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| --- | --- | --- |
| **A1.** Is it evident that budgets and expenditures for **all federal programs** are:  **a.** Allocable? **b.** Reasonable & necessary? **c.** Meeting program intent and  purposes? **d.** Aligned with the approved applications on file at MDE?  **e.** Obligated and liquidated in accordance with the approved plan within the  approved grant period? |  | **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)? |
| **A3.** Is time and effort documentation available, approved, and signed  by appropriate individuals, if applicable? |  | **A4.** Does the LEA have a policy for equipment purchases and inventory? a. Does the  LEA have written policies and procedures for control of all equipment purchased with  with federal funds? **b**. Do the LEAs 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? **c.** Does the LEA’s policies and procedures indicate that a  notarized affidavit be completed for lost equipment? |
| **A5.** Is there evidence that the LEA annually conducts a physical inventory  and documentation including signatures and dates is on file, and the LEA  has accounted for any inventory discrepancies? |  | **A6.** Does the LEA maintain an inventory of equipment purchased with federal  Funds including the following identified evidentiary requirements?  **a.** Description of the item ; **b.** Serial number and other identifying numbers  **c.** Acquisition cost and date; **d.** Percentage of federal participation in the cost  of the property; **e.** Physical location of property; **f.** Use and condition of  property; **g.** Disposition data when property is retired from service. |
| **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? |  | **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? |
| **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? |  | **A10.** Is there evidence that the CFPA has been developed in consultation with  teachers, principals, administrators, other appropriate personnel, and  with parents of children in schools served under Title I, Part A and  Title II, Part A? |
| **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? |  | **A12.** Does the LEA have a policy of admitting students regardless of immigrant  status or English-speaking status? |
| **A13.** Is there evidence that the applicable LEA policy and supporting procedures  for EL services are communicated systematically to all school and LEA  personnel? **a.** System of assigning a student number if an enrolling student  does not have a Social Security number; **b.** Procedure for enrolling a student  pending receipt of the required record of immunizations |  | **A14.** \*Does the LEA have procedures and demonstrated practices that ensure  the following? (a – c) |
| **A15.** Does the LEA ensure that parents of EL students are notified not later than  30 days after the beginning of the school year or within 2 weeks of the child  being placed in the language instruction educational program? |  | **A16. A16.** \*Is there evidence that the LEA: **a.** Implements an effective means of  outreach to parents of limited English proficient children to inform such  parents of how they can be involved in the education of their children; and be  active participants in assisting their children- (1 – 3) **b.** Provides for effective  notifications and communications with parents of language minority and  ELL students in a format and language they can understand |
| **A17.** \*Does the LEA have an approved Home Language Survey that is completed  and filed for each student enrolled in the LEA, and filed in the permanent  record of each EL student? |  | **A18.** Does the LEA follow student exiting criteria as outlined in the Mississippi  Guidelines for English Language Learners? |
| **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? |  | **A20.** Does the LEA ensure that all EL students in the LEA participate in  required statewide assessments? |
| **A21.** Does the LEA annually administer the MDE-adopted English language  proficiency assessment to all EL students? |  | **A22.** Have test administrators been trained to administer the state-adopted  Language proficiency instrument? |
| **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? (a and b) |  | **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? |
| **A25.** Has the LEA designated a homeless liaison? |  | **A26.** How does the district identify homeless students? |
| **A27.** Does the LEA maintain a list of students identified? |  | **A28.**  \*Does the LEA have a procedure for communicating information regarding  enrollment in public schools for homeless families, and are schools  knowledgeable of the policies and procedures? |
| **A29.** Does the LEA have a procedure for resolving disputes regarding the  enrollment and educational services of homeless children and youth? |  | **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? |
| **A31**. Does the LEA ensure that homeless students are not separated from the  mainstream school environment? |  | **A32.** Is there evidence that the LEA provides the same services to homeless  students as is offered to non-homeless students, including transportation  services? |
| **A33.** Are procedures in place to ensure students have access to Title I services  such as free/reduced lunch and academic services? |  | **A34.** Is there evidence that the LEA ensures homeless pre-school age children  have equal access to the same public preschool programs (i.e. Head Start,  Even Start, Title I Preschool, Pre-K) as provided for non-homeless  children? |
| **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, medical, dental, shelter, etc.)?? |  | **A36.** Does the LEA have a procedure for assisting homeless unaccompanied  youth? |
| **A37.** Does the LEA provide specific in-service training/staff development for  district and school personnel in meeting the needs of homeless students? |  | **A38.** \*Does the LEA and each Title I school ensure that parents have been  informed and participate in the decisions how the 1% reservation (with  95% of the 1% reserved for use at the school level) set-a-side amount for  parental involvement activities is used? |
| **A39.** Does the LEA have a written Parental Involvement Policy that describes the  following components (a - f)? |  | **A40.** Is there evidence that each component of the Parental Involvement Policy  is being implemented (a – f)? |
| **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? |  | **A42.** \*Does each Title I participating school ensure that the following required  components are described in its Parental Involvement Plan (a – h)? |
| **A43.** \*Is there evidence that each component of the Parental Involvement Plan  is being implemented (a – f)? |  | **A44.** \*Has each Title I school developed and distributed to parents a parent-  student-school 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)? |
| **A45.** \*Is there evidence that each LEA Title I participating school distributed to  parents the required Parents Right-to-Know information (a – d)? |  | **A46.** Does the LEA disseminate the annual state prepared local education  agency report card? |
| **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? |  | **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? |
| **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? |  | **A50.** \*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? |
| **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 (a – j)? |  | **A52.** \*Is the Schoolwide Plan implemented as approved?    **Note: Documentation addressing the Schoolwide Plan implementation**  **for each indicator (a – j) is required.** |
| **A53.** \*Is there evidence that the Schoolwide Plan was developed with the  involvement of parents and 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.) |  | **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? |
| **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 (a – h)? |  | **A56.** \*Is the Targeted Assistance Plan implemented as approved by the LEA  (a – h)? |
| **A57.** \*Does the school operating a Targeted Assistance Program identify children who are  failing, or most at risk of failing, to meet the State'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? |  | **A58.** \*Is there evidence that the LEA uses Title I, Part A funds only for Targeted  Assistance Programs that provide services to eligible children  identified as having the greatest need for special academic assistance? |
| **A59.** \*In Targeted Assistance Schools, is it evident that Title I, Part A paid  personnel are serving only identified eligible students? |  | **A60.** Does the LEA use Title II, Part A funds for activities according to the  approved CFPA and the results of the comprehensive needs  assessment? |
| **A61.** Does the LEA meet the requirements of *Section 1119* – Qualifications for  Teachers and Paraprofessionals? |  | **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? |
| **A63.** Does the LEA ensure coordination of professional development activities  authorized under Title II, Part A with professional development activities  provided through other federal, state, and local programs? |  | **A64.** Is there evidence that the LEA implemented the statewide teacher and  principal evaluation systems that include student achievement as a significant  component? |
| **A65.** Is there evidence that the LEA implemented the Mississippi Principal  Evaluation System (MPES) that includes student achievement as a significant  component? |  | **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*? |
| **B2.** \*Are the school’s current selected interventions being implemented as specified? |  | **B3.** Is there evidence that the LEA is monitoring and supporting the school’s  current selected interventions? **a.** Ensures schools are planning and  implementing interventions that will make positive impacts on the academic  achievement of student sub-groups Not Meeting AMOs; **b.** Attends training  with school staff as required/provided to ensure implementation; **c.** Intervenes  in school implementation when necessary |
| **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* (a-i)*?* |  | **C2.** \*Is the Focus School Action Plan implemented as approved? |
| **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? |  | **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 (a-g)? |
| **C5.** Has the LEA/school expended the funds as approved in the MCAPS  application and/or Title I 1003a application? **a.** Amount approved in district’s  MCAPS funding application school budget overview; **b.** Title I 1003(a) funds |  | **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* (a – k)*?* |
| |  | | --- | | **D2.**  \*Is the Action Plan implemented as approved by LEA School  Board? | |  | |  | |  | **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 Plan? |
| **D4.**  \*Is there evidence that within 30 working days of receiving notification  the school provided notification of Priority school status to parents of each  child enrolled, and the notice contained the following information (a-g)? |  | **D5.** Has the LEA/school expended the funds as approved in the MCAPS application  and/or Title I 1003(a) application? **a.** Up to 20 percent of the  LEA’s Title I, Part A budget (for non 1003g funded Priority Schools only) in  MCAPS funding application; **b.** Title I 1003(a) funds, if allocated |
| **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? |  |  |
| **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? |  | **E2.**  Does the LEA have a current N/D Plan approved by MDE and does the plan  contain the following components (a – m)? |
| **E3.**  Is the LEA implementing the N/D Plan as approved? |  | **E4.**  \*Are funds used to operate at least one of the following (a-e)? |
| **E5.** Does evidence support the student counts submitted in the annual survey? |  | **E6.**  Does the LEA use multiple and appropriate measures of student progress? |
| **E7.**  Does the LEA use the results of evaluations to plan and improve subsequent  programs for participating children and youth? |  | **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: (a – h)? |
| **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? |  | **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? |
| **F4.**  Are the educational services or other benefits, including materials and  equipment, secular, neutral, and non-ideological? |  | **F5.**  Does the LEA maintain and administer control of the non-public school  services: **a.** Materials, equipment, and property; **b.** Title I personnel and/or  contractors |
| **F6.** Does the LEA offer to consult with private schools about Title services for:   1. **a.** ELL students; **b.** Migrant students |  | **F7.**  Does the LEA offer to consult with private schools about Title II services  for private school teachers and administrators? |
| **G1.**  Is it evident that the LEA expended no more than the amount approved in  the application (maximum allowable 2 percent) for administrative costs? |  | **G2.**  If the Annual Measurable Achievement Objectives (AMAOs) are not met for  2 consecutive years, has the LEA developed an improvement plan that  ensures: **a.** The LEA will meet such objectives; **b.** The plan specifically  addresses the factors that prevented the LEA from achieving such objectives |
| **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? |  | **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? |
| **G5.**  Are the EL teachers fluent in written and oral English? |  | **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? |
| **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 2. scores (AMAO 1); **b.** Have met proficiency target (AMAO 2); **c.** Have met 3. proficiency target on state assessments (AMAO 3) |  | **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? |
| **G9.**  Is there evidence that the LEA is expending funds for activities that provide  enhanced instructional opportunities for immigrant children and youth? |  | **H1.**  \*Does the grantee maintain a copy of the approved application, amendments,  revised budgets, and needs assessment results? |
| **H2.**  \*Did the grantee expend project funds, in their entirety, in accordance with  2 C.F.R. Part 200, Subpart E, within the period of availability? |  | |  |  | | --- | --- | | **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? |  | |
| **H4.**  \*Does the grantee primarily target students who attend schools eligible for  schoolwide programs under section 1114 and the families of such students? |  | **H5.** \*Has the grantee developed written policies and procedures to promote  effective management? |
| **H6.**  \*Has the grantee established an attendance policy to encourage attendance  and reduce absenteeism for participants? |  | **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? |
| **H8.**  \*Do parents participate in the decision-making and planning of the program  operation? |  | **H9.**  \*Are volunteers recruited, screened, and trained effectively to work in the  21st Century program? |
| **H10.**  \*Is professional development ongoing, provided to all staff, and specific to  the 21st Century program? |  | **H11.**  \*Does the LEA implement dropout prevention activities in the program? |
| **H12.**  \*Does the grantee have adequate security in place? |  | **H13.**  \*Does the grantee provide services in a safe and easily accessible  environment? |
| **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? |  | **H15.** \*Does the grantee provide and demonstrate practices that ensure the  following for participating non-public schools? **a.** Equitable services to  eligible students attending non-public schools, including equitable  professional development and parenting activities to participating non-  public schools; **b.** Timely and meaningful consultation with appropriate  non-public school personnel; **c.** public control of funds |
| **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? |  | **H17.**  \*Has the grantee adopted and consistently applied clear standards for  student behavior? |
| **H18.**  \*Does the grantee offer a variety of academic enrichment activities and  character education activities on a daily basis to all students? |  | **H19.**  \*Does the grantee provide daily nutritious snacks for all participants of the  community learning center? |
| **H20.**  \*Does the center provide safe travel to/from activities? |  | **H21.**  \*Are families of students served by the community learning center provided  opportunities for literacy and related educational development? |
| **H22.**  \*Does the program maintain a 21st CCLC advisory board that meets at least  two times per year and includes parents, students, public, and private  community members? |  | **H23.**  \*Are there written agreements between grantee, schools, and collaborating  partners that describe the programs and /or services in accordance with the  approved grant? |
| **H24.**  \*Do partners and/or collaborators provide programs and/or services in  accordance with the approved grant? |  | **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, or fewer than 30 days? |
| **H26.**  \*Are the program hours, activity schedules, and locations available,  accessible, and implemented as stated in the plan? |  | **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? |
| **H28.**  \*Does the grantee maintain written plans for activities and forms to track  student participation in activities? |  | **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? |
| **H30.** Does the grantee maintain:   1. **a.**  Organizational chart listing all personnel 2. **b.** Written job description for each employee for the afterschool program 3. **c.** Certifications and qualifications for all key staff |  | **H31.**  Does the LEA 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? |
| **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? |  | **H33.**  \*Does the grantee evaluate the effectiveness of the program? |
| **H34.**  \*Are evaluation findings regularly and effectively communicated to staff,  collaborators, partners, parents, students, and other key stakeholders? |  | **I1.**  Is the Title VI, Part B, Subpart 2 - RLIS program application implemented as  approved? |
| **I2.**  Is it evident that the LEA expended no more than the amount approved  in the application for administrative costs? |  | **I3.**  Are Title VI funds used to address needs that have been identified through a  comprehensive needs assessment? |
| **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)? |  | **J2.**  Is there evidence that the LEA is implementing the McKinney-Vento program  as described in the approved application? |
| **J3.**  Does the LEA evaluate the program/project by using performance data and  multiple stakeholder input? |  | **J4**. Did the amounts expended during the grant period agree with the activities  in the approved application? |
| **J5**. Does the LEA maintain separate accounting records of funds made available  under the McKinney-Vento grant? |  | **J6**. Do services provided under McKinney-Vento expand or improve, but do not  replace, services provided as part of a school’s regular academic program? |
| **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? |  | **J8.** Does the LEA have sufficient staff and time to be utilized for program  effectiveness/evaluation activities? |
| **K1**. If the LEA has transferred funds among programs, is documentation on file to  support that the amount transferred did not reduce the hold-harmless amount  based upon the LEA’s FY2001 allocations under the former Eisenhower  Professional Development and Class-Size Reduction programs? |  | **K2**. If the LEA has transferred funds among 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 set-asides and private  schools? |