

**Title II, Part A  
Improving Teacher Quality  
Monitoring and Technical Assistance Instrument**

**District:**\_\_\_\_\_

**Title II Coordinator:**\_\_\_\_\_ **Superintendent:**\_\_\_\_\_

**Physical Address:**\_\_\_\_\_

**School Year:**\_\_\_\_\_ **Date of Review:**\_\_\_\_\_ **Allocation:**\_\_\_\_\_

Purpose of the Title II, Part A Monitoring Instrument

Title II, Part A is a program and funding stream authorized in the *Elementary and Secondary Education Act of 1965* (ESEA). The most recent reauthorization, the Every Student Succeeds Act (ESSA), goes fully into effect for the 2017-18 school year. Most requirements for the 2016-17 school year are still based on No Child Left Behind (NCLB), the prior reauthorization of ESEA. The South Carolina Department of Education is responsible for adopting and using proper methods of administering the Title II, Part A program as described in the ESEA.

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

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

## *Area #1: Teacher Quality*

| Requirements  | Statute            | Requirement Met  | Examples of Evidence   | Guiding Questions   | Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion) |
|---|--------------------|--|--|---|---|
| 1.1 Does the district have documentation to show the percentage of properly certified and not-properly certified teachers in all core content areas? How are Title II, Part A funds being used to address this issue? | Section 1112(c)(6) | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> District teacher data and analysis<br><input type="checkbox"/> Title II, Part A application<br><input type="checkbox"/> Evidence of reimbursement for content exams or courses to become properly certified | <i>Which grades/subject areas have been most difficult to fill with properly certified teachers? How has the district addressed these issues? Which schools have the lowest percentages? How are Title II, Part A, funds used to help these schools improve proper certification percentages?</i> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>   |
| 1.2 Has the district ensured that all core academic teachers hired at Title I schools were properly certified for their teaching assignments at the time of hire?   | Section 1112(c)(6) | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> List of Title I teachers<br><input type="checkbox"/> Copy of teachers' licenses (random sample)   | <i>Are all Title I teachers properly certified for their teaching assignment? What evidence is available to show that they were properly certified at the time of hire?</i>   | <hr/> <hr/> <hr/> <hr/>   |



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

| Requirements  | Statute                    | Requirement Met  | Examples of Evidence  | Guiding Questions   | Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion) |
|---|----------------------------|--|---|---|---|
| 2.1 How has the district analyzed student achievement, professional learning and personnel needs in order to make decisions about the use of the Title II allocation?   | Section 2102 (b); 2103 (b) | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Dated minutes/notes<br><input type="checkbox"/> Student achievement data<br><input type="checkbox"/> Teacher surveys<br><input type="checkbox"/> Analysis of data and surveys<br><input type="checkbox"/> Parent Surveys<br><input type="checkbox"/> Private school needs analysis documents | Describe the process used to determine annual needs. Which documents are analyzed? How is information collected and disseminated? How were results from the previous year's activities and evaluations used to make decisions regarding the current year's funded programs and activities? In what ways are the chosen activities in support of school improvement plans? | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>   |
| 2.2 How did the district collaborate with Title II stakeholders e.g. teachers, principals, administrators of other programs, and private schools in planning Title II activities and preparing the funding application? | Section 2102(b); 2103(b)   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Participant list<br><input type="checkbox"/> Dated meeting minutes/notes<br><input type="checkbox"/> Teacher surveys   | Describe the process used by the district during the planning of the application. Who is involved in the development, writing and review of the plan? Participant lists should include names and schools represented.   | <hr/> <hr/> <hr/> <hr/>   |
| 2.3 Is there specific evidence that teachers in Title I programs were included in the collaboration process?  | Section 2102(b); 2103(b)   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Participant list<br><input type="checkbox"/> Dated meeting minutes/notes<br><input type="checkbox"/> Teacher surveys   | Describe how teachers, including those in Title I programs, are involved in the decision making process. Participant lists should include names and schools represented.  | <hr/> <hr/> <hr/> <hr/>   |

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| 2.4 What were the highest priority needs identified in the needs assessment and are they addressed in the planned activities?  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Aggregated Data<br><input type="checkbox"/> Title II, Part A, Application<br><input type="checkbox"/> Needs assessment  | <i>What were the highest priority needs for the 2016-17 school year? Were they outlined in the application?</i>  | <hr/> <hr/> <hr/>                               |
| 2.5 How is the district's professional development plan designed to improve practice and outcomes?   | Section 1114<br>(b)(1)(D); 1115<br>(c)(1)(F); 1116<br>(a)(1)(D); 2122 (c);<br>9101 (34) and (37) | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Sources used to determine PD needs<br><input type="checkbox"/> Data used to determine PD needs<br><input type="checkbox"/> Teacher surveys<br><input type="checkbox"/> Student Data Analysis<br><input type="checkbox"/> Use of intensive, sustained PD<br><input type="checkbox"/> Timeline for data analysis meetings<br><input type="checkbox"/> Private school needs analysis documents | <i>Describe any identified achievement gaps, based on student achievement results. In what ways have Title II, Part A, funded activities reduced these achievement gaps among subgroups, particularly for low-income and minority students? What scientifically based research was used to determine activities?</i>   | <hr/> <hr/>                                     |
| 2.6 Are services provided by Title II, Part A funds targeted to schools, with the lowest percentage of properly certified teachers, the largest class size, or those that are identified for school improvement? | Section 2122(b) (3)  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Title II, Part A, application<br><input type="checkbox"/> Class-size reports by school<br><input type="checkbox"/> Student achievement results<br><input type="checkbox"/> Personnel Analysis   | <i>How are professional development funds targeted? Which teachers receive priority support for obtaining additional coursework? How does the district assure that adequate funding is available to address proper certification for teachers and student achievement issues prior to using funds for class size reduction? If used, how are Title II, Part A, class size reduction teachers placed?</i> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

### **AREA #3: ALLOWABLE USES OF FUNDING**

| Requirements   | Statute  | Requirement Met  | Examples of Evidence  | Guiding Questions   | Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion) |
|--|--|--|---|---|---|
| 3.1 Did the district use Title II funds as approved in its funding application and in compliance with the terms and conditions of the Federal award? | Section 1118, 2103 EDGAR 76.563-565, 76.707-710; 34 CFR 200.79; 2 CFR 200.302 (b)(7) and Subpart E | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Title II, Part A, application<br><input type="checkbox"/> Detailed Budget Report for 267<br><input type="checkbox"/> Labor History<br><input type="checkbox"/> Randomly selected invoices (testing)<br><input type="checkbox"/> Expenditure Claims | Describe the process used to ensure that reimbursements submitted correlate to the application on file. Is there evidence that the funded activities are evaluated for effectiveness? If CSR teachers are funded, do the names on the Labor History report match the names submitted with the original application? | <hr/> <hr/> <hr/> <hr/> <hr/>   |
| 3.2 Did all travel reimbursement paid with federal funds comply with State of South Carolina restrictions?   | Same as above  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Expenditure Claims   | Provide verification that actual and necessary travel reimbursement paid with federal funds did not exceed rates in the current travel policy for the state of South Carolina.  | <hr/> <hr/> <hr/> <hr/>   |
| 3.3 The district ensures that sufficient internal controls are in place to ensure federal program compliance.  | Same as above  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Written internal control procedure<br><input type="checkbox"/> Evidence of procurement<br><input type="checkbox"/> Written financial policy  | Evidence should be provided to show segregation of duties, appropriate authorizations for expenditures, rationale for contractual services awarded, etc.  | <hr/> <hr/> <hr/> <hr/>   |

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|---|---------------|--|---|--|-------------------------|
| 3.4 Funds are obligated, expended and claimed by SCDE's guidelines. Claims are submitted at least quarterly to <a href="mailto:grantsaccounting@ed.sc.gov">grantsaccounting@ed.sc.gov</a> | Same as above | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Expenditure Claims | <i>Describe the process used to ensure that claims are filed in a timely manner.</i> | <hr/> <hr/> <hr/> <hr/> |
|---|---------------|--|---|--|-------------------------|

## AREA # 4: FISCAL REQUIREMENTS

| Requirements   | Statute  | Requirement Met  | Examples of Evidence   | Guiding Questions  | Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion) |
|--|--|--|--|--|---|
| 4.1 Does the district comply with the maintenance of effort provisions of Title II, Part A? (Title I to monitor)           | Section 9521   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Title I Application   | <i>Has the district maintained per-pupil spending from state and local sources for the past two years?</i>   | <hr/> <hr/> <hr/>   |
| 4.2 Does the district comply with the supplement, not supplant provisions of the Title II, Part A program?                 | Section 1118; 2103 EDGAR 76.563-565, 76.707-710; 34 CFR 200.79 | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Accounting records<br><input type="checkbox"/> Budget<br><input type="checkbox"/> Title II, Part A, Application | <i>Were any of the activities currently funded from Title II, Part A, funded from a different source in the last three years? If so, to what degree? How are financial reports maintained to ensure supplemental use of funds? Would the funded activities, services, staff, etc., be funded in the absence of Title II, Part A? If so, how?</i> | <hr/> <hr/> <hr/> <hr/>   |
| 4.3 Does the district keep proper documentation of the work performed by employees paid all or in part with Federal funds? | 2 CFR 200.430-431; 200.302                                     | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Signed semi-annual certifications<br><input type="checkbox"/> Personnel Activity Records (PARs)                 | <i>Any person paid in whole or in part with federal funds must document semi-annually that their time and efforts were spent on that specific program. Personnel Activity Records (PARs) or semi-annual certifications, as appropriate, must be signed by the staff and his/her supervisor.</i>  | <hr/> <hr/> <hr/> <hr/>   |



## AREA # 5: PUBLIC REPORTING

| Requirements   | Statute                    | Requirement Met  | Examples of Evidence   | Guiding Questions  | Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion) |
|--|----------------------------|--|--|--|---|
| <p>5.1 Does the district provide an annual report card to parents of students in schools receiving Title I funds, which includes information related to teacher qualifications?</p> <p>How is this report card disseminated?</p> <p><input type="checkbox"/> Printed and sent home with students</p> <p><input type="checkbox"/> Printed and mailed to each household</p> <p><input type="checkbox"/> District Web site</p> <p><input type="checkbox"/> Distributed at parent conferences</p> <p><input type="checkbox"/> Other: _____</p> | Section 1111(h)(2)(B)(iii) | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Copies of school and district report cards<br><input type="checkbox"/> District Web site (Schools)                      | <i>How does the district disseminate school and district report card information to parents in schools receiving Title I funds?</i>      | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>   |
| <p>5.2 Are parents of students in schools receiving Title I funds notified of their right to inquire about the qualifications of their children's teachers and the process for doing so?</p>   | Section 1111(h)(6)(A)      | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Title I newsletter<br><input type="checkbox"/> Website Information<br><input type="checkbox"/> School/district handbook | <i>How does the district notify all parents in schools receiving Title I funds of the right to inquire about teacher qualifications?</i> | <hr/> <hr/> <hr/>   |

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|--|---------------------------|---|--|---|-------------------------------|
| <p>5.3 Did the district distribute a timely written notice to all parents of students in any class in a Title I school when their child has been taught for four or more consecutive weeks (20 consecutive days) by a teacher who does not meet South Carolina licensing requirements for the assigned subject and/or grade range?</p> | <p>Section 1112(c)(6)</p> | <p> <input type="checkbox"/> Yes<br/> <input type="checkbox"/> No<br/> <input type="checkbox"/> Not Complete<br/> <input type="checkbox"/> N/A         </p> | <p> <input type="checkbox"/> Letter(s) pulled from a random sample selected by Title II-A staff         </p> | <p> <i>Describe the process used to ensure that letters are sent to parents of students in schools receiving Title I funds when a child is taught for four or more weeks by a teacher who is not properly certified. What is the timeline used? How is documentation maintained (at the school level, at the district level, or both)?</i> </p> | <hr/> <hr/> <hr/> <hr/> <hr/> |
|--|---------------------------|---|--|---|-------------------------------|

## ***AREA # 6: PRIVATE SCHOOL PARTICIPATION***

| <b>Requirements</b>   | <b>Statute</b>             | <b>Requirement Met</b>   | <b>Examples of Evidence</b>   | <b>Guiding Questions</b>  | <b>Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)</b> |
|---|----------------------------|--|---|---|--|
| 6.1 Does the district comply with the provisions of Title II, Part A, regarding timely and meaningful consultation with private schools prior to the application being submitted? | Section 1117 (b); 8501 (c) | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Letter(s) of notification of planning meetings<br><input type="checkbox"/> Sign-in sheets<br><input type="checkbox"/> Meeting agendas/minutes<br><input type="checkbox"/> Private school needs assessments   | <i>What is the process used to contact and consult with private schools in the district's geographic area? How are meaningful consultation meetings conducted? What information is shared during consultation meetings?</i> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>  |
| 6.2 What is the process for consulting with the private schools who wish to participate to determine their needs and how to best meet them with available resources?              | Section 1117 (b); 8501 (c) | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Letter(s) of notification of planning meetings<br><input type="checkbox"/> Sign-in sheets for meetings with private schools within district boundaries<br><input type="checkbox"/> Letter(s), e-mails, or records of phone calls to private school officials<br><input type="checkbox"/> Meeting agendas/minutes<br><input type="checkbox"/> Needs assessments | <i>How does the district work with the private schools to determine professional development needs? When does this process begin? What is the process for planning and arranging services on behalf of private schools?</i> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>  |

| Requirements  | Statute               | Requirement Met  | Examples of Evidence   | Guiding Questions  | Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion) |
|---|-----------------------|--|--|--|---|
| 6.3 Does the district comply with the private school provisions of Title II, Part A, regarding provision of equitable services? | Section 1120 (A)(1-5) | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Title II, Part A, application<br><input type="checkbox"/> Evidence of contact with private schools to extend an invitation to participate<br><input type="checkbox"/> Payments to vendors or individual teachers<br><input type="checkbox"/> Rosters from professional development activities including private school participants | <i>What process is used by the district to ensure that equitable services are provided? What types of activities have private school teachers/principals participated in from Title II, Part A, funds? What is the timeline for the provision of services?</i> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>   |
| 6.4 If a private school is given an allocation, is the formula accurately calculated?   |                       | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Not Complete<br><input type="checkbox"/> N/A | <input type="checkbox"/> Calculation worksheet   |  | <hr/> <hr/>   |

**Title II, Part A District Contact:**\_\_\_\_\_ **Date:**\_\_\_\_\_