



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
 DIVISION OF SCHOOL IMPROVEMENT – FEDERAL PROGRAMS  
**SELF-MONITORING REPORT – DISCRETIONARY GRANTS**

**SECTION I – DISTRICT AND PROGRAM INFORMATION**

SCHOOL DISTRICT NAME		COUNTY-DISTRICT CODE
BOARD AUTHORIZED REPRESENTATIVE		FORM DUE DATE: <b>OCTOBER 15, 2008</b>
GENERAL PROVISIONS CONTACT		GENERAL PROVISIONS CONTACT PHONE
HOMELESS CONTACT		HOMELESS CONTACT PHONE
EVEN START CONTACT		EVEN START CONTACT PHONE
REFUGEE CHILDREN SCHOOL IMPACT CONTACT		REFUGEE CONTACT PHONE
DESE ON-SITE REVIEW STAFF	LEA STAFF ON-SITE	REVIEW DATE

**DIRECTIONS**

- Respond to each of the following monitoring requirements by placing an appropriate code (*see Key below*) on the line to the left of the corresponding item. **Responses are required on each lettered item**, and documentation proving compliance must be kept on file at the district.
- Place a checkmark in all appropriate boxes under Evidence Sources to indicate the type of supporting documentation you have available. The documentation of evidence sources must be on file at the district for review. Do not send copies of evidence sources to Federal Programs, unless requested to do so.
- If you have any questions, call or email for assistance.
- For sample forms, program guidance, and other information, visit <http://dese.mo.gov/divimprove/fedprog/>
- MAIL the completed form by the due date above to: Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102 or fax to (573) 526-6698.

QUESTIONS: Homeless and Even Start: (573) 522-8763 Refugee Children School Impact: (573) 526-3232

- DC =** District Compliant: A review indicates compliance. When using this code, the district must have the documentation readily available for review by Federal Programs, if requested.
- DR =** District Resolving: A review indicates a compliance discrepancy. When using this code, use the comment section on the last page to explain how the district intends to resolve the discrepancy and the intended time frame for completion.
- DA =** District Assistance: The district requests assistance. A supervisor from Federal Programs will contact the district to arrange for assistance.
- NA =** Not Applicable to this district.
- LEA =** Local Educational Agency: school district or charter school.

**SECTION II – TABLE OF CONTENTS**

**General Provisions** must be completed by all districts and can be found on pages 2-4.

**Homeless Children and Youth** must be completed by all districts receiving funds for this program and can be found on pages 5-6. Administrative Manual can be found at <http://dese.mo.gov/divimprove/fedprog/discretionarygrants/homeless/>

**Even Start Family Literacy** must be completed by all districts receiving funds for this program and can be found on pages 7-10. Administrative Manual can be found at <http://dese.mo.gov/divimprove/fedprog/discretionarygrants/evenstart/>

**Refugee Children School Impact** must be completed by all districts receiving funds for this program and can be found on page 11.

**SECTION III – ASSURANCES AND CERTIFICATION**

The authorized representative assures the Department of Elementary and Secondary Education that the information provided is correct and accurate and documentation is on file at the district for review.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
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The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Jefferson State Office Building, Title IX Coordinator, 5<sup>th</sup> Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4212.

GENERAL PROVISIONS		DC	DR/DA	NA	DESE
<b>1. Complaint Procedures for Federal Programs</b> ( <i>Administrative Manual</i> ) ( <a href="http://dese.mo.gov/divimprove/fedprog/grantmgmnt/publication_and_forms.html">http://dese.mo.gov/divimprove/fedprog/grantmgmnt/publication_and_forms.html</a> )					
<p><b>a.</b> The LEA has NCLB Complaint Procedures for Federal Programs and it is disseminated <b>yearly to all parents.</b> <b>Evidence Sources</b></p> <p><input type="checkbox"/> Letter _____ (month/day/year)</p> <p><input type="checkbox"/> Copy of NCLB Complaint Procedures</p> <p><input type="checkbox"/> Newsletters</p> <p><input type="checkbox"/> Student Handbook</p> <p><input type="checkbox"/> Newspaper or website (<b>not only source</b>)</p>					
<p><b>b.</b> The district documents complaints and their resolution in a timely manner. <b>Evidence Source</b></p> <p><input type="checkbox"/> Copies of complaints and resolutions</p> <p><input type="checkbox"/> No complaints on file</p>					
<b>2. Inventory</b> ( <i>Administrative Manual</i> ) ( <a href="http://dese.mo.gov/divimprove/fedprog/grantmgmnt/publication_and_forms.html">http://dese.mo.gov/divimprove/fedprog/grantmgmnt/publication_and_forms.html</a> )					
<p><b>a.</b> A centralized inventory control system, including all required components, accounts for all equipment purchased with federal dollars. If the LEA was given permission to purge equipment less than five years old they did not purchase similar equipment until the five-year period was over. Equipment with an acquisition cost of less than \$5,000 which is at least five years old and no longer effective has been purged or transferred to the school district. Records should be maintained for three years.</p>					
<p><b>b.</b> Capital outlay purchases are consistent with the application.</p>					
<p><b>c.</b> LEA labels all inventory items purchased with federal funds listing the program name and date of purchase(s) is included.</p>					
<p><b>d.</b> Evidence that a physical inventory is performed every two years. <b>Evidence Sources</b></p> <p><input type="checkbox"/> Copy of inventory listing</p> <p><input type="checkbox"/> Documentation of DESE approval regarding purged items</p>					
<b>3. Board-Approved District Comprehensive School Improvement Plan (CSIP)</b>					
<p>The activities of all federal programs are reflected in the board-approved CSIP. The LEA indicates the source of federal funding, whether in whole or in part, for each relevant strategy or action step. <b>Evidence Sources</b></p> <p><input type="checkbox"/> Homeless Children and Youth</p> <p><input type="checkbox"/> Even Start Family Literacy</p> <p><input type="checkbox"/> Refugee Children School Impact</p>					
<b>4. Obligation of Funds</b> ( <i>Administrative Manual</i> )					
<p>The LEA provides documentation that funds are expended or obligated (purchase orders made or services contracted) only between the time of project approval and the end of the grant period. <b>The LEA did not code prior year expenditures or obligations to current year program.</b></p> <p>Homeless Children and Youth Application Approval Date _____ (month/day/year)</p> <p>Homeless Children and Youth First Obligation Date _____ (month/day/year)</p> <p>Even Start Family Literacy Application Approval Date _____ (month/day/year)</p> <p>Even Start Family Literacy First Obligation Date _____ (month/day/year)</p> <p>Refugee Children School Impact Application Approval Date _____ (month/day/year)</p> <p>Refugee Children School Impact First Obligation Date _____ (month/day/year)</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Purchase orders</p> <p><input type="checkbox"/> Accounting records/ledgers</p>					

GENERAL PROVISIONS		DC	DR/DA	NA	DESE
<b>5. Accounting Requirements (Administrative Manual)</b>					
<p><b>a.</b> Obligations and expenditures of federal funds are recorded <b>with a separate accounting code for each program.</b>  <b>Evidence Source</b>  <input type="checkbox"/> Accounting records</p>					
<p><b>b.</b> The LEA has accounting records to support allowable federal expenditures.  <b>Evidence Sources</b>  <input type="checkbox"/> Copies of accounting records that reflect the expenditures reported on the Final Expenditure Report  <input type="checkbox"/> Documentation of expenditures and obligations submitted on the 9/30 report  <input type="checkbox"/> Copies of the two most recent years audit reports, A-133 and Financial Statement Audits  <input type="checkbox"/> Copies of policies and procedures covering procurement of goods and services  <input type="checkbox"/> A list of all cash receipts and disbursements of the Consolidated Federal Programs funds from July 1 of the current year. The list should include the date, amount of transaction, the payee, the invoice number, the purchase order number, the transaction, and accounts debited and credited (if available).  <input type="checkbox"/> Copies of accounting records of match funds (Even Start only)</p>					
<b>6. Staff Paid with Federal Funds (Administrative Manual)</b>					
<p>The LEA's payroll corresponds to Core Data, Single-Funding Certification Forms, and Time and Effort Logs.  <b>Evidence Sources</b>  <input type="checkbox"/> A copy of the payroll detail for the last payroll period for Federal Programs  <input type="checkbox"/> Core Data  <input type="checkbox"/> Time and effort logs for FTEs that work for more than one cost objective, including those funded through Administrative Pool and for stipends and out-of-contract time paid.  <input type="checkbox"/> Single-Funding Certification forms for all federal staff who work 100% on a single cost objective that are signed by the employee or supervisory official having first-hand knowledge of the work performed by the employee semi-annually.  <input type="checkbox"/> Work schedules  <input type="checkbox"/> Workshop sign-in sheets</p>					
<b>GENERAL PROVISIONS COMMENTS</b>					

<b>7. Student Identification (NCLB, 1113)</b>				
The LEA has documentation available showing a procedure is used by the LEA to survey the enrolled student body and identify those students who are homeless. These efforts are coordinated with school personnel and community agencies. <b>Evidence Sources</b> <input type="checkbox"/> Question on the student enrollment form <b>(required)</b> <input type="checkbox"/> Agendas, minutes of meetings, or other forms of communication with community social and welfare service agencies, shelters, churches, etc.				
<b>8. Number of Homeless Children and Youth Enrolled (NCLB, 1113)</b>				
<b>a.</b> The LEA identified homeless students enrolled in prior school year. If LEA did not have students enrolled, indicate zero.				
<b>b.</b> The LEA served 20 or more homeless children and youth with this grant. <b>Evidence Source (Items a-b)</b> <input type="checkbox"/> Number of homeless students enrolled in prior school year as reported on MOSIS. _____ (homeless students)				
<b>9. Local Liaison (Homeless Coordinator) (NCLB, 1113)</b>				
<b>a.</b> The LEA has identified a board-adopted district homeless coordinator. <b>Evidence Sources (all are required)</b> <input type="checkbox"/> Name of board-adopted district homeless coordinator _____ (homeless coordinator) <input type="checkbox"/> Copy of board minutes				
<b>b.</b> The local coordinator is familiar with the definition of a homeless child and with their duties related to the homeless federal statute, and other school personnel have been notified that they are responsible for these duties. <b>Evidence Sources</b> <input type="checkbox"/> Job description specifying the duties of the homeless coordinator <input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings that include staff trainings and attendance, professional development provided, or other forms of communication with school personnel to notify them of the duties of the local homeless coordinator and the needs and rights of homeless students <input type="checkbox"/> Homeless coordinator is aware of their responsibilities as defined in NCLB				
<b>10. Policies and Procedures (NCLB, 1113)</b>				
<b>a.</b> The LEA has board-adopted policies and procedures that ensure there are no barriers to the enrollment, attendance, and success of homeless children and youth. <b>Evidence Source</b> <input type="checkbox"/> Copy of board-adopted policy that was adopted on _____ (month/day/year)				
<b>b.</b> The LEA has a board-approved process for the resolution of disagreements about eligibility and placement, with procedures for homeless families and youth to appeal decisions made by the LEA, including written explanations, clearly defined processes and provision of services during the appeal. <b>Evidence Sources</b> <input type="checkbox"/> Copy of policy <input type="checkbox"/> List of disputes addressed, if applicable				
<b>11. Title I Set Aside for Homeless (NCLB, 1113)</b>				
The LEA provides comparable Title I.A services to homeless students attending both Title I and non-Title I schools and Title I funds are set aside for homeless children and youth. <b>Evidence Sources</b> <input type="checkbox"/> Documentation of Title I services to homeless children in Title I and non-Title I schools <input type="checkbox"/> Federal Grants Application - Breakdown of Allocations Set-Aside Amount _____ (Breakdown of Allocations Set-Aside Amount)				

**TITLE X, PART C: MCKINNEY-VENTO HOMELESS EDUCATION PROGRAM**

DC DR/DA NA DESE

**12. Public Notice of Educational Rights (NCLB, 1113)**

Public notice of educational rights of homeless children and youth is disseminated in places where families and youth are likely to be present.

**Evidence Sources**

- Posters are displayed
- Brochures are displayed

**TITLE X, PART C: MCKINNEY-VENTO HOMELESS EDUCATION PROGRAM COMMENTS**

Large empty rectangular area for providing comments.

13. Element #1 Recruitment of Most in Need (NCLB)				
<p><b>a.</b> The LEA provides documentation and records are available to show the recruitment of families most in need of services indicated by a low level of income:  <b>Evidence Sources (all are required)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> List of families in program with documentation of how each meets the eligibility criteria</li> <li><input type="checkbox"/> Criteria for determining which eligible families are most-in-need</li> <li><input type="checkbox"/> Enrollment form</li> </ul>				
<p><b>b.</b> The LEA provides documentation and records are available to show the recruitment of families most in need of services indicated by a level of adult literacy or English language proficiency:  <b>Evidence Sources (all are required)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> List of families in program with documentation of how each meets the eligibility criteria</li> <li><input type="checkbox"/> Criteria for determining which eligible families are most-in-need</li> <li><input type="checkbox"/> Enrollment form</li> </ul>				
14. Element #2 Screening and Preparation of Participants				
<p>The LEA provides evidence of ongoing screening and evaluation of adults and children to provide information for program outcomes.  <b>Evidence Sources (all are required)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summary/outline of screening process</li> <li><input type="checkbox"/> Summary of family preparation activities/program</li> <li><input type="checkbox"/> Participant intake forms</li> <li><input type="checkbox"/> Pre-test data</li> </ul>				
15. Element #3 Flexible Scheduling and Support Services				
<p>The LEA provides documentation that the program provides flexible services to meet the needs of participants  <b>Evidence Sources (all are required)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Record of parent work schedules</li> <li><input type="checkbox"/> Records of family support services appointments</li> <li><input type="checkbox"/> Record of program activities</li> <li><input type="checkbox"/> Evidence of support services offered to families</li> <li><input type="checkbox"/> Copy of regular weekly schedule and hours offered by component</li> </ul>				
16. Element #4 High-Quality, Intensive Instructional Programs				
<p>The LEA provides documentation and records are available to show how many hours of services are offered in each core area.  <b>Evidence Sources (all are required)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Record of instructional programs offered, including number of hours in each core area</li> <li><input type="checkbox"/> Summary of content of adult literacy classes</li> <li><input type="checkbox"/> Summary of content of parent support classes</li> <li><input type="checkbox"/> Summary of content of early childhood classes and supplemental services for school-age children</li> <li><input type="checkbox"/> Summary of content of interactive literacy activities for parents/children</li> <li><input type="checkbox"/> Record of instructional programs offered within each component</li> <li><input type="checkbox"/> Daily schedule</li> <li><input type="checkbox"/> Daily attendance records</li> </ul>				
17. Element #5 Staff Qualifications				
<p><b>a.</b> The LEA provides documentation that personnel are evaluated on a consistent basis.  <b>Evidence Sources (all are required)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of evaluation</li> <li><input type="checkbox"/> Evaluation schedule</li> <li><input type="checkbox"/> Evaluation summary</li> </ul>				

EVEN START FAMILY LITERACY	DC	DR/DA	NA	DESE
<p>b. Personnel paid through Even Start funding have the federally required certification: All new personnel hired and the majority of personnel in existing programs after Dec. 21, 2004 will have an associate's degree or greater, paraprofessionals will have a high school diploma, and the administrator of the program will have received training in the operation of a family literacy program.</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> Certification documentation (e.g. diploma, transcript, certificate of completion of courses, etc.)</p>				
<b>18. Element #6 Staff Training</b>				
<p>The LEA provides documentation that personnel receive training on a consistent basis.</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> Even Start Director has received training in the administration of family literacy services</p> <p><input type="checkbox"/> Sign-in sheets</p> <p><input type="checkbox"/> Certificates of attendance</p> <p><input type="checkbox"/> Documentation of recent meetings between site and collaboration agencies</p>				
<b>19. Element #7 Home-Based Instructional Services</b>				
<p>The LEA provides documentation to show that home-based instructional services are provided that include information on content offered, a schedule of when they are offered, and who provides those services.</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> Copies of lesson plans for home-based instructional services</p> <p><input type="checkbox"/> Records of what lessons have been implemented, dates of implementation, and names of families who participated</p> <p><input type="checkbox"/> Schedule when offered</p> <p><input type="checkbox"/> Services are provided by: _____ (service provider names)</p>				
<b>20. Element #8 Year-Round Services</b>				
<p>The LEA provides evidence that the program operates on a year-round basis (including some program services, instructional or enrichment, during the summer months).</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> Record of project calendar</p> <p><input type="checkbox"/> Records of dates classes are offered</p> <p><input type="checkbox"/> Copy of summer program schedule, daily, weekly, and hours offered for each component</p> <p><input type="checkbox"/> Copy of summer program staff, position, schedule</p> <p><input type="checkbox"/> List of summer program curricula, lesson plans, and activities</p>				
<b>21. Element #9 Coordination With Other Programs</b>				
<p>The LEA provides evidence that program activities are coordinated with cooperating agencies.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Record of program coordination</p> <p><input type="checkbox"/> Record of cooperative agreements</p> <p><input type="checkbox"/> Names, addresses, and telephone numbers of collaborating entities and their role and/or contribution</p> <p><input type="checkbox"/> Copy of minutes from meetings and meeting agenda</p> <p><input type="checkbox"/> Written plan or procedure for implementing collaboration efforts</p>				
<b>22. Element #10 Instructional Programs Based on Scientifically Based Reading Research</b>				
<p>The LEA provides evidence that instructional programs are based on scientifically based reading research (SBRR) for children and adults, to the extent that research is available.</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> evidence of the scientific research that supports instructional programs</p> <p><input type="checkbox"/> evidence that uses the application statutory definition of scientifically based reading research (Section 1208, ESEA)</p>				

EVEN START FAMILY LITERACY		DC	DR/DA	NA	DESE
<b>23. Element #11 Attendance and Retention</b>					
<p>The LEA provides documentation that strategies are in place to encourage participants to remain in the program long enough to meet program goals.</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> Summary of retention efforts</p> <p><input type="checkbox"/> Summary of intensity of services</p>					
<b>24. Element #12 Reading-Readiness Activities Based on Scientifically Based Reading Research</b>					
<p>The LEA provides evidence that reading-readiness activities for preschool children are based on scientifically based reading research (SBRR), to the extent available, to ensure that children enter school ready to learn to read.</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> Evidence of scientific research that supports the reading-readiness activities</p> <p><input type="checkbox"/> Evidence that uses the Department's definition of scientifically based reading research</p>					
<b>25. Element #13 Continuity of Services</b>					
<p>The LEA provides evidence that families are receiving services when they exit the program.</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> List of activities that occur</p> <p><input type="checkbox"/> Plan for family literacy retention</p>					
<b>26. Element #14 Providing Services to Families Most in Need</b>					
<p>The LEA provides documentation exists showing those families being served are those families most in need of services.</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> Record of progress reports detailing participation rates in each core instructional area</p> <p><input type="checkbox"/> A member of each family is enrolled in activities in each of the four core instructional area</p> <p><input type="checkbox"/> A member of each family is participating in activities in each of the four core instructional areas</p> <p><input type="checkbox"/> Action plan for removing families with incomplete participation and enrolling new families</p>					
<b>27. Element #15 Local Independent Evaluation</b>					
<p>Program evaluation including the Missouri Family Indicators of Program Quality and Standards of performance and the federally required adult and child education outcomes are received no later than 30 days after program ending date and local program evaluation is done by an independent evaluator.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> MO Family Indicators of Program Quality and Standards of Performance (FLIPQs) submitted to DESE</p> <p><input type="checkbox"/> Staff discusses the process used to review their progress</p> <p><input type="checkbox"/> Evidence that data was used for program improvement</p> <p><input type="checkbox"/> Evidence the evaluation relates to the FLIPQs and the National Indicators of Program Quality</p> <p><input type="checkbox"/> Qualifications of evaluator, timeline of visits, and purpose of visits</p>					
<b>28. Nonpublic (NCLB, 1120)</b>					
<p><b>a.</b> The LEA conducts timely consultations (<b>before the LEA officials make any decision that affects the opportunity for private school children to participate</b>) with nonpublic school officials in the project planning stage. <b>Signed forms are required for substantial approval.</b></p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Completed Nonpublic Participation Forms</p> <p><input type="checkbox"/> Documentation of meetings with nonpublic school officials</p> <p><input type="checkbox"/> Completed Public/Private Design for Educational Service</p>					
<p><b>b.</b> Nonpublic services are delivered in a timely fashion (start of school year).</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> No interruption in services for nonpublic schools for professional development activities</p>					

EVEN START FAMILY LITERACY		DC	DR/DA	NA	DESE
<p><b>c.</b> The LEA expends or protects sufficient project funds for equitable services to eligible nonpublic schools.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Budget reflects appropriate amounts for proposed nonpublic expenditures <input type="checkbox"/> Invoices for nonpublic teacher activities					
<p><b>d.</b> Nonpublic students, teachers, and parents are provided the opportunity to participate equitably in activities.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Nonpublic Complaint Procedures <input type="checkbox"/> Nonpublic parental involvement activities, trainings, materials <input type="checkbox"/> Documentation of nonpublic activities and financial records showing equitable services					
<p><b>e.</b> LEA ensures that funds spent for nonpublic services meet the requirements of allowable uses under the Missouri Constitution and federal program regulations and that services are provided at a neutral space.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Accounting records show a description of expenditures <input type="checkbox"/> Neutral space agreement, if needed					

**EVEN START FAMILY LITERACY COMMENTS**

29. Student Identification					
<p>The LEA has documentation available showing a procedure is used by the LEA to survey the enrolled student body and identify those students who are refugee. These efforts are coordinated with school personnel and community agencies.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Student survey <input type="checkbox"/> Question on the student enrollment form <input type="checkbox"/> Agendas, minutes of meetings, or other forms of communication with community social and welfare service agencies, shelters, churches, etc.					
30. Number of Refugee Children Enrolled					
<p>The LEA had refugee children enrolled in the prior school year.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Refugee students enrolled in prior school year _____ (refugee students) <input type="checkbox"/> Enrollment records <input type="checkbox"/> Refugee Children School Impact Grant					
31. Number of Refugee Children and Families Services					
<p>The LEA provides documentation that the served children, families, and provided professional development related to refugee children in the prior school year.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Refugee children served in the prior school year _____ (refugee children) <input type="checkbox"/> Refugee families served in the prior school year _____ (refugee families) <input type="checkbox"/> Professional development was provided to staff members _____ (# of staff members) <input type="checkbox"/> Refugee Children School Impact Grant documentation <input type="checkbox"/> Certificates, meeting agendas, sign-in sheets, and minutes of meetings					
32. Activities					
<p>The LEA provides documentation that activities approved in the grant were implemented.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Activity #1 Sheltered Classroom _____ (approved in application) (implemented) <input type="checkbox"/> Activity #2 Interpreter Services for Students _____ (approved in application) (implemented) <input type="checkbox"/> Activity #3 Tutorial Services _____ (approved in application) (implemented) <input type="checkbox"/> Activity #4 Teacher Training and Professional Development _____ (approved in application) (implemented) <input type="checkbox"/> Activity #5 Parent Training _____ (approved in application) (implemented) <input type="checkbox"/> Activity #6 Refugee Student/Family Support Services _____ (approved in application) (implemented) <input type="checkbox"/> Activity #7 Non-Refugee Student Training _____ (approved in application) (implemented) <input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings <input type="checkbox"/> CSIP Plan <input type="checkbox"/> Lesson plans, activity outcomes <input type="checkbox"/> Other _____ (other)					