



FEDERAL PROGRAMS
 MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 PO BOX 480, JEFFERSON CITY, MO 65102-0480
READING FIRST SELF-MONITORING CHECKLIST

SECTION I - DISTRICT AND PROGRAM INFORMATION

SCHOOL DISTRICT NAME	COUNTY-DISTRICT CODE	YEARS OF IMPLEMENTATION <input type="checkbox"/> 2 nd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th
BOARD AUTHORIZED REPRESENTATIVE		FORM DUE DATE: OCTOBER 15, 2008
READING FIRST GRANT CONTACT		READING FIRST GRANT CONTACT PHONE
DESE ON-SITE REVIEW STAFF		REVIEW DATE
DISTRICT STAFF PRESENT ON-SITE		

DIRECTIONS

1. 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.
2. 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.
3. If you have any questions, call or email for assistance.
4. For sample forms, program guidance, and other information, visit <http://dese.mo.gov/divimprove/fedprog/>
5. 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: Reading First: (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 – 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, 5th Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4212.

2. Complaint Procedures for Federal Programs (Administrative Manual) http://dese.mo.gov/divimprove/fedprog/grantmgmnt/publication_and_forms.html				
<p>a. The LEA has NCLB Complaint Procedures for Federal Programs and it is disseminated yearly to all parents. Evidence Sources <input type="checkbox"/> Letter _____ (month/day/year) <input type="checkbox"/> Copy of NCLB Complaint Procedures <input type="checkbox"/> Newsletters <input type="checkbox"/> Student Handbook <input type="checkbox"/> Newspaper or website (not only source)</p>				
<p>b. The district documents complaints and their resolution in a timely manner. Evidence Source <input type="checkbox"/> Copies of complaints and resolutions <input type="checkbox"/> No complaints on file</p>				
3. Inventory (Administrative Manual) http://dese.mo.gov/divimprove/fedprog/grantmgmnt/publication_and_forms.html				
<p>a. 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. Capital outlay purchases are consistent with the application.</p>				
<p>c. LEA labels all inventory items purchased with federal funds listing the program name and date of purchase(s) is included.</p>				
<p>d. Evidence that a physical inventory is performed every two years. Evidence Sources <input type="checkbox"/> Copy of inventory listing <input type="checkbox"/> Documentation of DESE approval regarding purged items</p>				
4. Board-Approved District Comprehensive School Improvement Plan (CSIP)				
<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. Evidence Sources <input type="checkbox"/> Reading First</p>				
5. Obligation of Funds (Administrative Manual)				
<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. The LEA did not code prior year expenditures or obligations to current year program. Application Approval Date: _____ (month/day/year) DESE Preapproval Date: _____ (month/day/year) <input type="checkbox"/> First Obligation Date for Reading First _____ (first obligation date) Evidence Sources <input type="checkbox"/> Purchase orders <input type="checkbox"/> Accounting records/ledgers</p>				
6. Accounting Requirements (Administrative Manual)				
<p>a. Obligations and expenditures of federal funds are recorded with a separate accounting code for each program. Evidence Source <input type="checkbox"/> Accounting records</p>				

READING FIRST	DC	DR/DA	NA	DESE
<p>b. The LEA has accounting records to support allowable federal expenditures.</p> <p>Evidence Sources</p> <ul style="list-style-type: none"> <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). 				
7. Staff Paid with Federal Funds (Administrative Manual)				
<p>The LEA's payroll corresponds to Core Data, Single-Funding Certification Forms, and Time and Effort Logs.</p> <p>Evidence Sources</p> <ul style="list-style-type: none"> <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 				
8. Nonpublic (NCLB, 1120)				
<p>a. The LEA conducts timely consultations (before the LEA officials make any decision that affects the opportunity for private school children to participate) with nonpublic school officials in the project planning stage. Signed forms are required for substantial approval.</p> <p>Evidence Sources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed Nonpublic Participation Forms <input type="checkbox"/> Completed Public/Private Design for Educational Service <input type="checkbox"/> Documentation of meetings with nonpublic school officials 				
<p>b. Nonpublic services are delivered in a timely fashion (start of school year).</p> <p>Evidence Sources</p> <ul style="list-style-type: none"> <input type="checkbox"/> No interruption in services for nonpublic schools for professional development activities 				
<p>c. The LEA expends or protects sufficient project funds for equitable services to eligible nonpublic schools.</p> <p>Evidence Sources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Budget reflects appropriate amounts for proposed nonpublic expenditures <input type="checkbox"/> Invoices for nonpublic teachers and activities 				
<p>d. Nonpublic students, teachers, and parents are provided the opportunity to participate equitably in activities.</p> <p>Evidence Sources</p> <ul style="list-style-type: none"> <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>e. 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>Evidence Sources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accounting records show a description of expenditures <input type="checkbox"/> Neutral space agreement, if needed 				

9. Approved Programs		DC	DR/DA	NA	DESE
<p>The LEA has their Consumer's Guide for their Core Reading Program, Tier II Reading Programs, and Tier III Reading Programs on file.</p> <p>Evidence Sources (all are required)</p> <p><input type="checkbox"/> Core Program _____ (Core Program)</p> <p><input type="checkbox"/> Tier II Program _____ (Tier II Program)</p> <p><input type="checkbox"/> Tier II Program _____ (Tier II Program)</p> <p><input type="checkbox"/> Tier II Program _____ (Tier II Program)</p> <p><input type="checkbox"/> Tier III Program _____ (Tier III Program)</p> <p><input type="checkbox"/> Tier III Program _____ (Tier III Program)</p> <p><input type="checkbox"/> Tier III Program _____ (Tier III Program)</p>					
10. Personnel		DC	DR/DA	NA	DESE
<p>The district provides evidence that proper credentials and certificates for teachers and coaches are on file with the district and the job description for the Reading First coach is on file with the district.</p> <p>Evidence Sources</p> <p><input type="checkbox"/> Certification Records</p> <p><input type="checkbox"/> Job Descriptions</p>					
11. Reading First Coaches		DC	DR/DA	NA	DESE
<p>a. The district provides evidence that teacher/coach ratio is maintained at teacher to coach ratio of 20:1 or less including K-3 classroom, Title I, special education, and ELL teachers.</p>					
<p>b. The district provides evidence that coaches' schedules reflect the number of appropriate contacts with each K-3 classroom, Title 1, special education, and ELL teacher (minimum of four 90 minute blocks per month and one visit can be classroom teacher's planning time).</p> <p>Evidence Source</p> <p><input type="checkbox"/> Schedule for coaches</p> <p><input type="checkbox"/> List of teachers/coaches</p>					
12. Implementation		DC	DR/DA	NA	DESE
<p>The district provides documentation that the use of funds is consistent with program guidelines, application budget, and Reading First application to increase student achievement, and attain other objectives as stated in the current Reading First grant.</p> <p>Evidence Sources</p> <p><input type="checkbox"/> District documentation</p> <p><input type="checkbox"/> Record of expenditures</p> <p><input type="checkbox"/> On-site review</p>					
13. Fidelity to Program Guidelines		DC	DR/DA	NA	DESE
<p>a. The district provides evidence that the program is implemented with 90 minute reading block, an additional 30 minute Tier II, or an additional 60 minute Tier III.</p>					
<p>b. The district provides documentation that the reading schedule is staggered to cover all classrooms K-3 in multiple classes/grade level buildings.</p> <p>Evidence Source</p> <p><input type="checkbox"/> Building Reading Schedule</p>					

14. Professional Development Needs Assessment

<p>a. The district provides documentation that LETRS, DIBELS, 3 Tier training was conducted.</p> <p>Evidence Sources (all are required)</p> <p><input type="checkbox"/> LETRS training was conducted on _____ (month/day/year)</p> <p><input type="checkbox"/> DIBELS training was conducted on _____ (month/day/year)</p> <p><input type="checkbox"/> 3 Tier training was conducted on _____ (month/day/year)</p> <p><input type="checkbox"/> Core program training was conducted by appropriate representative of selected core on _____ (month/day/year)</p>				
<p>b. The district provides documentation that all K-3 classroom, Title I, special education, and ELL teachers participated in training.</p> <p>Evidence Sources (all are required)</p> <p><input type="checkbox"/> Meeting minutes, agendas, and sign-in sheets from trainings and meetings</p> <p><input type="checkbox"/> Coaches' documentation</p> <p><input type="checkbox"/> Other _____ (other)</p>				

15. Data Collection

<p>a. The district provides documentation that data is collected for meeting objectives/benchmarks.</p>				
<p>b. The district has a process for obtaining data for benchmarks and progress toward making objectives.</p>				
<p>c. The district provides documentation that MOSIS ID's are established for all students K-3.</p>				
<p>d. The district provides documentation that the Wireless technology and reporting system is used.</p>				
<p>e. The district provides documentation that the outcome data was submitted to DESE.</p>				
<p>f. The district provides evidence that they have a timeline for data collection, Wireless benchmarks, MAP testing, and Terra Nova testing. The timeline includes dates for the following activities.</p> <p><input type="checkbox"/> School start date _____ (school start date)</p> <p><input type="checkbox"/> Beginning Wireless Benchmark _____ (Beginning Wireless Benchmark within the first 15 days of school)</p> <p><input type="checkbox"/> Middle Wireless Benchmark _____ (Middle Wireless Benchmark 2nd or 3rd week of January)</p> <p><input type="checkbox"/> End Wireless Benchmark _____ (End Wireless Benchmark within the last 15 days of school)</p> <p><input type="checkbox"/> Kindergarten TerraNova _____ (Kindergarten TerraNova)</p> <p><input type="checkbox"/> 1st grade TerraNova _____ (1st grade TerraNova)</p> <p><input type="checkbox"/> 2nd grade TerraNova _____ (2nd grade TerraNova)</p> <p><input type="checkbox"/> 3rd grade MAP _____ (3rd grade MAP)</p> <p><input type="checkbox"/> School end date _____ (school end date)</p> <p>Evidence Sources (items a-f)</p> <p><input type="checkbox"/> Date outcome data was submitted to DESE _____ (date submitted)</p> <p><input type="checkbox"/> District documentation</p> <p><input type="checkbox"/> Coach documentation</p>				

16. Systematic Consultation with Leadership Team

<p>a. The district provides documentation that they have consulted with the Reading First leadership team including district staff for needs assessment and planning for effective use of funds.</p> <p>Evidence Sources (all are required)</p> <p><input type="checkbox"/> Meeting minutes, agendas, and sign-in sheets indicating person's role or title from trainings and meetings</p>																								
<p>b. The local Reading First leadership team is composed of the following personnel:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">(team member name)</td> <td style="width: 50%; border-bottom: 1px solid black;">(team member position)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">(team member name)</td> <td style="border-bottom: 1px solid black;">(team member position)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">(team member name)</td> <td style="border-bottom: 1px solid black;">(team member position)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">(team member name)</td> <td style="border-bottom: 1px solid black;">(team member position)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">(team member name)</td> <td style="border-bottom: 1px solid black;">(team member position)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">(team member name)</td> <td style="border-bottom: 1px solid black;">(team member position)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">(team member name)</td> <td style="border-bottom: 1px solid black;">(team member position)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">(team member name)</td> <td style="border-bottom: 1px solid black;">(team member position)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">(team member name)</td> <td style="border-bottom: 1px solid black;">(team member position)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">(team member name)</td> <td style="border-bottom: 1px solid black;">(team member position)</td> </tr> </table>	(team member name)	(team member position)	(team member name)	(team member position)	(team member name)	(team member position)	(team member name)	(team member position)	(team member name)	(team member position)	(team member name)	(team member position)	(team member name)	(team member position)	(team member name)	(team member position)	(team member name)	(team member position)	(team member name)	(team member position)				
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17. Access to Print Materials

<p>a. The district provides documentation that student's access to print materials through purchase of K-3 classroom reading resource materials has increased.</p>				
<p>b. The district provides documentation that student's access to print materials through purchase of K-3 library materials has increased.</p> <p>Evidence Sources (items a-b)</p> <p><input type="checkbox"/> On-site review</p> <p><input type="checkbox"/> Accounting Records</p>				

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