the school division submit applications, revisions, and amendments in a timely manner to ensure appropriate implementation of the Title II, Part A, program, and timely spend-down of funds?		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> OMEGA reports	<i>Describe the timeline and process used to submit applications, revisions, and amendments.</i>	

SECTION B: AREAS OF REVIEW FOR TITLE II, PART A

**AREA # 4
FISCAL REQUIREMENTS**

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
4.1 Does the school division comply with the maintenance of effort provisions of Title II, Part A?	Section 9521	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated Application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Superintendent's Annual Report <input type="checkbox"/> Waivers	<i>Has the division maintained per-pupil spending from state and local sources for the past two years?</i>	
4.2 Does the school division comply with the supplement, not supplant provisions of the Title II, Part A, program?	Section 2123(b)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Accounting records <input type="checkbox"/> Budget <input type="checkbox"/> Interviews	<i>Were any of the activities currently funded from Title II, Part A, funded from a different source in the last three years? If so, to what degree? How are financial reports maintained to ensure supplemental use of funds? Would the funded activities, services, staff, etc., be funded in the absence of Title II, Part A? If so, how?</i>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
4.3 Does the school division encumber and draw down funds in a timely manner?		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> OMEGA Spend-down Calendar Report <input type="checkbox"/> Accounting records	<i>Describe the process and timeline used for encumbering funds. What timeline is used for submitting reimbursements? Have all funds been claimed for the most recent closing award (2013-2014)? What percentage of funds have been claimed for the 2014-2015 and 2015-2016 awards?</i>	

SECTION B: AREAS OF REVIEW FOR TITLE II, PART A

**AREA # 5
PUBLIC REPORTING**

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
<p>5.1 Does the school division provide an annual school report card to parents of students in schools receiving Title I funds, which includes information related to teacher qualifications?</p> <p>How is the school report card disseminated?</p> <p><input type="checkbox"/> Printed and sent home with students</p> <p><input type="checkbox"/> Printed and mailed to each household</p> <p><input type="checkbox"/> School Web site</p> <p><input type="checkbox"/> Distributed at parent conferences</p> <p><input type="checkbox"/> Other: _____</p>	<p>Section 1111(h)(2) (E)</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> N/A</p>	<p><input type="checkbox"/> Copies of school and division report cards</p> <p><input type="checkbox"/> School Web site</p>	<p><i>How does the school division disseminate school and division report card information to parents in schools receiving Title I funds?</i></p>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
5.2 Are parents of students in schools receiving Title I funds notified of their right to inquire about the qualifications of their children's teachers and the process for doing so?	Section 1111(h)(6) (A)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Sample letter(s) <input type="checkbox"/> Handbook	<i>How does the school division notify all parents in schools receiving Title I funds of the right to inquire about teacher qualifications?</i>	
5.3 Are parents of students in schools receiving Title I funds notified if their children are receiving instruction for four (4) or more weeks from a non-highly qualified teacher?	Section 1111(h)(6) (B)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Sample letter(s) <input type="checkbox"/> Instructional Personnel and Licensure Report (IPAL)	<i>Describe the process used to ensure that letters are sent to parents of students in schools receiving Title I funds when a child is taught for four or more weeks by a non-highly qualified teacher. What is the timeline used? How is documentation maintained (at the school level, at the division level, or both?)</i>	

SECTION B: AREAS OF REVIEW FOR TITLE II, PART A

**AREA # 6
PRIVATE SCHOOL PARTICIPATION**

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
6.1 Does the school division comply with the provisions of Title II, Part A, regarding timely and meaningful consultation with private schools?	Section 1120 (b)(1-2)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Letter(s) of notification of planning meetings <input type="checkbox"/> Sign-on/sign-off sheet from each private school within division boundaries <input type="checkbox"/> Intent to Participate Survey <input type="checkbox"/> Meeting agendas/minutes <input type="checkbox"/> Private school needs assessments	<i>What is the process used to contact and consult with private schools in the division's geographic area? How are meaningful consultation meetings conducted? What information is shared during consultation meetings?</i>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
6.2 Is there evidence that private school personnel were provided with opportunity to participate in development of professional development activities (prior to the time the application was submitted)?	Section 1120(a)(1&3)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Letter(s) of notification of planning meetings <input type="checkbox"/> Sign-on/sign-off sheet for meetings with private schools within division boundaries <input type="checkbox"/> Letter(s), e-mails, or records of phone calls to private school officials <input type="checkbox"/> Meeting agendas/minutes <input type="checkbox"/> Interviews <input type="checkbox"/> Equitable Services timeline of planned activities on behalf of private schools <input type="checkbox"/> Private school needs assessments	<i>How does the school division work with the private schools to determine professional development needs? When does this process begin? What is the process for planning and arranging services on behalf of private schools?</i>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
6.3 Does the school division comply with the private school provisions of Title II, Part A, regarding provision of equitable services?	Section 1120 (A)(1-5)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Evidence of contact with private schools to extend an invitation to participate <input type="checkbox"/> Payments to vendors or individual teachers <input type="checkbox"/> OMEGA reimbursements <input type="checkbox"/> Rosters from professional development activities including private school participants <input type="checkbox"/> Equitable Services timeline of planned activities on behalf of private schools	<i>What process is used by the school division to ensure that equitable services are provided?</i> <i>What types of activities have private school teachers/principals participated in from Title II, Part A, funds?</i> <i>What is the timeline for the provision of services?</i>	

Requirements	Statute	Is there sufficient documentation that this requirement is being met?	Possible Documentation	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
6.4 Does the school division administer funds properly on behalf of private schools and maintain title to materials, equipment, and property purchased for use by private schools according to provisions of the Title II, Part A, program?	Section 1120(d)(1)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Payments to vendors or individual teachers <input type="checkbox"/> OMEGA reimbursements <input type="checkbox"/> Copies of purchase orders or service agreements for private school services <input type="checkbox"/> Inventory of equipment/assets provided to private school (should be maintained on the school division's inventory) <input type="checkbox"/> Recalculation template (if applicable) <input type="checkbox"/> Recalculation Action Plan (if applicable)	<i>Describe the process used for procurement of services on behalf of private schools and the maintenance of title of materials to be used by the private school with Title II, Part A, funds. If applicable, has the division carried out recalculations for services from 2007-2010 and provided for additional services, as warranted?</i>	