
Monitoring of ESEA Consolidated Programs

School Year: 2008-09

— Guidance Document for Districts —



Wisconsin Department of Public Instruction

(This document can also be found on the Department of Public Instruction's Web site at:
<http://dpi.wi.gov/esea/pdf/monitoring-guidance.pdf>)

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The Department of Public Instruction (DPI) has oversight and monitoring responsibilities to review compliance within the federal Elementary and Secondary Education Act (ESEA) consolidated programs including Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part A, and Title V, Part A. The oversight and monitoring process includes an extensive review and approval process for all ESEA Consolidated Applications submitted by school districts/consortia. In addition, this process will include a combination of on-site and phone reviews. This document is designed to provide guidance to districts on the on-site and phone review process.

On-Site/Phone Monitoring Process

A combination of on-site and phone monitoring will be conducted each year in randomly selected districts. Each year, DPI will monitor approximately four districts in each of four CESA regions. In addition, one consortium project will be monitored within each of the selected CESAs. One- to two-day monitoring reviews will be held in the district office of each of the selected districts. Small teams of DPI staff will conduct the reviews. Districts/consortia will receive notification at least six weeks in advance of their scheduled visit, including logistical information, an agenda, and the monitoring guidance document (which can be found at <http://www.dpi.wi.gov/esea/pdf/monitoring-guidance.pdf>).

Monitoring reviews will cover broad or consolidated requirements—that is, common requirements across all Titles—as well as requirements specific to individual Title programs. The reviews are not intended to be exhaustive or to ensure compliance with each and every requirement within the law. Rather, they are to verify compliance with items included within the Application Requirements Checklist, which is part of the application process for ESEA Consolidated Program funding and major program requirements within Title I; Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part A; and Title V, Part A. *Note – only Titles under which the district/consortium receives funds will be reviewed.*

The monitoring reviews will be divided into two main parts:

1. The **Consolidated Requirements** review will be based upon the Application Requirements Checklist (PI-9550-W) which is part of the ESEA Consolidated Application process through DPI. Each district applying for funds under the Consolidated Application is required to complete this checklist, and documentation of evidence of compliance with these requirements are to be kept on file at the district. DPI program staff will be verifying that the district/consortium met the following general requirements:

If an Individual District is Monitored	If a Consortium is Monitored
1) District Needs Assessment	1) Needs Assessment
2) Private School Consultation	2) Private School Consultation
3) Parent and Community Participation and Involvement	3) Written Plan
4) Integration with Federal, State, and Local Programs and Initiatives	
5) Professional Development Plan	
6) Public Reporting and Parents' Right to Know	

2. The **Individual Program Requirements** review will cover the major requirements within Title I (including requirements for districts with schools identified for improvement, if applicable); Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part A; and Title V, Part A. *Note – only Titles under which the district/consortium receives funds will be reviewed.*

Report/Results

Preliminary findings will be presented to districts/consortium fiscal agent at the conclusion of the monitoring review. A formal written report will be sent to districts/consortium fiscal agent within six weeks after the review. The formal report will include strengths, weaknesses, any corrective action necessary, and offer for technical assistance, if needed.

Staff Contacts for ESEA Grant Programs

Consolidated Programs (Entitlements)

Program	Name	Phone	E-mail
Title I, Part A—Improving Basic Programs	Shirley Baum	608-267-9232	shirley.baum@dpi.wi.gov
	Marsha Behnke	608-267-1281	marsha.behnke@dpi.wi.gov
	Nancy Booth	608-267-7462	nancy.booth@dpi.wi.gov
	Elaine Granke	608-267-1294	g.elaine.granke@dpi.wi.gov
	Naomi Gray	608-266-4499	naomi.gray@dpi.wi.gov
	Kathleen Jackson	608-266-9616	kathleen.jackson@dpi.wi.gov
	Kim Jenkins	608-267-9216	kimberly.jenkins@dpi.wi.gov
	Aubree Potter	608-267-7338	aubree.potter@dpi.wi.gov
	Shirley Moutry	414-227-1846 or 608-266-3945	shirley.moutry@dpi.wi.gov
	Myrna Toney	608-266-2690	myrna.toney@dpi.wi.gov
To find the Title I, Part A Consultant for your district, go to http://www.dpi.wi.gov/titleone/asp/t1consultants.aspx			
Title I, Part C—Education of Migratory Children	Myrna Toney	608-266-2690	myrna.toney@dpi.wi.gov
	Kathleen Jackson	608-266-9616	kathleen.jackson@dpi.wi.gov
Title I, Part D, Subpart 2—Local Agency Programs (Neglected and Delinquent)	Marsha Behnke	608-267-9283	marsha.behnke@dpi.wi.gov
	Myrna Toney	608-266-2690	myrna.toney@dpi.wi.gov
Title II, Part A—Teacher and Principal Training and Recruiting	Abdallah Bendada	608-267-9270	abdallah.bendada@dpi.wi.gov
	Eyvonne Crawford-Gray	608-266-3155	eyvonne.crawford-gray@dpi.wi.gov
Title II, Part D, Subpart 1—Enhancing Education through Technology (50%)	Stuart Ciske	608-267-9289	stuart.ciske@dpi.wi.gov
	Amy French	608-261-6327	amy.french@dpi.wi.gov
	Stephen Sanders	608-266-3856	stephen.sanders@dpi.wi.gov
Title III, Part A, Subpart 1—English Language Acquisition and Language Enhancement	Jacqueline Iribarren	608-266-7292	jacqueline.iribarren@dpi.wi.gov
	Tolu Sanabria	608-267-9235	tolu.sanabria@dpi.wi.gov
Title IV, Part A, Subpart 1—Safe and Drug-Free Schools and Communities	Brenda Jennings (CESAs 2, 10, 11)	608-266-7051	brenda.jennings@dpi.wi.gov
	Joan Lerman (CESAs 5, 6, 8, 12)	608-266-2829	joan.lerman@dpi.wi.gov
	Ken Wagner (CESAs 1, 3, 4, 7, 9)	608-266-5181	kenneth.wagner@dpi.wi.gov
Title V, Part A—Innovative Programs	To find the Title V, Part A Consultant for your district, go to http://dpi.wi.gov/titlev/asp/t5consultants.aspx		

Consolidated Requirements

1. District Needs Assessment

REQUIREMENT: Comprehensive needs assessments (i.e. student achievement, staff development) which support the ESEA funded program goals.

A comprehensive needs assessment process must be employed to identify indicators of need in selected areas of concern related to student learning, to analyze the “gaps” between “what is” and “what should be,” to prioritize needs, and to identify potential solution strategies to meet those needs. Needs assessment requirements in the law are as follows:

Title	Requirement
Title I, Parts A, C, D	A schoolwide program shall include a comprehensive needs assessment of the entire school including the needs of migratory and homeless children, and will be based on information which includes achievement of children in relation to the State academic achievement standards. Sec. 1114 (b) (1) (A) Eligible children will be identified by the school as failing, or most at risk of failing to meet the State’s challenging student academic achievement standards on the basis of multiple educationally-related objective criteria. Sec. 1115 (B)
Title II, Part A	To be eligible to receive funds, district shall conduct an assessment of local needs for professional development and hiring, as identified by the district and staff. Sec. 2122
Title II, Part D	Technology plan based on data from current needs assessment. Sec. 2414
Title III, Part A	Eligible districts are required to annually assess the English proficiency of all limited English proficient children participating in a program funded under this subpart, consistent with section 1111 (b)(7). Sec. 3113 (b)(3)(D)
Title IV, Part A	Program shall be based on an assessment of objective data regarding the incidence of violence and illegal drug use in schools and communities to be served, including private school students who participate in the drug and violence program. The needs assessment should be objective, be specific to the schools and community with the program and be assessing factors related to violence and/or illegal drug use and/or delinquency and serious discipline problems. Sec. 4115 (A)(1)(A)
Title V, Part A	The district is required to allocate funds for Title VA based on locally-identified needs. Districts have the flexibility to design and implement innovative projects and activities within one or more of the 27 innovative assistance areas listed in the law to serve educational needs they have identified. Districts should identify their needs and then allocate funds based on their educational needs. Sec. 5133 (b)(1)

Consolidated Requirements

Guiding Questions for District Needs Assessment Review

- 1.1 What process did the district use to review district-wide student achievement and behavior data? Who participated and what was the timeline? What needs were identified with regard to student achievement, including professional development and class size reduction, and how did those needs influence the allocation of ESEA funds to individual schools and programs for this year?

Possible evidence includes:

- Data retreat documentation
- Attendance records of data retreats and school improvement planning meetings
- Plans based on analysis of results
- Survey Enacted Curriculum (SEC) [Council of Chief State School Officers (CCSSO) survey tool]
- Depth of Knowledge [Wisconsin Center for Education Research (WCER) survey tool]
- Language proficiency assessment data
- District/school goals or standards – measurement/evaluation methods
- Evaluation timelines
- Youth Risk Behavior Survey (YRBS)
- Other

- 1.2 What process did the district use to review district-wide improvement efforts? Who participated and what was the timeline? What needs were identified with regard to student achievement, including professional development and class size reduction, and how did those needs influence the allocation of ESEA funds to individual schools and programs for this year?

Possible evidence includes:

- Characteristics of Successful Districts self assessment results
- Characteristics of Successful Districts peer review results
- Plans based on analysis of results
- Teacher surveys
- Parent/community surveys
- Student surveys
- Technology surveys
- Measures indicating attainment of school or district goals
- ESEA End-of-Year report findings

Consolidated Requirements

2. Private School Consultation

REQUIREMENT: The district engages in timely and meaningful consultation with all private schools in its area regarding funds available under the ESEA to address the needs of the private school students and staff members.

Guiding Questions for Private School Consultation Review

- 2.1 What process does the district use for communicating with the private schools regarding their benefit from ESEA funds?

Possible evidence includes:

- Letter(s) of notification
- Agenda(s) from meetings
- Sign-on/sign-off sheet from every private school in the district, or other form of written verification that indicates intent to participate or not participate in eligible ESEA entitlement programs.
- Other

- 2.2 How were the academic needs of private school students identified? Who participated in the process?

Possible evidence includes:

(This evidence is required when private school students are served under Title I)

- Written documentation on how the district consulted with private school officials during the design and development of programs offered on issues such as:
 - assessment instruments used to measure student performance
 - determination of services to be offered to identified students
 - how, where, and by whom services will be offered
 - the size and scope of the services to be provided
 - how the academic gains will be assessed
 - the amount of funds available for the services

- 2.3 How were the professional development needs of private school staff identified? Who participated in the process?

Possible evidence includes:

- Meeting agendas and minutes
- Letters and/or records of phone conversations and e-mails to private schools with information on services and funding

Consolidated Requirements

- Other written documentation on how the district consulted with private school officials during the design and development of programs offered on issues such as:
 - what services will be offered that meets the needs of both entities
 - how, where, and by whom services will be offered
 - how the effectiveness of the services will be measured
 - the amount of funds available for the services

2.4 What items in the Consolidated Program Plan of the ESEA application identify activities or services being coordinated by the district for the benefit of private school staff or students?

Possible evidence includes:

- Example from the Program Plan

2.5 If any funds were transferred between Titles, how was the transfer communicated with private schools?

Possible evidence includes:

- Meeting agendas and minutes
- Letters and/or records of phone conversations and e-mails to private schools with information on services and funding

2.6 What process does the district use to manage the ESEA funds under each Title that are available for the benefit of staff and students in participating private schools? How does the district ensure the services are supplemental, secular, neutral, and non-ideological?

Possible evidence includes:

- Copies of purchase orders and inventory lists
- Service agreements
- Description of private school needs, monitoring activities, and other documentation to verify that the district manages and monitors the programs and services provided with federal funds
- Other

2.7 How does the district plan to evaluate the services and programs for private schools funded with ESEA this year to determine if they were effective in addressing the identified needs?

Possible evidence includes:

- Evaluation plan aligned with the agreed upon standards and measures.
- Verification of private school representatives' involvement
- Methods used for sharing results with appropriate parties
- Methods used to determine effectiveness of Title I services
- Other

Consolidated Requirements

3. Parent and Community Participation and Involvement

REQUIREMENT: The district engages in significant and meaningful involvement with parents and the community in (1) the assessment of needs, (2) planning, (3) implementation, and (4) evaluation of ESEA funded programs.

Guiding Questions for Parent and Community Participation and Involvement Review

- 3.1 How does the district involve both public and private school parents, including the parents of homeless students, in identifying needs and planning the programs and services supported with ESEA funds intended to address those needs?
- 3.2 How does the district involve both public and private school parents, including the parents of homeless students, in the implementation of programs and services supported with ESEA funds?
- 3.3 How does the district involve both public and private school parents, including the parents of homeless students, in the evaluation of programs and services supported with ESEA funds?

Possible evidence includes:

- Agendas or summaries of planning meetings, focus groups, or advisory committees listing the parent participants.
- Rosters identifying parents engaged in the planning or development of ESEA programs and policies
- Description of the processes used to engage parents, school personnel, and community representatives in the development, implementation, and evaluation of the ESEA consolidated programs
- Other

Required evidence for Title I:

- Copy of district parental involvement policy**
 - Sample Title I school parental involvement policy**
 - sample of a parent/school student school compact**
- 3.4 How does the district involve the parents of students receiving Title I services, and district personnel, in evaluating the effectiveness of the parent involvement practices? Is there an example of how that evaluation led to a change in policy?

Consolidated Requirements

Required evidence includes:

- Description of the district's annual assessment process utilized to determine degree of effectiveness
- Evidence that parents of public and private school participating children were involved
- Summary results of the assessment and information on how findings were used when planning new or modifying parent involvement activities and policies
- Other

- 3.5 How does the district ensure that parental and community participation is promoted in programs for English language learners (ELLs)? What process does the LEA have in place to involve ELL parents in the school's activities, decisions, meetings, and the education of their children, including how they can participate in helping their children learn English, achieve at high levels in the core academic subjects and meet state standards?

Possible evidence includes:

- Sample of school policy
- Informational brochure regarding the language assistance program
- Individual Education Plan
- Other

- 3.6 How does the district collaborate and/or coordinate with community based organizations and other entities with expertise that work with immigrant youth and families?

Possible evidence includes:

- Agenda
- List of members that participated
- Description of process used to engage community based organizations
- Other

4. Integration with Federal, State, and Local Programs and Initiatives

REQUIREMENT: Services funded with ESEA consolidated program aid provided by entitlement are integrated with actions funded with other ESEA entitlements, competitive grants, or other state and local programs and initiatives.

Guiding Questions for Integration with Federal, State, and Local Programs and Initiatives Review

- 4.1 Does the district involve individuals responsible for implementing federal, state, and local programs and initiatives in the development of this application? [Program examples include Individuals with Disabilities Education Act (IDEA), Carl Perkins, homeless students program, PI34, Gifted and Talented (G/T), Comprehensive School Reform (CSR), Technology, Safe and Drug-Free Schools and Communities Act (SDFSCA), 21st Century Skills, Reading Excellence and Demonstration of Success (READS), AmeriCorps VISTA, Mathematics and Science Partnerships (MSP), Advanced Placement (AP), International Baccalaureate (IB), Science, Technology, Engineering and Mathematics (STEM)].

Possible Evidence

- Description of the process used to involve responsible for federal programs
- Meeting dates and agendas
- List of individuals involved
- List of federal, state, and local programs involved

- 4.2 How does the district involve individuals responsible for coordinating Even Start, Head Start, Reading First, early Reading First, P5, SAGE, AODA, and other programs for preschool children and their families present in the district or community in the development of this application?

Possible Evidence

- Plan description
- Meeting dates and agendas
- List of individuals involved
- List of federal programs involved
- Certification letter from DPI or Department of Administration (DOA)

- 4.3 Does the district have a plan in place to evaluate the integration of federal, state, and local programs and initiatives with the ESEA program plan?

Consolidated Requirements

Possible Evidence

- Description of the Evaluation plan
- List of individuals involved in the development of the plan
- Names of the evaluators

5. Professional Development Plan

REQUIREMENT: LEAs must develop a high-quality professional development plan that is (1) based on the analysis of needs assessment, (2) aligned with the federal goals and evaluated effectively using any research method, and (3) that all professional development activities are based on scientifically-based research.

Guiding Questions for Professional Development Plan Review

- 5.1 What process does the district use to develop the professional development activities/actions described in the Program Plan?
- 5.2 Was the plan developed in consultation with teachers, principals, administrators and other appropriate school personnel, and with parents of children in schools served including the parents of private schools?
- 5.3 What research does the district use to determine that the professional development activities under each Title program the district receives funds (Title I, Part A; Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part A, and Title V, Part A) have been proven effective to address the identified needs?
- 5.4 What process does the district use to determine that the professional development activities are fully aligned with the federal goals and have been proven effective to increase student achievement?

Possible evidence includes:

- Planning notes, participants, and agendas
 - Description of the alignment process and plan
 - List of individuals involved in the development of the plan
 - Summary results of the assessment and information on how findings were used when planning new or modifying professional development activities
 - Written documentation on how the LEA developed the professional development activities based on the analysis of the needs assessment and consulted with teachers, principals, administrators, and parents during the design and development of programs offered on issues such as:
 - o how activities are developed
 - o how the activities will be offered and assessed
 - o the size and scope of the services to be provided
 - o the amount of funds available for the services
- 5.5 What process does the district have to ensure that all professional development activities are connected and have lasting impact on classroom instruction?

Consolidated Requirements

- 5.6 If there are any teachers not yet highly qualified by the NCLB definitions, what type of mentoring services are identified for these teachers in the LEA's professional development plan?

Possible evidence includes:

- Description of the professional development plan
- Planning notes, participants, dates, and agendas
- Sample log of participants
- Sample follow-up sessions
- Sample of student achievement connections to professional development activities

- 5.7 What method does the district plan to use to evaluate the impact of professional development on student achievement? Is the evaluation plan based on a research model? Explain.

Possible evidence includes:

- Copy of the evaluation plan
- Correlation between student achievement and professional development
- Documentation showing the impact of the professional development plan on student achievement

6. Public Reporting and Parents' Right to Know Provisions

REQUIREMENT: The district has processes in place to carry out the public reporting and parents' right to know provisions.

Guiding Questions for Public Reporting and Parents' Right to Know Provisions Review

- 6.1 What systems are used by the district to ensure parents' rights are recognized? For example:
- How do you enable the parents to access and become informed on the annual report card on student achievement? Which approaches have been most successful?
 - What is your plan for informing parents if schools their children attend become identified for school improvement?
 - What process was employed to advise parents of their right to inquire about the qualifications of their children(s) teachers?
 - Is information compiled on professional qualifications of all teachers employed by the district, including those teaching with emergency or provisional credentials? Does this information contain the percentage of classes not taught by highly qualified teachers in the aggregate, and disaggregated by high poverty compared to low poverty schools? What means of reporting this information is or will be employed in your public reporting process?
 - If applicable, how do schools receiving Title I funds within the district inform parents that students have received instruction for more than four consecutive weeks from teacher of a core academic subject (English, reading or language arts, math, science, history, civics and government, geography, economics, the arts, and foreign language) who is not qualified?
 - What are the various approaches utilized to inform parents of children selected for Title I programs or bilingual/ESL instructional programs?

Possible evidence includes:

- Copy of the district's Annual Report Card which was developed and disseminated, including status of student achievement and teacher qualifications
- Samples of systems and communications utilized by the district to advise parents of the Right to Know provisions of NCLB, e.g. letters, newsletters, website information, handouts/meeting agendas, various school communications issued for this purpose
- Samples of communications related to district ESEA programs that were used to keep parents well informed on their children's participation and progress
- Other

Individual Program Requirements

7. **Title I, Part A**—Improving Basic Programs Operated by Local Educational Agencies (High Standards for Improving Achievement of Educationally Disadvantaged Students)

Purpose

The purpose of this grant is to provide financial assistance to local educational agencies and schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. The grant contains provisions for ensuring that poor children enrolled in private schools also benefit from the academic enrichment services funded with Title I A funds.

Individual Program Requirements

Title I, Part A – Comparability

REQUIREMENT: The intent of the law is that state and local resources will be allocated by the district to its Title I and non-Title I schools in an equivalent manner. Sec. 1120 A (c) (2) (A) (B).

Guiding Questions for Title I, Part A –Comparability Review

- 7.1. How does the district ensure that each school is treated equally with regard to distribution of teachers, administrators, and other staff supported with state or local funds? How does the district ensure that each student is treated equally with regard to distribution of curriculum materials and instructional supplies paid for with state and local funds?

Required evidence includes:

- Board's comparability policy**
- District policy for ensuring comparability in allocation of staff in Title I and non-Title I schools**

OR

- District policy for ensuring equivalence in the provision of curriculum materials and instructional supplies**
- Results of annual check on comparability and documentation of any adjustments made to achieve equivalence in one of the three allowable options submitted in the electronic or paper report.**

Individual Program Requirements

Title I, Part A – Building Level Needs Assessment/Program Design

REQUIREMENT: Annually, each Title I school will conduct a comprehensive needs assessment for the purpose of making data-driven decisions regarding students with greatest needs; subject areas and grade levels to be served, by both targeted assistance (according to Sec. 1115) and schoolwide (according to Sec. 1114).

Guiding Questions for Title I, Part A –Building Level Needs Assessment/Program Design Review

- 7.2. In targeted assistance schools, what were the different academic achievement measures used to determine which students were the furthest from meeting the standards appropriate for all children? How does the district ensure that the students getting Title I services were those most in need?

Required evidence includes:

- Copies of the assessment instruments and assessment plan used in targeted assistance schools**
- Samples of lists of Title I eligible students in priority order identifying those most in need of service**

- 7.3. What review process does the district use to ensure that new Schoolwide plans were based on a comprehensive needs assessment and fully address the 10 required program components? How often are continuing schoolwide programs required to review and update their plans?

Required evidence includes:

- Copies of schoolwide plans that demonstrate compliance with the ten required components:**
 1. Results of a comprehensive needs assessment
 2. School wide reform strategies
 3. Evidence that instruction is provided by highly qualified teachers
 4. High quality professional development for teachers, principals and paraprofessionals
 5. Strategies to attract highly qualified teachers
 6. Strategies to increase parent involvement
 7. Activities to ensure struggling students are provided assistance
 8. Plans to assist preschool children in the transition from early childhood programs to local elementary programs
 9. Strategies to include teachers in the decisions regarding the use of academic assessments to improve achievement
 10. Coordination of federal, state and local funds and services.

Individual Program Requirements

Possible evidence includes:

- A description of training provided for schools planning for entry into a schoolwide model
- A copy of the criteria utilized by the district for approving schoolwide plans and the process employed to review and assess scope and quality of the plans
- Evidence programs are designed to address the priority needs
- Description of changes made to schoolwide plans based on student achievement data or newly-identified priority needs

7.4. How is student progress monitored in Title I schools? Is there an example of how instructional practices or programming were changed to improve student academic outcomes?

Possible evidence includes:

- Examples of assessment instruments or evaluation plans from Title I schools
- Description of the process used to analyze achievement data
- Records of planning meetings identifying persons involved and decisions made
- Documentation of how information was or is to be shared with appropriate staff, parents, or community representatives for continued planning

Individual Program Requirements

Title I, Part A – Qualifications of Paraprofessionals

REQUIREMENT: Districts will ensure that all paraprofessionals in a Schoolwide school and all Title I paraprofessionals in a Targeted Assistance school shall have-

- a. completed at least 2 years of study at an institute of higher education;
- b. obtained an associate's (or higher) degree;
- c. met a rigorous standard of quality and can demonstrate through a formal State or local academic assessment-
 - (i) knowledge of and the ability to assist in instructing, reading, writing and mathematics; or
 - (ii) knowledge of and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness. Sec. 1119.

Guiding Questions for Title I, Part A –Qualifications of Paraprofessionals Review

7.5. Does the LEA have a policy or other process to ensure that all new hires for paraprofessionals meet the NCLB requirements prior to employment?

Possible evidence includes:

- Description of the plan
 - Documentation showing that the funds used for class size reduction are used to pay highly qualified teachers only
 - Teacher assignments plan
 - Names and credentials of a sample of teachers
- 7.6. Does the LEA have a plan to ensure that instructional paraprofessionals, newly hired after Jan. 8, 2002, meet NCLB requirements, working in a targeted assistance school paid by Title I, A schoolwide program, or assisting a public school teacher providing services to eligible private school students are highly qualified?

Individual Program Requirements

Required evidence includes:

- Copies of written verification submitted by each Title I school principal that paraprofessionals meet the qualifications under NCLB.
- Names and credentials of a sample of paraprofessionals

Possible evidence includes:

- Description of the plan

REQUIREMENT: A paraprofessional may not provide any instructional support services to a student unless the paraprofessional is working under the direct supervision of a highly qualified teacher as defined by NCLB. (Sec. 1119(g)(3)(A))

- 7.7. Do all instructional paraprofessionals work directly under the supervision of highly qualified teachers?

Required evidence includes:

- Supervising teacher credentials
- Paraprofessional assignments

Individual Program Requirements

Title I, Part A – Local Program Coordination to Serve Homeless Students in Non-Title I Schools

REQUIREMENT: Districts will ensure that homeless children enrolled in non-Title I schools receive comparable services to those provided to non-homeless students in Title I schools. (Sec. 1113)

Guiding Questions for Title I, Part A –Local Program Coordination to Serve Homeless Students in Non-Title I Schools Review

7.8. How do the Title I coordinator and homeless liaison communicate about the needs of homeless students and coordinate services for such students?

Possible evidence includes:

- Examples of coordinated efforts funded by the McKinney-Vento and Title I programs, or district/other federal funds; Title I
- District data on homelessness compiled and shared by those planning educational and support services for the homeless
- Training provided to district staff related to requirements for identifying, referring, and support services for students experiencing homelessness
- Examples of notifications to community members and agencies regarding the educational rights of students experiencing homelessness and how to refer potential students to the district homeless liaison

7.9. How many homeless students were served in non-Title I schools? How many of them received benefit from the Title I resources for academic achievement?

Possible evidence includes:

- Data on number of homeless students served in Title I schools
- Data on number of homeless students served in non-Title I schools
- Academic achievement results for homeless students served in non-Title I schools

7.10. How did the district determine the per-pupil amount of funds to be allocated for services to homeless students in non-Title I schools? What services were provided?

Possible evidence includes:

- Description of the process used to determine the amount of funds reserved or allocated for homeless services in non-Title I schools
- Guidelines used to determine comparable services for students in non-Title I schools

Individual Program Requirements

Title I, Part A - Fiduciary Responsibility

REQUIREMENT: Districts must identify, for public and private schools, the planned allocation of funds, based on the budget and needs identified in the Consolidated Program Plan. (Sec. 1113)

Guiding Questions for Title I, Part A –Fiduciary Responsibility Review

7.11. Can the district provide an example documenting how expenditures of Title I A funds for both public and private schools were directly related to the approved budget and items in the ESEA Consolidated Program Plan?

Possible evidence includes:

- Purchase orders
- Contracts
- Inventory lists
- Salary and benefit schedules
- Other documentation on how Title I funds were expended

7.12. What accountability system is employed by the district when engaging external providers to assist in meeting federal goals?

Possible evidence includes:

- Purchase orders
- Contracts
- Reports/summaries of the services and outcomes
- Other documentation indicating that purchased services were delivered/used

7.13. Were all Title I A funds spent last year? If not, how are expenditures monitored periodically to avoid excess carryover and to ensure student needs are being met with available resources?

Possible Evidence includes:

- Communication between coordinator and business manager
- Documentation of periodic meetings between program staff, central office staff and/or financial staff to review and monitor the Title I budget

Individual Program Requirements

Title I, Part A – Schools Identified for Improvement (SIFI)

Parent Notification (Sec. 1116)

REQUIREMENT: The district must provide notice to parents of their child's school's identification for improvement.

Guiding Questions for Title I, Part A –SIFI – Parent Notification Review

- 7.14. What method(s) are used to communicate the required information – e.g., letters, internet, phone calls, newspapers, etc? What is the timeline for providing the information?
- 7.15. Does the notice clearly include these required components:
- An explanation of what the SIFI identification means and how the school compares in terms of academic achievement to other schools in the district and state.
 - The reasons for the SIFI identification.
 - An explanation of how parents can become involved in addressing the academic issues that led to the identification.
 - An explanation of what the school, district and/or state is doing to help the school address the achievement problem in the school.

Required evidence includes:

- Copies of letters sent to parents** (sample letters can be found at <http://www.dpi.wi.gov/esea/samples.html>)
- Copies of district newsletters that include parent information related to school status as SIFI**
- Hard copies of district web pages that include information about schools in need of improvement**
- Examples of other methods used to communicate SIFI information to parents who do not read English or are in other ways difficult to reach**

Possible evidence includes:

- Materials regarding SIFI status prepared by the district for distribution through community based organizations
- Other

Individual Program Requirements

Title I, Part A – Schools Identified for Improvement (SIFI)

School Improvement Plans (Sec. 1116)

REQUIREMENT: The district will ensure that schools identified for improvement develop and/or revise school improvement plans.

Guiding Questions

for Title I, Part A –SIFI – School Improvement Plans Review

7.16. Are there plans on file for all SIFI schools? What assistance or guidelines does the district provide to the schools regarding plan development?

Required evidence includes:

- School improvement plans that meet statutory requirements** (see Appendix B)

Possible evidence includes:

- Correspondence between the district and schools identified for improvement outlining plan requirements and timelines

7.17. What type of peer review process has been implemented by the district to review and approve the schools' plans and ensure they meet the statutory requirements? Who participates in the review and how are approval or disapproval decisions documented?

Required evidence includes:

- A description of the peer review process used by the district to review and approve improvement plans**
- Meeting agendas, attendance lists, notes, summary reports**

7.18. How does the district verify that each SIFI school spent at least 10% of its Title I allocation on high quality professional development to address the academic achievement problem that resulted in the SIFI designation? Have both teachers and administrators participated in the professional development activities?

Possible evidence includes:

- Invoices to professional development vendors
- Sign-in sheets for professional development activities
- Spreadsheets comparing school allocations with professional development spending

Individual Program Requirements

Title I, Part A – Schools Identified for Improvement (SIFI)

Technical Assistance (Sec. 1116)

REQUIREMENT: The district will ensure that schools identified for improvement receive appropriate technical assistance based on scientifically-based research.

Guiding Questions

for Title I, Part A –SIFI – Technical Assistance Review

- 7.19. Who in the district is responsible for helping the schools to analyze test data and use the results to identify problems in instruction? What assistance is provided to the school regarding the implementation of instructional methods proven effective to address the problems identified?
- 7.20. What assistance is provided to the schools to help them evaluate the effectiveness of existing parent involvement strategies and implement programming proven effective to address the problems identified?
- 7.21. What assistance is provided to the schools to help them evaluate the effectiveness of existing professional development activities and implement programming proven effective to address the problems identified?

Possible evidence includes:

- Correspondence with schools identified for improvement regarding technical assistance services available and/or required
 - Agendas of technical assistance sessions provided, guidelines or handbooks
 - Contracts with other entities to provide the required technical assistance
- 7.22. Who in the district is responsible for helping school officials analyze budgets and ensure that resources are allocated to activities and services most likely improve student achievement and remove the school from improvement status?

Possible evidence includes:

- Agendas or notes from budget development meetings or training sessions
- Examples from school improvement plans documenting resource allocation

Individual Program Requirements

Title I, Part A – Schools Identified for Improvement (SIFI)

Public School Choice (Sec. 1116)

REQUIREMENT: The district must provide notice to parents of their child’s option to transfer to another public school that has not been identified for improvement and is served by the district.

Guiding Questions for Title I Part A – SIFI – Public School Choice

- 7.23. What methods are used to communicate the required information – e.g., letters, internet, phone calls, newspapers, etc?
- 7.24. How does the district communicate public school choice information to parents who do not read English or are in other ways difficult to reach?
- 7.25. Were letters and other methods provided to parents no later than the first day of the school year following SIFI identification?
- 7.26. Does the district have a process for prioritizing to the lowest achieving children from low-income families if demand for school choice should exceed capacity?

Required evidence includes:

- Copies of letters sent to parents
- Examples of other methods used to communicate public school choice information to parents who do not read English or are in other ways difficult to reach

Possible evidence includes:

- Copies of other correspondence available to parents (websites, district newsletters, etc.) that include information regarding the public school choice option
- Evidence of the district’s process for prioritizing the lowest achieving children from low-income families for the public school choice option

Individual Program Requirements

Title I, Part A – Schools Identified for Improvement (SIFI)

Supplemental Educational Services (Sec. 1116)

REQUIREMENT: The district will make available to students in schools identified for improvement at Level 2 or higher, supplemental educational services.

Guiding Questions for Title I, Part A –SIFI – Supplemental Educational Services Review

7.27. What process does the district use to annually notify parents of the availability of tutoring through the SES program? What is the timeline for notification?

7.28. Who is responsible for assisting parents to choose a provider? How is assistance provided?

Possible evidence includes:

- Dated copies of materials provided to parents regarding supplemental educational services
- Lists of district contacts, logs/examples of parent communications

7.29. How does the district determine the number of students eligible to receive services? What is the process used to identify students to be given priority for service?

Possible evidence includes:

- Copies of policies/procedures/guidelines for determining which students will receive supplemental educational services
- Spreadsheets or reports documenting number of students eligible and those actually served

7.30. What procedures are used in the development of contracts with SES providers?

Possible evidence includes:

- District policies, guidelines, or handbooks describing the contract process and requirements
- Copies of agreements with supplemental educational service providers

Individual Program Requirements

Title I, Part A – Schools Identified for Improvement (SIFI)

Corrective Action (Sec. 1116)

REQUIREMENT: The district will identify schools for improvement at Level 3 or higher and take corrective action.

Guiding Questions for Title I, Part A –SIFI – Corrective Action Review

7.31. What corrective actions required in law have been implemented in SIFIs at level 3 or higher? How did the district decide which corrective actions was most appropriate for each school?

- Replace school staff relevant to the failure
- Institute and implement a new curriculum
- Significantly reduce management authority in the school
- Appoint outside experts to advise the school
- Extend the school year or school day
- Restructure the internal organization of the school.

Required evidence includes:

- Documentation that corrective action was implemented**

Possible evidence includes:

- Correspondence with schools identified for improvement at Level 3 and higher outlining the corrective action to be taken
- Evidence of the impact of the corrective action
- Copies of agreements with outside experts
- Other

Individual Program Requirements

Title I, Part A – Schools Identified for Improvement (SIFI)

Restructuring (Sec. 1116)

REQUIREMENT: The district must plan restructuring of schools identified for improvement at Level 4. By the beginning of the next school year, the district must implement alternative governance arrangements, consistent with state law.

Guiding Questions

for Title I, Part A –SIFI – Restructuring Review

7.32. What form or forms of restructuring are being planned in SIFIs at level 4? How did the district determine which restructuring strategy was appropriate for each school?

- Reopen the school as a public charter school
- Replace all or most school staff, including the principal
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness to operate the school
- Any other major restructuring of the school’s governance arrangement.

Possible evidence includes:

- Correspondence with schools identified for improvement at Level 4 outlining the restructuring action to be taken
- Agendas of meetings held to determine the best restructuring options
- Copies of contracts with outside entities related to implementing the restructuring plan
- Documentation of district decisions regarding restructuring
- Other

Individual Program Requirements

Title I, Part A- Schools Identified for Improvement (SIFI)

Level 5 (Sec. 1116)

REQUIREMENT: The district must implement its plan to restructure schools identified for improvement at Level 5.

Guiding Questions for Title I, Part A –SIFI – Level 5 Review

7.33. What form or forms of restructuring have been implemented in SIFIs at level 5? How did the district determine which restructuring strategy was appropriate for each school?

- Reopen the school as a public charter school
- Replace all or most school staff, including the principal
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness to operate the school
- Any other major restructuring of the school’s governance arrangement.

Required evidence includes:

- Evidence of implementation of restructuring**

Possible evidence includes:

- Correspondence with schools identified for improvement at Level 5 outlining the restructuring plan and actions to be taken throughout the year
- Copies of contracts with outside entities related to implementing the restructuring plan
- Other

Individual Program Requirements

Title I, Part A – Districts Identified for Improvement (DIFI)

DIFI Level 1 – Notice (Sec. 1116)

REQUIREMENT: The district will provide notice to parents of each student enrolled in a school served by the district.

Guiding Questions

for Title I, Part A –DIFI – Level 1 - Notice Review

7.34. How are parents notified that the district is identified for improvement? Does the notice to parents include the reasons for the district’s identification as a district identified for improvement? Does the notice include an explanation of how parents can become involved in addressing the academic issues that led to the identification?

Required evidence includes:

- Copies of letters sent to parents**
- Copies of district newsletters containing information for parents relative to the district’s identification**
- Hard copies of district websites that include the above information**
- Examples of other methods used to communicate DIFI information to parents who do not read English or are in other ways difficult to reach**

Individual Program Requirements

Title I, Part A – Districts Identified for Improvement (DIFI)

DIFI Level 1 – District Improvement Plan (Sec. 1116)

REQUIREMENT: The district will develop or revise and implement a district improvement plan.

Guiding Questions

for Title I, Part A –DIFI – Level 1 – District Improvement Plan Review

- 7.35. What evidence is there that the district is implementing the district improvement plan, including the required elements?
- 7.36. Does the plan address the professional development needs of instructional staff by committing to spend not less than 10% of district Title I funds for this purpose? What are these professional development activities? Where is there evidence of these activities (in the district improvement plan, the ESEA application, etc)?

Possible evidence includes:

- Copies of district improvement plan including required elements
- Copies of district-level data analysis activities to identify appropriate improvement strategies
- Hard copies of ESEA application with relevant activities highlighted as related to the district improvement plan
- Evidence of implementation of the plan, such as professional development opportunities, after-school/extended learning opportunities, parental involvement activities, and/or other strategies
- Other

Individual Program Requirements

Title I, Part A – Districts Identified for Improvement (DIFI)

DIFI Levels 2 & 3 – District Improvement Plan (Sec. 1116)

REQUIREMENT: The district will continue to implement the district improvement plan.

Guiding Questions

for Title I, Part A –DIFI – Levels 2 & 3 – District Improvement Plan Review

7.37. What evidence is there that the district is implementing the district improvement plan, including the required elements?

Possible evidence includes:

- Copies of district improvement plan including required elements
- Copies of district-level data analysis activities to identify appropriate improvement strategies
- Hard copies of ESEA application with relevant activities highlighted as related to the district improvement plan
- Copies of scientifically-based research used to create the district improvement plan
- Evidence of implementation of the plan, such as professional development opportunities, after-school/extended learning opportunities, parental involvement activities, and/or other strategies
- Other

Individual Program Requirements

Title I, Part A – Districts Identified for Improvement (DIFI)

DIFI Level 3 – Corrective Action (Sec. 1116)

REQUIREMENT: The district will implement state required corrective action.

Guiding Questions

for Title I, Part A –DIFI – Level 3 – Corrective Action Review

7.38. What progress has the district made in planning for the state-required corrective action?

Possible evidence includes:

- Copies of agreements between the state and district regarding corrective action to be taken
- Copies of district newsletters containing information relative to district changes resulting from corrective action
- Examples of other methods used to communicate corrective action agreements and actions in the district to appropriate stakeholders
- Other

Individual Program Requirements

Title I, Part A – Districts Identified for Improvement (DIFI)

DIFI Level 4 – Corrective Action (Sec. 1116)

REQUIREMENT: The district will implement state required corrective actions.

Guiding Questions

for Title I, Part A –DIFI – Level 4 – Corrective Action Review

7.39. What progress has been made in implementing the state mandated corrective action?

Possible evidence includes:

- Copies of agreements between the state and district regarding corrective action to be taken
- Copies of district newsletters containing information relative to district changes resulting from corrective action
- Examples of other methods used to communicate corrective action agreements and actions in the district to appropriate stakeholders
- Other

Individual Program Requirements

8. Title I, Part C—Migrant Education

Purpose

The general purpose of the Title I, Part C, and Migrant Education Program is to address the special educational needs of migrant children to better enable migrant children to succeed academically. Sec. 1301-1306(a) and 9302.

This grant makes funds available to districts with migrant students enrolled in their schools for the purpose of ensuring these students receive full and appropriate opportunities to meet the same challenging academic standards that all students are expected to meet. These funds are to address the unique needs of migrant students and help reduce the educational disruption and other problems that result from repeated moves, enabling students to graduate from high school (or complete an GED) that prepares them for further learning and productive employment.

Individual Program Requirements

Title I, Part C – Migrant Education

REQUIREMENT: Districts with migrant students enrolled must ensure these students receive opportunities to meet the same challenging academic standards that all students are expected to meet.

Guiding Questions for Title I, Part C Review

- 8.1 How does the district ensure that eligible migrant students receive the benefit of the locally-provided education programs and services on the same basis as the other children?

Possible evidence includes:

- Steps taken by the district to ensure federal funds supplement and do not supplant the provision of district programs and services available to all enrolled students
- Information on district's educational program prioritized goals
- Other

- 8.2 How does the district ensure that eligible migrant children receive the benefit of supplementary Part A services on the same basis as other children?

Possible evidence includes:

- Selection process and criteria used for Title I A and Title I C programs
- Process employed to identify priority for services students
- Data/reports utilized to assess academic and support services
- Other

- 8.3 What is the district's system for ensuring that the Title I, Part C funds are used to meet the unique needs of migrant students on a priority basis?

Possible evidence includes:

- Reports and Items utilized to determine the district's priority for service children to be served by the migrant program
- Recruitment Plan/ Recruiter's profiles of information
- Profile of Information from Recruiter
- Needs Assessment process/data utilized
- Data analysis/ individuals involved
- Student records received/solicited from other states
- Reports available from New Generation System (NGS); Migrant Student Information Exchange (MSIX)
- In district formative/summative assessment data
- State achievement system data
- Other

Individual Program Requirements

- 8.4 What process is followed by the district for on-going monitoring of the migrant students' progress and use of the data for program improvement and to inform parents of academic needs/strengths?

Possible evidence includes:

- State/local student achievement reports
- Classroom/Title I/Title I C instructional staff analysis
- Parent/teacher conferences
- Use of formative/summative data
- Analysis of credit accrual histories/ teacher/guidance counselor reviews
- Other

- 8.5 What are some examples of the district's efforts to integrate/coordinate federal/state and local resources to address the needs of special populations, including ELL, homeless, special education and Title I C, and Title I A served students.

Possible evidence includes:

- Process followed to ensure eligible homeless and migrant students receive district education and other relevant services; such as nutrition services and federal program staff working together to implement and carryout student eligibility for lunches at no cost
- Process for ensuring homeless migrant students receive educational and support services in a comparable manner regardless of residence location in the district
- Process employed when a migrant child is identified with special educational needs
- Communications provided to parents or staff to facilitate delivery of service to special needs population
- Agendas for meetings or special training for staff related to serving migrant student population/other students
- Joint planning meetings held for Title III/Title I A/Title I C instructional staff
- Other

- 8.6 What approaches are being utilized this year to involve the parents of eligible migrant students in the education of their children, and to receive their input on improvement of programs and services?

Possible evidence includes:

- Agendas for meetings
- Schedule of meetings
- Communications
- Recruiter contacts/information shared for family involvement in school and community
- Parent teacher conference opportunities/school based/home based/camp based
- Written Reports used to report student accomplishments/needs
- Other

Individual Program Requirements

- 8.7 How does the district ensure Title I C funded personnel have access to relevant professional development related to prioritized needs?

Possible evidence includes:

- Approval of staff attendance at state sponsored professional development activities specifically related to the Title I C program requirements for education of migrant children and youth
- Inclusion of Title I C staff in district sponsored in-services related to special needs populations
- Inclusion of Title I, Part C staff in district sponsored in-service related to improvement of instruction/improvement of student achievement
- District plan for ensuring all teachers and paraprofessionals working with students for instructional purposes receive support to be well qualified for their assigned curriculum/teaching areas
- Other

Individual Program Requirements

9. Title I, Part D, Subpart 2—Education of Students Residing in Local Residential Neglected and Delinquent Institutions

Purpose

The Title I D, Subpart (2) grant was authorized by Congress to assist districts and agencies to address the academic and support needs of at-risk children and youth living in residential institutions. It shares the same purpose as Title I A—setting high standards for all students to achieve, providing academic support and related systems to these students, and ensuring that the standards are attained. Another key goal is to use grant funds to enable students to make successful transition from institutional status to further schooling and employment. Sec. 1421-1432.

Individual Program Requirements

Title I, Part D – Neglected & Delinquent

REQUIREMENT: Districts and agencies with at-risk children and youth living in residential institutions must provide high standards for all students to achieve, providing academic support and ensuring that the standards are attained.

Guiding Questions for Title I, Part D Review

- 9.1 How are eligible local residential institutions serving neglected or delinquent institutions who serve students informed about Title I D federal funds?

Possible evidence includes:

- Letters/copies of informational mailings
- Meeting Agendas
- Responsibilities carried out by each agency.

- 9.2 What agreements (formal or informal) are in place or under development between the district and local neglected/delinquent residential institution pertaining to working relationships between the agencies in the planning, implementation and evaluation of the Title I D program.

Possible evidence includes:

- Written formal agreement
- Memorandum of Understanding (MOU)
- Informal Work Plan between district Title I A/D Coordinator and Residential Institution Personnel

- 9.3 If students from the district enter the local neglected or delinquent institution, or return from the facility to district schools, what constitutes the transition plan for ensuring an appropriate and timely exchange of student records?

Possible evidence includes:

- List of academic information exchanged to assist with placement in coursework
- Sample of written requests for records
- Timelines observed when transferring student records

- 9.4 What professional development needs have been jointly identified for the Title I D staff during the last two years? What professional development activities related to instructional strategies have been offered to staff funded under this program to address the priority needs?

Individual Program Requirements

Possible evidence includes:

- Agendas
- Outline of Professional Development plan for the current year.
- List of Title I D staff's identified needs to
- Examples of integrated Title I A/D professional development
- District sponsored professional development made in which Title I D staff participated.
- N/D Residential Institution's sponsored in-service in which Title I D staff participated.

- 9.5 What are some examples of coordination and integration of federal, state and or agency resources to impact special needs of ELL, and special education identified students?

Possible evidence includes:

- Data sharing
- Agendas for collaboration and joint planning meetings

- 9.6 What constitutes the needs assessment process prior to development of the application? How is the effectiveness of the Title I D program measured?

Possible evidence includes:

- Data sources utilized for decision-making
- List of individuals engaged in the process
- Portfolio's, formative and summative assessment information
- Use of quality indicators
- School histories/case study information

- 9.7 Describe the system employed to ensure the annual student count utilized for determining Title I D funding levels is completed accurately, submitted to the state with documentation maintained? Who has the assigned responsibility for this task?

Possible evidence includes:

- Documentation of annual student count records

- 9.8 What approaches have been used this year or are planned to engage the parents of the students served in Title I D programs and services, in the education of their children.

Possible evidence includes:

- Communications issued
- Meetings Scheduled/Focus
- Opportunities/special activities for parental involvement

Individual Program Requirements

10. Title II, Part A—Teacher & Principal Training & Recruiting Fund

Purpose

The purpose of this grant is to increase the student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classrooms and highly qualified principals in the schools. The selected goals may be directly related to the school district requirements of Chapter PI 34 of the Wisconsin Administrative Code. Districts may also use these funds to recruit and hire highly qualified teachers.

The law requires all teachers covered by Title I to be fully certified by January 8, 2006. It requires that districts have an annual plan with targets to have **all teachers fully licensed by the end of the 2005-06 school year**. The law also requires districts to target funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for improvement.

Individual Program Requirements

Title II, Part A – Teacher & Principal Training & Recruiting Fund

Guiding Questions for Title II, Part A Review

REQUIREMENT: The LEA has all core academic area teachers highly qualified. The LEA has all teachers who are hired to reduce class size meet the highly qualified status. The LEA has a plan to ensure that minority and disadvantaged students are not taught by unqualified teachers.

- 10.1 Does the LEA have a policy or other process to ensure that all new hires for teachers meet the NCLB requirements prior to employment?
- 10.2 Does the LEA have a plan to ensure that all core academic teachers are highly qualified?
- 10.3 Are teachers that were hired to reduce class size highly qualified (regardless of hire date)?
- 10.4 Does the LEA have a plan to ensure that the minority students and students from low-income families are not taught at a higher rate than other students by unqualified teachers?

Possible evidence includes:

- Description of the plan
- Documentation showing that the funds used for class size reduction are used to pay highly qualified teachers only
- Teacher assignments plan
- Names and credentials of a sample of teachers

REQUIREMENT: The LEA uses funds under Title IIA to target schools with the lowest percentage of the highly qualified teachers, the highest average class size and schools that were identified for improvement. All activities and initiatives including the class size reduction must be evaluated using scientific research basis.

- 10.5 What process does the LEA have to ensure that all funds are targeting schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for improvement?
- 10.6 What process does the LEA use to measure the impact of reducing class size on student achievement?

Possible evidence includes:

- Documentation showing the use of funds to address the needs
- Evaluation plan to measure the impact of class size reduction on student achievement

Individual Program Requirements

REQUIREMENT: All activities must be based on needs assessment and are directly related to student achievement. Purchase of materials under this program must be related to professional development only.

- 10.7 Can the district provide an example to illustrate how Title IIA expenditures were directly related to the approved budget and items in the ESEA Consolidated Program Plan?
- 10.8 Does the district use any Title IIA funds to purchase services from providers? If so, can the district describe the services received?
- 10.9 Were the purchases of equipment under the current program associated with professional development activities?

Possible evidence includes:

- Purchase orders
- Contracts
- Reports/summaries of the services and outcomes
- Other documentation indicating the delivery and effectiveness of the purchased services

Individual Program Requirements

11. Title II, Part D—Enhancing Education through Technology

Goals

The primary goal of the Enhancing Education through Technology (Ed Tech) program is to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designed to assist every student— regardless of race, ethnicity, income, geographical location, or disability— in becoming technologically literate by the end of eighth grade, and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.

Purpose

The purposes of the Ed Tech program are to:

- Assist states and localities in implementing and supporting a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement.
- Encourage the establishment or expansion of initiatives (including those involving public-private partnerships) that are designed to increase access to technology, particularly in schools served by “high-need local educational agencies.”
- Assist states and localities in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access of technology to students (particularly disadvantaged students) and teachers.
- Support initiatives that enable school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with state standards, through such means as high-quality professional development programs.
- Enhance ongoing professional development for teachers, principals, and administrators by providing ongoing access to training and updated research in teaching and learning through electronic means.
- Support the development and use of electronic networks and other innovative methods, such as distance learning, to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly to those in geographically isolated regions.
- Support local efforts to use technology to promote parent and family involvement in education and to enhance communication among students, parents, teachers, principals, and administrators.
- Support the rigorous evaluation of programs funded under Title II Part D, particularly identifying the conditions under which educational technology raises student academic achievement, and ensuring that the results are widely accessible through electronic means.

Individual Program Requirements

Title II, Part D – Enhancing Education through Technology

Guiding Questions for Title II, Part D Review

REQUIREMENT: The district has a current and certified technology plan or combined information and technology plan.

11.1 What is the date your current Information and Technology Plan expires and how is the district monitoring its progress to keep the plan current and relevant?

Possible evidence includes:

- Evaluation process for current plan
- Timeline for the next plan
- Procedure for the next plan
- Other

REQUIREMENT: The district must provide high quality professional development in the area of technology integration.

11.2 How does the district provide high quality professional development in the area of technology integration? What kinds of professional development opportunities are provided? How does the district ensure that staff attending professional development activities use their new knowledge in the classroom?

Possible evidence includes:

- Descriptions of professional development activities
- Attendance lists of professional development activities
- Fiscal records of these activities, such as purchase orders and contracts
- Other

REQUIREMENT: The district has completed full integration of technology throughout the curriculum based on Wisconsin Model Academic Standards (WMAS)¹.

11.3 Has the district completed a full integration (Pk-12) of technology throughout the curriculum based on Wisconsin Model Academic Standards (WMAS)? Does the district have documents to show this integration? How does the district check to ensure that the

¹ Wisconsin Model Academic Standards for Information and Technology Literacy should be integrated with the WMAS for the content areas.

Individual Program Requirements

integration takes place? Is there a process that uses data to review the integration model and its coverage?

REQUIREMENT: The district has a plan for the evaluation of students to demonstrate technological literacy by the end of eighth grade.

11.4 What is the district's plan for the evaluation of students in order to demonstrate technological literacy by the end of eighth grade? (Be specific as the method of assessing or monitoring and how data is stored and used to check for curriculum continuity). Does the district have data to support its evaluation findings?

Possible evidence includes:

- Curriculum maps
- Curriculum benchmarks
- Assessment tools
- Evidence of student achievement
- Other

REQUIREMENT: Districts must expend funds based on an approved plan.

11.5 Can the district provide an example to illustrate how Title IID expenditures were directly related to the approved budget and items in the ESEA Consolidated Program Plan?

11.6 Does the district use any Title IID funds to purchase services from providers? If so, can the district describe the services received?

Possible evidence includes:

- Purchase orders
- Contracts
- Reports/summaries of the services and outcomes
- Other documentation indicating the delivery and effectiveness of the purchased services

Individual Program Requirements

12. Title III, Part A—Language Instruction for Limited English Proficient (LEP) and Immigrant Students

Purpose

1. to help ensure that children who are limited proficient (LEP), including immigrant children and youth, **attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards** as all children are expected to meet;
2. to assist all limited English proficient children, including immigrant children and youth, to **achieve at high levels in the core academic subjects** (English, reading or language arts, math, science, history, civics and government, geography, economics, the arts, and foreign language) so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet
3. to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient students and serving immigrant children and youth:
 - to develop high-quality language instruction educational programs;
 - to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings;
 - to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children;
4. to promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children;
5. to hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by:
 - (A) demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and
 - (B) adequate yearly progress for limited English proficient children, including immigrant children and youth; and
6. to provide State educational agencies and local educational agencies with the flexibility to implement language instruction educational programs, based on scientifically based research on teaching limited English proficient children, that the agencies believes to be the most effective for teaching English.
7. To ensure meaningful consultation with appropriate private school officials, and provide educational services to limited English proficient (LEP) students and educational personnel in private schools that are located in the geographic area served by the LEA.

Individual Program Requirements

Title III, Part A – Language Instruction for Limited English Proficient (LEP) and Immigrant Students

Guiding Questions for Title III, Part A Review

REQUIREMENT: Districts must use funds to increase the English proficiency levels of LEP students by providing high quality language instruction educational programs that are based on scientifically based research with demonstrated effectiveness in increasing: 1) English language proficiency and 2) student academic achievement in the core academic subjects:

- 12.1 How do you develop and implement an ESL or bilingual education program, or expand an existing program for English language learners at the early childhood and K-12 levels?

Possible evidence includes:

- Needs Assessment
- District/School Plan
- Research review of programs
- Example School Improvement Plans
- Other

- 12.2 How do you determine that the program is increasing English language proficiency and student academic achievement in the core academic subjects?

Possible evidence includes:

- Assessment Results
- Data Retreat
- Plan Assessment & Outcomes
- Other

REQUIREMENT: All English language learners in grades K-12 must be annually assessed for English language proficiency

- 12.3 How do you assess ELLs for English language proficiency?

Possible evidence includes:

- Test Results
- Parental Communication
- Other

Individual Program Requirements

REQUIREMENT: Parents must be notified of the education program the student is being offered: 1) for a student who is new to the LEA, and 2) for a continuing student with the following required notification:

- a. The reasons for identifying their child as being limited-English proficient (LEP) and for placing their child in a language instruction educational program for LEP students
- b. The child's level of English proficiency as measured by the *ACCESS*
- c. The method of instruction that will be used in the program, including a description of alternative programs
- d. How the program will meet the educational strengths and needs of the child
- e. How the program will help the child learn English and meet academic achievement standards for grade promotion and graduation
- f. The program exit requirement, including the expected rate of transition from the program to an English-language mainstream classroom and the expected rate of graduation from secondary school
- g. How the program will meet the objectives of an individualized education program for a child with a disability
- h. The parents' rights in writing, including (A) the right to have their child immediately removed from a language instruction educational program on their request; and (B) the options that parents have in declining enrollment of their child in such a program or in choosing another program or method of instruction, if available; and (C) written guidance assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

- 12.4 What process do you have in place for students who have been enrolled in the LEA since the previous school year?
- 12.5 How do you inform parents of the educational offering within 30 days of being assessed for LEP?
- 12.6 For new enrollees, what process do you have in place to provide parental notifications within two weeks of a child being placed in a program?
- 12.7 How do you ensure that the information provided to parents is in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand?

Possible evidence includes:

- Parent Letter
- Individual Student Educational Plan
- Brochure
- Other

Individual Program Requirements

REQUIREMENT: Districts must submit to the state a description of the progress made by students in meeting challenging state academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under Title III.

12.8 What process do you have in place to monitor ELL students that have reached English language proficiency (Level 6), known as former limited-English proficient students, for a two year period?

12.9 What process do you have in place for reporting monitored students' progress?

Possible evidence includes:

- Individual Educational Record
- Data System
- Other

REQUIREMENT: Districts must hold elementary and secondary schools receiving funds accountable for: 1) meeting AMAOs, 2) making adequately yearly progress (AYP), and 3) annually measure English proficiency of LEP students.

12.10 Describe your plan to hold schools accountable for meeting AMAOs, annual language proficiency assessment, and Title I AYP.

12.11 What processes do you have in place to verify DPI's data on your district/consortia AMAO status?

12.12 What system do you have in place for parental notification regarding your district/consortia failed AMAOs status, as required by Title III, within 30 days after the failure occurs?

Possible evidence includes:

- District/consortium AMAO calculations
- AMAO Parental Sample Letter
- Newsletters
- School Improvement Plan
- Other

Individual Program Requirements

REQUIREMENT: Teacher English language fluency and target language fluency

- 12.13 How do you ensure that teachers are fluent in English and the target language that work in a language instructional program for English language learners?

Possible evidence includes:

- District test
- District Document
- Human Resource Policy
- Other

REQUIREMENT: Districts must expend funds based on an approved plan.

- 12.14 Can the district provide an example to illustrate how Title IIIA expenditures were directly related to the approved budget and items in the ESEA Consolidated Program Plan?

- 12.15 Does the district use any Title IIIA funds to purchase services from providers? If so, can the district describe the services received?

Possible evidence includes:

- Purchase orders
- Contracts
- Reports/summaries of the services and outcomes
- Other documentation indicating the delivery and effectiveness of the purchased services

Individual Program Requirements

13. Title IV, Part A—Safe & Drug-Free Schools & Communities

Purpose

The intent of Title IVA programming is to fund activities that are coordinated with other school and community-based services and programs that foster a safe and drug-free learning environment that supports academic achievement. Programs must:

- Be consistent with the Principles of Effectiveness;
- Be designed to prevent or reduce violence, the use, possession, and distribution of illegal drugs, and delinquency;
- Create a well-disciplined environment which includes consultation between teachers, principals, and other school personnel to identify early warning signs of drug use and violence and to provide behavioral interventions as part of classroom management efforts
- Include activities to promote the involvement of parents, coordination with community groups and government agencies, distribution of information about the district's needs, goals, and SDFSC programs.

Individual Program Requirements

Title IV, Part A – Safe & Drug-Free Schools & Communities

Guiding Questions for Title IV, Part A Review

REQUIREMENT: The district has developed their Title IV program following the Principles of Effectiveness which include:

The program is based on a needs assessment.

- 13.1 What assessment processes did you use to determine your needs and programming for alcohol, drug, and violence prevention?
- 13.2 Were participating private schools included in your assessments?

Possible evidence includes:

- Documents used for assessment (surveys, data summaries, etc.)
- Process used to evaluate data (narrative description)
- Documents describing the methods used for assessment
- Results of needs assessment
- Other

The program is based on an established set of performance measures for drug abuse and violence prevention that identifies specific reductions in identified risk factors and/or increases in protective factors. The programs and activities implemented or planned are reasonable for achieving those objectives. Activities should include consultation between teachers, principals, and other school personnel to identify early warning signs of drug use and violence and to provide behavioral interventions as part of classroom management efforts. Parent involvement in the program is promoted.

- 13.3 What are the current performance measures for AOD and violence prevention, and what programs and activities are involved in achieving those measures?
- 13.4 How are all segments of the district involved? (e.g. teachers, administrators, other school personnel)
- 13.5 How are parents involved?

Possible evidence includes:

- List of performance measures for drug abuse prevention
- List of performance measures for violence prevention
- Documentation of activities addressing the performance measures including school personnel and parent involvement
- Other

Individual Program Requirements

All curricula and strategies used have either been shown to be effective through scientifically based research or the district has applied for a waiver to allow for innovative programming, and is following the requirements of such.

Programs will be evaluated periodically (maximum period of two years) to assess progress toward reducing violence and illegal drug use using the identified objectives and the results of that evaluation will be used to refine, improve, and strengthen program effectiveness. This evaluation shall be made available to the public upon request, with public notice of such availability provided.

- 13.6 As you know, the ESEA calls for the grantee to conduct periodic evaluations of the effects of the programming, in order to refine and improve program effectiveness. Please describe how the programs have been evaluated.
- 13.7 What changes, if any, have been made over the past year in order to refine or improve the program impacts?
- 13.8 How have you made your evaluation data available to the public?

Possible evidence includes:

- Verification of scientifically based program research
- List of programs used
- Sufficient data collection plan to fulfill waiver requirements
- Outline of process and activities used for evaluation
- Documentation of results of evaluation (outcomes should include changes in students' attitudes, beliefs, knowledge and/or behaviors)
- Documentation of plan for public notice of evaluation results
- Other

REQUIREMENT: Districts must expend funds based on an approved plan.

- 13.9 Can the district provide an example to illustrate how Title IVA expenditures were directly related to the approved budget and items in the ESEA Consolidated Program Plan?
- 13.10 Does the district use any Title IVA funds to purchase services from providers? If so, describe the services received?

Possible evidence includes:

- Purchase orders
- Contracts
- Reports/summaries of the services and outcomes
- Other documentation indicating the delivery and effectiveness of the purchased services

Individual Program Requirements

REQUIREMENT: All recipients of funds provided under ESEA must assure that policies and safety plans are in effect for all schools and districts for Title IVA formula grants. Address each of the following:

- 13.11 Please explain your school discipline policies in regard to school safety and alcohol and other drugs.
- 13.12 What security procedures are in place for students while they are in school, and while they are on their way to and from school?
- 13.13 What crisis management plans are in place for responding to violent or traumatic incidents on school grounds?
- 13.14 Please share code of conduct policies that describe the responsibilities of all students, teachers and administrators in maintaining a safe classroom environment?

Possible evidence includes:

- Copy of school discipline policies
- Copy of school security procedures (including student safety to and from school)
- Copy of school crisis management plan
- Copy of code of conduct policy
- Copy of written district procedures for informing students, parents, and staff about the above policies and plans

Individual Program Requirements

14. Title V, Part A—Innovative Programs

Purpose

Title V, Part A provides formula grants to districts to increase the academic achievement of, and improve the quality of education for, all students. Districts have complete discretion in determining how funds made available under the program will be divided among the 27 Innovative Assistance Programs identified in the law. The driving focus, however, is to increase student academic achievement. Sec. 5131.

Individual Program Requirements

Title V, Part A – Innovative Programs

Guiding Questions for Title V, Part A Review

REQUIREMENT: The district identifies the planned allocation of services, based on the needs identified in the program plan, among the 27 innovative assistance programs.

14.1 How does the district ensure that expenditures of Title VA funds are directly related to the approved budget and items in the ESEA Consolidated Program Plan?

Possible evidence includes:

- Purchase orders
- Contracts
- Inventory lists
- Salary and fringe expenses
- Other documentation on how Title VA funds were expended

14.2 Does the district use any Title VA funds to purchase services from providers? If so, can the district describe the services received?

Possible evidence includes:

- Purchase orders
- Contracts
- Reports/summaries of the services and outcomes
- Other documentation indicating that purchased services were delivered/used

Appendix A – Definitions

Curriculum Integration of Technology

Technology integration occurs when educators use a variety of technology-supported strategies and tools for teaching and learning experiences for all students across all curricular areas at all grade levels.

High Quality Professional Development

The term high quality professional development refers to any instructional activities that:

- Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- Improve classroom management skills;
- Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- Provide instruction in methods of teaching children with special needs;
- To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- Include instruction in the use of data and assessment to inform and instruct classroom practice;
- Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents;
- Include activities that create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;
- Include activities that involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experience teachers and college faculty;
- Advance teacher understanding of effective instructional strategies that are based on scientifically based research;

- Advance teacher understanding of effective instructional strategies that are strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
- Give teachers, principals and administrators the knowledge and skills to provide students with the opportunity to meet challenging Model Academic Standards;
- Are aligned and directly related to Model Academic Standards, Teacher and Administrator Standards, and PI34 provisions;
- Are aligned and directly related to the curricula and programs tied to the standards described in the above;
- Are integral part of broad schoolwide and districtwide educational improvement plans;
- Are high quality, connected, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom;
- Are not one-day or short-term workshops or conferences;
- Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- Provide follow-up training to teachers who have participated in activities that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom;
- As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

Highly Qualified Teacher

A highly qualified teacher meets all of the requirements of PI 34 for the subjects and levels that he/she is teaching. The requirements include, but are not limited to, a bachelor's degree, completion of an approved licensing program, and a rigorous exam in the subjects being taught. In addition, a highly qualified teacher may be a teacher of record who is enrolled in a state-approved alternative teacher-training program.

Scientifically Based Research

The term scientifically based research means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

- Employs systematic, empirical methods that draw on observation or experiment and involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

- Relies on **measurements or observational** methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is **evaluated using experimental or quasi-experimental** designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that **experimental studies are presented** in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
- Has been **accepted by a peer-reviewed journal or approved by a panel** of independent experts through a comparably rigorous, objective, and scientific review.

Technology Literacy

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

Appendix B – Required Components of School Improvement Plans for Title I Schools Identified for Improvement

The school improvement plan must be a two-year plan that addresses the academic issues that caused it to be identified for improvement. The school may develop a new plan or revise an existing one, but in either case it must be completed no later than three months after the school has been identified.

Specifically, the plan must:

- Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement;
- Adopt policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State’s proficiency level of achievement;
- Directly addresses the academic achievement problem that caused the school to be identified for school improvement;
- Establish specific, annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school;
- Specify the implementation responsibilities of the school, the LEA, and the SEA serving the school under the plan;
- Include strategies to promote effective parental involvement in the school;
- Incorporate, as appropriate, activities before school, after school, during the summer, and during the extension of the school year;
- Incorporate strategies to promote high quality professional development; and,
- Incorporate a teacher mentoring program.

For more information, please review items C-1 to C-20 in the [LEA and School Improvement Non-regulatory Guidance](#) available at:

<http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf>