
Monitoring of ESEA Consolidated Programs

School Year: 2011-12

— Guidance Document for Districts —



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(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; and Title III, 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 districts and consortiums of varying size and programmatic responsibilities. One- to two-day monitoring reviews will be held in the district office of the selected districts. Small teams of DPI staff will conduct the reviews. District/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 nor 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 and Title III, 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; and Title III, 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

Updated: December 16, 2011

Consolidated Programs (Entitlements)

Program	Name	Phone	E-mail
Title I, Part A—Improving Basic Programs	Laura Adams	608-266-4499	laura.adams@dpi.wi.gov
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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
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Consolidated Requirements

1. District Needs Assessment

REQUIREMENT: Comprehensive needs assessments (e.g. 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 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)

Guiding Questions for District Needs Assessment Review

- 1.1 Describe how the district used district-wide student achievement and behavior data to identify the needs of students.

Required evidence:

Documentation of district-level data/needs assessment review.

Examples include:

- Data retreat documentation (WKCE, ACCESS for ELLs® data)
- Attendance records of data retreats and school improvement planning meetings
- Plans based on analysis of results

Consolidated Requirements

- 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)

1.2 What kinds of data did the district use to measure the progress of district goals?

Required evidence:

- Documentation of district-level review of district-wide improvement efforts.**

Examples include:

- 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

1.3 Which district-wide and student achievement data did the LEA use to identify the needs of English Language Learner (ELL) students?

Possible evidence includes:

- Annual measurable achievement objectives (AMAO)
- ACCESS for ELLs[®] data or other language screeners (e.g. MODEL or W-APT)
- Plans based on analysis of results
- Teacher surveys
- Parent/community surveys
- Student surveys
- Title needs assessment or ESEA End-of-Year report findings

1.4 What needs were identified with regard to student achievement, including professional development and class size reduction activities?

Consolidated Requirements

Possible evidence includes:

- Teacher surveys
- Parent/community surveys
- Student surveys
- Measures indicating attainment of school or district goals
- ESEA End-of-Year report findings

- 1.5 How did the needs influence the allocation of ESEA funds to individual schools and programs for this year?

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 to consult with the private schools regarding their benefit from ESEA funds?

Required evidence:

- Letters of invitation to consultation meeting(s)
- Agendas for private school consultation meeting(s)
- Written verification from the private school that indicates intent to participate or not participate in eligible ESEA entitlement programs.
- 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

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

- In private schools, what were the multiple academic achievement measures used to determine which students were furthest from meeting the standards in reading and math appropriate for all children? How does the district ensure that the students getting Title I services were most in need?

For private school students served under Title I:

Required evidence:

- Description of the process to ensure that private school students are identified and their Title I attendance area verified
- Written documentation on how the district consulted with private school officials during the design and development of academic program.
 - assessment instruments used to measure student performance
- Samples of lists of Title I eligible private school students in priority order identifying those most in need of services
 - Determination of services to be offered to identified students

Consolidated Requirements

- **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

2.4 If any funds were transferred from Title IIA to Title IA, how was the transfer communicated with private schools?

Required evidence:

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

2.5 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?

Required evidence:

- Copies of purchase orders and inventory lists for Title-funded materials used in private schools.**
- Service agreements**

2.6 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

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. This policy will detail the LEA's expectation for parent involvement and describes how the LEA will involve parents in the activities of the schools served under ESEA programming.

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?

Required evidence:

- 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
 - Written policy that describes the processes used to engage parents, school personnel, and community representatives in the development, implementation, and evaluation of the ESEA consolidated programs
- 3.4 How does the district involve the parents of public and private school students receiving Title I services in evaluating the effectiveness of the parent involvement practices? Is there an example of how that evaluation led to a change in policy?

Required evidence for Title I:

- Copy of district parental involvement policy
- Sample Title I school parental involvement policy
- Copies of a parent/school compact for each eligible school
- Written description of the district's annual assessment process utilized to determine degree of effectiveness of parent involvement policies.

Consolidated Requirements

- **Assessment tool, with results, used to conduct the annual evaluation of the content and effectiveness of the district’s parent involvement policy and practices.**
- **A description of how findings were used when planning new or modifying parent involvement activities or policies.**

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 Learning Plan (ILP)

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 How does the district integrate ESEA funded activities with those funded by other federal, state, and local resources? [Program examples include Individuals with Disabilities Education Act (IDEA), Carl Perkins, McKinney-Vento, Gifted and Talented (G/T), Technology, AmeriCorps VISTA, Mathematics and Science Partnerships (MSP), Advanced Placement (AP), Science, Technology, Engineering and Mathematics (STEM), Wisconsin's Bilingual-Bicultural Program, and SAGE].

Possible evidence includes:

- Description of the process used to involve individuals 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 programs for preschool children and their families present in the district or community in the development of this application?

Possible evidence includes:

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

Consolidated Requirements

- 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?

Possible evidence includes:

- 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 Describe how the district developed its overall district professional development plan, including professional development activities/actions described in the ESEA Program Plan, and how it is based on the analysis of the needs assessment.
- 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?
 - 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?
 - 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; and Title III, Part A;) have been proven effective to address the identified needs?
 - 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?
 - What were the types of professional development activities provided to address the needs of English language learners?

Required Evidence:

- The professional development plan includes activities that are based on the analysis of the needs assessment developed in consultation with teachers, principals, administrators, and parents, and evaluated using student achievement data.
- Proposed activities were tailored to the needs of English language learners
 - listing of professional development activities

Consolidated Requirements

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:
- a. 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?
 - b. What is your plan for informing parents if schools their children attend become identified for school improvement?
 - c. What process was employed to advise parents of their right to inquire about the qualifications of their children(s) teachers?
 - d. 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?
 - e. 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?
 - f. What are the various approaches utilized to inform parents of children selected for Title I programs or bilingual/ESL instructional programs?

Required evidence:

- 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

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:

- Board's comparability policy**

- Documentation to support the data submitted to DPI via the electronic Comparability 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 multiple academic achievement measures used to determine which students were the furthest from meeting the standards in reading and math appropriate for all children? How does the district ensure that the students getting Title I services were those most in need?

Required evidence:

- Copies of reading and math 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. In targeted assistance schools, what interventions are in place to ensure that struggling students are better able to meet state standards? How are interventions designed? How is the program structured? How is the student's day structured?

Required evidence:

- Examples of Reading and/or Mathematics interventions.
- Data demonstrating the impact of the interventions and if interventions are unsuccessful, evidence that other interventions are provided.
- Criteria used to determine which students may exit the Title I program.
- School schedule that documents when and how Title I services are delivered.

- 7.4. 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? Please describe the schoolwide plan review process.

Required evidence:

Individual Program Requirements

- 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.

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
- 7.5. In schoolwide programs, what interventions are in place to ensure that struggling students are better able to meet state standards? Is there an example of how instructional practices or programming were changed to improve student achievement?

Required evidence:

- Formative or benchmark assessments used to determine student needs.
- Examples of Reading and Mathematics interventions.
- Data demonstrating the impact of the interventions and if interventions are unsuccessful, evidence that other interventions are provided.

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. The receipt of a secondary school diploma or its recognized equivalent; and
- b. completed at least 2 years of study at an institute of higher education; or
- c. obtained an associate's (or higher) degree; or
- d. 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

- 7.6. Describe the LEA process to ensure that all new hires for paraprofessionals meet the NCLB requirements prior to employment?

Required evidence:

- Description of the process used to ensure that all new hires for paraprofessionals meet the NCLB requirements prior to employment
- Names and credentials of all paraprofessionals in a Schoolwide program and Title I funded paraprofessionals in a Targeted Assistance program

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:

Individual Program Requirements

- Supervising teacher credentials
- Paraprofessional assignments
- Position descriptions for paraprofessionals

Individual Program Requirements

Title I, Part A – District/Title I/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 – District/Title I/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
- 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?

Required evidence:

- Data on number of homeless students served in non-Title I schools**
- Academic achievement results for homeless students served in non-Title I schools**
- A description of the process the district uses to ensure that adequate financial resources are made available to serve homeless students 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. How does the district ensure that expenditures of Title I A funds for both public and private schools are consistent with approved budgets?

Required evidence:

- All records documenting that Title I funds were spent as approved in the program plan and budget
 - Examples include: purchase orders, contracts, reimbursed claims, etc.
- Property management (i.e. inventory lists)
- Time and Effort reports for all Title I-funded FTE's

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

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

- 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

- 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

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

- 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

- 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

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

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. 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.

- 10.1 Describe the LEA 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)? If there are teachers not yet highly qualified as defined by NCLB, what type of services do you provide for these teachers?

Required evidence:

- PI 9550-IIC Highly Qualified Plan**
- Written assurance that no non-highly qualified teachers are paid with Title I-A or Title II-A funds**
- Written evidence that the LEA is offering financial resources such as tuition reimbursement, release time, and test preparation to non-highly qualified teachers in core academic areas.**

REQUIREMENT: The LEA has a plan to ensure that minority and disadvantaged students are not taught by unqualified teachers.

- 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?

Required evidence:

- Description of the plan for equitable distribution 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 class size reduction must be evaluated using a 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?

Individual Program Requirements

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

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

Purpose

1. To help ensure that children who are Limited English 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 these 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 believe to be the most effective for teaching English.
7. To ensure meaningful consultation with appropriate private school officials, and provide educational services to LEP students and educational personnel in private schools 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:

- 11.1 How did you develop and implement a bilingual or ESL education program, or expand an existing program for English language learners in K-12 levels?

Possible evidence includes:

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

- 11.2 How did 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

- 11.3 How did you assess ELLs for English language proficiency?

Possible evidence includes:

- Test Results
- Parental Communication
- Other

Individual Program Requirements

REQUIREMENT: Notification of Placement and Parental Rights. Each district or school serving English language learners shall inform the parents that their student(s) have been placed in an instructional program for English language learners, no later than 30 days after the beginning of the school year for continuing students. If a student has not been identified as ELL prior to the beginning of the school year, then the parents must be notified within two weeks of the student's placement in a language instruction educational program.

- 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.

- 11.4 What process do you have in place for students who have been enrolled in the LEA since the previous school year?
- 11.5 How do you inform parents of the educational offering within 30 days of being assessed for LEP?
- 11.6 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?
- 11.7 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 or format that the parent can understand?

Possible evidence includes:

- Parent Letter
- Individual Learning Plan (ILP)
- Brochure
- Face-to-face meetings
- Home visits
- Other

Individual Program Requirements

REQUIREMENT: FORMER LIMITED-ENGLISH PROFICIENT (FLEP). 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.

11.8 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 (FLEP), for a two-year period?

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

Possible evidence includes:

- Individual Learning Plan (ILP)
- Data System
- Other

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

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

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

11.12 What system do you have in place for parental notification of a 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

- 11.13 How do you ensure that teachers who work in a language instructional program for ELLs are fluent in English, and in the target language, if it is used in instruction?

Possible evidence includes:

- District Test
- District Document
- Human Resource Policy
- Other

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

- 11.14 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?
- 11.15 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

Appendix A – Definitions

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 experienced 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 working under an emergency license or emergency permit who has all of the following: 1) a major or minor in the subjects he/she is teaching or passing scores on the Wisconsin Praxis II exam; 2) is enrolled in an approved program that can be completed in three school years; 3) is receiving high quality professional development and intense supervision and mentoring.

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 observations or experiments 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 a 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.