

**Mississippi Department of Education**

**Consolidated Federal Programs**

**Monitoring Instrument**

**Dr. Carey M. Wright, State Superintendent of Education**

**2015-2016 School Year Documentation for 2016-2017 Monitoring Year**

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| **Instructions** |
| **Local Educational Agency (LEA) Identifying Information** |
| The Local Educational Agency (LEA) section of the District Monitoring Data Sheet MUST be completed by the LEA prior to the monitoring visit. This sheet will be collected during the monitoring pre-conference meeting. |
| **A. Federal Programs** |
| * Instrument *A. Federal Programs* must be completed by all districts. * Indicators marked with an asterisk (\*) will be documented at the school or site level. * MDE monitors will review ALL documentation at the LEA district office. * Evidence of Compliance:   + Items listed are not intended to be all-inclusive.   + It is the responsibility of the LEA to demonstrate compliance with each indicator.   + It is not necessary to include every evidence item listed except where specifically noted,   **“REQUIRED**.**”**   * Cross-cutting evidence for Indicators A1 – A9 must be provided for each federal grant program (Title I-A, Title II-A, Private Schools, Title I-D, Title III, Title IV-B, Title VI, Title X, Transferability) received. * Documentation does not have to be duplicated. “Reference” to a previous document is appropriate. |
| **B - K Program-Specific Instruments** |
| * Instruments *B – D* are to be completed only for schools with those designations. * Instruments *E – K* are to be completed only by an LEA receiving funds from the respective program. * Instrument *G. Title III - Language Instruction for Limited English Proficient and Immigrant Students*: LEAs that are monitored separately on Title III are also responsible for A12 – A22 of the Title I English learners Indicators section in the *A. Federal Programs* *Section.* * Instrument *H.* *Title IV, Part B-21st Century Community Learning Centers:* Non-school district grantees must demonstrate compliance with indicators A1 – A9. * Instrument *J. Title X, Part C - McKinney-Vento Education for Homeless Children and Youth Program*: LEAs that are monitored separately on Homeless are also responsible for A24 – A37 of the Title I Homeless Indicators section in the *A. Federal Programs* *Section*. |

**District Monitoring Data Sheet**

**To be completed by LEA**

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| **Local Educational Agency (LEA) Identifying Information** | | | |
| LEA Name | | LEA Telephone | LEA Fax |
| LEA Address | City | State | Zip Code |
| LEA Superintendent | | | |
| LEA Business Manager | | | |
| LEA Monitoring Visit Contact | | | |
| LEA Title I, Part A Coordinator | | | |
| LEA Title I, Part D, Subpart 2 (Education of Neglected / Delinquent Children [N & D]) Coordinator | | | |
| LEA Title II, Part A (Teacher/Principal Quality) Coordinator | | | |
| LEA Title III (Language Instruction for Limited English Proficient and Immigrant Students) Coordinator | | | |
| LEA Title IV, Part B (21st Century Community Learning Centers) Coordinator | | | |
| LEA Title VI, Part B, Subpart 2 (Rural and Low-Income Schools) Coordinator | | | |
| LEA Title X (Homeless Children and Youth) Coordinator | | | |

**To be completed by MDE**

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| **Monitoring Information** | | | | | |
| Title I, Part A |  | Private Schools (Fiscal Agents) |  | Title IV, Part B |  |
| Schools Not Meeting AMOs |  | Title I, Part D, Subpart 2 |  | Title VI, Part B, Subpart 2 |  |
| Focus Schools |  | Title II, Part A |  | Title X, Part C |  |
| Priority Schools |  | Title III |  | Transferability |  |
| Monitors: | | | | | |
| Monitoring Visit Dates: | | | | | |

**Mississippi Department of Education**

**Office of Federal Programs**

**Consolidated Federal Programs Monitoring Instrument**

**A. Federal Programs**

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| SchoolDistrict | Date |
| Monitor | |

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| Cross-cutting Indicators  All districts must complete this section. | | |
| A1. | Is it evident that budgets and expenditures for **all federal programs** are:   1. Allocable 2. Reasonable and necessary 3. Meeting program intent and purposes 4. Aligned with the approved application and amendments on file at MDE 5. Obligated and liquidated in accordance with the approved plan within the approved grant period   *2 C.F.R. Part 200 and Part 3474* | |
| **Evidence of Compliance** | | **Comments** |
| Please have the following documents/reports printed for the day of the visit.  **ALL REQUIRED:**  1. Budget Reports   * Expenditure Budget Reports (excluding carryover)   + June 30 expenditure budget reports for each LEA federal program, excluding carryover, for the year being monitored organized by function with object totals:   Function: Major Object Totals  1120: 100s, 200s, 300s, etc.  1130: 100s, 200s, 300s, etc.   * + Print:     - One report for all locations combined and,     - One report for each location separately * Carryover Budgets   + Carryover budget (carryover only) for the year being monitored, printed just prior to onsite monitoring visit, organized by function with object totals:   Function: Major Object Totals  1120: 100s, 200s, 300s, etc.  1130: 100s, 200s, 300s, etc.   * + Print:     - One report for all locations combined and,     - One report for each location separately * Most recent district single audit report   2. Request for Funds Reports   * LEA budget status/analysis reports: * Must show year-to-date budget and year-to-date expenditures for all LEA federal programs, Title I, II, VI, etc.   + Print a report for each month separately   3. Accounts Payable Reports   * Accounts payable report AP formatted for objects 300-999.   + Print a separate report for each LEA federal program;   Title I, II, VI, etc.  *Note: This indicator applies to the following: Title I-A, 1003(a), Title II-A, Title I-D, Private Schools, Title III, Title IV-B, Title VI, Title X, Transferability.* | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A2. | Does the LEA ensure that all federal programs are used only to supplement and not supplant the funds that would, in the absence of such Federal funds, be made available from non-federal sources (or other federal sources, as applicable)?  *Mississippi* *Accountability Standards {MS Code 37-151-77};* *Section 1120A(b)(1); Section 1306(b)(2); Section 1415(b); Section 2123(b); Section 2413(b)(6); Section 3115(g); Section 4204(b)(2)(G), Section 6232; Section 723(3)* | | |
| **Evidence of Compliance** | | | **Comments** |
| **ALL REQUIRED:**   * Calculations for placement of federally funded teachers:  1. Month 1 MSIS Net Enrollment data 2. Employee list with name/grade of each federally funded teacher (and Kindergarten assistants) 3. Number of district funded teachers in applicable grades/subjects 4. Number of students in applicable grade/subject (from MSIS Net Enrollment data) 5. Salary/account distribution report for all federally funded employees paid in whole or in part with federal funds 6. Job descriptions for federally funded employees   *Note: This indicator applies to the following: Title I-A, 1003(a), Title II-A, Title I-D, Private Schools, Title III, Title IV-B, Title VI, Title X, Transferability.* | | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A3. | Is time and effort documentation available, approved, signed, and dated by appropriate individuals, if applicable?  *2 C.F.R. Part 200.430* | | | |
| **Evidence of Compliance** | | **Comments** | | |
| * Semi Annual Certifications (as applicable) * Personnel Activity Reports (PARs) (as applicable)   *Note: This indicator applies to the following: Title I-A, 1003(a), Title II-A, Title I-D, Private Schools, Title III, Title IV-B, Title VI, Title X, Transferability.* | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ | | |
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| A4. | Does the LEA have a policy for equipment purchases and inventory?   1. Does the LEA have written policies and procedures for control of all equipment purchased with federal funds? 2. Does the LEA’s policies and procedures indicate local law enforcement is to be notified, and a police report is to be filed when it is discovered equipment has been stolen? 3. Does the LEA’s policies and procedures indicate that a notarized affidavit be completed for lost equipment?   *2 C.F.R. Part 200.313(d)(3); MS Public School Asset Management Manual* | |
| **Evidence of Compliance** | | **Comments** |
| * District policies/procedures for equipment and inventory (fixed assets) | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A5. | Is there evidence that the LEA annually conducts a physical inventory, has documentation including signatures and dates on file, and has accounted for any inventory discrepancies?  *MS Public School Asset Management Manual,; LEA Fixed Asset Policy* | |
| **Evidence of Compliance** | | **Comments** |
| * Copy of signed and dated physical/fixed asset inventory conducted by school/district (**REQUIRED**) * Law enforcement report for stolen equipment for the year being monitored (**REQUIRED**, if applicable) * Board minutes documenting disposition of lost property and notarized affidavit signed by the responsible party assigned the property (**REQUIRED**, if applicable) | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A6. | Does the LEA maintain an inventory of equipment purchased with federal funds including the following identified evidentiary requirements?   1. Description of the item 2. Serial number and other identifying numbers (barcode or other local identifying number) 3. Acquisition cost and date 4. Percentage of federal participation in the cost of the property (funding source) 5. Physical location of property 6. Use and condition of property 7. Disposition data (date, method of disposition, sales price if applicable) when property is retired from service   *2 C.F.R. Part 200.313(d)(1); MS Public School Asset Management Manual* | |
| **Evidence of Compliance** | | **Comments** |
| * Fixed asset records by location for all federal programs | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| A7. | \*After pulling a sample of items from the fixed asset records, is there evidence that the items sampled can be located and the location is consistent as indicated?  *2 C.F.R. Part 200.313(d); MS Public School Asset Management Manual* | |
| **Evidence of Compliance** | | **Comments** |
| * Fixed asset inventory (printed within 30 days prior of the monitoring visit) of federal equipment (by location) from district financial accounting system   + - Monitors will sample fixed assets at selected locations. | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| A8. | Does the LEA reserve an appropriate amount of Title I funds for services to homeless children and youth who do not attend Title I schools?  *Section 1113(c)(3)(A)* | |
| **Evidence of Compliance** | | **Comments** |
| * MCAPS funding application - District Set-Asides and Overview page (homeless set-aside)   *Note: If all schools are Title I schools, this indicator is not applicable.* | | Yes \_\_\_\_ No \_\_\_\_\_ N/A |
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| A9. | Is it evident that contracts and agreements for products and services are made in accordance with applicable federal, state, and local regulations as well as audit guidelines?  *2 C.F.R. Part 200.317-326* | |
| **Evidence of Compliance** | | **Comments** |
| **ALL REQUIRED:**   * Sample copies of contracts and/or agreements * LEA purchasing policies and procedures   *Note: This indicator applies to the following: Title I-A, 1003(a), Title II-A, Title I-D, Private Schools, Title III, Title IV-B, Title VI, Title X, Transferability.* | | Yes \_\_\_\_ No \_\_\_\_\_ N/A |
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| **Title I, Part A and Title II, Part A Program Indicators**  All districts must complete this section. | | |
| A10. | Is there evidence that the CFPA has been developed in consultation with teachers, principals, administrators, other appropriate personnel, and parents of children in schools served under Title I, Part A and Title II, Part A?  *Section 1112(d)(1); Section 2122(b)(7)* | |
| **Evidence of Compliance** | | **Comments** |
| * Evidence of the collaborative process used to develop CFPA (minutes, agendas, sign-in sheets, list of committee members, etc.) | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A11. | Is there evidence that the LEA uses state and local funds in its schools to provide services that, taken as a whole, are substantially comparable to services in schools that are not receiving funds under Title I, Part A?  *Section 1120A(c)* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation of determination of comparability through records that are updated at least once every year * Methods and worksheets used to determine comparability * Equivalency policy/policies among school curriculum and supplies, administrators, and staff * District-wide salary schedule * Most recent MDE comparability response letter * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| **Title I, Part A English Learners (EL) Indicators**  **All districts must complete this section.** | | |
| A12. | Does the LEA have a policy of admitting students regardless of immigrant status or English-speaking status?  *Plyler v. Doe, 457 U.S. 202 (1982, Title VI of the Civil Right Act(1964); Current Mississippi Guidelines for English Language Learners* | |
| **Evidence of Compliance** | | **Comments** |
| **ALL REQUIRED:**   * LEA board approved policy * Evidence of LEA board approval   Note: LEA board must approve the EL plan annually.   * LEA approved EL plan | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A13. | Is there evidence that the applicable LEA policy and supporting procedures for EL services are communicated systematically to all school and LEA personnel?   1. System of assigning a student number if an enrolling student does not have a social security number 2. Procedure for enrolling a student pending receipt of the required record of immunizations   *Section 3116; Current Mississippi Guidelines for English Language Learners* | |
| **Evidence of Compliance** | | **Comments** |
| * Written communication and dated documentation of dissemination of EL policies and procedures | | Yes \_\_\_\_ No \_\_\_\_\_ |
| A14. | \*Does the LEA have procedures and do Title I schools demonstrate practices that ensure the following?   1. EL students are not excluded from special opportunity programs, such as programs for the academically gifted or other specialized activities, based on English language proficiency 2. English learners are allowed to participate in Title I services on the same basis as all students in Title I participating schools 3. Language minority students identified via the Home Language Survey are screened utilizing the MDE adopted assessment instrument   *Current Mississippi Guidelines for English Language Learners* | |
| **Evidence of Compliance** | | **Comments** |
| * District EL Plan * Documentation of EL students’ equitable opportunities for Title I services, academically gifted services, or other specialized activities or services * Documentation of EL student schedules * Numbers of EL students in academically gifted, special education, and extracurricular activities * State adopted language proficiency instrument on file with accurate and appropriate testing dates * Other examples of documentation might include: Guidelines for assessing gifted students; Title I services such as computer lab services; student rosters for pull out services | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A15. | Does the LEA ensure that the annual notification to parents of EL students contains the following?   1. Parents of EL students are notified not later than 30 days after the beginning of the school year that their child is, or will be participating in, an EL program 2. Parents of EL students who were not identified at the beginning of the school year are notified within the first 2 weeks of their child being placed in an EL program 3. Notification is in a language parents can understand 4. Notification contains all components required by law   *Section 1112 (g)(1)(A); Section 1112 (g)(3); Section 3302(a); Section 3302*(*c); Section 3302*(*d)* | |
| **Evidence of Compliance** | | **Comments** |
| * Sample student records indicating enrollment date and dated   notification letter including:   1. Reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program 2. Child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement 3. Method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction 4. How the program, in which their child is or will be participating, will meet the educational strengths and needs of the child 5. How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation 6. Specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools 7. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child 8. Information pertaining to parental rights that includes written guidance   (1) detailing —  (a) the right that parents have to have their child immediately removed from such program upon their request; and  (b) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and  (2) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity. | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A16. | \*Is there evidence that the LEA/school(s):  a. Implements an effective means of outreach to parents of limited English proficient children to inform such  parent of how they can be involved in the education of their children, and be active participants in assisting  their children  (1) to learn English  (2) to achieve at high levels in core academic subjects; and  (3) to meet the same challenging State academic content and student academic achievement standards  as all children are expected to meet  b. Provides for effective notifications and communications to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient students in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.  *Section 1112 (g)(2)* and *(4); Section 3302 (c)* and *(e)* | |
| **Evidence of Compliance** | | **Comments** |
| * Copies of parent communications * Documented outreach efforts to parents | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| A17. | \*Is there evidence that:   1. The LEA has an approved Home Language Survey 2. All schools demonstrate that the Home Language Survey is completed for all students enrolled in the LEA 3. The Home Language Survey is filed in the permanent record for all students enrolled in the LEA   *Current Mississippi Guidelines for English Language Learners* | |
| **Evidence of Compliance** | | **Comments** |
| * Samples of completed Home Language Surveys * Procedural guidelines for completing and retaining the surveys | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A18. | Does the LEA follow student exit criteria, as outlined in the *Mississippi Guidelines for English Language Learners*?  *Section 3121(a)(4); Current Mississippi Guidelines for English Language Learners* | |
| **Evidence of Compliance** | | **Comments** |
| * English language proficiency assessment score reports * Student records specified in the current *Mississippi Guidelines for English Language Learners* | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| A19. | Does the LEA provide professional development (PD) programs and activities to prepare teachers, pupil services personnel, administrators, and other educational personnel to address the needs of EL students?  *Section 1112(b)(1)(D); Section 2122(b)(9)(A)* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentationof PD opportunities | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A20. | Does the LEA ensure that all EL students in the LEA participate in required statewide assessments?  *Section 1111(b)(3)(C)* | |
| **Evidence of Compliance** | | **Comments** |
| * MDE assessment reports | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| A21. | Does the LEA annually administer the MDE-adopted English language proficiency assessment to all EL students?  *Section 1111(b)(7)* | |
| **Evidence of Compliance** | | **Comments** |
| * MDE language proficiency assessment reports | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| A22. | Have test administrators been trained to administer the state-adopted language proficiency instrument?  *Current Mississippi Guidelines for English Language Learners* | |
| **Evidence of Compliance** | | **Comments** |
| * Certificate or documentation of the training on the state-adopted language proficiency instrument | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| **Private Schools Indicator**  **All districts must complete this section.** | | |
| A23. | Does the LEA provide timely and meaningful consultation, as appropriate, with non-public school officials on the availability of funds to provide services to eligible private school students?   1. Private school officials made aware of procedures to file a complaint to MDE regarding timely and meaningful consultation provided by the LEA 2. Maintenance by LEA of written affirmation(s) of the timely and meaningful consultation provided to public school officials   *Section 1120(b)* | |
| **Evidence of Compliance** | | **Comments** |
| * Working notes of follow-up verbal notification and/or attempts to notify * Complaint procedures * Documentation of consultation | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| **Title I Homeless Indicators**  **All districts must complete this section.** | | |
| A24. | Is there evidence that the LEA reviews and revises, as needed, board policies, procedures, and/or practices that may act as barriers to the enrollment, retention, and success of homeless students?  *Section 721(2)* | |
| **Evidence of Compliance** | | **Comments** |
| * LEA board approved policy * Procedures and/or practices | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A25. | Has the LEA designated a homeless liaison?  *Section 722(g)(1)(J)(ii)* | |
| **Evidence of Compliance** | | **Comments** |
| * Name of liaison | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A26. | How does the LEA identify homeless students?  *Section 722(g)(1)(B)* | |
| **Evidence of Compliance** | | **Comments** |
| * Parent interview sheet * Enrollment form * Homeless forms from the National Center for Homeless Education’s Homeless Liaison Toolkit * District forms used to identify homeless students * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A27. | Does the LEA maintain a list of students identified?  *Section 724(h)(1)(A)* | |
| **Evidence of Compliance** | | **Comments** |
| * Homeless student list from MSIS | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A28. | \*Is there evidence that:   1. The LEA has a procedure for communicating information regarding enrollment in public schools for homeless families 2. Schools are knowledgeable of the policies and procedures   *Section 722(g)(3)(B)(ii); 722(g)(3)(C)* | |
| **Evidence of Compliance** | | **Comments** |
| * Posting of information in shelters, community/service agencies used by homeless families * Mass media (i.e. newspaper, radio, TV, billboards) * PTO/PTA/PTSA meetings * School or district newsletters * Training sign-in sheets, agendas, and minutes / notes / handouts * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A29. | Does the LEA have a procedure for resolving disputes regarding the enrollment and educational services of homeless children and youth?  *Section 722(g)(3)(E)* | |
| **Evidence of Compliance** | | **Comments** |
| * Dispute procedure | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A30. | If a dispute arises over school selection or enrollment in a school, does the LEA provide to the parent or the guardian of a child or youth, a written explanation of the school’s decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision?  *Section 722(g)(3)(B)(ii) and (iii)* | |
| **Evidence of Compliance** | | **Comments** |
| * Copy of written notification(s) * Copy of sample notification * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   *Note: A sample letter should exist even if no decisions about placement have been made.* | | Yes \_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_ |
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| A31. | Does the LEA ensure that homeless students are not separated from the mainstream school environment?  *Section 722(e)(3)* | |
| **Evidence of Compliance** | | **Comments** |
| * Classroom rosters * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| A32. | Is there evidence that the LEA provides the same services to homeless students as is offered to non-homeless students, including transportation services?  *Section 721(4)* and *Section 722(g)(4)* | |
| **Evidence of Compliance** | | **Comments** |
| * Services provided * Documentation of homeless students receiving services * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| A33. | Are procedures in place to ensure students have access to Title I services, such as free/reduced lunch and academic services?  *Section 722(g)(4)* | |
| **Evidence of Compliance** | | **Comments** |
| * Copy of procedures * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A34. | Is there evidence that the LEA ensures homeless preschool age children have equal access to the same public preschool programs (i.e. Head Start, Title I Preschool, Pre-K) as provided for non-homeless children?  *Section 721(1)* | |
| **Evidence of Compliance** | | **Comments** |
| * Parent interview sheet * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A35. | Does the LEA coordinate with state and local social service agencies and other agencies or programs providing services to homeless children and their families (i.e., clothes, food, medical, dental, shelter)?  *Section 722(g)(6)(A)(iii)* | |
| **Evidence of Compliance** | | **Comments** |
| * List of service providers for potential referrals * Contracts and agreements * Documentation of meetings * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A36. | Does the LEA have a procedure for assisting homeless unaccompanied youth?  *Section 722(g)(3)(B)(iii)* | |
| **Evidence of Compliance** | | **Comments** |
| * Copy of procedures * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A37. | Does the LEA provide specific in-service training/staff development for district and school personnel in meeting the needs of homeless students?  *Section 723(d)(3)* | |
| **Evidence of Compliance** | | **Comments** |
| * Meeting agenda(s) * Educational materials/handouts * Sign-in sheets * Training/staff development plan | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| **Parental Involvement Indicators**  **All districts must complete this section.** | | |
| A38. | \*Does the LEA and each Title I school ensure that parents have been informed and participate in the decisions how the 1% reservation set-aside amount (with 95% of the 1% reserved for use at the school level) for parental involvement activities is used?  *Section 1118(a)(3)(B)* | |
| **Evidence of Compliance** | | **Comments** |
| * Reference MCAPS * Documentation of notifications to parents (flyers, web notices, newsletters, agendas, meeting minutes, sign-in sheets, etc.) * Participation: Planning meeting sign-in sheets, agendas, minutes | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| A39. | Does the LEA have a written Parental Involvement Policy that describes the following components?   1. How the LEA will involve parents in the joint development of the LEA Title I plan under section 1112, and the process of school review and improvement under section 1116 (except as waived in the *Mississippi* *ESEA Flexibility Renewal*) 2. How the LEA will provide coordination, technical assistance, and any other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance 3. How the LEA will assist schools in building capacity for strong parental involvement 4. How the LEA will coordinate and integrate parental involvement strategies with parental involvement strategies under other programs, such as Head Start, Early Reading First, Parents as Teachers program, Home Instruction Program for Preschool Youngsters, and State-run preschool programs 5. How the LEA will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy, and use the findings to design strategies for more effective parental involvement, and to revise the Parental Involvement Policy, as necessary 6. How the LEA will assist Title I schools in developing strategies to involve parents in the activities at the schools   *Section 1118(a)(2); Mississippi* *ESEA Flexibility Renewal* | |
| **Evidence of Compliance** | | **Comments** |
| * LEA board approved Parental Involvement Policy, with indicators a-f labeled | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A40. | Is there evidence that each component of the Parental Involvement Policy is being implemented?   1. How the LEA will involve parents in the joint development of the LEA Title I plan under section 1112, and the process of school review and improvement under section 1116 (except as waived in the *Mississippi* *ESEA Flexibility Renewal*) 2. How the LEA will provide coordination, technical assistance, and any other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance 3. How the LEA will assist schools in building capacity for strong parental involvement 4. How the LEA will coordinate and integrate parental involvement strategies with parental involvement strategies under other programs, such as Head Start, Early Reading First, Parents as Teachers program, Home Instruction Program for Preschool Youngsters, and State-run preschool programs 5. How the LEA will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings to design strategies for more effective parental involvement and to revise the Parental Involvement Policy as necessary 6. How the LEA will assist Title I schools in developing strategies to involve parents in the activities at the schools     *Section 1118(a)(2); Mississippi* *ESEA Flexibility Renewal* | |
| **Evidence of Compliance** | | **Comments** |
| * Sample implementation documentation **MUST** be provided and labeled for **EACH** indicator a-f | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A41. | \*Is there evidence that each Title I school has a Parental Involvement Plan that was developed jointly with, agreed on with, and distributed to parents of Title I participating students?  *Section 1118(b)(1)* | |
| **Evidence of Compliance** | | **Comments** |
| * School Parental Involvement Plan * Sign-in sheets, agendas, and minutes | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A42. | \*Does each Title I participating school ensure that the following required components are described in its Parental Involvement Plan?   1. Plan provides an assurance that the school will convene an annual meeting of all parents of participating children, at a convenient time, to inform parents of Title I participation, its requirements, and their right to be involved 2. School offers a flexible schedule of meetings, such as meetings in the morning or evening 3. School involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including planning, review, and improvement of the School Parental Involvement Plan 4. School provides parents of participating children timely information about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessment used, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children 5. School submits comments/concerns to the LEA if the Schoolwide Plan is not satisfactory to parents 6. School-parent compact is jointly developed with parents of participating students: how it is used, reviewed, and updated 7. School builds teachers’ and parents’ capacity for strong parental involvement 8. School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children   *Section 1118(c-f)* | |
| **Evidence of Compliance** | | **Comments** |
| * School approved Parent Involvement Plan with required components a-h highlighted | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A43. | \*Is there evidence that each component of the Parental Involvement Plan is being implemented?   1. Plan provides an assurance that the school will convene an annual meeting of all parents of participating children, at a convenient time, to inform parents of Title I participation, its requirements, and their right to be involved 2. School offers a flexible schedule of meetings, such as meetings in the morning or evening 3. School involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including planning, review, and improvement of the School Parental Involvement Plan 4. School provides parents of participating children timely information about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessment used, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children 5. School submits comments/concerns to the LEA if the Schoolwide Plan is not satisfactory to parents 6. School-parent compact is jointly developed with parents of participating students: how it is used, reviewed, and updated 7. School builds teachers’ and parents’ capacity for strong parental involvement 8. School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children   *Section 1118(c-f)* | |
| **Evidence of Compliance** | | **Comments** |
| * Sample implementation documentation **MUST** be provided and labeled for **EACH** indicator a-h | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A44. | \*Has each Title I school developed and distributed to parents a school-parent compact which describes the partnership needed for children to achieve the state’s high academic standards? At elementary schools, have the compacts been reviewed and discussed with parents at the parent-teacher conference (elementary only)?  *Section 1118(d)* | |
| **Evidence of Compliance** | | **Comments** |
| * School-parent compact sample * Documentation of distribution of compacts to parents * Documentation of review and discussion of compacts with parents with elementary school students | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A45. | \*Is there evidence that each LEA Title I participating school distributed to parents the required Parents Right-to-Know information?  Professional qualifications of the student’s classroom teachers (and paraprofessionals if applicable)  Level of achievement of the parent’s child in each statewide academic assessment  Notification to parents of children taught for 4 or more consecutive weeks by a teacher who is not highly qualified  Notices and information under the Parents Right-to-Know in an understandable and uniform format, and to the extent practicable, in a language that parents can understand  *Section 1111(h)(6)* | |
| **Evidence of Compliance** | | **Comments** |
| * Copy of dated notification of Parents Right-to-Know * Documentation of state assessment report dissemination * Copy of notification letter of non-highly-qualified teacher * Dated notification letter to parents of children taught for 4 or more consecutive weeks by a teacher who is not highly qualified (if applicable) * Sampling of translated notices | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A46. | Does the LEA disseminate the annual state prepared local education agency report card?  *Section 1111(h)(2)(A)(i)* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation of dissemination of MDE *ESEA* report card * Parent notification that the district report card is posted on website | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| Title I, Part A – Qualifications for Teachers and Paraprofessionals Indicators  All districts must complete this section. | | |
| A47. | Is there evidence that the LEA has ensured that all core academic subject teachers who teach in a Title I Schoolwide Program, or who are paid from Title I funds in a Targeted Assistance Program, are highly qualified?  *Section 1119(a)(1)* | |
| **Evidence of Compliance** | | **Comments** |
| * HQ/NHQ – Core Subjects report found at MDE website under: Reports >> State, District, or School Data >> Teacher * NCLB Report Card HQT section for year being monitored * LEA highly qualified teacher plan * Individual teacher plans for non-highly qualified teachers | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A48. | \*Does the principal of each school operating a Schoolwide or Targeted Assistance Program attest annually in writing to whether such school is in compliance with the highly qualified requirements? Are copies of attestations maintained at each school of the LEA and are made available to any member of the general public on request?  *Section 1119(h)(l); Section 1119(i)(2)(A-B)* | |
| **Evidence of Compliance** | | **Comments** |
| * Signed copies of attestation letters | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A49. | Is there evidence that the LEA has ensured that all paraprofessionals who work in an instructional capacity in a Title I Schoolwide Program or are paid from Title I funds in a Targeted Assistance Program are highly qualified?  *Section 1119(c)(1)(A-C); Section 1119(d)* | |
| **Evidence of Compliance** | | **Comments** |
| * List of all instructional paraprofessionals in a Schoolwide Program * List of Title I funded instructional paraprofessionals in a Targeted Assistance Program * Access to documentation of credentials/qualifications [(ACT Work Keys Scores: Reading (4), Mathematics (4), Writing (3) or college transcript: 48 academic hours)] | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| 50. | \*Does the LEA ensure that any paraprofessional working in a Title I school is working under the direct supervision of a teacher who is highly qualified?  *Section 1119(g)(3)(A)* | | |
| **Evidence of Compliance** | | | **Comments** |
| * Schedules/assignments of paraprofessional(s) with supervising teacher(s) indicated | | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| **Title I, Part A Schoolwide Indicators**  **Complete this section only if you have a Schoolwide Program.** | | | |
| A51. | \*Do Title I schools operating a Schoolwide Program have a current year Title I Schoolwide Plan, approved by the LEA that contains the required components?   1. Comprehensive needs assessment based on current data 2. Schoolwide reform strategies 3. Instruction by highly qualified teachers (HQT) 4. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards 5. Strategies to attract high-quality, highly qualified teachers (HQT) to high-needs schools 6. Strategies to increase parental involvement 7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Early Reading First, or a State-run preschool program, to local elementary programs 8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels on State assessments are provided with effective, timely additional assistance 10. Coordination and integration of federal, state, and local services and programs including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training   *Section 1114(b)(1)(A-J)* | | |
| **Evidence of Compliance** | | **Comments** | |
| * Schoolwide Plan, with indicators a-j labeled * LEA-approved Schoolwide Plan, with date of approval * MDE Title I *Schoolwide Plan Review Guide Sheet*, with “Implement” checked * Other formal LEA approval process | | Yes \_\_\_ No \_\_\_\_\_ | |
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| A52. | \*Is the Schoolwide Plan implemented as approved?   1. Comprehensive needs assessment based on current data 2. Schoolwide reform strategies 3. Instruction by highly qualified teachers (HQT) 4. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards 5. Strategies to attract high-quality, highly qualified teachers (HQT) to high-needs schools 6. Strategies to increase parental involvement 7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Early Reading First, or a State-run preschool program, to local elementary programs 8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels on State assessments are provided with effective, timely additional assistance 10. Coordination and integration of federal, state, and local services and programs including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training?   *Section 1114(b)(1)(A-J)* | |
| **Evidence of Compliance** | | **Comments** |
| * Sample implementation documentation **MUST** be provided and labeled for **EACH** indicator a-j   *Note: if evidence has already been provided in previous folders, you may reference folders* | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A53. | \*Is there evidence that the Schoolwide Plan was developed with the involvement of parents, other members of the community to be served, and individuals who will carry out the plan, including teachers, principals, and LEA-level administrators of programs combined in the plan? (This group should include students from a secondary school.)  *Section 1114(b)(2)(B)(ii)* | |
| **Evidence of Compliance** | | **Comments** |
| * List of planning team members by position and affiliation * Sign-in sheets, agendas, and minutes for Schoolwide Plan planning meetings. | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A54. | \*Is there evidence that the school provided individual student academic assessment results in a language that parents can understand, including an interpretation of those results?  *Section 1114(b)(2)(A)(iv)* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation of individual student academic achievement results and interpretation of those results in a language that parents can understand | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| **Title I, Part A – Targeted Assistance Program Indicators**  **Complete this section only if you have a Targeted Assistance Program.** | | |
| A55. | \*Do Title I schools operating a Targeted Assistance Program have a current year Title I Targeted Assistance Plan, approved by the LEA that contains the required components?   1. Program resources used only to help participating children meet Mississippi’s challenging student academic achievement standards 2. Incorporation of the Targeted Assistance Plan into existing school planning 3. Effective methods and instructional strategies that are based on scientifically-based research that strengthens the core academic program of the school and:    * 1. Provides extended learning opportunities      2. Provides accelerated curriculum      3. Minimizes removing students from the regular classroom during regular school hours 4. Coordinates with the regular classroom program including transitional strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs 5. Provides instruction by highly qualified teachers 6. Provides opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program 7. Provides strategies to increase parental involvement 8. Coordinates and integrates federal, state, and local services and programs including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training   *Section 1115(c)(1)(A-H)* | |
| **Evidence of Compliance** | | **Comments** |
| * Targeted Assisted Plan, with indicators a-h labeled * LEA-approved Targeted Assistance Plan, with date of approval * Other formal district approval process | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A56. | \*Is the Targeted Assistance Plan implemented as approved by the LEA?   1. Program resources used only to help participating children meet Mississippi’s challenging student academic achievement standards 2. Incorporation of the Targeted Assistance Plan into existing school planning 3. Effective methods and instructional strategies that are based on scientifically-based research that strengthens the core academic program of the school and:    * 1. Provides extended learning opportunities      2. Provides accelerated curriculum      3. Minimizes removing students from the regular classroom during regular school hours 4. Coordinates with the regular classroom program including transitional strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs 5. Provides instruction by highly qualified teachers 6. Provides opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program 7. Provides strategies to increase parental involvement 8. Coordinates and integrates federal, state, and local services and programs including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training   *Section 1115(c)(1)(A-H)* | |
| **Evidence of Compliance** | | **Comments** |
| **ALL REQUIRED:**   * Sample implementation documentation **MUST** be provided and labeled for **EACH** indicator a-h | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A57. | \*Does the school operating a Targeted Assistance Program identify children who are failing, or most at risk of failing, to meet Mississippi’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures?  *Section 1115(b)* | |
| **Evidence of Compliance** | | **Comments** |
| * Multi-criterion procedural guidelines * Copies of worksheets for determining eligibility and selecting students * List of eligible students | | Yes \_\_\_\_ No \_\_\_\_\_ |

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| A58. | \*Is there evidence that the LEA uses Title I, Part A funds only for Target Assistance Programs that provide services to eligible children identified as having the greatest need for special academic assistance?  *Section 1115(b)(B)* | |
| **Evidence of Compliance** | | **Comments** |
| * Review of Title I expenditures * Rank order listing of eligible students | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A59. | \*In a Targeted Assistance Program, is it evident that Title I, Part A paid personnel are serving only identified eligible students?  *Section 1115(a)* | |
| **Evidence of Compliance** | | **Comments** |
| * List of students being served * Payroll records * Teacher/assistant schedules | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| **Title II, Part A – Teacher/Principal Quality Indicators**  **All districts must complete this section.** | | |
| A60. | Does the LEA use Title II, Part A funds for activities according to the approved MCAPS application and the results of the comprehensive needs assessment?  *Section 2122(c); Section 2123; 2 C.F.R. Part 200, Subpart E* | |
| **Evidence of Compliance** | | **Comments** |
| * Comparison of MCAPS approved application with actual activities evidenced by trainings, classes, personnel, etc. * Comparison of comprehensive needs assessment with actual activities evidenced by trainings, classes, personnel, etc. * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A61. | Does the LEA meet the requirements of *Section 1119* *– Qualifications for Teachers and Paraprofessionals*?  *Section 2122(b)(10)* | |
| **Evidence of Compliance** | | **Comments** |
| * **REQUIRED:** LEA highly qualified teacher plan * **REQUIRED, IF APPLICABLE:** Copy of individual teacher plans for non-HQ teachers * **REQUIRED:** HQ/NHQ-Core Subjects Report (Public Reports on the MDE website) * NCLB Report Card HQT section for year being monitored (if available) * Access to teacher licenses at the LEA * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| A62. | Does the LEA ensure that all class size reduction (CSR) teachers paid by Title II, Part A funds are identified as highly qualified for the courses they are teaching and are supplemental in nature?  *Section 2123(a)(B)* | |
| **Evidence of Compliance** | | **Comments** |
| * List of CSR teachers paid with Title II, Part A funds * CSR teaching assignments * Copy of CSR teacher licenses * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| A63. | Does the LEA assure coordination of professional development activities authorized under Title II, Part A with professional development activities provided through other federal, state, and local programs?  *Section 2122(b)(4); Mississippi Public School Accountability Standards 2014* | |
| **Evidence of Compliance** | | **Comments** |
| * LEA professional development plan, as aligned with the Learning Forward Standards for Professional Learning (districts meeting highest levels of performance are exempt) * School professional development plans * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| Educator Evaluation System  **All districts must complete this section.** | | | |
| A64. | \*Is there evidence that the LEA implemented the Mississippi Teacher Evaluation System (MTES)/Mississippi Statewide Teacher Appraisal Rubric (M-STAR) that includes student achievement as a significant component?  *Mississippi ESEA Flexibility Renewal, Section 3.B and Attachment 10a and 10b* | | |
| **Evidence of Compliance** | | **Comments** | |
| **ALL REQUIRED:**   * Evidence of teachers’ scores for the 20 standards from the M-STAR rubric | | Yes \_\_\_\_ No \_\_\_\_\_ | |
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| A65. | Is there evidence that the LEA implemented the Mississippi Principal Evaluation System (MPES) that includes student achievement as a significant component?  *Mississippi ESEA Flexibility Renewal, Section 3.B and Attachments 10a and 10b* | | |
| **Evidence of Compliance** | | | **Comments** |
| **ALL REQUIRED:**   * Completion (signed and dated) of documentation of MPES implementation   1. English Language Arts Goal-Setting Form  2. Mathematics Goal-Setting Form  3. Organizational Goal-Setting Form  4. Formative Conference Form  5.Circle Survey Conference Form  6.Official Circle Survey Report  7.Summative Assessment Conference Form  8.Professional Growth Goals Conference Form   * Final ELMS MPES Data Entry Report | | | Yes \_\_\_\_ No \_\_\_\_\_ |
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**Mississippi Department of Education**

**Office of Federal Programs**

**Consolidated Federal Programs Monitoring Instrument**

**B. Title I, Part A – Schools Not Meeting AMOs**

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| School | Date |
| Monitor | |

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| Title I, Part A – Schools Not Meeting AMOs  Complete this section if one or more schools have been designated as Not Meeting AMOs. | | |
| B1. | \*Do Title I schools identified as Not Meeting AMOs have current selected interventions based on the instructional area(s) which caused the school to miss AMOs, as specified in the *Mississippi* *ESEA Flexibility Renewal*?  *Mississippi ESEA Flexibility Renewal, Section 2.F and Attachment 8b1* | |
| **Evidence of Compliance** | | **Comments** |
| * Current selected interventions using one or all of the following: Mississippi SOARS/Indistar, Title I Application, or district action steps | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| B2. | \*Are the school’s current selected interventions being implemented as specified?  *Mississippi ESEA Flexibility Renewal, Section 2.F* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation of continuous review and revision of the school’s current Action Plan * Meeting agendas, sign-in sheets, minutes   + Data team   + MDE training opportunities | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| B3. | Is there evidence that the LEA is monitoring and supporting the school’s current selected interventions?   1. Ensures schools are planning and implementing interventions that will make positive impacts on the academic achievement of student sub-groups Not Meeting AMOs 2. Attends training with school staff as required to ensure implementation 3. Intervenes in school implementation when necessary   *Mississippi ESEA Flexibility Renewal, Section 2.F* | |
| **Evidence of Compliance** | | **Comments** |
| * AMO reports and corresponding interventions * Documentation (sign-in sheets, agendas, minutes, PowerPoint presentations, handouts, etc.) of attendance at trainings * Documentation of LEA-provided technical assistance, monitoring, and, as needed, intervention | | Yes \_\_\_\_ No \_\_\_\_\_ |
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**Mississippi Department of Education**

**Office of Federal Programs**

**Consolidated Federal Programs Monitoring Instrument**

**C. Title I, Part A – Focus Schools**

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| School | Date |
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| Title I, Part A – Focus Schools  Complete this section only if one or more schools have been designated as a Focus school. | | |
| C1. | \*Do Title I schools identified as Focus Schools have a current Title I 1003(a) application approved by the LEA school board that includes the required components of the *Mississippi* *ESEA Flexibility Renewal*?   1. Parent notification explaining designation as Focus School 2. Set aside of up to 10 percent of School’s Title I basic funds which must be used to implement intensive interventions at the identified Focus School(s) that address all subgroups not meeting AMOs and are aligned with the comprehensive needs assessment (Action Plan) 3. Comprehensive needs assessment data 4. Develop and implement an Action plan that addresses areas of deficiency; defines continuous improvement objectives and a system for continuing monitoring and evaluation of the school’s progress 5. Approval of the Action Plan by the local school board 6. Establish a Community Council that meets consistently and actively participates in the school’s Action Plan implementation process 7. Implement the statewide teacher and principal evaluation system that includes student achievement as a significant component 8. Implement a system for planning, monitoring, and reporting progress 9. Participate in the School Effectiveness Review Process   *Mississippi ESEA Flexibility Renewal, Section 2.E* | |
| **Evidence of Compliance** | | **Comments** |
| * LEA school board approved currentTitle I 1003(a) application   *Note: The Title I 1003(a) application containing the Focus School: Action Plan Summary must be LEA school board approved.* | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| C2. | \*Is the Focus School Action Planimplemented as approved?   1. Addresses areas of deficiency (gaps and/or lowest performing subgroup) 2. Defines continuous improvement objectives 3. Defines a system of continuous monitoring and evaluation of the school’s progress   *Mississippi ESEA Flexibility Renewal, Section 2.E* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation supporting the implementation of intensive interventions (i.e. supplemental materials, targeted professional development, extended learning time, tutorial/remediation schedules) * *Mississippi SOARS* online planning, monitoring, and reporting on the target areas | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| C3. | \*Is there evidence that each Focus School has established a prekindergarten through higher education Community Council that meets consistently and actively participates in the implementation of the school’s Action Plan?  *Mississippi ESEA Flexibility Renewal, Section 2.E; Mississippi Public School Accountability Standards, 2014 (Section 3.4.4)* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation of Community Council meetings (agendas, sign-in sheets, minutes, etc.)   *Note: Participation with district P-16 council can suffice as evidence of school compliance.*   * *Mississippi SOARS* documentation | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| C4. | \*Is there evidence that within 30 working days of receiving notification of Focus school status, the school provided notification of Focus school status to parents of each child enrolled, and the notices contained the following information?   1. School status 2. Reasons for identification 3. Overall proficiency levels in reading/language arts and math 4. Graduation rate for high schools 5. Description and explanation of interventions addressing the reason(s) for identification of Focus school status 6. Development and implementation by school of Action Plan addressing areas of deficiency 7. Establishment of Community Council with active participation in Action Plan implementation   *Mississippi ESEA Flexibility Renewal, Section 2.E; MDE sample parent notification template* | |
| **Evidence of Compliance** | | **Comments** |
| * Initial dated parent notification letter | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| C5. | Has the LEA/school expended the funds as approved in the MCAPS application and/or Title I 1003(a) application?   1. Amount approved (not less than 10% of the school’s allocation) in MCAPS funding application school budget overview 2. Title I 1003(a) funds   *Mississippi ESEA Flexibility Renewal, Section 2.E* | |
| **Evidence of Compliance** | | **Comments** |
| * MCAPS funding application /1003(a) budget pages * Expenditure reports | | Yes \_\_\_\_ No \_\_\_\_\_ |
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**Mississippi Department of Education**

**Office of Federal Programs**

**Consolidated Federal Programs Monitoring Instrument**

**D. Title I, Part A – Priority Schools**

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| School | Date |
| Monitor | |

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| Title I, Part A – Priority Schools  Complete this section only if one or more schools have been designated as a Priority school. | | |
| D1. | \*Do Title I schools identified as Priority Schools have a current Title I 1003(a) application approved by the LEA school board that includes the required components of the *Mississippi* *ESEA Flexibility Renewal?*   1. Parent notification explaining designation as Priority School 2. Set aside of up to 20 percent of District’s Title I basic funds which must be used to implement intensive interventions at the identified Priority School(s) that address the turnaround principles and are aligned with a comprehensive needs assessment. 3. Comprehensive needs assessment data 4. Develop and implement an Action Plan that is aligned with turnaround principles; addresses areas of deficiency; defines continuous improvement objectives; defines a system for continuous monitoring and evaluation of the school’s action plan 5. Establish annual goals for leading and lagging (achievement) indicators 6. Approval of the Action plan by the local school board 7. Establish a Community Council that meets consistently and actively participates in the school’s transformation process 8. Fully implement the M STAR and MPES evaluation systems, which include student achievement as a significant component 9. Implement MS SOARS/Indistar online system for planning, monitoring, and reporting progress 10. Establish an office/staff within the LEA to provide oversight for the implementation and ongoing monitoring of the school’s action plan 11. Participate in the School Effectiveness Review Process   *Mississippi ESEA Flexibility Renewal, Section 2.D* | |
| **Evidence of Compliance** | | **Comments** |
| * LEA school board approved currentTitle I 1003(a) application   *Note: The Title I 1003(a) application containing the Priority School: Action Plan Summary must be LEA school board approved.* | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| D2. | \*Is the Action plan implemented as approved by LEA School Board?   1. Addresses areas of deficiency 2. Defines continuous improvement objectives 3. Defines a system for continuous monitoring and evaluation 4. Aligns with the eight ESEA Flexibility turnaround principles   *Mississippi ESEA Flexibility Renewal, Section 2.D* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation supporting the implementation of intensive interventions (i.e. supplemental materials, targeted professional development, extended learning time, tutorial/remediation schedules) * *Mississippi SOARS* online planning, monitoring, and reporting on the target areas | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| D3. | \*Is there evidence that each Priority School has a prekindergarten through higher education Community Council that meets consistently and actively participates in the implementation of the school’s Action?  *Mississippi ESEA Flexibility Renewal, Section 2.D; Mississippi Public School Accountability Standards, 2014 (Section 3.4.4)* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation of Community Council meetings (agendas, sign-in sheets, and minutes)   *Note: Participation with district P-16 council can suffice as evidence of school compliance.*   * *Mississippi SOARS* documentation | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| D4. | \*Is there evidence that within 30 working days of receiving notification of Priority school status, the school provided notification of Priority school status to parents of each child enrolled, and the notice contained the following information?   1. School status 2. Reasons for the identification 3. Overall proficiency levels in reading/language arts and math 4. Graduation rate for high schools 5. Description and explanation of interventions addressing the reason(s) for identification of Priority school status 6. Development and implementation by school of Action plan addressing areas of deficiency 7. Establishment of Community Council with active participation in Action plan implementation   *Mississippi ESEA Flexibility Renewal, Section 2.D; MDE sample parent notification template* | |
| **Evidence of Compliance** | | **Comments** |
| * Initial dated parent~~al~~ notification letter | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| D5. | Has the LEA/school expended the funds as approved in the MCAPS application and/or Title I 1003(a) application?   1. Amount approved (up to 20% of the LEA’s Title I Part A budget [for non 1003(g) funded Priority Schools only]) in district’s MCAPS funding application 2. Title I 1003(a) funds   *Mississippi ESEA Flexibility Renewal, Section 2.D* | |
| **Evidence of Compliance** | | **Comments** |
| * MCAPS funding application/1003(a) budget pages * Expenditure reports | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| D6. | Is there evidence that the LEA has established an office/staff to provide oversight for the implementation and ongoing monitoring of the schools’ Action plan?  *Mississippi ESEA Flexibility Renewal, Section 2.D* | |
| **Evidence of Compliance** | | **Comments** |
| * *Mississippi SOARS* documentation * Names of persons responsible for implementing and monitoring plan | | Yes \_\_\_\_ No \_\_\_\_\_ |
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**Mississippi Department of Education**

**Office of Federal Programs**

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**E. Title I, Part D, Subpart 2 – Education of Neglected/Delinquent Children (N/D)**

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| SchoolDistrict | | Date | |
| Monitor | | | |
| Title I, Part D, Subpart 2 – Education of Neglected/Delinquent Children Indicators  Complete this section only if the LEA operates an N/D facility. | | | |
| E1. | Does the LEA exercise administrative control and assume responsibility for monitoring the funded programs to ensure compliance with any formal agreements and applicable statutory requirements?  *2 C.F.R. Part 200.328* | | |
| **Evidence of Compliance** | | | **Comments** |
| * LEA level person assigned to administer and monitor the program(s) * Written records/schedules of LEA monitoring visits of facilities * Budget and expenditure reports | | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| E2. | Does the LEA have a current N/D Plan approved by MDE and does the plan contain the following components?   1. Description of the program to be assisted 2. Description of formal agreements between the local educational agency, correctional facilities, and alternative school programs serving children and youth involved with the juvenile justice system 3. As appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend 4. Description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth 5. Description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth 6. As appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility 7. As appropriate, a description of any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students 8. As appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities 9. Description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of Public Law 105-220 and vocational and technical education programs serving at-risk children and youth 10. Description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable 11. As appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities 12. Description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and 13. As appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program.   *Section 1423(1-13)* | |
| **Evidence of Compliance** | | **Comments** |
| * Approved N/D application * Reference budget and expenditure reports * On-site visits to facilities | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| E3. | Is the LEA implementing the N/D Plan as approved?  *Section 1423(3-13)* | |
| **Evidence of Compliance** | | **Comments** |
| * **REQUIRED**: Sample implementation documentation **MUST** be provided and labeled for **EACH** component of indicator c-m * Agendas, sign-in sheets, and minutes   *Note: Indicators c-m are equivalent to items 3-13 in Title I, Part D, Subpart 2.* | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| E4. | \*Are funds used to operate at least one of the following?   1. Programs that serve children and youth returning to local schools from correctional facilities to assist in the transition of children and youth to the school environment and help them remain in school in order to complete their education 2. Dropout prevention program that targets at-risk children and youth 3. Coordination of health and social services for children and youth that will improve the likelihood that such individuals will complete their education 4. Special programs to meet the unique academic needs of participating children and youth 5. Programs providing mentoring and peer mediation   *Section 1424*  *Note: An LEA that serves a school operated by a correctional facility is not required to provide a program of support if more than 30% of the students will reside outside the boundaries of the LEA after leaving the facility*.  *Section 1422(b)* | |
| **Evidence of Compliance** | | **Comments** |
| * + - Reference approved N/D application for: * Written N/D program descriptions * Written agreement(s) between LEA and facility/facilities | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| E5. | Does evidence support the student counts submitted in the annual *Survey: Locating Local Institutions for Neglected or Delinquent Children* (October Count)?  *Section 1422(a)* | |
| **Evidence of Compliance** | | **Comments** |
| * Annual *Survey: Locating Local Institutions for Neglected or Delinquent Children* (October Count) * Working notes for selecting schools and/or students * Verification of student counts reported to MDE | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| E6. | Does the LEA use multiple and appropriate measures of student progress?  *Section 1426; Section 1431(a-c)* | |
| **Evidence of Compliance** | | **Comments** |
| * Data sources and data used to measure and report student progress * *Consolidated State Performance Report* *(CSPR)* | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| E7. | Does the LEA use the results of evaluations to plan and improve subsequent programs for participating children and youth?  *Section 1431(d)(2)* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation of use of evaluation results | | Yes \_\_\_\_ No \_\_\_\_\_ |
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**Mississippi Department of Education**

**Office of Federal Programs**

**Consolidated Federal Programs Monitoring Instrument**

**F. Private Schools**

**(LEAs Operating Private School Programs)**

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| --- | --- |
| SchoolDistrict | Date |
| Monitor | |

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| **Complete this section only if the district provides services to private school children, their teachers, or families.** | | |
| NOTE: The following section applies to all federal fund sources regarding services to students and teachers in private schools:  Title I, Part A – Participation of Children Enrolled in Private Schools  Title I, Part C – Education of Migratory Children  Title II, Part A – Teacher/Principal Quality  Title III – Language Instruction for Limited English Proficient and Immigrant Students | | |
| F1. | Is there evidence that the local educational agency consulted with appropriate private school officials during the design and development of the Title I program on issues such as:   1. How the children's needs will be identified 2. What services will be offered 3. How, where, and by whom the services will be provided 4. How the services will be academically assessed and how the results of that assessment will be used to improve those services 5. Size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds that is allocated under subsection (a)(4) for such services 6. Method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools 7. How and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers 8. How, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor   *Section 1120(b)(1)(A-H)* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation from consultation process pertaining to the joint development of the plan (agenda, sign-in sheets, minutes) | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| F2. | Is there evidence that the LEA, in conjunction with non-public school officials, has established multiple educationally related objective criteria to identify Title I eligible non-public school students that have the greatest need for special academic assistance, and is there evidence that students with the greatest need are receiving such services?  *Section 1120(a)(1)* | |
| **Evidence of Compliance** | | **Comments** |
| **ALL-REQUIRED:**   * Multi-criterion student needs assessment * Achievement tests * Teacher referrals and recommendations based on objective educationally related criteria * Grades * List of students and rank-ordered eligibility list * Cut-off scores | | Yes \_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_ |
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| F3. | Is it evident that the LEA provides equitable services to Title I eligible students attending non-public schools, including Title I parenting activities to participating non-public schools and equitable professional development?  *Section 1120; Section 9501* | |
| **Evidence of Compliance** | | **Comments** |
| **REQUIRED**   * See MCAPS funding application - District Set-Asides and Overview page * Title I parenting activities * Agenda, sign-in sheets, minutes/handouts * Evidence of expenditures (purchase orders, invoices, contracts, staffing, etc.) * Title I professional development activities * Agenda, sign-in sheets, minutes/handouts * Evidence of expenditures (purchase orders, invoices, contracts, staffing, etc.) | | Yes \_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_ |
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| F4. | Are the educational services or other benefits, including materials and equipment, secular, neutral, and non-ideological?  *Section 1120(a)(2); Section 9501* | |
| **Evidence of Compliance** | | **Comments** |
| * Review of services provided to eligible non-public school students * On-site visits | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| F5. | Does the LEA maintain and administer control of the non-public school services:   1. Materials, equipment, and property 2. Title I personnel and/or contractors   *Section 1120(d)* | |
| **Evidence of Compliance** | | **Comments** |
| * Review of services provided to non-public school students * Evidence of expenditures (purchase orders, invoices, contracts, staffing, etc.) * Fixed asset inventory * On-site visits | | Yes \_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_ |
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| F6. | Does the LEA offer to consult with private schools about Title services for:   1. EL students 2. Migrant students   *Section 9501(b)(1)* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation from consultation (agenda, sign-in sheets, minutes, etc.) | | Yes \_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_ |
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| F7. | Does the LEA offer to consult with private schools about Title II services for private school teachers and administrators?  *Section 9501(b)(1)* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation from consultation (agenda, sign-in sheets, minutes, etc.) | | Yes \_\_\_\_ No \_\_\_\_\_ |
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**Mississippi Department of Education**

**Office of Federal Programs**

**Consolidated Federal Programs Monitoring Instrument**

**G. Title III, Part A - Language Instruction for Limited English Proficient and Immigrant Students**

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| SchoolDistrict | Date |
| Monitor | |

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| Title III, Part A – Language Instruction for LEP and Immigrant Students Indicators  **Complete this section only if the LEA receives Title III, Part A funds.** | | |
| G1. | Is it evident that the LEA expended no more than the amount approved in the application (maximum allowable 2 percent) for administrative costs?  *Section 3115(b)* | |
| **Evidence of Compliance** | | **Comments** |
| * Title III application * Expenditure reports | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| G2. | If the Annual Measurable Achievement Objectives (AMAOs) were not met for 2 consecutive years, did the LEA develop an improvement plan that ensures:   1. The LEA will meet such objectives 2. The plan specifically addresses the factors that prevented the LEA from achieving such objectives   *Section 3122(b)(2)* | |
| **Evidence of Compliance** | | **Comments** |
| * LEA EL improvement plan * Strategies for implementation of the plan | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| G3. | Has the LEA developed high-quality, scientifically-based researched, age-appropriate English language instruction educational programs designed to meet the needs of EL and/or immigrant children and youth?  *Section 3115(c-d); Section 3241; Section 3247(a)(1-6)* | |
| **Evidence of Compliance** | | **Comments** |
| * Design/description of programs * Schoolwide plans | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| G4. | Does the LEA implement English language services by a classroom teacher who has received appropriate, scientifically-based researched, approved training for working with EL and/or immigrant children and youth?  *Section 3115(c)(2); Section 3247(a)(2)* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation of training (agendas, sign-in sheets, and handouts) | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| G5. | Are the EL teachers fluent in written and oral English?  *Section 3116(c)* | |
| **Evidence of Compliance** | | **Comments** |
| * Signed letter of attestation from superintendent and/or principal | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| G6. | Has the LEA provided separate notification (from the identification letter) within 30 days to the parents of EL children participating in a Title III language instruction educational program of any failure of the program to make progress on the AMAOs?  *Section 3302(b)* | |
| **Evidence of Compliance** | | **Comments** |
| * Dated copy of the parent letter signifying AMAO status | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| G7. | Does the LEA provide evidence of EL student progress toward learning English, including the number or percentage of EL children who:   1. Are making progress in attaining English proficiency based on ACCESS scores (AMAO 1) 2. Have met proficiency target (AMAO 2) 3. Have met proficiency target on state assessments (AMAO 3)   *Section 3122(a)(3)(A)* | |
| **Evidence of Compliance** | | **Comments** |
| **ALL REQUIRED:**   * Number or percentage of EL students making progress in attaining English proficiency based on ACCESS scores (AMAO 1) * Number or percentage of EL students meeting English proficiency target (AMAO 2) * Annual Measurable Objective (AMO) for the EL subgroup measured at the LEA level | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| G8. | Is there evidence that the LEA conducts an annual evaluation of the effectiveness of its English language instruction educational program and that program modifications are made as needed based on the evaluation?  *Section 3121(a-b)* | |
| **Evidence of Compliance** | | **Comments** |
| **ALL REQUIRED:**   * Evaluation conducted * Program modifications based on evaluation | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| G9. | Is there evidence that the LEA is expending funds for activities that provide enhanced instructional opportunities for immigrant children and youth?  *Section 3115(e)* | |
| **Evidence of Compliance** | | **Comments** |
| **ALL REQUIRED:**   * Approved Title III English Language Acquisition Program Application for Immigrant Children and Youth * Documentation of services provided as outlined in the approved application | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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**Mississippi Department of Education**

**Office of Federal Programs**

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**H. Title IV, Part B – 21st Century Community Learning Centers (CCLC)**

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| SchoolDistrict | Date |
| Monitor | |

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| **Title IV, Part B – 21st Century Community Learning Centers (CCLC) Indicators**  **Complete this section only if the LEA receives 21st CCLC funds.**  **Note: All entities, public and private, must complete Section A. Federal Programs,**  **Cross-cutting Indicators A1-A9.** |

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| **Fiduciary Indicators** | | |
| H1. | \*Does the grantee maintain a copy of the approved application, amendments, revised budgets, and needs assessment results?  *Section 4204(b)(2)* | |
| **Evidence of Compliance** | | **Comments** |
| * 21st CCLC application * Approved amendment(s) if applicable) | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H2. | \*Did the grantee expend project funds, in accordance with *2 C.F.R. Part 200, Subpart E*, within the period of availability?  *Section 4204; 2 C.F.R. Part 200, Subpart E* | |
| **Evidence of Compliance** | | **Comments** |
| **REQUIRED:**   * Indicators A1-A9 cross-cutting documentation   Note: See [www.mde.k12.ms.us/federal-programs/federal-programs---compliance-and-monitoring](http://www.mde.k12.ms.us/federal-programs/federal-programs---compliance-and-monitoring) | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H3. | \*Does the grantee maintain a list of project-related travel taken during the past year along with records of who participated in the travel?  *Section 4204* | |
| **Evidence of Compliance** | | **Comments** |
| * Travel expense form (mileage, lodging, etc.) * Training/meeting agendas (when applicable) * Travel Log (for in-district travel) * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| **Program Indicators** | | |
| H4. | \*Does the grantee primarily target students who attend schools eligible for schoolwide programs under section 1114 and the families of such students?  *Section 4204(b)(2)(F)* | |
| **Evidence of Compliance** | | **Comments** |
| * Participant list by school * List of schools eligible for Schoolwide services | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H5. | \*Has the grantee developed written policies and procedures to promote effective management?  *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * Policies/procedures * Program handbook * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H6. | \*Has the grantee established an attendance policy to encourage attendance and reduce absenteeism for participants?  *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * Written attendance policy/procedures from program handbook * Attendance policy * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H7. | \*Does the program staff communicate regularly and effectively with school day staff to supplement regular school educational activities and to inform and receive information from in-school teachers on students’ academic and behavioral progress?  *Section 4204(b)(2)(D)* | |
| **Evidence of Compliance** | | **Comments** |
| * Homework logs * Teacher class schedules * Correspondence * Student progress reports (academic and behavioral) * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H8. | \*Do parents participate in the decision-making and planning of the program operation?  *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * Parent meetings (agendas, sign-in sheets, minutes) * Surveys * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H9. | \*Are volunteers recruited, screened, and trained effectively to work in the 21st Century program?  *Section 4204(b)(2)* | |
| **Evidence of Compliance** | | **Comments** |
| * Recruitment procedures * Job descriptions * Background check documentation * Training materials (agendas, sign-in sheets, minutes) * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H10. | \*Is professional development ongoing, provided to all staff, and specific to the 21st Century program?  *Section 4204(b)(2)* | |
| **Evidence of Compliance** | | **Comments** |
| * Description of training * Agenda, sign-in sheets, minutes, training handouts * Professional development plan/calendar * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H11. | \*Does the LEA implement dropout prevention activities in the program?  *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * LEA dropout plan * Activity schedule * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H12. | \*Does the grantee have adequate security in place?  *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * Written security policies/procedures * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H13. | \*Does the grantee provide services in a safe and easily accessible environment?  *Section 4204(b)(2)(A)(i)* | |
| **Evidence of Compliance** | | **Comments** |
| * Compliance with MDE Safe School Standards * Emergency drill records * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H14. | \*Is there evidence of efforts to sustain the program once funding ends, and have efforts been made to gain other sources of funding or in-kind resources to maintain the same level of program services as grant support decreases?  *Section 4204(b)(2)(K)* | |
| **Evidence of Compliance** | | **Comments** |
| * Sustainability plan * Description of resources (e.g. grants, leveraged funds, documented in-kind donations) * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| **Services Indicators** | | |
| H15. | \*Does the grantee provide and demonstrate practices that ensure the following for participating non-public schools?   1. Equitable services to eligible students attending non-public schools, including equitable professional development and parenting activities to participating non-public schools 2. Timely and meaningful consultation with appropriate non-public school personnel 3. Public control of funds   *Section 9501* | |
| **Evidence of Compliance** | | **Comments** |
| * Reference 21st CCLC application * Documentation of timely and meaningful consultation (agendas, sign-in sheets, minutes) * Student lists * Expenditure report | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| H16. | \*Does the grantee disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible?  *Section 4204(b)(A)(iii)* | |
| **Evidence of Compliance** | | **Comments** |
| * Program handbook * Website, correspondence, flyers, press releases, exhibits * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H17. | \*Has the grantee adopted and consistently applied clear standards for student behavior?  *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * Student behavior techniques/interventions * Classroom discipline rules * Incident reports * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H18. | \*Does the grantee offer a variety of academic enrichment activities and character education activities to all students?  *Section 4205(a)* | |
| **Evidence of Compliance** | | **Comments** |
| * Lesson plans * Activity logs/descriptions * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H19. | \*Does the grantee provide daily nutritious snacks for all participants of the community learning center?  *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * Daily snack log * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H20. | \*Does the center provide safe travel to/from activities?  *Section 4204(b)(2)(A)(ii)* | |
| **Evidence of Compliance** | | **Comments** |
| * Sign-in/out logs * Method of transportation * Bus seating charts * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| H21. | \*Are families of students served by the community learning center provided opportunities for literacy and related educational development?  *Section 4201(a)(3)* | |
| **Evidence of Compliance** | | **Comments** |
| * Correspondence (flyers/announcements) * Family attendance records (sign-in sheets) * Activities/schedules (agendas) * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| **Collaboration Indicators** | | |
| H22. | \*Does the program maintain a 21st CCLC advisory board that meets at least two times per year and includes parents, students, and public and private community members?  *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * Advisory Board members list * Correspondence * Meeting agendas, sign-in sheets, minutes * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H23. | \*Are there written agreements between grantee, schools, and collaborating partners that describe the programs and/or services in accordance with the approved grant?  *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * Written contracts and/or letters of agreement * Description of services * Correspondence * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H24. | \*Do partners and/or collaborators provide programs and/or services in accordance with the approved grant?  *Section 4204(b)(2)* | |
| **Evidence of Compliance** | | **Comments** |
| * Documentation of services/activities * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| **Documentation Indicators** | | |
| H25. | \*Does the grantee have registration forms for all participants that include student demographics (race/ethnicity, limited English proficiency, free/reduced-price lunch, new to school), and attendance records broken down to 30 days or more, and fewer than 30 days?  *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * Registration forms * Attendance forms * Profile and Performance Information Collection System (PPICS) data * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H26. | \*Are the program hours, activity schedules, and locations available, accessible, and implemented as stated in the application?  *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * Reference 21st CCLC Application   Note: highlight and tab hours, schedules, locations   * Registration information, flyers * Documentation of:   + - Program hours     - Activity schedules     - Locations     - Student attendance records * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H27. | \*Is there a system for signing children in and out of the 21st Century program, for locating children at all times, or other evidence to indicate the safety of the students is being addressed?  *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * Written policies/procedures * Student tracking system * Daily student attendance records * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H28. | \*Does the grantee maintain written plans for activities and forms to track student participation in activities?  *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * Program schedules * Description of services/activities * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H29. | Does the eligible entity have experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students?  *Section 4204(b)(2)(J)* | |
| **Evidence of Compliance** | | **Comments** |
| * Scientifically-based researched programs * Evidence of prior success * Anecdotal records * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H30. | Does the grantee maintain:   1. Organizational chart listing all personnel 2. Written job description for each employee for the 21st Century program 3. Certifications and qualifications for all key staff   *Section 4204(b)(2)(N)* | |
| **Evidence of Compliance** | | **Comments** |
| * Organizational chart * Job descriptions * Background checks * Teacher licenses and/or resumes * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H31. | Does the grantee ensure that funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds?  *Section 4204(b)(2)(G)* | |
| **Evidence of Compliance** | | **Comments** |
| **ALL REQUIRED:**   * Expenditure reports * Salary/account distribution report (indicating all funds contributing to an employee’s salary) of all employee salaries paid in whole or in part with federal funds * List of all employees paid with federal program dollars * Job descriptions of all federal program employees * Time and effort documentation of all employees paid with federal funds | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| **Evaluation Indicators** | | |
| H32. | \*Is there a system of accountability and continuous evaluation in place to support program improvement, ensure parent and participants’ satisfaction, and identify necessary changes?  *Section 4205(b)(2)* | |
| **Evidence of Compliance** | | **Comments** |
| * Program modifications * Amendments (if applicable) * Evaluation reports * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H33. | \*Does the grantee evaluate the effectiveness of the program?  *Section 4205(b)(2)* | |
| **Evidence of Compliance** | | **Comments** |
| * Evaluation reports * Surveys and results from key stakeholders, including parents, students, and collaborators/partners * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| H34. | \*Are evaluation findings regularly and effectively communicated to staff, collaborators, partners, parents, students, and other key stakeholders?  *Section 4205(b)(2)(B)(ii)* | |
| **Evidence of Compliance** | | **Comments** |
| * Evaluation reports * Executive summary * Meeting agendas, sign-in sheets, minutes * Newsletters/press releases * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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**Mississippi Department of Education**

**Office of Federal Programs**

**Consolidated Federal Programs Monitoring Instrument**

**I. Title VI, Part B, Subpart 2 – Rural and Low-Income Schools (RLIS) Program**

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| --- | --- |
| SchoolDistrict | Date |
| Monitor | |

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| **Title VI, Part B, Subpart 2 – Rural and Low-Income Schools (RLIS) Program Indicators**  **Complete this section only if the LEA receives RLIS funds.** |

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| I1. | Is the Title VI, Part B, Subpart 2 - RLIS program application implemented as approved?  *Section 6223(b)* | |
| **Evidence of Compliance** | | **Comments** |
| * Approved Title VI, Part B application * Documentation of implemented activities * Expenditure reports | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| I2. | Is it evident that the LEA expended no more than the amount approved in the application for administrative costs?  *Title VI Rural and Low-Income School Program Application* | |
| **Evidence of Compliance** | | **Comments** |
| * Reference Title VI, Part B application * Applicable Restricted Indirect Cost Rate * Expenditure reports | | Yes \_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_ |
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| I3. | Are Title VI funds used to address needs that have been identified through a comprehensive needs assessment?    *USDE Guidance on the Rural Education Achievement Program (REAP) III-D-1; Section 1111(b)(3)* | |
| **Evidence of Compliance** | | **Comments** |
| * Reference Title VI, Part B application * Results of comprehensive needs assessment * Expenditure reports | | Yes \_\_\_\_ No \_\_\_\_\_ |
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**Mississippi Department of Education**

**Office of Federal Programs**

**Consolidated Federal Programs Monitoring Instrument**

**J. Title X, Part C – McKinney-Vento Education for Homeless Children and Youth Program**

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| SchoolDistrict | Date |
| Monitor | |

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| Title X, Part C – McKinney-Vento Education for Homeless Children  and Youth Program Indicators  **Complete this section only if the LEA receives McKinney-Vento funds.** |

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| J1. | Is the LEA program based on an assessment of the educational and related needs of homeless children and youths in the area served by the LEA (which may be undertaken as part of needs assessments for other disadvantaged groups)?  *Section 723(b)(1)* | |
| **Evidence of Compliance** | | **Comments** |
| * Needs assessment summary * Description of services * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| J2. | Is there evidence that the LEA is implementing the McKinney-Vento program as described in the approved application?  *Section 723(b)* | |
| **Evidence of Compliance** | | **Comments** |
| * Approved McKinney-Vento application * Documentation of services provided as outlined in the approved application * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| J3. | Does the LEA evaluate the program/project by using performance data and multiple stakeholder input?  *MDE Requirement; ED 6/23/11 email* | |
| **Evidence of Compliance** | | **Comments** |
| * Academic assessment data * Teacher observations of students * Comprehensive needs assessment results * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| J4. | Did the amounts expended during the grant period agree with the activities in the approved application?  *34 CFR 80.20(b)(4)* | |
| **Evidence of Compliance** | | **Comments** |
| * Reference McKinney-Vento application * For the year monitored, a detail expenditure report for all federal programs that includes at a minimum, purchase order #, check #, and vendor name   + A sampling will be requested onsite * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| J5. | Does the LEA maintain separate accounting records of funds made available under the McKinney-Vento program?  *34 CFR 80.20(b)(2)* | |
| **Evidence of Compliance** | | **Comments** |
| * Expenditure reports * Review and observation of accounting procedures * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| J6. | Do services provided under McKinney-Vento program expand or improve, but do not replace, services provided as part of a school’s regular academic program?  *Section 723(a)(2)(A)(iii)* | |
| **Evidence of Compliance** | | **Comments** |
| * Description of McKinney-Vento services provided | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| J7. | Does the LEA regularly evaluate the strategies and activities for assessing the progress toward achieving program objectives and generating information to guide program improvement? | |
| **Evidence of Compliance** | | **Comments** |
| * Description of program evaluation tools | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| J8. | Does the LEA have sufficient staff and time to be utilized for program effectiveness/evaluation activities? | |
| **Evidence of Compliance** | | **Comments** |
| * List of staff to evaluate program for effectiveness * Program effectiveness/evaluation activities | | Yes \_\_\_\_ No \_\_\_\_\_ |
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**Mississippi Department of Education**

**Office of Federal Programs**

**Consolidated Federal Programs Monitoring Instrument**

**K. Transferability**

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| SchoolDistrict | Date |
| Monitor | |

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| **Transferability Indicators**  **Complete this section only if the district has transferred funds.** | | |
| K1. | If the LEA has transferred funds between programs, is documentation on file to support that the amount transferred did not reduce the hold-harmless amount based upon the LEA’s FY 2001 allocations under the former Eisenhower Professional Development and Class-Size Reduction programs?  *Mississippi ESEA Flexibility Waiver* | |
| **Evidence of Compliance** | | **Comments** |
| * MCAPS allocation page | | Yes \_\_\_\_ No \_\_\_\_\_ |
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| K2. | If the LEA has transferred funds between programs, is documentation on file to support that all transferred resources have been used in accordance with the allowable activities of the ED Title program(s) into which the funds have been transferred, including requirements regarding private schools?  *Section 6123(e)(2); Section 9401(c)(5); Mississippi* *ESEA Flexibility Waiver* | |
| **Evidence of Compliance** | | **Comments** |
| * MCAPS allocation page * Expenditure report | | Yes \_\_\_\_ No \_\_\_\_\_ |
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