



TITLE II, PART A
ON-SITE MONITORING AND TECHNICAL ASSISTANCE



FY09

System: _____ Date: _____

The purpose of Title II, Part A (Title II-A) is to help school districts ensure that all students have highly qualified, effective teachers who have the subject matter knowledge and the teaching skills to help all of their students achieve at high academic standards, regardless of individual learning styles or needs. The purpose of this monitoring is to ensure that annual needs assessment and multi-year planning are the basis for the budgeting and expenditure of Title II-A funds, and that this process is carried out within the state and federal requirements of Title II-A.

Participants in the Monitoring and Technical Assistance Visit:

NAME	SIGNATURE	POSITION
_____	_____	LEA Title II-A Coordinator
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	PSC Title II-A Consultant

TITLE II, PART A
MONITORING AND TECHNICAL ASSISTANCE CHECKLIST

(Revised June 2008)

System: _____ Fiscal Year: **FY09** Date of Review: _____

FY09 Allocation: _____ FY08 Carryover Funds: _____ Total Budget: _____

REQUIREMENT	LEA DOCUMENTATION	Requirement Met				NOTES/COMMENTS
		YES	NO	Not Cmplt	N/A	
I. PLANNING						
<p>1. The system annually completes a Needs Assessment that addresses each of the following:</p> <p>a) Recruitment</p> <p>b) Retention</p> <p>c) Professional learning and training, including meeting diverse student needs</p> <p>d) Class size reduction (comparative data must support assignment of CSR teachers to schools and within schools; CSR data can be based on class numbers or student performance)</p> <p>e) Non-HiQ teachers and paraprofessionals</p> <p>f) Equitable opportunities for all students, including poor and minority) in the areas of:</p> <p>1) Teacher quality</p> <p>2) Teacher experience</p> <p>3) Class size</p> <p><i>(See <u>Guidance for Local Title II-A Plans in Section VI of Title II-A Handbook or on website</u>)</i></p>	<ul style="list-style-type: none"> • Descriptor 1 of Consolidated Application AND • Needs Assessment Worksheet OR • Other documentation of needs assessment data 					
<p>2. The system prioritizes Title II-A needs.</p>	<ul style="list-style-type: none"> • Descriptor 1 of Consolidated Application OR • Other list of system comprehensive or Title II-A prioritized needs 					

REQUIREMENT	LEA DOCUMENTATION	Requirement Met				NOTES/COMMENTS
		YES	NO	Not Cmplt	N/A	
3. The needs assessment and planning processes are done in collaboration with principals, teachers (including those teaching students with varied needs) paraprofessionals, other relevant school personnel, and parents.	<ul style="list-style-type: none"> • Copies of meeting agendas/minutes and attendance rosters <ul style="list-style-type: none"> ○ Agendas and/or minutes must document participation in the needs assessment and planning processes ○ Attendance rosters must identify stakeholder role for each participant AND • If appropriate, copies of surveys, identification of stakeholder groups surveyed by each instrument, and summary of survey results 					
4. Title II-A funded professional learning activities for parents, superintendents, principals, teachers, and paraprofessionals are based on scientific research or evidence of program success that will result in increased student achievement.	Literature describing scientific based research or providing evidence of program success					
5. Professional learning activities are implemented to enable teachers to become highly effective and successful classroom teachers	Percentage of teachers participating in professional learning activities from all funding sources in 2007-08					
6. Title II-A funded activities align with prioritized needs	<ul style="list-style-type: none"> • Descriptor 1 of Consolidated Application • Copy of Title II-A budget 					

REQUIREMENT	LEA DOCUMENTATION	Requirement Met				NOTES/COMMENTS
		YES	NO	Not Cmplt	N/A	
7. Title II-A funded activities are effective in addressing identified needs	<ul style="list-style-type: none"> For each major activity implemented in 2007-08, appropriate data (such as student performance data, teacher retention data, teacher recruitment data, discipline referral data, other) indicating effectiveness of activity Description of how effectiveness of current year's (2008-09) activities will be measured – System Implementation Plan or other document that identifies effectiveness measures: <ul style="list-style-type: none"> For each major activity Tied to student performance for class size reduction (CSR) teachers and academic coaches 					
II. Highly Qualified Teacher and Paraprofessional Data						
1. 100% of core academic content teachers and paraprofessionals are HiQ	<ul style="list-style-type: none"> Copy of Highly Qualified Teacher and Paraprofessional Annual Percentage Data Report (HiQ2 Report) for 2007/2008 Copy of <i>Title I, Part A 2007-08 Principal's School Data Review Statement</i> for each school Copy of <i>Title I, Part A and Title II, Part A Section 1119 Qualifications for Teachers and Paraprofessionals Verification of Compliance – Principal Attestations and Assurances</i> for each school 					
2. As of 2006 the HOUSSE rubric is used to verify content competency only for multi-subject special education teachers, returning retired teachers, and teachers holding life certificates.	<ul style="list-style-type: none"> List of all teachers (to include teachers prior to 2006 as well as those after 2006) who are reported HiQ via HOUSSE Copy of HOUSSE rubric for each teacher Documentation supporting HOUSSE rubric for each teacher 					

REQUIREMENT	LEA DOCUMENTATION	Requirement Met				NOTES/COMMENTS
		YES	NO	Not Cmplt	N/A	
<p>3. There is a written remediation plan for each non-highly qualified teacher that is</p> <ul style="list-style-type: none"> developed in collaboration with the teacher at the time of hire signed by the teacher and principal and/or human resources personnel 	<ul style="list-style-type: none"> Copy of current HiQ report of non-HiQ teachers List of non-HiQ teachers hired since HiQ report Copy of sample remediation plan from each school with non-HiQ teachers 					
<p>4. There is a written remediation plan for each non-highly qualified paraprofessional that is signed by the paraprofessional and the principal.</p>	<ul style="list-style-type: none"> Copy of current HiQ report of non-HiQ paraprofessionals, indicating date of hire List of all non-HiQ paraprofessionals not on HiQ report, indicating date of hire Copy of remediation plan for each non-HiQ paraprofessional 					
<p>5. Non-HiQ teachers and paraprofessionals are making progress toward meeting qualifications to be considered highly qualified</p>	<p>Copy of monitoring procedure to ensure teachers and paraprofessionals are making progress in completing their remediation plans</p>					
<p>6. Teachers in alternative routes to certification and teachers who hold non-renewable certificates are making progress toward clear renewable certification and HiQ status</p>	<ul style="list-style-type: none"> Documentation indicating teachers are making progress such as <ul style="list-style-type: none"> Statement of progress from program provider Documentation of scheduled GACE Schedule for relevant course work/training Documentation showing course completion Copy of monitoring procedure to ensure teachers are making progress 					

REQUIREMENT	LEA DOCUMENTATION	Requirement Met				NOTES/COMMENTS
		YES	NO	Not Cmplt	N/A	
<p>7. Teachers in alternative schools are HiQ for the content areas taught OR Consultative model is used OR Computer based instruction is used</p>	<ul style="list-style-type: none"> • List of teachers assigned to alternative schools and documentation of HiQ status • Copy of consultative records showing monthly consultations (2 required each month) for each non-highly qualified teacher, if applicable • Evidence of computer program credibility, if applicable <ul style="list-style-type: none"> ○ Program validity literature providing evidence of scientific based research ○ Local student performance data (pre/post tests, benchmark assessment data, state tests data, other) indicating program success 					
<p>8. Class size reduction (CSR) teachers are highly qualified.</p>	<ul style="list-style-type: none"> • List of CSR teachers indicating their teaching assignment AND • Copy of teaching certificate OR • HiQ Report of highly qualified teachers 					
<p>9. All LEA charter school teachers are highly qualified.</p>	<ul style="list-style-type: none"> • Current HiQ Report for each charter school AND/OR • Copy of teaching certificates • Copy of Praxis or GACE scores • Copy of transcript indicating major 					
<p>10. Progress is being made to recruit and retain highly qualified teachers to eliminate the need for long term substitutes who serve as “teacher of record” because certified, highly qualified teachers could not be recruited.</p>	<ul style="list-style-type: none"> • Current HiQ report of long-term substitutes • List of long-term substitutes hired as “teacher of record” since the HiQ report • Copy of system retention and recruitment plan 					

III. Equity

<p>1. LEA plans for and ensures equitable opportunities to effective instruction for all students, including poor and minority, with respect to:</p> <ul style="list-style-type: none"> • Highly qualified teachers and paraprofessionals • Experienced teachers • Class size • Teachers' ability to meet diverse needs of students 	<ul style="list-style-type: none"> • Descriptor 18 of the Con App AND/OR • Current Equity Plan 					
<p>2. LEA plans for and has a process in place to ensure that highly qualified, effective teachers are retained, recruited and placed so that all students have equitable access to these teachers.</p>	<ul style="list-style-type: none"> • Descriptor 18 of the Con App AND/OR • Current Equity Plan 					
<p>3. LEA has developed strategies and activities to address identified equity needs.</p> <p align="center">OR</p> <p>LEA can document that all students, including poor and minority, have equitable access to quality instruction in terms of class size, teacher experience, and teacher highly qualified status.</p>	<ul style="list-style-type: none"> • Descriptor 18 of the Con App AND/OR • Current Equity Plan AND/OR • LEA Con App Implementation Plan. <p align="center">OR</p> <ul style="list-style-type: none"> • Comparative data supporting equitable access to quality instruction for all students. 					

IV. Expenditure of Funds Appropriated to LEA

<p>1. The LEA maintains required fiscal effort.</p>	<p>Maintenance of Fiscal Effort Worksheet (DOE Title I worksheet) for the current and two previous years</p>					
<p>2. Periodic Certification Forms are completed semiannually by all personnel totally funded by Title II-A.</p>	<p>Completed periodic certification forms for school years 2007-08 and 2008-09</p>					

<p>3. Time logs are completed monthly by all personnel who are split-funded (partially funded by Title II-A).</p>	<p>Completed time logs for 2008-09</p>					
<p>4. LEA has written procedures for Internal Control of expenditure of funds (either comprehensive or for Title II-A).</p>	<p>LEA policy, procedures or a statement signed by the finance director or system administrator describing the internal controls in place</p>					
<p>5. All personnel funded by Title II-A are performing duties allowable under Title II-A guidance.</p>	<p>Copy of job descriptions for all personnel funded by Title II-A, except CSR teachers</p>					
<p>6. Title II-A funds target the following, if applicable</p> <ul style="list-style-type: none"> • All non-HiQ teachers and paraprofessionals • NI and non-AYP schools • Schools with the largest average class sizes (within comparable grade spans) • Identified needs in providing equitable opportunities to quality instruction for all students 	<ul style="list-style-type: none"> • Title II-A Budget • Con App System Implementation Plan 					
<p>7. Title II-A expenditures align with Title II-A budget and are appropriate and reasonable</p>	<ul style="list-style-type: none"> • Title II-A budget • Title II-A detailed expenditure report 					
<p>8. LEA encumbers and draws down Title II-A funds in a timely manner.</p>	<ul style="list-style-type: none"> • Written process for ensuring timely encumbrances and draw down of funds • Evidence of implementation of process 					

V. Private School Participation, if applicable

<p>1. LEA provides for the equitable participation of private school principals, teachers, and other personnel in professional learning activities.</p>	<ul style="list-style-type: none"> • Copy of letters sent to private schools notifying them of their right to participate. <li align="center">AND • Copy of response letters from private schools. <li align="center">OR • Copy of registered mail receipts from private schools. 					
<p>2. Private schools participate in the design, development, and implementation of the professional learning plan in which they will participate.</p>	<ul style="list-style-type: none"> • Evidence of private school participation in the development of the LEA professional learning plan: <ul style="list-style-type: none"> ○ Meeting agendas or minutes ○ Sign In Sheets <li align="center">OR • Evidence of private school planning for their own professional learning: <ul style="list-style-type: none"> ○ Needs assessment ○ Plan ○ Documentation of scientific research base for activities ○ Budget 					

VI. Parent Notices

<p>1. Parents are informed of their “Right to Know” about the professional qualifications of their child’s teachers and paraprofessionals.</p>	<ul style="list-style-type: none"> • Copies of notices sent to parents • Written procedure for assuring compliance with this requirement that includes how and when notices are distributed 					
<p>2. Parents are informed when their child has been taught for 20 or more consecutive days by a teacher who is not “highly qualified.”</p>	<ul style="list-style-type: none"> • List of all non-HiQ teachers, including non-HiQ substitutes who replaced HiQ teachers for 20 or more consecutive days • Sample copy of letters sent home from each school on each teacher/classroom • Written procedure for assuring compliance with this requirement 					

REQUIREMENT	LEA DOCUMENTATION	Requirement Met/ Documentation Available		
		YES	NO	N/A
<i>Please check "YES", "NO", or "N/A" (not applicable) for each item and attach an explanation for all "NO" and "N/A" responses.</i>				
5. Professional learning activities are implemented to enable teachers to become highly effective and successful classroom teachers	Percentage of teachers participating in professional learning activities from all funding sources in 2007-08.			
6. Title II-A funded activities align with prioritized needs	<ul style="list-style-type: none"> • Descriptor 1 of Consolidated Application • Copy of Title II-A budget 			
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II. Highly Qualified Teacher and Paraprofessional Data				
1. 100% of core academic content teachers and paraprofessionals are HiQ	<ul style="list-style-type: none"> • Copy of Highly Qualified Teacher and Paraprofessional Annual Percentage Data Report (HiQ2 Report) for 2007/2008 • Copy of <i>Title I, Part A 2007-08 Principal's School Data Review Statement</i> for each school • Copy of <i>Title I, Part A and Title II, Part A Section 1119 Qualifications for Teachers and Paraprofessionals Verification of Compliance – Principal Attestations and Assurances</i> for each school 			
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6. Title II-A funds target the following, if applicable <ul style="list-style-type: none"> All non-HiQ teachers and paraprofessionals NI and non-AYP schools Schools with the largest average class sizes (within comparable grade spans) Identified needs in providing equitable opportunities to quality instruction for all students 	<ul style="list-style-type: none"> Title II-A Budget Con App System Implementation Plan 			
7. Title II-A expenditures align with Title II-A budget and are appropriate and reasonable	<ul style="list-style-type: none"> Title II-A budget Title II-A detailed expenditure report 			
8. LEA encumbers and draws down Title II-A funds in a timely manner.	<ul style="list-style-type: none"> Written process for ensuring timely encumbrances and draw down of funds Evidence of implementation of process 			
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1. LEA provides for the equitable participation of private school principals, teachers, and other personnel in professional learning activities.	<ul style="list-style-type: none"> Copy of letters sent to private schools notifying them of their right to participate AND Copy of response letters from private schools OR Copy of registered mail receipts from private schools 			
2. Private schools participate in the design, development, and implementation of the professional learning plan in which they will participate.	<ul style="list-style-type: none"> Evidence of private school participation in the development of the LEA professional learning plan: <ul style="list-style-type: none"> Meeting agendas or minutes Sign In Sheets OR Evidence of private school planning for their own professional learning: <ul style="list-style-type: none"> Needs assessment Plan Documentation of scientific research base for activities Budget 			
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1. Parents are informed of their "Right to Know" about the professional qualifications of their child's teachers and paraprofessionals.	<ul style="list-style-type: none"> Copies of notices sent to parents Written procedure for assuring compliance with this requirement that includes how and when notices are distributed 			
2. Parents are informed when their child has been taught for 20 or more consecutive days by a teacher who is not "highly qualified."	<ul style="list-style-type: none"> List of all non-HiQ teachers, including non-HiQ substitutes who replaced HiQ teachers for 20 or more consecutive days Sample copy of letters sent home on each teacher/classroom Written procedure for assuring compliance with this requirement 			

Title II-A Coordinator's Name: _____

Title II-A Coordinator's Signature: _____

Date: _____

Title I, Part A and Title II, Part A Section 1119 Qualifications for Teachers and Paraprofessionals Verification of Compliance – Principal Attestations and Assurances

The Elementary and Secondary Education Act (ESEA) No Child Left Behind Act of 2001, states in Title I Section 1119(h) that each local educational agency (LEA) shall require that the principal of each school operating a program under Section 1114 - Schoolwide Programs or Section 1115 - Targeted Assistance Schools attest annually in writing as to whether such school is in compliance with the requirements of Section 1119. In addition, in accordance with *Georgia Implementation Guidelines The No Child Left Behind Act of 2001, Title II, Part A* 13.10, LEAs are required to maintain documentation signed by each principal and Title II, Part A Coordinator that the current data reflects the highly qualified status of teachers assigned to their respective school (Title I and Non-Title I) and that principals have reviewed their school's Equity data. Copies of attestations shall be:

1. Maintained at each school in the District,
2. Maintained at the main office of the school district, and
3. Available to any member of the general public on request.

Requirements of Section 1119 – Teachers

- Beginning with the first day of school year 2002-03 teachers hired and teaching in a program supported with Title I, Part A and Title II, Part A funds are highly qualified.
- A plan has been developed to ensure all teachers are highly qualified no later than the end of the 2005-06 school year. The plan must be updated annually to achieve or maintain the 100% highly qualified LEA status. (Exception to this requirement is available to small rural schools identified in the flexibility provisions of March 2004.) Components of the plan shall include annual measurable objectives to:
 - increase the percentage of highly qualified teachers, and
 - increase the percentage of teachers who are receiving high-quality professional development, and
 - such plan may include other measures determined by the school and/or district.
- Beginning with the 2002-03 school year, progress to meet annual measurable objectives will be publicly reported. This requirement can be met through reports to the Georgia Department of Education (Department) and used for data posting on the Governor's Office of Student Achievement (GOSA) website for state, district, and building report cards.

Requirements of Section 1119 – Paraprofessionals

- All paraprofessionals hired after January 8, 2002, hired with Title I funds or employed in a Title I Schoolwide program and assisting with instruction must meet one of the following requirements:
 1. Completed at least 2 years of study at an institution of higher education
 2. Obtained an associate degree (or higher)
 3. Met a rigorous standard of quality and can demonstrate through a formal state approved assessment the knowledge of, and the ability to assist in instructing, reading, writing and mathematics, or assisting in instructing and the readiness of above named subject areas, as appropriate.
- Existing paraprofessionals working in a program supported with Title I funds or employed in a Title I Schoolwide program and assisting with instruction will meet the Title I requirements **by the end of the 2005-06 school year.**
- All paraprofessionals working in a Title I funded program, including a Title I Schoolwide program, shall have earned a secondary school diploma or its recognized equivalent.
- Title I paraprofessionals will not be assigned a duty inconsistent with duties outlined in Section 1119.
- Paraprofessionals work under the direct supervision of teacher consistent with Section 1119.

Use of Funds

- Title I, Part A and Title II, Part A funds may be used to assist teachers and paraprofessionals in satisfying the highly qualified requirements of Section 1119.
- Not less than 5 percent or more than 10 percent of Title I funds for each of fiscal years 2002 and 2003, and not less than 5 percent of the funds for each subsequent fiscal year, are used for professional development activities to ensure that teachers (and paraprofessionals) who do not meet the requirements meet the requirements at the specified dates: teachers (end of school year 2005-06) and paraprofessionals (**end of school year 2005-06**).
- Districts may spend less than 5 percent of their allocation for this purpose if they can demonstrate a lesser amount is sufficient to ensure all highly qualified requirements will be met.

Statement

I attest that the provisions of Section 1119 - Qualifications for Teachers and Paraprofessionals are met in this school for school year_____.

_____	_____
(School Name)	(District Name)
_____	_____
(Principal's Name)	(Date Signed)