



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

**SECTION I - DISTRICT AND PROGRAM INFORMATION**

School District Name	County-District Code	Form Due Date <b>OCTOBER 1, 2008</b>
Federal Programs Coordinator	Federal Programs Coordinator Phone	
District Migrant Contact	District Migrant Contact Phone	
District English Language Learner Contact	District English Language Learner Phone	
District Homeless Children and Youth Contact	District Homeless Children and Youth Phone	

**DIRECTIONS**

1. Respond to each of the following monitoring requirements by checking the appropriate code (*see below*). **Responses are required on each 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: Financial Management, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102 or fax to (573) 526-6698.

QUESTIONS: Grants Management/Migrant: (573) 526-5658 Homeless: (573) 522-8763 ELL: (573) 522-1567

- 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**

**Administrative Manual** can be found on the following website  
[http://dese.mo.gov/divimprove/fedprog/grantmgmnt/documents/adm\\_manual.pdf](http://dese.mo.gov/divimprove/fedprog/grantmgmnt/documents/adm_manual.pdf)

**General Provisions** must be completed by all districts and can be found on pages 2-8.

**Title I, Part A** must be completed by all districts receiving funds for this program and can be found on pages 9-21.

**Title I, Part C** must be completed by all districts receiving funds for this program and can be found on pages 22-23.

**Title I, Part D** must be completed by all districts receiving funds for this program and can be found on pages 24.

**Title II, Part A** must be completed by all districts receiving funds for this program and can be found on pages 25

**Title II, Part D** must be completed by all districts receiving funds for this program and can be found on page 25.

**Title III** must be completed by all districts receiving funds for this program and can be found on pages 26-27.

**Title IV, Part A** must be completed by all districts receiving funds for this program and can be found on pages 28-29.

**Title V, Part A** must be completed by all districts receiving funds for this program and can be found on page 30.

**Title VI** must be completed by all districts receiving funds for this program and can be found on page 30.

**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>				
<b>a.</b> The LEA disseminates <b>yearly to all parents</b> a copy of the LEAs NCLB Complaint Procedures for Federal Programs. <b>Evidence Sources</b> <input type="checkbox"/> Copy of NCLB Complaint Procedures <input type="checkbox"/> Newspaper <input type="checkbox"/> Newsletters that include procedures <input type="checkbox"/> Student Handbook <input type="checkbox"/> Website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>b.</b> The district documents complaints and their resolution in a timely manner. <b>Evidence Source</b> <input type="checkbox"/> Copies of complaints and resolutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<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>				
<b>a.</b> A centralized inventory control system, including all required components (see <i>DESE's sample on the web</i> ), accounts for all equipment purchased with federal dollars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>b.</b> Capital outlay purchases are consistent with the application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>c.</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>d.</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>e.</b> LEA labels all inventory items purchased with federal funds (program name and date of purchase).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>f.</b> Evidence that a physical inventory is performed every two years. <b>Evidence Sources</b> <input type="checkbox"/> Copy of inventory listing (see <i>DESE's sample on the web</i> ) <input type="checkbox"/> Documentation of DESE approval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Board-Approved District Comprehensive School Improvement Plan (CSIP)</b>				
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> <input type="checkbox"/> Title I, Part A <input type="checkbox"/> Title I, Part C <input type="checkbox"/> Title I, Part D <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title II, Part D <input type="checkbox"/> Title III <input type="checkbox"/> Title IV, Part A <input type="checkbox"/> Title V, Part A <input type="checkbox"/> Title VI, Part B Subpart 2 <input type="checkbox"/> SRSA (REAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. Obligation of Funds</b> ( <i>Administrative Manual</i> )				
<b>a.</b> 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> <b>Evidence Sources</b> <input type="checkbox"/> Purchase orders <input type="checkbox"/> Accounting records/ledgers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>b.</b> Application Approval Date: _____ <div style="text-align: right;">(month/day/year)</div> <input type="checkbox"/> Title I, Part A First Obligation Date _____ <input type="checkbox"/> Title I, Part C First Obligation Date _____ <input type="checkbox"/> Title I, Part D First Obligation Date _____ <input type="checkbox"/> Title II, Part A First Obligation Date _____ <input type="checkbox"/> Title II, Part D First Obligation Date _____ <input type="checkbox"/> Title III First Obligation Date _____ <input type="checkbox"/> Title IV, Part A First Obligation Date _____ <input type="checkbox"/> Title V First Obligation Date _____ <input type="checkbox"/> Title VI, Part B First Obligation Date _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

GENERAL PROVISIONS		DC	DR/DA	NA	DESE
<b>5. Accounting Requirements (Administrative Manual)</b>					
a.	Obligations and expenditures of federal funds are recorded <b>with a separate accounting code for each program.</b> <b>Evidence Sources</b> <input type="checkbox"/> Accounting records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	<b>The LEA has prepared and can provide copies of all of the following:</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"/> Cash Disbursements <input type="checkbox"/> Journal Entries <input type="checkbox"/> A copy of the payroll detail for the last payroll period for federal programs <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"/> Current list of supplies purchased with Federal funds <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"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>6. Staff Paid with Federal Funds (Administrative Manual)</b>					
a.	Core Data information is entered for all federally-funded positions, full or part-time, and is consistent with the application. <b>Evidence Sources</b> <input type="checkbox"/> October Core Data cycle, Screens 18 and 20 <input type="checkbox"/> Proper credentials and certificates are available for teachers and paraprofessionals <input type="checkbox"/> Teachers and paraprofessionals' schedules reflect the number of appropriate instructional minutes for staff and students <input type="checkbox"/> Caseloads are appropriate for instructional staff <input type="checkbox"/> Supplement Not Supplant (SNS) worksheet (for class size reduction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	There is documentation of time and effort 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. <b>Evidence Sources</b> <input type="checkbox"/> Time and effort logs <input type="checkbox"/> Work schedules <input type="checkbox"/> Workshop sign-in sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	The LEA certifies that all federal staff who work 100% on a single cost objective (for example, Title I, Title II, etc.) prepare <b>Single-Funding Certification Forms</b> semi-annually that are signed by the employee or supervisory official having first-hand knowledge of the work performed by the employee. <b>Evidence Sources (all are required)</b> <input type="checkbox"/> Single Funding Certification form(s) completed and on file in the district <input type="checkbox"/> Payroll <input type="checkbox"/> Core Data <input type="checkbox"/> Federal Grants Application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d.	The LEA's payroll corresponds to Core Data, Single-Funding Certification Forms, and Time and Effort Logs. <b>Evidence Sources (all are required)</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 or Single-Funding Certification Forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

GENERAL PROVISIONS	DC	DR/DA	NA	DESE
<b>7. Parent Notification (NCLB, 1112)</b>				
<p>The LEA provides documentation that notices and information provided to parents are in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.</p> <p><b>Evidence Source</b></p> <input type="checkbox"/> Copies of notices				
<b>8. 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 for Titles I, II.A, III, and IV. A. <b>Signed forms are required for substantial approval of the Federal Grants Application.</b></p> <p><b>Evidence Sources (all are required)</b></p> <input type="checkbox"/> Completed Public/Private Design for Educational Service <input type="checkbox"/> Completed Nonpublic Participation Forms for Title I, II.A, III, & IV.A <input type="checkbox"/> Documentation of meetings with nonpublic school officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>b.</b> Nonpublic services are delivered in a timely fashion (start of school year).</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> No interruption in services for nonpublic schools for professional development activities <input type="checkbox"/> Third party contracts are signed in a timely fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<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"/> Federal Grants Application - Breakdown of Allocation <input type="checkbox"/> Budgets for Titles I.A, II.A, III, IV.A, reflect appropriate amounts for proposed nonpublic expenditures <input type="checkbox"/> Third party invoices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>d.</b> Nonpublic students, teachers, and parents are provided the opportunity to participate equitably in activities. For the Title I program, only private school teachers of Title I participants received professional development activities paid with Title I funds.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Nonpublic Complaint Procedures <input type="checkbox"/> Nonpublic students' low income verification <input type="checkbox"/> Nonpublic student academic eligibility criteria and ranking lists <input type="checkbox"/> Nonpublic parental involvement activities, trainings, materials <input type="checkbox"/> School Parent Compacts <input type="checkbox"/> Documentation of nonpublic activities and financial records showing equitable services <input type="checkbox"/> Title I teacher certification/licensure; HQT documentation <input type="checkbox"/> Professional development for Title I teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>e.</b> The LEA consults with the nonpublic in assessing and evaluating their Title I services annually. During this consultation, the LEA and private school officials determined the standards that are to be used to measure the effectiveness of the Title I program, what assessment will be used to measure the agreed upon standards and what constitutes annual progress for the Title I program.</p> <p><b>Evidence Sources (all are required)</b></p> <input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings <input type="checkbox"/> Appropriate representation of public and nonpublic school personnel <input type="checkbox"/> Review of student achievement data <input type="checkbox"/> Established baseline and target for measuring progress <input type="checkbox"/> Review of parents' evaluations <input type="checkbox"/> Review of program strengths and weaknesses <input type="checkbox"/> Review school-parent compact <input type="checkbox"/> Documentation of recommendations and revisions <input type="checkbox"/> List the assessment tool: _____ <div style="text-align: right;">(assessment)</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

GENERAL PROVISIONS		DC	DR/DA	NA	DESE
<p>f. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>9. Migrant Education (NCLB, 1304) (Items a-c apply to all LEAs)</b>					
<p>a. The LEA provides documentation of a procedure to identify and recruit those students who have family members who have been or are engaged in temporary or seasonal agricultural-related work residing in the LEA throughout the school year.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Separate survey form <input type="checkbox"/> Question on the student enrollment form <input type="checkbox"/> MELL Recruiter <input type="checkbox"/> Other identification methods (list) _____ <div style="text-align: right; margin-right: 100px;">(other identification method)</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>b. The LEA provides documentation that they had migrant students enrolled in current or prior school years. If LEA did not have students enrolled, indicate zero.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Certificate of Eligibility is on file for each migrant student <input type="checkbox"/> Number of migrant students enrolled in prior school year as reported on MOSIS. <div style="text-align: center; margin-top: 10px;">_____</div> <div style="text-align: center; margin-top: 5px;">(number of migrant students enrolled)</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>c. The written migrant procedure (board adoption is optional) addresses: screening and identification of migrant students, notification to State Migrant and English Language Learner (MELL) Director of the presence of potentially eligible students, completion of family interview form, needs assessment programs for which migrant students are eligible, and if needed request assistance from the Missouri Migrant Education and English Language Learning program.</p> <p><b>Evidence Source</b></p> <input type="checkbox"/> Written migrant procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>d. <b>Applies to all LEAs with one or more students identified</b> - If migrant students are identified, evidence is provided that the LEA follows its written procedures. The LEA provides documentation that eligibility determinations are accurate and students receiving services meet the definition of migrant.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Student files <input type="checkbox"/> Certificate of Eligibility is on file for each migrant student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>10. English Language Learners (Administrative Manual) (Items a-d apply to all LEAs)</b>					
<p>a. The LEA has adopted and uses a procedure to survey the enrolled student body and identify students whose first language, home language, or both, is other than English.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Questions on enrollment form <input type="checkbox"/> Home Language Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>b. Documentation is available showing the LEA had ELL students enrolled in current or prior school years. If LEA did not have students enrolled, indicate zero.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Enrollment records <input type="checkbox"/> Indicate the number of ELL students enrolled in prior school year as reported on MOSIS and/or Core Data. <div style="text-align: center; margin-top: 10px;">_____</div> <div style="text-align: center; margin-top: 5px;">(number of ELL students)</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

GENERAL PROVISIONS	DC	DR/DA	NA	DESE
<p>c. The LEA appropriately identifies what needs, if any, exist among screened students for language support services enabling them to achieve the challenging performance standards set for all students. An English Language Proficiency (ELP) assessment must use appropriate measure(s) to assess students' abilities in the reading, writing, listening, and speaking modalities.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> List the ELP assessment: _____ (ELP Assessment)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>d. The LEA has a board-adopted policy concerning the education of ELL students that addresses student identification, language assessment, district ELL coordinator, and services.</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> Copy of board-adopted policy that was adopted on _____ (month/day/year)</p> <p><input type="checkbox"/> Name of board-adopted district ELL coordinator _____ (ELL coordinator)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>e. <b>Applies to all LEAs that have at least one ELL student enrolled</b> - The LEA annually assesses, using the state ELP assessment in the spring of the year, all ELL students for English language proficiency.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> ELP results from the previous assessment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>f. <b>Applies to all LEAs that have at least one ELL student enrolled</b> - The LEA provides documentation that services are provided to ELL students.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> Written ELL description of services</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>g. <b>Applies to all LEAs that have at least one ELL student enrolled</b> - Assurance that the LEA is complying with NCLB, 3302 parent notification: within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), notify parents of limited English proficiency students participating in LEP programs. Parents will be informed of reasons for child's identification and placement; child's level of English proficiency, how assessed, and status of child's academic achievement; type of language acquisition program and method of instruction used in child's program; how the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; program exit requirements, expected rate of transition and expected rate of graduation; if applicable, and the LEP student has been appropriately identified as having a learning disability; how the program meets the child's individual education plan (IEP).</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> Copies of parent notification letters</p> <p><input type="checkbox"/> List of students participating</p> <p><input type="checkbox"/> District documentation of parents notified</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>h. <b>Applies to all LEAs with more than 19 ELL students</b> - <u>If districts have more than 19 ELL students</u>, a full-time, qualified ESOL endorsed teacher has been hired to serve those students.</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> Written ELL description of services</p> <p><input type="checkbox"/> Class schedules of qualified ESOL endorsed teacher(s)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>11. Title X, Part C: McKinney-Vento Homeless Education Program (NCLB, 1113)</b></p>				
<p>a. The LEA provides comparable Title I, Part 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.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Documentation of Title I services to homeless children in Title I and non-Title I schools</p> <p><input type="checkbox"/> Federal Grants Application - Breakdown of Allocations Set-Aside Amount</p> <p>_____</p> <p>(Breakdown of Allocations Set-Aside Amount)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

GENERAL PROVISIONS	DC	DR/DA	NA	DESE
<p><b>b.</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.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Question on the student enrollment form</p> <p><input type="checkbox"/> Agendas, minutes of meetings, or other forms of communication with community social and welfare service agencies, shelters, churches, etc.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>c.</b> The LEA identified homeless students enrolled in prior school year. If LEA did not have students enrolled indicate zero.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> Number of homeless students enrolled in prior school year as reported on MOSIS and/or the homeless census. _____ (number of homeless students)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>d.</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.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> Copy of board-adopted policy that was adopted on _____ (month/day/year)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>e.</b> The LEA has identified a board-adopted district homeless coordinator.</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> Name of board-adopted district homeless coordinator _____ (homeless coordinator)</p> <p><input type="checkbox"/> Copy of board minutes</p> <p><input type="checkbox"/> Job description specifying the duties of homeless coordinator</p> <p><input type="checkbox"/> Homeless coordinator is aware of their responsibilities as defined in NCLB</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>f.</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.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Agendas or minutes of meetings or other forms of communication with school staff to notify them of the responsibilities of the LEA homeless coordinator</p> <p><input type="checkbox"/> List of staff trainings and attendance</p> <p><input type="checkbox"/> Job description specifying the duties of the homeless coordinator</p> <p><input type="checkbox"/> Professional development is provided for school personnel informing them of the needs and rights of homeless students</p> <p><input type="checkbox"/> Notification sent to school personnel</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>g.</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.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Copy of policy</p> <p><input type="checkbox"/> List of disputes addressed, if applicable</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>h.</b> Public notice of educational rights of homeless children and youth is disseminated in places where families and youth are likely to be present.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Posters are displayed</p> <p><input type="checkbox"/> Brochures are displayed</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**GENERAL PROVISIONS COMMENTS**

**GENERAL PROVISIONS COMMENTS**

TITLE I, PART A: IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED		DC	DR/DA	NA	DESE
<b>1. Coordination and Integration (NCLB, 1112)</b>					
<p>The LEA provides documentation that services are coordinated and integrated with other educational services such as: Even Start, Head Start, Reading First, and services for students with Limited English Proficiency, students with disabilities, migratory children, neglected or delinquent students, homeless students, etc.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Shared instructional objectives <input type="checkbox"/> Joint planning time <input type="checkbox"/> Individual student plans <input type="checkbox"/> Schoolwide Plan <input type="checkbox"/> Shared lesson plans <input type="checkbox"/> Quarterly objective sheets <input type="checkbox"/> Comprehensive School Improvement Plan (CSIP)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. LEA Plan (NCLB, 1112)</b>					
<p>The LEA provides evidence that the LEA plan included input from teachers, principals, administrators (including administrators of other programs described in Title I, Part A) and other appropriate school personnel, and parents of children in schools receiving Title I services.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Federal Title I LEA Plan is approved and current <input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Comparability (NCLB, 1120A) (if applicable)</b>					
<p>a. The LEA has written procedures in place for demonstrating comparability on an annual basis.</p> <p><b>Evidence Source</b></p> <input type="checkbox"/> Written procedures in place for demonstrating comparability on an annual basis, including timeline for making comparability calculations, the measure and process used to determine whether schools are comparable, and how and when the district makes adjustments in schools that are not comparable.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>b. The LEA demonstrates comparability on an annual basis.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Completed comparability report <input type="checkbox"/> Source documentation (data used to complete comparability)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. Breakdown of Allocations (NCLB, 1112)</b>					
<p>a. Low-income and enrollment documentation is available for both public and nonpublic schools and matches the data on Step 1 of the Breakdown of Allocations on the Federal Grants Application. The LEA uses the same measurement of poverty and enrollment for all attendance areas.</p> <p><b>Evidence Sources (all are required)</b></p> <input type="checkbox"/> Documentation of measurement of poverty <input type="checkbox"/> Documentation of measurement of enrollment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>b. The LEA provides evidence that each eligible building receives the allocated amount of funds indicated on the approved Step 4 of the Breakdown of Allocations (BOA) and that current building level budgets and expenditures correspond to BOA.</p> <p><b>Evidence Sources (all are required)</b></p> <input type="checkbox"/> Federal Grants Application – Breakdown of Allocations Step 4 <input type="checkbox"/> Budget and Expenditure Report for each building		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>c. The LEA provides documentation that funds set aside at the LEA level are allowable expenditures.</p> <p><b>Evidence Sources (all are required)</b></p> <input type="checkbox"/> Federal Grants Application - Breakdown of Allocations <input type="checkbox"/> Expenditures for set-aside(s)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TITLE I, PART A: IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED	DC	DR/DA	NA	DESE
<b>5. Targeted Assistance Schools (NCLB, 1115 (c))</b>				
<p>a. The LEA provides documentation for all required components of a targeted assistance program.</p> <p><b>Evidence Sources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Budget and expenditure reports</li> <li><input type="checkbox"/> CSIP Plan</li> <li><input type="checkbox"/> Schedules and shared lesson plans</li> <li><input type="checkbox"/> List of eligible students with all categories of eligible children included</li> <li><input type="checkbox"/> HOUSSE Forms</li> <li><input type="checkbox"/> Professional development records and a list of professional development</li> <li><input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings</li> <li><input type="checkbox"/> Interagency agreements</li> <li><input type="checkbox"/> List of eligible students/list of participating students and enrollment match</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>b. Eligible students are students identified as failing, or most at risk of failing, to meet the State's student academic achievement standards on the basis of multiple, educationally related, objective criteria, except that children from preschool through grade two shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Homeless children are eligible for Title I regardless of their attendance in a Title I-served building.</p> <p><b>Evidence Sources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Eligibility criteria (criteria used, weighting of criteria, and appropriate overall cut-off score) (preschool should be included)</li> <li><input type="checkbox"/> Master lists of eligible students that indicate which students have been identified to participate.(preschool should be included)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>c. Title I funded instructional services, materials and supplies, and facilities are used only by participating students and according to regulations and guidelines.</p> <p><b>Evidence Sources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher's class schedule</li> <li><input type="checkbox"/> Eligibility criteria and master list of students</li> <li><input type="checkbox"/> Budget and expenditure report</li> <li><input type="checkbox"/> Inventory</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5. Schoolwide Program (NCLB, 1114)</b>				
<p>Each building with a Schoolwide Plan meets the 10 components, implements the activities contained in the plan, the plan is reviewed and evaluated annually, and any changes have been amended into the plan.</p> <p><b>Evidence Sources (all are required)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Building Schoolwide Plan</li> <li><input type="checkbox"/> Annual evaluation/review with agenda, sign-in sheets, and recommendations</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>6. Annual Evaluation Process (NCLB, 1116)</b>				
<p>The LEA conducts an annual review of the Title I-funded activities.</p> <p><b>Evidence Sources (all are required)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings</li> <li><input type="checkbox"/> Appropriate representation of school personnel</li> <li><input type="checkbox"/> Review of student achievement data</li> <li><input type="checkbox"/> Review of parents' evaluations</li> <li><input type="checkbox"/> Review of program strengths and weaknesses</li> <li><input type="checkbox"/> Review school-parent compact</li> <li><input type="checkbox"/> Building personnel have been notified regarding their AYP status</li> <li><input type="checkbox"/> Documentation of recommendations and revisions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>7. Neglected Institutions (Administrative Manual)</b>				
<p>The LEAs plan for Neglected or Delinquent funds is on file and describes the program to be implemented.</p> <p><b>Evidence Sources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I, Part A: Neglected School Child Form</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TITLE I, PART A: IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED		DC	DR/DA	NA	DESE
<b>8. Preschool Education Program</b> <i>(Administrative Manual)</i>					
a. The LEA follows one of the recommended curriculum models along with the early childhood development standards for its Title I-funded preschool.					
<b>Evidence Sources</b>					
<input type="checkbox"/>	Project Construct Curriculum Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	High Scope Curriculum Model				
<input type="checkbox"/>	Creative Curriculum Model				

**TITLE I, PART A: COMMENTS**

TITLE I, PART A: PARENT INVOLVEMENT		DC	DR/DA	NA	DESE
<b>1. Parents Right-to-Know (NCLB, 1111(h))</b>					
<p>a. Parents of each student attending a school receiving Title I funds have been notified they may request information regarding the professional qualifications of the student's classroom teachers.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Samples of parent notification letters for each Title I building <input type="checkbox"/> Student Handbooks <input type="checkbox"/> Newsletters		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>b. The LEA provides timely notice to parents of students in Title I served schools if the child has been assigned to be taught, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified.</p> <p><b>Evidence Source</b></p> <input type="checkbox"/> Letter(s) notifying parents		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. LEA Policy (NCLB, 1118 (a))</b>					
<p>The LEA has a parent involvement policy, which is reviewed annually with input from parents, activities are conducted consistent with the policy and it is distributed to parents.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Parent Involvement Policy <input type="checkbox"/> Distribution methods (List): _____ <div style="text-align: center; font-size: small;">(distribution method)</div>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Coordination and Support (NCLB, 1118 (e))</b>					
<p>Assistance, materials, and training have been provided to parents to help build capacity for involvement.</p> <p><b>Evidence Source</b></p> <input type="checkbox"/> Copies of materials, training agendas, sign-in sheets, etc. (preschool should be included)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. School Building Policy or Plan (NCLB, 1118 (b))</b>					
<p>The school building has a parent involvement plan or policy, which is updated periodically with input from parents. Each building receiving Title I funds must have a plan or policy for parent involvement that includes policy involvement, shared responsibilities for high student academic achievement, building capacity for involvement, and accessibility.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Parent Involvement Policy or Plan <input type="checkbox"/> Copies of correspondence to parents, flyers, etc. <input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings <input type="checkbox"/> News reports, etc. <input type="checkbox"/> Copy of signed parent compact		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5. 1% of Allocation (NCLB, 1118 (a))</b>					
<p>For LEAs with allocations over \$500,000, one percent of the allocation is budgeted and utilized for parent involvement activities, including promoting family literacy and parenting skills; 95% of the 1% is distributed to the schools.</p> <p><b>Evidence Sources (all are required)</b></p> <input type="checkbox"/> Federal Grants Application Breakdown of Allocation Step 4 <input type="checkbox"/> Accounting records of related expenditures		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>6. Annual Meeting (NCLB, 1118 (c))</b>					
<p>An annual meeting at the beginning of the year is convened to inform parents of their school's participation in Title I, and to explain Title I requirements and the right of parents to be involved.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings <input type="checkbox"/> Newsletters <input type="checkbox"/> Other announcements (including website, newspaper, and school bulletins)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TITLE I, PART A: PARENT INVOLVEMENT		DC	DR/DA	NA	DESE
<b>7. School Parent Compact (NCLB, 1118 (d))</b>					
<p>a. The LEA provides documentation that each Title I-served school jointly develops with parents a school parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student achievement, as well as the means by which the school and parents will build a partnership to achieve this end.</p> <p><b>Evidence Source</b>  <input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>b. The school parent compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the State's academic achievement standards, and the way each parent will be responsible for supporting their child's learning (e.g., monitoring attendance, homework completion, and television viewing; volunteering in their child's classroom; participating, as appropriate, in decisions related to the education of their child and positive use of extracurricular time); and addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following:</p> <p>(1) Parent-teacher conferences in elementary school, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;</p> <p>(2) Frequent reports to parents on their child's progress; and</p> <p>(3) Reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.</p> <p><b>Evidence Source</b>  <input type="checkbox"/> Copy of school parent compact</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>8. Parent Involvement – Six Requirements to Build Parents' Capacity (NCLB, 1118 (a))</b>					
<p>The LEA documents how it plans and implements programs, activities, and procedures for the involvement of parents in Title I programs. The LEA provides evidence that it jointly develops with, agrees with, and distributes to parents a written parent involvement policy that includes the required component and establishes the LEA's expectations for parental involvement.</p> <p><b>Evidence Source</b>  <input type="checkbox"/> Copy of parent involvement policy or plan</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>9. Effectiveness (NCLB, 1118 (a))</b>					
<p>The LEA and school buildings review the effectiveness of school parental involvement activities.</p> <p><b>Evidence Sources</b>  <input type="checkbox"/> Parent involvement surveys  <input type="checkbox"/> Parent involvement activity evaluations</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>10. Parent Involvement – PIRC (NCLB, 1118 (g))</b>					
<p>The LEA informs parents and parent organizations of the existence and purpose of the Missouri Parent Information Resource Center (PIRC).</p> <p><b>Evidence Source</b>  <input type="checkbox"/> Copy of parent notification</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TITLE I, PART A: PARENT INVOLVEMENT COMMENTS</b>					

**TITLE I, PART A: PARENT INVOLVEMENT COMMENTS**

Empty space for parent involvement comments.

TITLE I, PART A: HIGHLY QUALIFIED TEACHERS (HQT) AND PARAPROFESSIONALS						DC	DR/DA	NA	DESE
<b>1. Highly Qualified (NCLB, 1119)</b> ( <a href="http://dese.mo.gov/divimprove/fedprog/grantmgmnt/HighlyQualifiedTeacherIndex.html">http://dese.mo.gov/divimprove/fedprog/grantmgmnt/HighlyQualifiedTeacherIndex.html</a> )									
The LEA (whether Title I-funded or not) provides documentation all teachers in core subjects in the district are highly qualified and are properly certified for their grade level. <b>Evidence Sources</b> <input type="checkbox"/> Core Data/Teacher certification <input type="checkbox"/> HOUSSE Forms						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Building Principal(s) (NCLB, 1119 (i))</b> ( <a href="http://dese.mo.gov/divimprove/fedprog/grantmgmnt/HighlyQualifiedTeacherIndex.html">http://dese.mo.gov/divimprove/fedprog/grantmgmnt/HighlyQualifiedTeacherIndex.html</a> )									
The building principal of each Title I school annually attests in writing, as to whether such school is in compliance with meeting the Highly Qualified Teacher and instructional paraprofessional requirements. <b>Evidence Source</b> <input type="checkbox"/> Signed, dated statement certifying all administrators, teachers, and paraprofessionals are properly certified with a list of the exceptions, if applicable.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Paraprofessionals (NCLB, 1119 (c))</b> ( <a href="http://dese.mo.gov/divimprove/fedprog/grantmgmnt/HighlyQualifiedTeacherIndex.html">http://dese.mo.gov/divimprove/fedprog/grantmgmnt/HighlyQualifiedTeacherIndex.html</a> )									
<b>a.</b> Paraprofessionals have a minimum of 60 semester hours of college credit with a certified transcript on file, or they have taken and passed the ParaPro Assessment. <b>Evidence Sources</b> <input type="checkbox"/> Copy of transcript <input type="checkbox"/> Copy of ParaPro Assessment results						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>b.</b> The LEA ensures that Instructional Paraprofessionals are under the direct supervision of a highly qualified teacher. <b>Evidence Source</b> <input type="checkbox"/> Paraprofessional schedule						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. Highly Qualified At The Time of Hire (NCLB, 1119 (a)(1))</b> ( <a href="http://dese.mo.gov/divimprove/fedprog/grantmgmnt/HighlyQualifiedTeacherIndex.html">http://dese.mo.gov/divimprove/fedprog/grantmgmnt/HighlyQualifiedTeacherIndex.html</a> )									
The LEA has determined that all of the Title I teachers that they have hired since the beginning of the 2002-2003 school year were highly qualified at the time of hire. <b>Evidence Source</b> <input type="checkbox"/> District documentation						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5. Total Number of Core Subject Classes</b> ( <a href="http://dese.mo.gov/divimprove/fedprog/grantmgmnt/HighlyQualifiedTeacherIndex.html">http://dese.mo.gov/divimprove/fedprog/grantmgmnt/HighlyQualifiedTeacherIndex.html</a> )									
<b>a.</b> The LEA reports, through the Core Data system, the necessary data to determine Highly Qualified Status (NCLB 1119) of all teachers of core academic courses. <b>Evidence Sources</b> <input type="checkbox"/> Date of data collection _____ <div style="text-align: center;">(date of data collection)</div>									
	Total number of core subject classes	Total number of core classes taught by HQTs	Percentage of core classes taught by HQTs	Total number of core classes <b>not</b> taught by HQTs	Percentage of core classes <b>not</b> taught by HQTs				
	All Classes								
	Elementary Classes								
	Secondary Classes								

- b. Using the number of classes **not** taught by HQT from the chart in Question 1, estimate, *at each grade level*, the percentage of classes that fall into the following categories. Percentages should add up to 100%. (For example, if 57 elementary classes appear in the chart in Question 5a as not being taught by an HQT at the elementary level, what percentage of those 57 classes falls into each of the 4 categories listed in the elementary chart below?)

**Evidence Sources**

Reason for Elementary Classes being Taught by Teachers who are NOT Highly Qualified	Percentage
a) Elementary school classes taught by certified general education teachers who have not passed a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	
b) Elementary school classes taught by certified special education teachers who have not passed a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	
c) Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	
d) Other (please explain)	
Total	100%

Reason for Secondary Classes being Taught by Teachers who are NOT Highly Qualified	Percentage
a) Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	
b) Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	
c) Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	
d) Other (please explain)	
Total	100%

TITLE I, PART A: HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS COMMENTS

Blank area for comments.

**TITLE I, PART A: HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS COMMENTS**

TITLE I, PART A: LEA IMPROVEMENT		DC	DR/DA	NA	DESE
<b>1. LEA School Improvement Notification (NCLB, 1116 (b))</b>					
<p>The LEA promptly notifies parents of their LEA improvement status and explains in detail what improvement identification means in a language they can understand.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> Copy of the letter sent to parents and date of letter _____ (month/day/year)</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. District Improvement Plan (NCLB, 1116 (b))</b>					
<p>An improvement plan exists which complies with requirements and timelines.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> LEA Improvement Plan/CSIP</p> <p><input type="checkbox"/> Plan entered in ePeGS</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. 10% for Professional Development (NCLB, 1116 (b))</b>					
<p>The LEA can demonstrate at least 10 percent of the Title I, Part A allocation has been reserved for high quality professional development for instructional staff. Funding must address the area(s) in which the LEA has been determined to be deficient.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Federal Grants Application - Breakdown of Allocation, Step 4</p> <p><input type="checkbox"/> Professional development records with sign-in sheets and a list of professional development activities</p> <p><input type="checkbox"/> Budget and expenditure report</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**TITLE I, PART A: LEA IMPROVEMENT COMMENTS**

TITLE I, PART A: BUILDING SCHOOL IMPROVEMENT		DC	DR/DA	NA	DESE
<b>1. Identification (NCLB, 1116 (b))</b>					
The LEA identifies schools in Title I School Improvement before the beginning of each school year. <b>Evidence Source</b> <input type="checkbox"/> AYP data		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. School Improvement Notification (NCLB, 1116 (b))</b>					
The LEA promptly notifies parents of their school improvement status and explains in detail what School Improvement identification means in a language they can understand. <b>Evidence Source</b> <input type="checkbox"/> Copy of the letter to parents and date of letter _____ (month/day/year)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. 10% for Professional Development (NCLB, 1116 (b))</b>					
The LEA can demonstrate that at least 10 percent of the building's allocation has been allocated for professional development. Funding must address the area(s) in which each building has been determined to be deficient. <b>Evidence Sources</b> <input type="checkbox"/> Breakdown of Allocation Step 4 and Title I or Schoolwide application <input type="checkbox"/> Professional development records and a list of professional development activities <input type="checkbox"/> Building budget and expenditure report		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. Two-Year School Improvement Plan (NCLB, 1116 (b))</b>					
A two-year school improvement plan exists which complies with requirements and timelines. <b>Evidence Source</b> <input type="checkbox"/> Building Level School Improvement Plan <input type="checkbox"/> ePeGS		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5. 1003 (a) and 1003 (g) (NCLB, 1003)</b>					
The building provides documentation that budgets are approved and funds are expended according to the school improvement plans. <b>Evidence Sources</b> <input type="checkbox"/> Building level budget and expenditure report		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>6. School Choice and Supplemental Educational Services 20% Set Aside (NCLB, 1116)</b>					
The LEA has set aside 20% for school choice and supplemental educational services and is expending funds for those buildings in school improvement for those purposes. <b>Evidence Sources</b> <input type="checkbox"/> Federal Grants Application - Breakdown of Allocation Step 4 <input type="checkbox"/> Accounting records of related expenditures		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TITLE I, PART A: BUILDING SCHOOL IMPROVEMENT COMMENTS</b>					

TITLE I, PART A: BUILDING SCHOOL IMPROVEMENT – SCHOOL CHOICE AND SES		DC	DR/DA	NA	DESE
<b>1. School Choice Option (NCLB, 1116)</b>					
<p>The LEA has notified parents of their school choice option, if applicable.</p> <p><b>Evidence Source</b></p> <input type="checkbox"/> Copy of the letter sent to parents and date of letter _____ <span style="margin-left: 300px;">(month/day/year)</span>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Supplemental Educational Services (SES) (NCLB, 1116)</b>					
<p>The LEA has notified parents prior to the beginning of the start of school of their Supplemental Educational Services (SES) option (for buildings in second and subsequent year of improvement). The LEA can verify numbers of students eligible for SES whose families were notified.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Copy of the letter sent to parents and date of letter _____ <span style="margin-left: 300px;">month/day/year</span> <input type="checkbox"/> Additional required information accompanying parent notification (list of providers, summaries of providers' information, enrollment form) <input type="checkbox"/> Federal Grants Application – Breakdown of Allocation Step 4 and enrollment records verifying free/reduced numbers		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Supplemental Educational Services Timeline (NCLB, 1116)</b>					
<p>The LEA is following an appropriate timeline for Supplemental Educational Services implementation.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Timeline <input type="checkbox"/> Letters to parents <input type="checkbox"/> Agenda for parent meetings <input type="checkbox"/> Agenda for provider fairs or meetings <input type="checkbox"/> School/provider contract that indicates time services will begin/end or a tutoring invoice		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. School Choice and/or Supplemental Educational Services (NCLB, 1116 (b))</b>					
<p>The LEA provides documentation that School Choice and/or Supplemental Educational Services are being provided, if applicable.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> Selection and placement processes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5. SES Contracts (NCLB, 1116)</b>					
<p>Contracts with providers contain required elements and have been issued and signed in a timely manner.</p> <p><b>Evidence Source</b></p> <input type="checkbox"/> Dated contract(s)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>6. Assessments and Student Learning Plan (NCLB, 1116)</b>					
<p>The LEA ensures providers give pre- and post-assessments to each participating student. A Student Learning Plan is developed for each participating student and the school, tutor, parent, and appropriate classroom teacher(s) have copies of the plan.</p> <p><b>Evidence Source</b></p> <input type="checkbox"/> Reports of student assessment data <input type="checkbox"/> Student Learning Plan(s)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>7. SES Student Participation and Service Records (NCLB, 1116)</b>					
<p>The LEA maintains appropriate records of student participation and services provided by approved SES providers.</p> <p><b>Evidence Sources (all are required)</b></p> <input type="checkbox"/> Student progress reports <input type="checkbox"/> Attendance records for tutoring sessions <input type="checkbox"/> Invoice(s) for tutor reimbursement <input type="checkbox"/> Accounting records of payments to SES providers <input type="checkbox"/> List of schools offering SES, with the number of students eligible and the number of students participating		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TITLE I, PART A: BUILDING SCHOOL IMPROVEMENT – SCHOOL CHOICE AND SES		DC	DR/DA	NA	DESE
<b>8. SES Progress Reports (NCLB, 1116)</b>					
Parents and their child's school receive regular progress reports from SES provider.					
<b>Evidence Sources</b>					
<input type="checkbox"/>	Written progress report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Documentation of phone calls and/or conferences, if applicable				
<b>9. SES Effectiveness and Records (NCLB, 1116)</b>					
The LEA evaluates effectiveness of SES and maintains records of student assessment data.					
<b>Evidence Sources</b>					
<input type="checkbox"/>	Parent survey or documentation of parent perception of SES effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Student survey or documentation of student perception of SES effectiveness				
<input type="checkbox"/>	Provider's final student report based on Student Learning Plan goals achieved and of provider's post-assessment data				
<input type="checkbox"/>	MAP data for students participating in SES				
<b>10. SES Background Checks (NCLB, 1116)</b>					
The LEA has evidence that providers' tutors have completed background checks.					
<b>Evidence Source</b>					
<input type="checkbox"/>	Copy of background check of tutor(s) submitted by the SES Providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**TITLE I, PART A: BUILDING SCHOOL IMPROVEMENT – SCHOOL CHOICE AND SES COMMENTS**

TITLE I, PART C: MIGRANT EDUCATION GRANT PROGRAM		DC	DR/DA	NA	DESE
<b>1. Priority for Services (NCLB, 1304(d))</b>	Priority for services is given to migrant children most at risk of failing to meet the Show-Me Standards and whose education has been interrupted during the regular year. <b>Evidence Sources</b> <input type="checkbox"/> Certificate of Eligibility is on file for each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Parent Advisory Council (PAC) (NCLB, 1304(c)(3); 1306(a)(1)(B)(ii); and 1118)</b>	Project is designed and implemented in consultation with the Parent Advisory Council (PAC). The Parent Advisory Council for the migrant program has provided for appropriate consultation in the planning, implementation and evaluation of the district's migrant program. <b>Evidence Sources</b> <input type="checkbox"/> Parent Advisory Council Policy on file <input type="checkbox"/> List of dates of PAC meetings, list of PAC members (including evidence that migrant parents represent over 50% of the PAC membership), meeting agendas, meeting minutes, and sign-in sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Parental Involvement (NCLB, 1304(c)(3)(a))</b>	The LEA involves migrant parents in policy development, parent-school compacts, and capacity building activities. <b>Evidence Sources</b> <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Sign-in sheets from policy, planning, and capacity building meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. Language (NCLB, 1304)</b>	The LEA provides evidence that information is provided in a language and form that parents understand. <b>Evidence Sources</b> <input type="checkbox"/> Flyers, announcements, and letters to parents in their native language (if appropriate).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5. Program Effectiveness (NCLB, 1304)</b>	The LEA assesses the effectiveness of the Migrant Education Program through data collection. <b>Evidence Sources</b> <input type="checkbox"/> MAP <input type="checkbox"/> English Language Proficiency Assessment <input type="checkbox"/> Local Assessment Data <input type="checkbox"/> Student grades, dropout rates, college admissions exam scores, stakeholder satisfaction surveys, school climate and engagement data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>6. Program Improvement (NCLB, 1304)</b>	The LEA has documentation to show how they use program evaluation data to continually improve the program and how the results of the evaluation are used to understand and improve instructional methods and student and school performance. <b>Evidence Sources</b> <input type="checkbox"/> Person responsible for analyzing and responding to program evaluation data <input type="checkbox"/> Description of how program improvement plans are established and communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>7. Needs Assessment and Service Delivery Plan (NCLB, 1306(a)(1)(A)-(G))</b>	The LEA identifies and addresses the educational and support needs of migrant children through a comprehensive plan for needs assessment and service delivery. <b>Evidence Sources</b> <input type="checkbox"/> CSIP <input type="checkbox"/> Description of how the service delivery plan is being used <input type="checkbox"/> Other (list) _____ (other)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TITLE I, PART C: MIGRANT EDUCATION GRANT PROGRAM	DC	DR/DA	NA	DESE
<b>8. Coordination/Continuity of Instruction (NCLB, 1112(b)(1)(E))</b>				
<p>The LEA coordinates and integrates Title I, Part C services in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. The LEA provides evidence instructional services are being provided to migrant students.</p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> CSIP <input type="checkbox"/> After-school tutoring <input type="checkbox"/> Weekend instruction <input type="checkbox"/> Counseling <input type="checkbox"/> Home-school liaison <input type="checkbox"/> Summer programs <input type="checkbox"/> In-class support <input type="checkbox"/> ELL instruction <input type="checkbox"/> Other services provided _____ <div style="text-align: right; margin-right: 100px;">(instructional and support services provided)</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>9. Professional Development (NCLB, 1304(c)(6)(B))</b>				
<p>The LEA provides opportunities for professional development programs, including mentoring for teachers and other program personnel, as it relates to the migrant program. <b>The LEA has attended the mandatory Migrant Education Program Training offered by the State MELL Director.</b></p> <p><b>Evidence Sources</b></p> <input type="checkbox"/> List of professional development activities <input type="checkbox"/> List of migrant staff <input type="checkbox"/> Certificates of attendance or evidence of additional training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**TITLE I, PART C: MIGRANT EDUCATION GRANT PROGRAM COMMENTS**

TITLE I, PART D: NEGLECTED AND DELINQUENT INSTITUTION		DC	DR/DA	NA	DESE
<b>1. Delinquent Institution License</b> ( <i>Administrative Manual</i> )					
The delinquent institution is licensed. <b>Evidence Source</b> <input type="checkbox"/> Delinquent institution license or legal documentation for existence		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Delinquent Institution Caseload</b> ( <i>Administrative Manual</i> )					
The October caseload data at the institution has been reviewed and verified and agrees with the count submitted on the annual survey. <b>Evidence Sources</b> <input type="checkbox"/> Annual Survey of Children in Local Institutions (MO 500-0294) <input type="checkbox"/> Verify counts: resident in October, ages 5-17, institution admission and discharge dates		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Delinquent Institution Plan</b> ( <i>NCLB, 1423 and 1425</i> ) ( <i>Administrative Manual</i> )					
The LEA has an approved Delinquent Institution Plan and implements activities according to the plan. <b>Evidence Sources</b> <input type="checkbox"/> Delinquent Institution Program Plan <input type="checkbox"/> Documentation of current activities <input type="checkbox"/> Agreements between LEA and correctional facility including 11 required activities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. Annual Evaluation Process</b> ( <i>NCLB, 1431</i> ) ( <i>Administrative Manual</i> )					
a. The LEA conducts an annual evaluation of their prevention and intervention programs for youth who are delinquent or at risk of dropping out.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. The evaluation is used to determine the program's impact on students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Participation data is disaggregated by gender, by race/ethnicity, and by age.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Evaluations use multiple and appropriate measures of student progress (pre/post test data, GED data, high school diploma, vocational services, etc.). <b>Evidence Sources (Items a-d)</b> <input type="checkbox"/> Annual Program Evaluation of Title I, Part D (MO 500-2114) <input type="checkbox"/> Assessment instruments utilized _____ (assessment instruments utilized)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5. Coordination</b> ( <i>Administrative Manual</i> )					
Written documentation indicates coordination occurs between the LEA and the institution regarding Title I, Part D services. <b>Evidence Sources</b> <input type="checkbox"/> Documentation of one or more of the following: shared instructional objectives, joint planning time, shared lesson plans, quarterly objective sheets, individual student plans, Comprehensive School Improvement Plan (CSIP).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**TITLE I, PART D: NEGLECTED AND DELINQUENT INSTITUTION COMMENTS**

TITLE II, PART A: TEACHER AND PRINCIPAL TRAINING AND RECRUITING		DC	DR/DA	NA	DESE
<b>1. Implementation (Administrative Manual)</b>					
The use of funds is consistent with program guidelines, application budget, and CSIP. <b>Evidence Sources</b> <input type="checkbox"/> Budget and Expenditure Report <input type="checkbox"/> Federal Grants Application – Breakdown of Allocations <input type="checkbox"/> CSIP		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Needs Assessment (NCLB, 2122)</b>					
A needs assessment for professional development was conducted within the last three years with input from public and nonpublic staff, including Title I-funded teachers. <b>Evidence Sources</b> <input type="checkbox"/> Student performance data <input type="checkbox"/> Needs assessment that considers student achievement, barriers to student success, and teacher retention <input type="checkbox"/> Minutes of professional development committee meetings <input type="checkbox"/> Administrator assessments of teacher performance <input type="checkbox"/> Educator surveys		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. CSIP/District Professional Development Plan (NCLB, 2123)</b>					
A CSIP/district professional development plan reflects the needs assessment findings. <b>Evidence Sources</b> <input type="checkbox"/> CSIP/District professional development plan <input type="checkbox"/> Minutes of professional development committee meetings		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. Professional Development (NCLB, 2123)</b>					
Professional development decisions are based on student achievement data. <b>Evidence Sources</b> <input type="checkbox"/> Professional development records including sign-in sheets and purchase orders <input type="checkbox"/> Student performance data <input type="checkbox"/> Minutes of professional development committee meetings		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5. Hiring Highly Qualified Teachers for Class Size Reduction</b>					
<b>a.</b> All core academic courses teachers employed by the LEA are highly qualified.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>b.</b> The LEA has hired additional teachers to reduce class size and comply with MSIP Standards regarding class size (K-2 – 25, 3-4 – 27, 5-6 – 30, and 7-12 - 33).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>c.</b> The district has hired additional teachers for core academic subjects.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>d.</b> Supplement, not Supplant, 2123 (b): federal funds do not replace local and state funds or pay for requirements. <b>Evidence Sources (Items a-d)</b> <input type="checkbox"/> Proper credentials and certificates <input type="checkbox"/> Board minutes or other reports of student-teacher ratios and achievement data <input type="checkbox"/> HOUSSE Forms <input type="checkbox"/> Core Data <input type="checkbox"/> Supplement not Supplant Worksheet <input type="checkbox"/> Financial records		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**TITLE II, PART A: TEACHER AND PRINCIPAL TRAINING AND RECRUITING COMMENTS**

TITLE II, PART D: TECHNOLOGY		DC	DR/DA	NA	DESE
<b>1. Professional Development (NCLB, 2416)</b>					
The LEA can demonstrate it has spent at least 25 percent of the total funds available for professional development in the use of technology in instruction.					
<b>Evidence Sources (all are required)</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Sign-in sheets from trainings					
<input type="checkbox"/> List of expenditures/financial records					
<b>TITLE II, PART D: TECHNOLOGY COMMENTS</b>					
<b>TITLE III: INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS</b>					
<b>1. Implementation (Administrative Manual)</b>					
The use of funds is consistent with program guidelines, application budget and CSIP to meet the guidelines of the program.					
<b>Evidence Sources</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Federal Grants Application					
<input type="checkbox"/> Budget and expenditure report					
<input type="checkbox"/> CSIP					
<b>2. Student Enrollment (Administrative Manual)</b>					
Any school aged child residing within the boundaries of a school district is eligible to attend the appropriate local school. A school district may require only two kinds of information for enrollment. (A) proof of residency in the district (not in the U.S.), including legal guardianship for students under the age of 18; or (B) proof of required vaccinations.					
<b>Evidence Source</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Student enrollment records, including LEP count and immigrant count that was reported to MOSIS and/or Core Data.					
_____ (LEP Count)					
_____ (Immigrant Count)					
<b>3. Personnel (Administrative Manual)</b>					
Teachers in any Title III language instructional program are fluent in English and any other language used for instruction, and have good written and oral communication skills.					
<b>Evidence Source</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Signed statement from building principal certifying that teachers are fluent in English and any other language used for instruction					
<b>4. Parent Notification (NCLB, 3302) (Administrative Manual)</b>					
Assurance that the district is complying with NCLB, 3302 parent notification: within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), notify parents of limited English proficiency students participating in LEP programs. Parents will be informed of reasons for child's identification and placement; child's level of English proficiency, how assessed, and status of child's academic achievement; type of language acquisition program and method of instruction used in child's program; how the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; program exit requirements, expected rate of transition and expected rate of graduation; if applicable, and the LEP student has been appropriately identified as having a learning disability; how the program meets the child's individual education plan (IEP).					
<b>Evidence Sources (all are required)</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Copies of parent notification					
<input type="checkbox"/> List of participating students					
<b>5. Parent Recommendations (Administrative Manual)</b>					
Administrators, Title I teachers, and LEP teachers meet at least annually to consider and respond to parent recommendations.					
<b>Evidence Sources</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings					



TITLE IV, PART A: SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES		DC	DR/DA	NA	DESE
<b>1. Implementation (Administrative Manual)</b>					
Use of funds is consistent with program guidelines, application budget, and CSIP to meet the guidelines of the program. <b>Evidence Sources</b> <input type="checkbox"/> CSIP <input type="checkbox"/> Budget <input type="checkbox"/> Financial records		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Consultation (NCLB, 4114)</b>					
The district provides evidence of ongoing consultation with state and local government representatives, other representatives of schools to be served (including nonpublic), teachers and other staff, parents, students, community-based organizations, and others with relevant expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals) regarding how best to coordinate activities with related strategies, programs, and activities being conducted in the community. <b>Evidence Sources</b> <input type="checkbox"/> Dated agendas <input type="checkbox"/> Meeting sign-in sheets indicating group affiliation <input type="checkbox"/> Written recommendations (minutes from meetings)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Activity Development, Implementation, and Assessment (Administrative Manual)</b>					
<b>a.</b> The LEA biennially conducts and analyzes the Safe and Drug-Free Schools and Communities (SDFSC) survey and/or alternative data.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>b.</b> The LEA and its advisory group annually evaluate the overall effectiveness of the Title IV, Part A activities as related to the six Principles of Effectiveness from the United States Department of Education.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>c.</b> Title IV, Part A funded activities are based on drug and violence assessment results and the six Principles of Effectiveness.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>d.</b> No more than 40 percent of the LEA's Title IV, Part A funds are used for security personnel, and no more than 20 percent of the Title IV.A funds are used for other security purposes, including security devices. <b>Evidence Sources for a-d</b> <input type="checkbox"/> Survey results <input type="checkbox"/> Discipline and expulsion data <input type="checkbox"/> Advisory Council meeting agenda, sign-in sheets, and minutes <input type="checkbox"/> Accounting record of expenditures <input type="checkbox"/> Title IV.A Budget		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. Parent and Community Involvement (Administrative Manual)</b>					
The LEA includes activities to facilitate input from parents and involve parents and community. <b>Evidence Sources</b> <input type="checkbox"/> Parent education training/workshops/in-service/classes <input type="checkbox"/> Letters to parents <input type="checkbox"/> Schedules of parent education activities <input type="checkbox"/> Flyers <input type="checkbox"/> Sign-in sheets from parent education activities <input type="checkbox"/> Media announcements, articles <input type="checkbox"/> Questionnaires or surveys from parents		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5. Nonpublic Participation (For nonpublic participation, see General Provisions)</b>					

**TITLE IV, PART A: SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES COMMENTS**

TITLE V, PART A: INNOVATIVE EDUCATION		DC	DR/DA	NA	DESE
<b>1. Systematic Consultation and Annual Evaluation</b> ( <i>Administrative Manual</i> )					
a.	The LEA has consulted with parents and appropriate district staff in a needs assessment and planning for effective use of funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	The LEA conducts an annual review that includes use of funds, students served, program strengths and weaknesses, and how student academic achievement was affected. The evaluation is used to make decisions regarding the of funds for the next school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Evidence Sources (Items a-b)</b>				
	<input type="checkbox"/> Meeting agendas, meeting sign-in sheets indicating person's role or title, and minutes of meetings				
	<input type="checkbox"/> Written recommendations (in meeting minutes)				
	<input type="checkbox"/> Usage records				
	<input type="checkbox"/> Survey or other documentation				

**TITLE V, PART A: INNOVATIVE EDUCATION COMMENTS**

TITLE VI, PART B: RURAL LOW INCOME		DC	DR/DA	NA	DESE
<b>1. Implementation</b> ( <i>Administrative Manual</i> )					
	Use of funds is consistent with program guidelines, application budget, and CSIP to increase student achievement, reduce dropout rate, or attain other school improvement goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Evidence Sources</b>				
	<input type="checkbox"/> CSIP				
	<input type="checkbox"/> Record of expenditures				

TITLE VI. RURAL EDUCATION INITIATIVE/RURAL EDUCATION ACHIEVEMENT PROGRAM REAP/SRSA (Funded directly through the U.S. Department of Education)		DC	DR/DA	NA	DESE
<b>1. Implementation</b> ( <i>Administrative Manual</i> )					
	Funds are used within the federal program's guidelines and are identified in the LEA's CSIP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Evidence Sources (all are required)</b>				
	<input type="checkbox"/> CSIP				
	<input type="checkbox"/> Record of expenditures				

**TITLE VI COMMENTS**