

**Kentucky Department of Education**  
**Office of Teaching and Learning**  
**Title II, Part A Performance Review**  
**Self-Assessment and Monitoring Protocol**  
**\_\_\_\_\_ District**

As a recipient of Title II, Part A grant funds from the United States Department of Education (USDE), the Kentucky Department of Education (KDE) is required to conduct compliance reviews to ensure that school districts use funds in accordance with the authorizing statute. The objectives of the reviews are:

- To assess the degree to which program requirements are being fulfilled and make recommendations when appropriate and
- To provide technical assistance and guidance to strengthen program administration and quality.

For monitoring the areas of review will include: (1) teacher certification; (2) program development, implementation, and evaluation; (3) participation of private schools; and (4) financial management. Program records and supporting documentation must be made available for review, and each monitoring indicator lists sample documentation which may be provided. Please note the sample documentation listed is not an all-encompassing list, as other forms of evidence may be provided.

**Instructions:** Please respond to each self-assessment question. For items requesting a brief response, please provide a narrative answer or submit responsive documentation and indicate in the response (a) the document(s) that are responsive to each question and (b) the specific page or pages of the relevant documents that address each question. Please include each document file name in the “Submitted Documentation File Name[s]” column. In some cases, the same document may be responsive to multiple questions. In that case, you can submit the documentation once and refer to it in multiple questions (including page numbers for each section, as relevant).

# Self-Assessment Questions

## I. Teacher Certification

Requirement	Yes	No	Submitted Documentation File Name(s)
<p>A. The district ensures that all teachers are appropriately certified upon their hiring. If there are teachers not meeting certification requirements, the district supports these teachers with appropriate professional learning. <b>ESEA 1111 (h)(1)(C)(ix)(II) and 2101(d)(2)(H)</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>most recent EPSB certification report</i></li> <li>• <i>professional learning expenditures</i></li> <li>• <i>professional learning plans</i></li> <li>• <i>invoices for coursework</i></li> <li>• <i>district support plans for new and/or noncertified staff</i></li> </ul>			
<p>B. The district notifies parents of their right to request and receive information on the qualifications of their children's teachers. <b>ESEA Section 1112(e)(1)(A)(i)</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>dated letter of parents' right to request teacher qualification information</i></li> <li>• <i>notification in student handbook</i></li> </ul>			
<p>C. All schools notify parents when their children are taught for four or more consecutive weeks by teachers who do not meet certification standards. This includes emergency certified teachers. The KDE requires this of all schools under the Equitable Access to Effective Educators State Plan <b>ESEA Section 1112(e)(1)(B)(ii)</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>dated notification letter(s)</i></li> </ul>			

## II. Program Development, Implementation and Evaluation

Requirement	District Response	Submitted Documentation File Name(s)
<p>A. Describe how the district provides <b><i>all</i></b> shareholders the opportunity to consult, design, implement, continually update and improve activities supported through the Title II, Part A program. Shareholders include teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations or partners.</p> <p><b>ESEA Section 2102(b)(3)</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>agendas</i></li> <li>• <i>meeting minutes</i></li> <li>• <i>sign in sheets (names and areas of representation should be included for all shareholder groups)</i></li> <li>• <i>meeting invitations</i></li> <li>• <i>surveys/feedback</i></li> <li>• <i>letters/emails</i></li> </ul>	<p><i>enter brief response here</i></p>	
<p>B. Describe how the district designs, conducts and utilizes a comprehensive needs assessment to inform and support the use of Title II, Part A funded activities and initiatives.</p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>CSIP/CDIP or other comprehensive needs assessment documents</i></li> <li>• <i>meeting dates, minutes and/or sign-in sheets</i></li> <li>• <i>documentation that contributed to the needs assessment (survey results, academic data, graduation rates, etc.)</i></li> <li>• <i>completed needs assessment</i></li> </ul>	<p><i>enter brief response here</i></p>	

<p>C. Describe how the district prioritizes funds to schools who are most in need of improvement (Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI) schools) and schools that have the highest percentages of students in poverty. <b>ESEA Section 2102(b)(2)(C)</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>district needs assessment</i></li> <li>• <i>detailed MUNIS</i></li> <li>• <i>staffing allocations</i></li> <li>• <i>professional learning plans</i></li> </ul>	<p><i>enter brief response here</i></p>	
<p>D. Describe how class size reduction staff funded through Title II, Part A are <b>directly connected</b> to identified district/school needs, how CSR staff are determined to be effective and how class size numbers from the class size reduction strategy are research based. <b>ESEA Sections 2102(b)(2)(B) and 2102(b)(2)(D)</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>needs assessment</i></li> <li>• <i>CDIP/CSIP</i></li> <li>• <i>cited research for class size reduction (grade-level specific)</i></li> <li>• <i>staff certification</i></li> <li>• <i>staff effectiveness evidence</i></li> <li>• <i>CSR staff job description</i></li> <li>• <i>effectiveness evidence if CSR staff has been previously utilized</i></li> </ul>	<p><i>enter brief response here</i> <i>enter N/A if the district does not use funds for CSR</i></p>	
<p>E. Describe how professional learning activities funded by Title II, Part A are based on a review of evidence-based research and meet the statutory definition of professional learning, which requires that PL be:</p> <ul style="list-style-type: none"> <li>• <i>sustained</i></li> <li>• <i>intensive</i></li> <li>• <i>collaborative</i></li> <li>• <i>job-embedded</i></li> <li>• <i>data-driven</i></li> </ul>	<p><i>enter brief response here</i> <i>enter N/A if the district does not use funds for professional learning</i></p>	

<ul style="list-style-type: none"> <li>• and classroom-focused</li> </ul> <p><b>ESEA Sections 2101(b)(2)(B), 2102(b)(2)(D), 8101(42)</b></p> <p><b>Suggested documentation:</b></p> <ul style="list-style-type: none"> <li>• CSIP/CDIP</li> <li>• professional learning plans</li> <li>• research of evidence-based practices</li> </ul>		
<p>F. Describe how the district implements supplemental recruiting and retention strategies that intentionally target low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging state academic standards, to improve equitable access to effective teachers within the district. <b>ESEA Section 2103(b)(3)(B)</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• needs assessment</li> <li>• invoices</li> <li>• detailed MUNIS</li> <li>• CSIP/CDIP</li> <li>• meeting minutes</li> </ul>	<p><i>enter brief response here</i></p> <p><i>enter N/A if the district does not use funds for recruitment or retention</i></p>	
<p>G. Describe the district's systems of professional growth and improvement. Include descriptions of structures such as staff induction programs and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. <b>ESEA Sections 2102(b)(2)(B), 2102(b)(2)(D), and 8101(42)</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• needs assessment</li> <li>• CSIP/CDIP</li> <li>• professional learning plans</li> <li>• agendas</li> <li>• staff surveys/feedback</li> </ul>	<p><i>enter brief response here</i></p>	

<p>H. Describe how district personnel compensated from Title II, Part A funds are performing assignments appropriate to program implementation as referenced in the district's approved application. <b>ESEA Section 8306</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>log of activities</i></li> <li>• <i>lesson plans</i></li> <li>• <i>MUNIS</i></li> <li>• <i>teacher assignment roster</i></li> <li>• <i>needs assessment</i></li> <li>• <i>job description</i></li> </ul>	<p><i>enter brief response here</i> <i>enter N/A if the district does not use funds for staff compensation</i></p>	
<p>I. Describe how the district's Title II, Part A coordinator consults with schools in the development of school programs. <b>ESEA Section 2102(b)(3)</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>meeting minutes</i></li> <li>• <i>agendas</i></li> <li>• <i>email communication</i></li> <li>• <i>CSIP</i></li> </ul>	<p><i>enter brief response here</i></p>	
<p>J. Describe how the district annually evaluates the effectiveness of the Title II, Part A program to ensure that student and educator needs are being addressed. <b>ESEA Section 2102(b)(2)(D)</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>program evaluation plan</i></li> <li>• <i>program evaluation data</i></li> <li>• <i>meeting minutes</i></li> <li>• <i>needs assessment</i></li> </ul>	<p><i>enter brief response here</i></p>	

### III. Participation of Private Schools

Requirement	Yes	No	N/A	Submitted Documentation File Name(s)
<p>A. Are there private or home schools(non-public) being served by Title II, Part A? (Complete the following if non-public schools in the district have elected to participate).</p> <p><b>If no is checked, no further action is required for this section.</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>list of participating non-public schools</i></li> <li>• <i>letters to non-public schools; evidence of receipt</i></li> <li>• <i>declaration of participation</i></li> </ul>				
<p>B. The district has consulted with participating non-public schools (NPS) and has completed the required Equitable Service Consultation packet. <b>ESEA Sections 2102(b)(2)(E) and 8501</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>signed and dated consultation packet</i></li> </ul>				
<p>C. The district has two-way, ongoing communication with all NPS served by Title II, Part A to determine the needs of those schools and whether those needs are being met. <b>ESEA Sections 2102(b)(2)(E) and 8501</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>records from consultation meetings</i></li> <li>• <i>evidence of evaluation of multiple data sources</i></li> </ul>				
<p>D. Participating NPS programs are operated and overseen by the public school district and documentation verifies that the services provided for participating NPS assist in meeting the professional learning needs of the teachers as identified during consultation. Services provided are non-ideological/non-faith based. <b>ESEA Sections 2102(b)(2)(E) and 8501</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>invoices</i></li> <li>• <i>consultation forms</i></li> <li>• <i>surveys</i></li> <li>• <i>needs assessments</i></li> <li>• <i>evaluations</i></li> <li>• <i>professional learning records</i></li> <li>• <i>evidence of regular consultation with NPS officials</i></li> </ul>				
<p>E. Procedures have been established for the retrieval of Title II, Part A purchases made on behalf of NPS when the materials are no longer needed for program purposes. The procedures require that retrieved</p>				

<p>purchases be distributed equitably among participating NPS. <b>ESEA Sections 2102(b)(2)(E) and 8501</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>equipment disposal procedures</i></li> </ul>				
<p>F. Expenditures have been made for NPS teachers on an equitable basis and in accordance with the approved Title II, Part A application. <b>ESEA Sections 2102(b)(2)(E) and 8501</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>invoices</i></li> <li>• <i>detailed MUNIS</i></li> <li>• <i>Title II, Part A budget</i></li> </ul>				
<p>G. Private/home school officials have been notified of the district's complaint procedure in the event there is a question of equitability of services. <b>ESEA Sections 2102(b)(2)(E) and 8501</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>complaint procedure</i></li> <li>• <i>consultation agreement</i></li> <li>• <i>interviews</i></li> </ul>				



## IV. Financial Management

Requirement	Yes	No	N/A	District Response	Submitted Documentation File Name(s)
<p>A. Staffing patterns and financial expenditures/obligations to date are consistent and aligned with the approved Title II, Part A GMAP application (does spending align with district needs and the approved GMAP budget?). <b>ESEA section 8306, 2 CFR 200.302</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>list and count of staff</i></li> <li>• <i>financial expenditures on detailed MUNIS</i></li> <li>• <i>CDIP/CSIP</i></li> <li>• <i>needs assessment</i></li> <li>• <i>approved GMAP application</i></li> </ul>					
<p>B. The district has written procedures in place for time and effort. These written procedures should include instructions for completion of time and attendance reporting and the processing of personnel charges to federal awards. <b>2 CFR 200.430</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>District time and effort procedures</i></li> </ul>					
<p>C. The district maintains documentation for any employees paid <b>partially</b> or <b>solely</b> with Title II, Part A funds to support the allocability, veracity and accuracy of the work performed. Records include the time amount/percentage worked directly with Title II, Part A programs, aligns with the approved GMAP budget and is signed and dated by the employee and his/her immediate supervisor.</p>					

<p><b>2 CFR 200.430; 2CFR 200.431</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>PAR, supported by a calendar/schedule of duties/activities that supports the FTE paid with Title II, Part A funds</i></li> <li>• <i>Signed and dated semi-annual certification and/or monthly PAR reports, employee schedules</i></li> </ul>				
<p>D. A separate accounting of Title II, Part A funds is maintained in the MUNIS system identified by school units. <b>ESEA Section 8306</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>detailed MUNIS</i></li> </ul>				
<p>E. Describe how the district maintains adequate internal controls in the disbursement of Title II, Part A funds. <b>ESEA Section 8306</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>procurement policies</i></li> <li>• <i>signed invoices</i></li> </ul>			<p><i>enter brief description here</i></p>	
<p>F. The district documents that Title II funds supplement, not supplant, general funds. <b>ESEA Section 8306</b></p> <p><b>Suggested Documentation:</b></p> <ul style="list-style-type: none"> <li>• <i>school council general funds staffing allocations</i></li> <li>• <i>expenditure reports</i></li> <li>• <i>signed assurances</i></li> <li>• <i>MUNIS</i></li> </ul>				