



**Title I & Title II, Part A and McKinney Vento  
Monitoring Report**  
*Revised November 2015*

**LEA:**

**Superintendent:**

**CFP Team Leader:**

**VT AOE Staff:**

**Date of Visit:**

**Date of Report:**

## SECTION 1 - NEEDS ASSESSMENT

**Requirement:** The LEA employs a needs assessment process to guide the use of Title I and Title II, Part A funds. This needs assessment process informs both LEA level and school level continuous improvement planning.

**Documentation (pre-visit):**

1. Provide a written summary of your priority needs related to professional learning.

**Provided:**

**Met Requirement:**

**Comments:**

**Documentation (on-site):**

2. A written needs assessment that includes:
  - a. Student learning needs priorities based on data;
  - b. Educator professional learning needed to address student learning needs;
  - c. How teachers are involved in the needs assessment; and
  - d. Other pertinent data.

**Provided:**

**Met Requirement:**

**Comments:**

**Guiding Question #1** - Describe the LEA's needs assessment process 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.

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #2** – According to the most recent needs assessment, which needs did the LEA identify as having the highest priority?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #3** - Is there a consultation process that involves important stakeholder groups in the development of the use of Title I and Title II, Part A funds in the CFP application,

including planning for professional development? The groups include parents, teachers, administrators and independent school representatives.

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #4** - Is the plan annually evaluated and the results used to make decisions about appropriate changes in the subsequent years?

**LEA Response:**

**VTAOE Comments:**

**Findings:**

**Required Actions:**

**Recommendations:**

## **SECTION 2 – LEA RESPONSIBILITIES FOR TITLE I**

**Requirement:** The LEA monitors the participating schools' use of Title I funds to ensure compliance with Title I Program requirements.

**Documentation (on-site):**

1. Letters/memos of guidance to schools

**Provided:**

**Comments:**

2. Forms or checklists

**Provided:**

**Comments:**

3. Minutes from technical assistance visits, agendas, etc.

**Provided:**

**Comments:**

**Guiding Question #1** - What process does the LEA use to monitor the implementation of the Title I funds at the participating schools? Are strategies being implemented as written? If not, how are decisions made about redirecting the funds?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #2** - Does the LEA ensure that the participating schools comply with the assurances signed in the application? Describe the process

**LEA Response:**

**VTAOE Comments:**

**Guiding Questions #3** - Have there been any instances of non-compliance?

**LEA Response:**

**VTAOE Comments:**

**Findings:**

**Required Actions:**

**Recommendations:**

### **SECTION 3 – LEA RESPONSIBILITIES FOR TITLE IIA**

**Requirement:** The LEA monitors the participating schools' use of Title II, Part A funds to ensure compliance with program requirements.

**Documentation (pre-visit):**

1. Continuous Improvement Plan from each non-Title I school.

**Provided:**

**Comments:**

2. Professional development plans for each school and the LEA.

**Provided:**

**Comments:**

**Documentation (on-site):**

3. Provide sample of research for one or more of the professional development investments.

**Provided:**

**Comments:**

4. Copy of evaluation protocol and summary of finding specific to at least one major investment

**Provided:**

**Comments:**

5. Provide documentation of professional development specific to teachers' understanding and using data and assessments to improve student learning. Sample documentation may include: (a) coaching/mentoring logs that specify coaching is used for teachers to better understand data, (b) PLC agendas, (c) workshop evaluations.

**Provided:**

**Comments:**

6. Union negotiated contract section that describes career ladder opportunities.

**Provided:**

**Comments:**

7. New Teacher/Administrator Mentoring Policy

**Provided:**

**Comments:**

**SCIENTIFICALLY BASED RESEARCH**

The Local Educational Agency (LEA) shall base activities on a review of scientifically based research (SBR) and an explanation of why the activities are expected to improve student academic achievement (Section 2122 (b) (1) (B), P.L. 107-110)

**Guiding Question #1** - What forms of documentation were used to assist in ensuring all professional development was SBR?

**LEA Response:**

**VTAOE Comments:**

**ALIGNMENT TO STANDARDS**

**Guiding Question #2** – Are your investments aligned to Vermont Standards including, EQS, Professional Learning Standards, Core Teaching Standards, Core Leadership Standards, CCSS, and NGSS?

**LEA Response:**

**VTAOE Comments:**

**EVALUATION OF IMPACT**

Attention to how the professional development activities are expected to have a substantial, measurable, and positive impact on student academic achievement, and how the activities will be used to eliminate the achievement gap that separates low-income and minority students from other students

**Guiding Question #3** – Is the impact of activities evaluated to ensure changes in educator practice that will improve student learning? Describe evaluation procedure and findings.

**LEA Response:**

**VTAOE Comments:**

**CLASS SIZE REDUCTION**

Class size reduction strategies are limited to those that employ highly qualified educators to serve smaller instructional groups for sustained blocks of time for a specific content area on a regular basis.

**Guiding Question #4** – If using Title IIA funds to hire class reduction teachers, what is the compelling reason for doing so and how is it aligned with school policy?

**Not applicable:**

**LEA Response:**

**VTAOE Comments:**

**HIGH QUALITY PROFESSIONAL DEVELOPMENT**

**Guiding Question #5** – What training has the LEA provided to:

5A - Enable teachers to teach and address the needs of students with different learning styles, particularly SWD, students with special learning needs (including those who are gifted and talented) and ELL students?

**Not applicable:**

**LEA Response:**

**VTAOE Comments:**

5B - Improve student behavior;

**Not applicable:**

**LEA Response:**

**VTAOE Comments:**

5C - Identify early and appropriate interventions to help students learn;

**Not applicable:**

**LEA Response:**

**VTAOE Comments:**

5D - Involve parents in their child's education;

**Not applicable:**

**LEA Response:**

**VTAOE Comments:**

5E - Understand the use of data and assessments to improve classroom practice and student learning; and/or

**Not applicable:**

**LEA Response:**

**VTAOE Comments:**

5F - To improve the knowledge of teachers and principals in one or more of the core academic subjects that the teachers teach and effective instructional strategies, methods and skills, and the use of challenging State academic content standards and student achievement standards and State Assessments?

**Not applicable:**

**LEA Response:**

**VTAOE Comments:**

## TEACHER RECRUITMENT, QUALIFICATIONS & RETENTION

**Guiding Question #6** – How does the LEA track the qualifications for core area instructors? Describe the process used for ensuring that 100% of the core area classes (including situations where special educators are providing primary education in the core area) are taught by teachers who meet the HQT requirements for their assignments.

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #7** - How does the LEA recruit highly qualified and effective candidates for teaching positions?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #8** - What LEA procedures are in place for the induction of new teachers into the career of teaching?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #9** - What career ladder opportunities exist for teachers?

**LEA Response:**

**VTAOE Comments:**

**Findings:**

**Required Actions:**

**Recommendations:**

## SECTION 4 – LEA REPORT CARDS

**Requirement:** The LEA and/or participating districts have published and disseminated an Annual Report Card as required by NCLB.

**Documentation (pre-visit)**

1. The most recent NCLB required annual Report Cards from each Title I funded school.

Provided:

Met Requirement:

Comments:

2. A completed checklist (provided by VTAOE) for each Report Card(s) indicating where in the document the requirements can be found.

Provided:

Comments:

3. The dissemination plan and timeline

Provided:

Met Requirement:

Comments:

3. Sample of an individual student assessment report from the state assessments, any corresponding letter that accompanies the report, and dissemination plan and timeline (student name should be blackened out)

Provided:

Met Requirement:

Comments:

**Guiding Question #1** - Do the Report Cards contain all of the required elements?

Required Element	Met Requirement
a. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged (where the minimum "n" has been met);	<input type="checkbox"/>
b. Comparison of the actual achievement levels of each group of students previously described with the State's annual measurable objectives for each required assessment;	<input type="checkbox"/>
c. Information on how students served by the LEA achieved on the statewide academic achievement assessment compared to students in the State as a whole;	<input type="checkbox"/>
d. The percentage of students not tested, disaggregated by the same categories noted above by subject;	<input type="checkbox"/>
e. The most recent two-year trend in student achievement in each subject at each grade level for grades in which assessment is required;	<input type="checkbox"/>
f. Aggregate information on any other academic indicator used by the State to determine AYP, and aggregate information on any additional indicators used by the LEA to determine AYP;	<input type="checkbox"/>
g. Graduation rates that are consistent with ED-approved State definitions	<input type="checkbox"/>

Required Element	Met Requirement
h. Information on the performance of the LEA regarding whether it made AYP and whether it has been identified for improvement, including the number and percent of schools identified for school improvement by name and how long the schools have been so identified;	<input type="checkbox"/>
i. The professional qualifications of teachers in the LEA, including the percentage of such teachers teaching with emergency credentials, and the percentage of classes not taught by highly qualified teachers;	<input type="checkbox"/>
j. The number of recently arrived LEP students who are not assessed on the State's reading/language arts test; and	<input type="checkbox"/>
k. State data from the National Assessment of Educational Progress (NAEP);	<input type="checkbox"/>

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #2** – Has the LEA publicly disseminated the Report Cards to all the schools in the LEA and to all parents of children attending the LEA's schools in a form and to the extent practicable, in a language that parents can understand?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #3** – Has the LEA provided to parents/guardians of each student information on the level of achievement of the children in each of the State academic assessments?

**LEA Response:**

**VTAOE Comments:**

**Findings:**

**Required Actions:**

**Recommendations:**

## SECTION 5 – HIGHLY QUALIFIED PARAPROFESSIONALS

**Requirement:** The LEA has developed procedures to ensure the hiring of qualified instructional paraprofessionals.

**Documentation (pre-visit):**

1. List of all instructional paraprofessionals with their assignments and how they met the highly qualified status.

**Provided:**

**Met Requirement:**

**Comments:**

2. Sample of any memo or policies regarding the duties and assignments of instructional paraprofessionals.

**Provided:**

**Comments:**

3. Sample of a recent advertisement for an open paraprofessional position.

**Provided:**

**Comments:**

**Guiding Question #1** – Do all instructional paraprofessionals meet the qualification requirements – those paid for with Title I funds in targeted assistance schools and all in schoolwide program schools?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #2** – How does the LEA ensure that instructional paraprofessionals in Title I schools work under the direct supervision of and in close proximity with a highly qualified teacher?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #3** – What direction has been given to principals and teachers regarding this requirement?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #4** – What professional development has been provided to paraprofessionals to improve their knowledge of effective instructional practices?

**LEA Response:**

**VTAOE Comments:**

**Findings:**

**Required Actions:**

**Recommendations:**

### **SECTION 6 – SERVICES TO INDEPENDENT SCHOOLS**

**Requirement:** The LEA engages in timely and meaningful consultation with all independent schools and provides equitable Title services to eligible independent school children, their staff members and families.

**Documentation (pre-visit):**

- 1. Sample of letter sent to independent schools asking them if they wish to participate.

**Provided:**

**Met Requirement:**

**Comments:**

**Documentation (on-site):**

- 3. Record of responses from independent schools

**Provided:**

**Met Requirement:**

**Comments:**

- 4. Records of consultation meetings with independent school representatives

**Provided:**

**Met Requirement:**

**Comments:**

5. Evidence that the LEA has correctly calculated the amount of funds for equitable services for Title I and Title IIA – instructional services, parent involvement and professional development.

**Provided:**

**Met Requirement:**

**Comments:**

6. Independent school needs assessment documents

**Provided:**

**Met Requirement:**

**Comments:**

7. Timeline of planned activities on behalf of independent schools

**Provided:**

**Met Requirement:**

**Comments:**

8. If applicable, rosters from professional development activities, including independent school participants

**Provided:**

**Met Requirement:**

**Comments:**

## CONSULTATION

**Guiding Question #1** – Describe the process of consultation with representatives from independent schools within the LEA.

**LEA Response:**

**VTAOE Comments:**

## TITLE I EQUITABLE SERVICES

**Guiding Question #2** – What services are provided to Title I eligible children? By whom? Who supervises the provider of services?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #3** – Does the LEA maintain control of the Title I funds, materials, equipment, and property that support services to independent school children? Describe the process for administering the funds.

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #4** – Are there equitable services from the parent involvement set aside (if applicable) and any professional development paid for with Title I dollars?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #5** – How are the services evaluated?

**LEA Response:**

**VTAOE Comments:**

## **TITLE IIA EQUITABLE SERVICES**

**Guiding Question #6** – Describe the process for making decisions about the content and delivery of professional development activities when serving independent schools with Title IIA funds.

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #7** – Describe how the LEA administers Title IIA funds when serving an independent school.

**LEA Response:**

**VTAOE Comments:**

**Findings:**

**Required Actions:**

**Recommendations:**

## SECTION 7 – SERVICES TO HOMELESS STUDENTS

**Requirement – The LEA provides Title I, Part A services to homeless students and ensures they receive equal access to the same free, appropriate public education as other students. The LEA immediately addresses barriers that homeless students face in enrolling, attending and succeeding in school.**

**Amount of Title I funds set aside:**

**Amount of McKinney Vento grant, if applicable:**

**Name of Homeless Liaison:**

**Documentation (pre-visit):**

1. Documents used to inform parents/guardians or unaccompanied youth of school selection/enrollment decisions and their right to appeal.

**Provided:**

**Met Requirement:**

**Comments:**

2. Policy/Procedure for determining excess transportation costs for homeless students if using Title I, Part A or McKinney Vento Act grant funds to pay for transportation

**Provided:**

**Not applicable:**

**Met Requirement:**

**Comments:**

**Documentation (on-site):**

3. Number of homeless students identified and services provided.

**Provided:**

**Comments:**

4. Any memos/letters from homeless liaison to schools with instructions regarding the identification, enrollment and services for homeless students.

**Provided:**

**Comments:**

5. If receiving a McKinney Vento grant, documentation of grant outcomes to date for current grant period.

**Provided:**       **Not applicable:**

**Comments:**

**Guiding Question #1** – How do you inform families/unaccompanied youth of the educational rights of homeless students?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #2** – How are the staff (LEA and school) trained regarding the identification and enrollment of homeless students?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #3** – Describe the process for identifying, enrolling and serving students experiencing homelessness. How do you ensure that enrollment decisions are in the best interest of the student?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #4** – Describe the process for resolving enrollment, transportation and other disputes. Include both the conflict resolution process when working with other LEAs and when working with parents/guardians or unaccompanied youth.

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #5** – Describe the procedure for enrolling homeless students in the supplemental services they are entitled to including Title I, the Child Nutrition free meal program and Head Start?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #6** – How do you determine the amount needed for Title I, Part A set aside funds? How is the decision made to spend the funds?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #7** – Describe how you coordinate with social services agencies and other agencies or programs providing services to homeless children and youths and their families.

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #8** – If receiving a McKinney Vento grant, describe the evaluation process you are using to ensure program effectiveness.

**Not applicable:**

**LEA Response:**

**VTAOE Comments:**

**Findings:**

**Required Actions:**

**Recommendations:**

## **SECTION 8 - REQUIREMENTS FOR SCHOOL IMPROVEMENT**

**Requirement:** The LEA and/or participating schools identified for improvement, corrective action or restructuring have met the requirements of being so identified.

**Names of Schools Identified, Status and Reason for Identification:**

**Documentation (pre-visit):**

1. LEA's process and timelines for informing parents about school/LEA improvement determinations

**Provided:**

**Met Requirement:**

**Comments:**

2. Dated notification that contains the required information about school improvement status, choice, and SES

**Provided:**

**Met Requirement:**

**Comments:**

3. Amount of funds set aside for required professional development that addresses the area that caused identification and the applicable strategies

**Provided:**

**Met Requirement:**

**Comments:**

4. Continuous Improvement Plan for each Title I funded school.

**Provided:**

**Met Requirement:**

**Comments:**

**Documentation (on-site):**

For required SES services (if applicable):

5. Amount of funds LEA has set aside for SES and choice-related transportation and how they have been spent

**Provided:**

**Met Requirement:**

**Comments:**

6. Description of the LEA's process and timelines for receiving, processing and implementing transfer requests

**Provided:**

**Met Requirement:**

**Comments:**

7. Documentation describing the LEA's process and timeline for notifying parents about SES options and for receiving and processing SES enrollment forms.

**Provided:**

**Met Requirement:**

**Comments:**

8. Samples of agreements/contracts between LEA and approved SES providers

Provided:

Met Requirement:

Comments:

**Guiding Question #1** - What scientifically based research based approach is the school/LEA using to improve student academic achievement?

LEA Response:

VTAOE Comments:

**Guiding Question #2** - What is the professional development employed to address the issue that caused identification? Is it working?

LEA Response:

VTAOE Comments:

**Guiding Question 3** - Described how parents are notified about school choice/SES if applicable. Have students participated - why or why not? Does the school help parents select a SES provider?

LEA Response:

VTAOE Comments:

Findings:

Required Actions:

Recommendations:

## SECTION 9 – PARENT INVOLVEMENT

**Requirement:** The LEA and participating schools meet parental involvement and parental notification requirements.

Documentation (pre-visit):

1. LEA and participating schools' parent involvement policies

Provided:

Met Requirement:

Comments:

2. Participating schools' school-parent compacts with dissemination plans

Provided:

Met Requirement:

Comments:

3. Summary of data analyzed or the LEA's process to collect information to determine the effectiveness of policies and practices (school surveys, parent feedback, parent advisory groups, evaluations from parent workshops, etc)

Provided:

Met Requirement:

Comments:

4. Title I Annual Meeting agenda for each participating school

Provided:

Met Requirement:

Comments:

5. Dated notice to parents regarding their right to request their child's teacher's qualifications for each participating school

Provided:

Met Requirement:

Comments:

6. Notice informing parents about the placement or assignment of a teacher with their child for four or more weeks who is not highly qualified for each participating school

Provided:

Met Requirement:

Comments:

If applicable, a list of how has the required 1% parent involvement set-aside has been spent

Provided:

Met Requirement:

Comments:

**Guiding Question #1** - How does the LEA and schools carry out the six following requirements to build capacity for parental involvement:

- 1A - Provide assistance so that parents can understand student achievement assessments and how to improve the achievement of their child;

**LEA Response:**

**VTAOE Comments:**

1B - Provide materials and training to help parents work with their children;

**LEA Response:**

**VTAOE Comments:**

1C - Educate teachers and other staff on the value and utility of working with parents as partners;

**LEA Response:**

**VTAOE Comments:**

1D - Coordinate and integrate parent involvement programs with early literacy and preschool programs;

**LEA Response:**

**VTAOE Comments:**

1E - Ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and in a language the parents can understand; and

**LEA Response:**

**VTAOE Comments:**

1F - Provide other reasonable support for parent involvement activities as parents may request.

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #2** – Describe the annual Title I meeting that informs participating parents about the Title I Program.

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #3** – How does the LEA review the effectiveness of parental involvement activities?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #4** - For LEAs that are required to set aside funds for parental involvement, how are the funds spent (at least 95% must be spent at the school level)? And have parents been involved in the decision making process of how those funds are spent?

**LEA Response:**

**VTAOE Comments:**

**Findings:**

**Required Actions:**

**Recommendations:**

### **SECTION 10 – SCHOOLWIDE SCHOOLS**

**Requirement:** Schools in the LEA develop schoolwide programs that use the flexibility to improve the academic achievement of all students in the school.

**Schools in LEA that are SWP and the funds combined:**

**Documentation (pre-visit):**

1. A completed checklist (provided by VTAOE) for each schoolwide school’s Continuous Improvement Plan indicating where in the document the schoolwide requirements can be found

**Provided:**

**Met Requirement:**

**Comments:**

**Documentation (on-site):**

2. Annual evaluations of the effectiveness of the plans

**Provided:**

**Met Requirement:**

**Comments:**

**Guiding Question #1** - Has the LEA provided guidance to the schools about the development, implementation and evaluation of schoolwide programs?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #2** – How was the decision made to become a Schoolwide school(s).

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #3** - How were the comprehensive needs assessments conducted and used to form the Continuous Improvement Plan(s)?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #4** – Does the schoolwide school(s) understand the concept of schoolwide programs as whole-school reform? If yes, how do you know?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #5** – How is the plan(s) annually evaluated and updated?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #6** – Are parents informed or involved in developing the Continuous Improvement Plan(s)?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #7** - How does the LEA approve and then monitor individual schools' schoolwide programs?

**LEA Response:**

**VTAOE Comments:**

**Findings:**

**Required Actions:**

**Recommendations:**

**SECTION 11 - TARGETED ASSISTANCE SCHOOLS**

**Requirement: Targeted Assistance schools in the LEA meet all requirements**

**Targeted Assistance Schools:**

**Documentation (on-site):**

- 1. Targeted Assistance plans for each school describing how students are selected for the Title I caseload and how services are delivered

**Provided:**

**Met Requirement:**

**Comments:**

- 2. List of the Title I caseload including the student's grade and how they were made eligible for Title I services

**Provided:**

**Met Requirement:**

**Comments:**

**Guiding Question #1** – How is the targeted assistance program(s) developed and implemented?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #2** - Do the targeted assistance programs address the purpose and meet all statutory requirements as follows?

2A - Use of effective instructional methods and strategies that strengthen the core academic program of the school;

**LEA Response:**

**VTAOE Comments:**

2B - Correctly identifying students for participation;

**LEA Response:**

**VTAOE Comments:**

2C - Giving primary consideration to providing extended learning time for students served;

**LEA Response:**

**VTAOE Comments:**

2D - Providing an accelerated high quality curriculum; and

**LEA Response:**

**VTAOE Comments:**

2E - Minimize the removal of children from the regular classroom hours.

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #3** – How are students’ progress evaluated and how often?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #4** – How are parents involved?

**LEA Response:**

**VTAOE Comments:**

**Guiding Question #5** - Does the school(s) use student achievement and other school-level data to make decisions about the implementation of the targeted assistance program, including decisions about effective instructional methods and strategies, professional development, and coordination with the regular education program?

**LEA Response:**

**VTAOE Comments:**

**Findings:**

**Required Actions:**

**Recommendations:**

## **SECTION 12 – FIDUCIARY REQUIREMENTS**

### **Title I Administration Funds**

- How are the funds used?

**VTAOE Comments:**

- Is any portion of the superintendent's or principals' salaries paid for with these funds?

**VTAOE Comments:**

- Are there any potential supplanting issues?

**VTAOE Comments:**

- Direct vs Indirect Costs?

**VTAOE Comments:**

### **Targeting and Ranking**

- Has targeting and ranking been done appropriately?

**VTAOE Comments:**

- Any future changes in school eligibility:

**VTAOE Comments:**

- Any grandfathered schools?

**VTAOE Comments:**

### **Carryover Funds**

- Is there a history of carrying over excess Title funds?

**VTAOE Comments:**

- Has a waiver of the 15% limit on Title I funds been granted in the last two years?

**VTAOE Comments:**

**Required Set Asides**

- Have all required set asides been appropriately set aside and then spent?

**VTAOE Comments:**

- Does the LEA set aside funds for LEA-wide programs?

**VTAOE Comments:**

- Neglected and Delinquent schools?

**VTAOE Comments:**

**Comparability (if applicable)**

Show annual calculations for Title I schools and non-Title I schools showing that the resources Title I schools receive from local and State funds are comparable to those received by non-Title I schools.

**LEA Response:**

**VTAOE Comments:**

**Findings:**

**Required Actions:**

**Recommendations:**