



FEDERAL PROGRAMS  
 MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
 PO BOX 480, JEFFERSON CITY, MO 65102-0480  
**NO CHILD LEFT BEHIND (NCLB) SELF-MONITORING CHECKLIST**

**DISTRICT AND PROGRAM INFORMATION**

SCHOOL DISTRICT NAME		COUNTY-DISTRICT CODE	FORM DUE DATE <b>OCTOBER 15, 2011</b>
FEDERAL PROGRAMS COORDINATOR	EMAIL ADDRESS		FEDERAL PROGRAMS COORDINATOR PHONE
CONTACT PERSON	EMAIL ADDRESS		CONTACT PERSON PHONE
IS YOUR DISTRICT IN SCHOOL IMPROVEMENT? YES NO		DOES YOUR DISTRICT HAVE A BUILDING IN IMPROVEMENT? YES NO	
IS YOUR TITLE I PROGRAM TARGETED? YES NO		SCHOOL-WIDE? YES NO	IS YOUR DISTRICT USING SCHOOL-WIDE POOL? YES NO
2011-2012 FIRST DAY OF SCHOOL	ON-SITE DESE STAFF	ON-SITE LEA STAFF	REVIEW DATE

**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: Grants Management, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102 or fax to (573) 526-6698.

QUESTIONS: Grants Management: (573) 751-3468 Homeless: (573) 522-8763 ELL/Migrant: (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.

**TABLE OF CONTENTS**

**Administrative Manual** can be found on the following website  
<http://dese.mo.gov/divimprove//fedprog/documents/administrativemanual.pdf>

**General Provisions** must be completed by all LEAs and can be found on pages 2-6.

**Title I.A/Title I.A ARRA** must be completed by all LEAs receiving funds for this program and can be found on pages 7-14.

**Title I.C** must be completed by all LEAs receiving funds for this program and can be found on pages 15-16.

**Title I.D** must be completed by all LEAs receiving funds for this program and can be found on page 17.

**Title II.A** must be completed by all LEAs receiving funds for this program and can be found on page 18.

**Title III** must be completed by all LEAs receiving funds for this program and can be found on pages 19-20.

**Title VI.B RLIS** must be completed by all LEAs receiving funds for this program and can be found on page 21.

**Title VI.B SRSA** must be completed by all LEAs receiving funds for this program and can be found on page 21.

**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 and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

**1. Complaint Procedures for Federal Programs (Administrative Manual)**

<p><b>a.</b> The LEA has NCLB Complaint Procedures  <b>Evidence Source</b>  <input type="checkbox"/> NCLB Complaint Procedures are in a uniform format that parents can understand.</p>				
<p><b>b.</b> The LEA disseminates the NCLB Complaint Procedures yearly to all parents.  <b>Evidence Sources</b>  <input type="checkbox"/> Newsletters  <input type="checkbox"/> Student Handbook  <input type="checkbox"/> Newspaper or website (<b>not only source</b>)  <input type="checkbox"/> Date letter mailed to parents _____  <span style="margin-left: 300px;">(month/day/year)</span></p>				
<p><b>c.</b> The LEA documents complaints and the resolution in a timely manner.  <b>Evidence Sources</b>  <input type="checkbox"/> Copies of complaints and resolutions  <input type="checkbox"/> No complaints on file</p>				

**2. Inventory (Administrative Manual)**

<p><b>a.</b> A centralized inventory control system accounts for all equipment purchased with federal dollars and contains the required elements (Description, Date of Purchase, Location, Serial ID Number, Vendor, Unit Cost, Funding Source, Condition, and Transfer). If the LEA <b>was given permission to purge</b> 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 been purged or transferred to the school district. Records should be maintained for three years.</p>				
<p><b>b.</b> Capital outlay purchases are consistent with the application.</p>				
<p><b>c.</b> LEA labels all inventory items purchased with federal funds, listing the program name and date of purchase(s).</p>				
<p><b>d.</b> Evidence that a physical inventory is performed every two years.  <b>Evidence Sources (Items a-d)</b>  <input type="checkbox"/> Copy of inventory listing  <input type="checkbox"/> Documentation of DESE approval regarding purged items</p>				

**3. 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.  <b>Evidence Sources</b>  <input type="checkbox"/> Title I.A                      <input type="checkbox"/> Title I.C                      <input type="checkbox"/> Title I.D                      <input type="checkbox"/> Title II.A  <input type="checkbox"/> Title III LEP                      <input type="checkbox"/> Title III Immigrant                      <input type="checkbox"/> Title VI.B                      <input type="checkbox"/> SRSA</p>				
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**4. 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.  <b>The LEA did not code prior year expenditures or obligations to current year program.</b></p> <p>Substantial Approval Date: _____  <span style="margin-left: 250px;">(month/day/year)</span></p> <p>Title I.A First Obligation Date _____              Title I.C First Obligation Date _____              Title I.D First Obligation Date _____              Title II.A First Obligation Date _____              Title III LEP First Obligation Date _____              Title III Immigrant First Obligation Date _____              Title VI.B First Obligation Date _____</p> <p><b>Evidence Sources</b>  <input type="checkbox"/> Purchase orders  <input type="checkbox"/> Accounting records/ledgers</p>				
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**5. Accounting Requirements (Administrative Manual)**

<p><b>a.</b> Obligations and expenditures of federal funds are recorded <b>with a separate accounting code for each program.</b>  <b>Evidence Source</b>  <input type="checkbox"/> Accounting records</p>				
<p><b>b.</b> The LEA has accounting records to support allowable federal expenditures.  <b>Evidence Sources</b>  <input type="checkbox"/> Copies of accounting records that reflect the expenditures reported on the Final Expenditure Report <b>(required)</b>  <input type="checkbox"/> Copies of policies &amp; procedures covering procurement of goods and services <b>(required)</b>  <input type="checkbox"/> Documentation of expenditures submitted on the 1512 ARRA Quarterly Report <b>(required)</b>  <input type="checkbox"/> Documentation of expenditures and obligations submitted on the 9/30 report <b>(required, if applicable)</b>  <input type="checkbox"/> Documentation that the LEA paid prevailing wage rates on federal construction projects in excess of \$2,000 <b>(required, if applicable)</b>  <input type="checkbox"/> Copies of the two most recent years audit reports, A-133 and Financial Statement Audits  <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 <b>(if available).</b></p>				

**6. 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.  <b>Evidence Sources</b>  <input type="checkbox"/> A copy of the payroll detail for the last payroll period for Federal Programs <b>(required)</b>  <input type="checkbox"/> Core Data <b>(required)</b>  <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 <b>(required, if applicable)</b>  <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 <b>(required, if applicable)</b>  <input type="checkbox"/> Work schedules</p>				
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**7. Nonpublic (NCLB, 1120)**

<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.A, II.A, and III. <b>Signed forms are required for substantial approval of the NCLB Consolidated Application.</b>  <b>Evidence Sources</b>  <input type="checkbox"/> Completed Public/Private Design for Educational Service  <input type="checkbox"/> Completed Nonpublic Participation Forms for Title I.A, II.A, and III  <input type="checkbox"/> Documentation of meetings with nonpublic school officials</p>				
<p><b>b.</b> Nonpublic services are delivered in a timely fashion (start of school year).  <b>Evidence Sources</b>  <input type="checkbox"/> No interruption in services for nonpublic schools for professional development activities  <input type="checkbox"/> Third party contracts</p>				
<p><b>c.</b> The LEA expends or protects sufficient project funds for equitable services to eligible nonpublic schools.  <b>Evidence Sources</b>  <input type="checkbox"/> NCLB Consolidated Application - Breakdown of Allocations (BOA)  <input type="checkbox"/> Budgets for Titles I.A, II.A, and III reflect appropriate amounts for proposed nonpublic expenditures  <input type="checkbox"/> Third party invoices</p>				

GENERAL PROVISIONS	DC	DR/DA	NA	DESE
<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 receive professional development activities paid with Title I funds.</p> <p><b>Evidence Sources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nonpublic Complaint Procedures</li> <li><input type="checkbox"/> Nonpublic students' low income verification</li> <li><input type="checkbox"/> Nonpublic student academic eligibility criteria and ranking lists</li> <li><input type="checkbox"/> Nonpublic parental involvement activities, trainings, materials</li> <li><input type="checkbox"/> School Parent Compacts</li> <li><input type="checkbox"/> Documentation of nonpublic activities and financial records showing equitable services</li> <li><input type="checkbox"/> Title I teacher certification/licensure; HQT documentation</li> <li><input type="checkbox"/> Professional development for Title I teachers</li> </ul>				
<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 determine 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> <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 public and nonpublic school personnel</li> <li><input type="checkbox"/> Review of student achievement data</li> <li><input type="checkbox"/> Established baseline and target for measuring progress</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"/> Documentation of recommendations and revisions</li> <li><input type="checkbox"/> List the assessment tool _____</li> </ul>				
<p><b>f.</b> Funds spent for nonpublic services meet the requirements of allowable uses under the Missouri Constitution, federal program regulations, and services are provided at a neutral space.</p> <p><b>Evidence Sources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accounting records show a description of expenditures</li> <li><input type="checkbox"/> Neutral space agreement, if needed</li> </ul>				
<b>8. Migrant Education (NCLB, 1304) (Items a-d apply to all LEAs)</b>				
<p><b>a.</b> 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> <ul style="list-style-type: none"> <li><input type="checkbox"/> Separate survey form or question on the student enrollment form <b>(required)</b></li> <li><input type="checkbox"/> List other identification methods _____</li> </ul>				
<p><b>b.</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> <ul style="list-style-type: none"> <li><input type="checkbox"/> Certificate of Eligibility is on file for each migrant student</li> <li><input type="checkbox"/> Number of migrant students enrolled in prior school year as reported in MOSIS. _____</li> </ul> <p style="text-align: center;">(number of migrant students)</p>				
<p><b>c.</b> The migrant education 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> <ul style="list-style-type: none"> <li><input type="checkbox"/> Migrant education procedures are in a uniform format that parents can understand.</li> </ul>				



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> <input type="checkbox"/> Question on the student enrollment form <b>(required)</b> <input type="checkbox"/> Agendas, minutes of meetings, or other forms of communication with community social and welfare service agencies, shelters, churches, etc.					
<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> <input type="checkbox"/> Number of homeless students enrolled in prior school year as reported on MOSIS.  _____ (number of homeless students)					
<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 Sources</b></p> <input type="checkbox"/> Policy is in a uniform format that parents can understand. <input type="checkbox"/> Board adoption date _____ (month/day/year)					
<p><b>e.</b> The LEA has identified a board-appointed district homeless coordinator.</p> <p><b>Evidence Sources (all are required)</b></p> <input type="checkbox"/> Name or position of board-appointed homeless coordinator _____ <input type="checkbox"/> Copy of board minutes or board-adopted policy					
<p><b>f.</b> The local homeless coordinator is familiar with the definition of a homeless child and duties related to the homeless federal statute and other school personnel have been notified that the local homeless coordinator is responsible for these duties.</p> <p><b>Evidence Sources (all are required)</b></p> <input type="checkbox"/> Job description specifying the duties of the homeless coordinator <input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings that include staff trainings and attendance, professional development provided, or other forms of communication with school personnel to notify them of the duties of the local homeless coordinator and the needs and rights of homeless students <input type="checkbox"/> Homeless coordinator is aware of their responsibilities as defined in NCLB					
<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> <input type="checkbox"/> Copy of board-approved process <b>(required)</b> <input type="checkbox"/> List of disputes addressed, if applicable					
<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> <input type="checkbox"/> Posters are displayed <b>(required)</b> <input type="checkbox"/> Brochures are available					

**GENERAL PROVISIONS COMMENTS**

**11. Supplement, Not Supplant (NCLB, 1120A)**

The LEA uses Title I funds only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for allowable activities, and not to supplant such funds.

**Evidence Sources**

- Accounting records  
 Core Data  
 Job description

**12. Coordination and Integration (NCLB, 1112)**

The LEA provides documentation services are coordinated and integrated with other educational services such as: regular classroom instruction, services for students with Limited English Proficiency, students with disabilities, migratory, neglected or delinquent students, homeless students and Head Start students, etc.

**Evidence Sources**

- Joint planning time  
 Shared instructional objectives  
 Data team meetings  
 Individual students plans  
 School-wide Plan  
 Shared lesson plans  
 Quarterly objective sheets  
 ePeGS Planning Tool - CSIP  
 Meeting agendas, sign-in sheets, and minutes of meetings

**13. LEA Plan (NCLB, 1112)**

**a.** The LEA provides evidence that the LEA plan included input from teachers, principals, administrators (including administrators of other programs described in Title I.A) and other appropriate school personnel, and parents of children in schools receiving Title I services.

**Evidence Sources (all are required)**

- ePeGS Planning Tool - Federal Title I LEA Plan is current  
 Meeting agendas, sign-in sheets, and minutes of meetings

**b. Applies to all LEAs that have at least one migratory student** - The LEA plan includes a description of how migratory and former migratory children, who are eligible to receive services under Title I.A., are selected to receive such services on the same basis as other children receiving Title I.A services.

**Evidence Source**

- ePeGs Planning Tool – Federal Title I LEA Plan is current

**14. Comparability (NCLB, 1120A) Applies to all LEAs who have over-lapping grade spans**

The LEA has 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 LEA makes adjustments in schools that are not comparable.

**Evidence Sources**

- Comparability procedures  
 Completed comparability report  
 Source documentation (data used to complete comparability)

**15. Breakdown of Allocations (BOA) (NCLB, 1112)**

**a.** Low-income and membership documentation is available for both public and nonpublic schools and matches the data on Step 1 of the BOA on the NCLB Consolidated Application. The LEA uses the same measurement of poverty and enrollment for all attendance areas.

**Evidence Sources (all are required)**

- Documentation of measurement of poverty (ex: Feb. Cycle Core Data Screen 15)  
 Documentation of measurement of membership (ex: Feb. Cycle Core Data Screen 16)

**b. Applies to all LEAs with more than one attendance center** - The LEA provides evidence each eligible building receives the allocated amount of funds indicated on the approved Step 4 of the BOA and current building level budgets and expenditures correspond to the BOA.

**Evidence Sources (all are required)**

- NCLB Consolidated Application – BOA Step 4  
 Budget and Expenditure Report for each building

<b>16. Targeted Assistance Schools (NCLB, 1115 (c))</b>				
<p>a. Title I instructional services, materials and supplies, equipment 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 schedules, rosters, and shared lesson plans</li> <li><input type="checkbox"/> Professional development records and a list of professional development activities</li> <li><input type="checkbox"/> Budget and expenditure report</li> </ul>				
<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 (all are required)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Eligibility criteria (criteria used, weighting of criteria, and appropriate cut-off score)</li> <li><input type="checkbox"/> Master lists of eligible students that have been identified to participate.</li> </ul>				
<b>17. 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>				
<b>18. Annual Evaluation Process (NCLB, 1116)</b>				
<p>The LEA conducts an annual review of Title I activities.</p> <p><b>Evidence Sources (all are required)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of recent evaluation</li> <li><input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings</li> <li><input type="checkbox"/> Appropriate representation of school personnel and parents</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 (needs assessment)</li> <li><input type="checkbox"/> Review school-parent compact</li> <li><input type="checkbox"/> Review of district and/or building AYP status</li> <li><input type="checkbox"/> Documentation of recommendations and revisions</li> </ul>				
<b>19. Neglected Institutions (Administrative Manual) (If applicable)</b>				
<p>The LEA has a plan for Neglected funds that 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.A Neglected School Child Form</li> <li><input type="checkbox"/> ePeGS Planning Tool – Strategies attached to Title I.A funding source</li> </ul>				
<b>20. Preschool Education Program (Administrative Manual)</b>				
<p>The LEA follows one of the recommended curriculum models along with the Missouri Early Childhood Development Standards for its Title I preschool and provides evidence of teacher training.</p> <p><b>Evidence Sources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Project Construct Curriculum Model</li> <li><input type="checkbox"/> High Scope Curriculum Model</li> <li><input type="checkbox"/> Creative Curriculum Model</li> <li><input type="checkbox"/> Emerging Language and Literacy Curriculum (ELLC)</li> </ul>				
<b>21. Parents Right-to-Know (NCLB, 1111(h))</b>				
<p>a. Parents of each student attending a school receiving Title I funds are notified annually they may request information regarding the professional qualifications of the student's classroom teachers.</p> <p><b>Evidence Sources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent notification letter from each Title I building is in a uniform format that parents can understand.</li> <li><input type="checkbox"/> Student Handbooks</li> <li><input type="checkbox"/> Newsletters</li> </ul>				

TITLE I.A/ TITLE I.A ARRA: IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED	DC	DR/DA	NA	DESE
<p><b>b.</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> <p><input type="checkbox"/> Letter(s) notifying parents is in a uniform format that parents can understand.</p> <p><input type="checkbox"/> Date letter mailed _____ (month/day/year)</p>				
<b>22. LEA Policy (NCLB, 1118 (a))</b>				
<p>The LEA has a parent involvement policy, which is reviewed annually with input from parents, and activities are conducted consistent with the policy and distributed to parents.</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> LEA Parent Involvement Policy is in a uniform format that parents can understand.</p> <p><input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings</p> <p><input type="checkbox"/> List distribution methods _____</p>				
<b>23. Parent Involvement Policy 1118(f)</b>				
<p>The Parent Involvement Policy provides for full opportunities for the participation of parents with Limited English proficiency, parents with disabilities, and parents of migratory children.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> LEA Parent Involvement Policy</p>				
<b>24. School Building Plan (NCLB Policy) (NCLB, 1118 (b))</b>				
<p>The school building has a parent involvement plan (NCLB policy), which is updated periodically with input from parents. <b>Each</b> building receiving Title I funds must have a plan (NCLB 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 (all are required)</b></p> <p><input type="checkbox"/> Parent Involvement Building Plan is in a uniform format that parents can understand.</p> <p><input type="checkbox"/> Copies of correspondence to parents, flyers, etc.</p> <p><input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings</p>				
<b>25. One Percent for Parent Involvement (NCLB, 1118 (a)) (if applicable)</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 Source</b></p> <p><input type="checkbox"/> Accounting records of related expenditures</p>				
<b>26. Annual Meeting (NCLB, 1118 (c))</b>				
<p>At the beginning of the school year an annual meeting 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> <p><input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings <b>(required)</b></p> <p><input type="checkbox"/> Newsletters or other announcements (including website, newspaper, and school bulletins)</p>				
<b>27. School Parent Compact (NCLB, 1118 (d))</b>				
<p><b>a.</b> 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></p> <p><input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings</p>				

TITLE I.A/TITLE I.A ARRA: IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED		DC	DR/DA	NA	DESE
<p><b>b.</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 classroom; attendance, homework completion, and television viewing; volunteering in their child's 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></p> <p><input type="checkbox"/> Signed school parent compact</p>					
<b>28. Effectiveness (NCLB, 1118 (a))</b>					
<p>The LEA and school buildings review the effectiveness of school parental involvement activities.</p> <p><input type="checkbox"/> Parent involvement surveys</p> <p><input type="checkbox"/> Parent involvement activity evaluations</p>					
<b>29. Highly Qualified (NCLB, 1119) (<a href="http://dese.mo.gov/divimprove/fedprog/grantmgmnt/HighlyQualifiedTeacherIndex.html">http://dese.mo.gov/divimprove/fedprog/grantmgmnt/HighlyQualifiedTeacherIndex.html</a>)</b>					
<p><b>a.</b> The LEA (whether Title I-funded or not) provides documentation that all teachers teaching core subjects are highly qualified for the content area and grade level.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Teacher certification</p> <p><input type="checkbox"/> HOUSSE Forms</p> <p><input type="checkbox"/> Passing score on Praxis exam</p> <p><input type="checkbox"/> Plan to ensure that all teachers will be highly qualified by a specific date.</p>					
<p><b>b.</b> The LEA has less than 100% of core content courses taught by teachers who are not highly qualified for 3 consecutive years and is a District in Improvement for 3 consecutive years. If yes, the LEA has set aside 5% of Title I funds to help teachers become highly qualified. If no, not applicable.</p> <p><input type="checkbox"/> Highly Qualified Teacher letter sent to LEA</p> <p><input type="checkbox"/> Step 3 of the Breakdown of Allocation (BOA)</p> <p><input type="checkbox"/> Title I budget grid</p>					
<p><b>c.</b> All federally funded Title I teachers (including after school tutoring) are highly qualified at the time of hire for the length of the teachers contract.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Teacher certification</p> <p><input type="checkbox"/> HOUSSE Forms</p> <p><input type="checkbox"/> Passing score on Praxis exam</p>					
<b>30. Building Principal's Verification of Compliance with Highly Qualified Teachers (NCLB, 1119 (i))</b>					
<p>The building principal of each Title I school annually attests in writing, whether such school is in compliance with meeting the highly qualified teacher and instructional paraprofessional requirements.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> Signed and dated statement certifying all teachers teaching core subjects and instructional paraprofessionals are highly qualified with a list of exceptions, if applicable.</p>					
<b>31. Paraprofessionals (NCLB, 1119 (c))</b>					
<p><b>a.</b> Title I funded paraprofessionals have a minimum of 60 semester hours of college credit with a certified transcript on file, or have taken and passed the ParaPro Assessment.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Copy of transcript</p> <p><input type="checkbox"/> Copy of ParaPro Assessment results</p> <p><input type="checkbox"/> Copy of substitute certificate</p>					

TITLE I.A/TITLE I.A ARRA: IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED		DC	DR/DA	NA	DESE
<p>b. The LEA ensures instructional paraprofessionals are under the direct supervision of a highly qualified teacher.</p> <p><b>Evidence Source</b></p> <input type="checkbox"/> October Core Data cycle, Screen 20 comments box					
<b>32. Nonpublic Participation (See General Provisions)</b>					
TITLE I.A: DISTRICT IMPROVEMENT		DC	DR/DA	NA	DESE
<p><b>33. LEA Improvement Notification (NCLB, 1116 (b)) (<a href="http://dese.mo.gov/divimprove/sia/dar/UnderstandingYourAYP.pdf">http://dese.mo.gov/divimprove/sia/dar/UnderstandingYourAYP.pdf</a>)</b></p> <p>The LEA promptly notifies parents in a language and format they can understand of their LEA improvement status. The letter contains the required components.</p> <p><b>Evidence Source</b></p> <input type="checkbox"/> Date letter to parents _____ (month/day/year)					
<b>34. LEA Improvement Plan (NCLB, 1116 (c))</b>					
<p>The LEA has developed or revised an improvement plan in consultation with parents, school staff, and others which complies with requirements and timelines.</p> <p><b>Evidence Sources (all are required)</b></p> <input type="checkbox"/> LEA Improvement Plan <input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings					
<b>35. 10% for Professional Development (NCLB, 1116 (b)) (Required for LEAs in District Improvement Level 1 and 2)</b>					
<p>The LEA can demonstrate at least 10 percent of the Title I.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 (all are required)</b></p> <input type="checkbox"/> NCLB Consolidated Application – Step 3 Breakdown of Allocations <input type="checkbox"/> Professional development activities and sign-in sheets <input type="checkbox"/> District/Building Budget and record of expenditures					
TITLE I.A: BUILDING SCHOOL IMPROVEMENT		DC	DR/DA	NA	DESE
<p><b>36. Identification and Notification (NCLB, 1116 (b)) <a href="http://dese.mo.gov/divimprove/sia/dar/UnderstandingYourAYP.pdf">http://dese.mo.gov/divimprove/sia/dar/UnderstandingYourAYP.pdf</a></b></p> <p>The LEA identifies schools in Title I School Improvement and notifies parents 14 days prior to the beginning of school of their school improvement status and explains in detail what School Improvement identification means in a language they can understand and provide:</p> <ul style="list-style-type: none"> <li>the meaning of the notification;</li> <li>a comparison of the school's academic achievement with that of other schools in the district and the state;</li> <li>the reasons for the identification and what the school, district and state are doing to help address the problem;</li> <li>ways parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;;</li> <li>an explanation of the parent's options to transfer their child;</li> <li>notice of the availability of Supplemental Educational Services (SES) for eligible children, and that information about SES and how to obtain services will be coming within the next two weeks to parents of eligible children; and</li> <li>If there are no schools to which students can transfer, the notice must include an explanation as to why the LEA is unable to offer school choice and the corrective action to be taken (if in corrective action).</li> </ul> <p><b>Evidence Sources (all are required)</b></p> <input type="checkbox"/> Date letter mailed to parents _____ month/day/year <input type="checkbox"/> Date of first day of school _____ month/day/year <input type="checkbox"/> FormHog					
<b>37. 10% for Professional Development (NCLB, 1116 (b)) (Required for LEAs in Building Improvement Level 1 and 2)</b>					
<p>The LEA can demonstrate at least 10 percent of the building's allocation has been allocated and utilized for professional development for the school's teachers and principals. Funding must address the area(s) in which each building has been determined to be deficient.</p> <p><b>Evidence Sources (all are required)</b></p> <input type="checkbox"/> NCLB Consolidated Application - Breakdown of Allocation <input type="checkbox"/> Professional development activities and sign-in sheets <input type="checkbox"/> Building budget and record of expenditures					

**38. Two-Year School Improvement Plan (NCLB, 1116 (b))**

The LEA has developed or revised a two-year school improvement plan in consultation with parents, school staff, the LEA serving the school, and outside experts that complies with requirements and timelines.

**Evidence Sources (all are required)**

- Building Level School Improvement Plan
- Meeting agendas, sign-in sheets, and minutes of meetings

**39. School Choice, Supplemental Educational Services, and Parent Outreach 20% Set Aside (NCLB, 1116)**

a. The LEA has set aside 20% of the Title I.A allocation for school choice and supplemental educational services, including allowed amount for parent outreach if desired, and is expending funds for those buildings in school improvement for those purposes.

**Evidence Sources (all are required)**

- NCLB Consolidated Application - Breakdown of Allocation
- Record of expenditures

b. The LEA, **before it uses unspent funds from its 20% obligation for other allowable activities**, is required to meet all the following criteria, at a minimum, and maintain records demonstrating such:

- Partner, to the extent practicable, with outside groups, such as faith-based and community organizations and business groups, to help inform eligible students and their parents of the opportunities to transfer to another public school or receive SES
- Ensure that eligible students and their parents have had a genuine opportunity to sign up to transfer to another school or obtain SES by:
  - Provide timely, accurate notice to parents
  - Ensure that sign-up forms are distributed directly to all eligible students and their parents and are made widely available and accessible, such as the Internet, other media, and communications through public agencies
  - Provide a minimum of two enrollment “windows,” at separate points in the school year, that are of sufficient length to enable parents to make informed decisions about requesting SES and selecting a provider
- Ensure that approved SES providers are given access to school facilities on the same terms as other groups seeking access to use school facilities

**Evidence Sources (all are required)**

- Newsletters, flyers, announcements from organizations and/or business groups informing eligible students and their parents of the opportunity to obtain SES
- Date 1<sup>st</sup> SES letter and information packet mailed \_\_\_\_\_  
(month/day/year)
- Documentation of additional distribution method for 1<sup>st</sup> SES letter and information packet. \_\_\_\_\_  
(list distribution methods and provide documentation of distribution method)
- Date 2<sup>nd</sup> SES letter and information packet mailed \_\_\_\_\_  
(month/day/year)
- Documentation of additional distribution method for 2<sup>nd</sup> SES letter and information packet. \_\_\_\_\_  
(list distribution methods and provide documentation of distribution method)
- Documentation of all requests from SES providers to have access to school facilities and LEA response to requests \_\_\_\_\_  
Number of requests
- Copy of LEA Facilities Policy

**40. School Choice Option (NCLB, 1116)**

The LEA notifies parents of their school choice option 14 days prior to the start of school. If there are no schools to which students can transfer, the notice must include an explanation as to why the LEA is unable to offer school choice.

**Evidence Sources (all are required)**

- LEAs website includes schools offering Choice that includes the number of students eligible and participating and a list of schools to which they may transfer.
- OR**
- LEAs website includes explanation as to why they are unable to offer school choice.
- Date letter mailed to parents \_\_\_\_\_  
(month/day/year)

**41. Supplemental Educational Services (SES) (NCLB, 1116)**

**a.** The LEA notifies parents of their Supplemental Educational Services (SES) options (for buildings in second and subsequent year of improvement) in a clear and concise manner. The LEA can verify numbers of students eligible for SES whose families were notified.  
**Evidence Sources (all are required)**  
 Date letter mailed to parents \_\_\_\_\_  
(month/day/year)  
 Additional required information accompanying parent notification (list of providers, summaries of providers' information, enrollment form)  
 LEA website includes the number of students eligible for and participating in SES and a list of SES providers serving the LEA with location of services.  
 Records verifying free/reduced numbers

**b.** The LEA is following an appropriate timeline for SES implementation.  
**Evidence Sources**  
 Timeline (required)  
 Agenda for parent meetings  
 Agenda for provider fairs or meetings

**42. School Choice and/or Supplemental Educational Services (NCLB, 1116 (b))**

The LEA provides documentation that School Choice and/or SES are being provided.  
**Evidence Sources**  
 School Choice – roster of students who transferred to other schools  
 SES – enrollment forms and lists of students per provider  
 Copy of Choice and/or SES forms, as applicable  
 Selection and placement processes

**43. SES Contracts and Background Checks (NCLB, 1116)**

**a.** LEA contracts with providers have been issued and signed in a timely manner and contain the following:  

- Specific achievement goals for each student developed in consultation with the student's parents and the provider.
- How the student's progress will be measured and how parents and teachers will be regularly informed of that progress.
- Timetable for improving the student's achievement.
- Provision for terminating the contract if the provider fails to meet student's goals and timetables
- Provisions governing payment for the services, which may include provisions addressing missed sessions.
- Provisions prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student's parents.
- An assurance that supplemental educational services will be provided consistent with applicable health, safety, and civil rights laws.
- An assurance that the provider conducted background, including fingerprint checks of tutors, and include a list of tutor's names.

**Evidence Source**  
 Contract(s) contain required elements and appropriate begin/end dates

**b.** SES providers have completed background checks on their tutors.  
**Evidence Source**  
 Background check of tutors submitted by the SES Providers or an assurance in contract that background checks have been completed with a list of tutors' names.

**44. Assessments and Student Learning Plan (NCLB, 1116)**

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 a copy of the plan.  
**Evidence Sources (all are required)**  
 Reports of student assessment data  
 Student Learning Plan(s)

<b>45. SES Student Participation and Service Records (NCLB, 1116)</b>				
The LEA maintains appropriate records of student participation and services provided by approved SES providers.				
<b>Evidence Sources (all are required)</b>				
<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			
<b>46. SES Progress Reports (NCLB, 1116)</b>				
Parents and their child's school receive regular progress reports from the SES provider.				
<b>Evidence Sources</b>				
<input type="checkbox"/>	Written progress report			
<input type="checkbox"/>	Documentation of phone calls and/or conferences, if applicable			
<b>47. 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"/>	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 provider's post-assessment data			
<b>48. 1003 (a) and 1003 (g) (NCLB, 1003)</b>				
The LEA provides documentation that budgets are approved and funds are expended according to the school improvement plans.				
<b>Evidence Source</b>				
<input type="checkbox"/>	Budget and record of expenditures			

**TITLE I.A COMMENTS**

<b>49. Supplement, Not Supplant (NCLB, 1120A)</b>				
The LEA uses Title I.C funds only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for allowable activities, and not to supplant such funds. <b>Evidence Sources</b> <input type="checkbox"/> Accounting records <input type="checkbox"/> Core Data <input type="checkbox"/> Job description				
<b>50. Priority for Services (NCLB, 1304(d))</b>				
Priority for services is given to migrant children who are failing, or most at risk of failing to meet the Show-Me Standards and whose education has been interrupted during the regular year, before serving any other eligible migrant child. <b>Evidence Sources (all are required)</b> <input type="checkbox"/> Certificate of Eligibility for each student <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Priority for Services Action Plan				
<b>51. Preschool Migratory Children (NCLB, 1304 (c)(4))</b>				
The LEA provides services to address the educational needs of preschool migratory children. <b>Evidence Sources</b> <input type="checkbox"/> Written plan for the inclusion of preschool Migrant children in instructional activities <input type="checkbox"/> Preschool class roster or preschool activity roster matched with Certificates of Eligibility of migrant students				
<b>52. Parent Advisory Council (PAC) (NCLB, 1304(c)(3); 1306(a)(1)(B)(ii); and 1118)</b>				
Title I.C program is designed and implemented in consultation with the Parent Advisory Council. The Parent Advisory Council for the migrant program has provided for appropriate consultation in the planning, implementation and evaluation of the LEA's migrant program. <b>Evidence Sources</b> <input type="checkbox"/> Parent Advisory Council Policy on file <input type="checkbox"/> 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				
<b>53. 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 Source</b> <input type="checkbox"/> Agendas, sign-in sheets, and minutes from policy, planning, and capacity building meetings.				
<b>54. Language (NCLB, 1304(c)(3)(B))</b>				
The LEA provides evidence that information is provided to the Parent Advisory Council in a language they can understand. <b>Evidence Source</b> <input type="checkbox"/> Flyers, announcements, and letters to parents in their native language (if appropriate).				
<b>55. Program Effectiveness (NCLB, 1304(c)(5))</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				
<b>56. 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"/> ePeGS Planning Tool - CSIP <input type="checkbox"/> Description of how the service delivery plan is being used <input type="checkbox"/> Other (list) _____				

**57. Coordination and Integration (NCLB, 1112(b)(1)(E))**

The LEA coordinates and integrates Title I.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.

**Evidence Sources**

- After-school tutoring
- Weekend instruction
- Counseling
- Home-school liaison
- Summer programs
- In-class support
- ELL instruction
- Other services provided \_\_\_\_\_

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**58. Professional Development (NCLB, 1304(c)(6)(B))**

The LEA provides opportunities for professional development, including mentoring for teachers and other program personnel, as it relates to the migrant program. The LEA has attended the mandatory Migrant Education Program Training offered by the State MELL Director.

**Evidence Sources**

- List of attendee's from MELL Director
- List of professional development activities
- List of migrant staff
- Certificates of attendance or evidence of additional training

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**59. Continuity of Instruction (NCLB, 1304(b)(3))**

The LEA provides documentation that continuity of instruction and related support services for eligible migrant children are provided as they move across school districts and States, including the transfer of credits for high school students.

**Evidence Source**

- Written procedure

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**TITLE I.C: MIGRANT EDUCATION PROGRAM COMMENTS**

<b>60. Supplement, Not Supplant (NCLB, 1120A)</b>				
The LEA uses Title I.D funds only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for allowable activities, and not to supplant such funds.				
<b>Evidence Sources</b>				
<input type="checkbox"/>	Accounting records			
<input type="checkbox"/>	Core Data			
<input type="checkbox"/>	Job description			
<b>61. Delinquent Institution Caseload (Administrative Manual)</b>				
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 Form (MO 500-0294)			
<input type="checkbox"/>	Verify counts: resident in October, ages 5-17, institution admission and discharge dates			
<b>62. Delinquent Institution Plan (NCLB, 1423 and 1425) (Administrative Manual)</b>				
The LEA has an approved Delinquent Institution Plan and implements activities according to the plan.				
<b>Evidence Sources (all are required)</b>				
<input type="checkbox"/>	Written agreement/Consultation form includes 11 activities between LEA and correctional facility			
<input type="checkbox"/>	ePeGS Planning Tool – Strategies attached to Title I.D funding source include all 13 elements, as appropriate			
<b>63. Annual Evaluation Process (NCLB, 1431) (Administrative Manual)</b>				
<b>a.</b>	The LEA conducts an annual evaluation of their prevention and intervention programs for youth who are delinquent or at risk of dropping out.			
<b>b.</b>	The evaluation is used to determine the program’s impact on students.			
<b>c.</b>	Participation data is disaggregated by gender, by race/ethnicity, and by age.			
<b>d.</b>	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.D Form (MO 500-2114)			
<input type="checkbox"/>	Assessment instruments utilized _____			
<b>64. Coordination (Administrative Manual)</b>				
Written documentation indicates coordination occurs between the LEA and the institution regarding Title I.D services.				
<b>Evidence Sources</b>				
<input type="checkbox"/>	Signed Part 1-D Delinquent Institution Program Assurance – LEA (MO 500-2489)			
<input type="checkbox"/>	Documentation of one or more of the following: shared instructional objectives, joint planning time, shared lesson plans, quarterly objective sheets, and individual student plans.			
<input type="checkbox"/>	Meeting agendas, sign-in sheets, and minutes of meetings			
<b>TITLE I.D: NEGLECTED AND DELINQUENT INSTITUTION COMMENTS</b>				

**TITLE II.A: TEACHER AND PRINCIPAL TRAINING AND RECRUITING**

DC DR/DA NA DESE

<b>65. Implementation (Administrative Manual)</b>				
The use of funds is consistent with program guidelines, application budget, and CSIP.				
<b>Evidence Sources (all are required)</b>				
<input type="checkbox"/> Budget and Expenditure Report				
<input type="checkbox"/> ePeGS Planning Tool – View Plan Goals				
<b>66. Highly Qualified Teachers for Class Size Reduction (NA if Reap-flexing)</b>				
The LEA has hired additional teachers to reduce class size after complying with MSIP Standards. Federal funds do not replace local and state funds or pay for requirements.				
<b>Evidence Sources</b>				
<input type="checkbox"/> Building Level Supplement not Supplant Worksheet (K-2 – 25, 3-4 – 27, 5-6 – 30, and 7-12 - 33).				
<input type="checkbox"/> Teachers paid with Title II.A funds are Highly Qualified.				
<b>67. Needs Assessment (NCLB, 2122) (NA if Reap-flexing)</b>				
A needs assessment for professional development has been 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"/> PD Needs Assessment				
<input type="checkbox"/> Educator surveys that indicate needs assessments based on student achievement indicating barriers to student success, teacher retention, and teacher performance				
<input type="checkbox"/> District and/or Building Improvement Plans (if applicable)				
<b>68. CSIP/District Professional Development (NCLB, 2123) (NA if Reap-flexing)</b>				
<b>a.</b> A CSIP/district professional development plan reflects the needs assessment findings.				
<b>b.</b> Professional development decisions are based on student achievement data.				
<b>c.</b> The LEA has a plan in place to help teachers who are not highly qualified to become so as quickly as possible.				
<b>Evidence Sources (For items a-c)</b>				
<input type="checkbox"/> CSIP/District professional development plan/District and/or Building Improvement Plan				
<input type="checkbox"/> Professional development records including sign-in sheets and purchase orders				
<input type="checkbox"/> Plans and/or policies reflecting hiring practices for Highly Qualified Teachers.				
<input type="checkbox"/> Plans and/or policies that support current teachers that do not meet Highly Qualified Teacher criteria				
<input type="checkbox"/> Minutes of professional development committee meetings				
<b>69. Nonpublic Participation (See General Provisions)</b>				

**TITLE II.A COMMENTS**

<p><b>70. Student Enrollment (Administrative Manual)</b></p> <p>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.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> Student enrollment records, including LEP count that was reported in MOSIS. This count would include those students enrolled on the last Wednesday in September that were coded as receiving services (RCV) and not receiving services (NRC). _____ (LEP count)</p>				
<p><b>71. Implementation (NCLB, 3115)</b></p> <p>The use of funds is consistent with program guidelines, application budget, and CSIP to meet the guidelines of the program. No more than 2% of the available funds are used for administration.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Budget and expenditure report</p> <p><input type="checkbox"/> ePeGS Planning Tool – CSIP</p>				
<p><b>72. Supplement, Not Supplant (NCLB, 1120A)</b></p> <p>The LEA uses Title III funds only to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Accounting records verifying LEA did not use funds to provide core language instruction educational programs, including providing for the salaries of teachers who provide those core services for LEP students</p> <p><input type="checkbox"/> Accounting records verifying LEA did not use funds to pay for the costs of developing ELP assessments, pay for substitute teachers during test administration, or for the cost of scoring State ELP assessments administered to LEP students.</p> <p><input type="checkbox"/> Accounting records verifying LEA did not use funds to develop language assessments used for the purposes of screening students for language proficiency and placing students into core language instruction educational programs.</p> <p><input type="checkbox"/> Core Data</p> <p><input type="checkbox"/> Job description</p>				
<p><b>73. Authorized Activities (NCLB, 3115)</b></p> <p>The LEA is implementing the authorized activities chosen for meeting the purposes of Title III. The two required activities being implemented are professional development and/or language instruction educational programs based on scientific research. The LEA describes how the authorized activities were chosen and how they were determined to be effective in achieving the goals of the application.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Budget and expenditure report</p> <p><input type="checkbox"/> ePeGS Planning Tool - Title III Plan</p> <p><input type="checkbox"/> Accounting records</p>				
<p><b>74. Scientifically Based Research (NCLB, 3115)</b></p> <p>The LEA ensures that the language instruction educational program is based on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects.</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> Evidence of scientific research</p> <p><input type="checkbox"/> ELL Program Manual or description of program</p> <p><input type="checkbox"/> Intensity/duration of services to ELL students</p>				
<p><b>75. Personnel (NCLB, 3116)</b></p> <p>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.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> Written plan for certifying fluency</p>				

<p><b>76. English Language Proficiency (NCLB, 3121)</b></p> <p>The LEA maintains data annually on the number of students (by grade level) who have attained English proficiency as determined by an English language proficiency assessment and no longer receive language instruction educational support.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> Data on number of students attaining English proficiency</p>				
<p><b>77. Former LEP/ELL Students (NCLB, 3121)</b></p> <p>The LEA has established specific exit criteria based on the state definition to determine when students are no longer classified as LEP/ELL. Data is maintained on former LEP/ELL students on the progress made in meeting state standards for each of the two years after the student is no longer classified as LEP/ELL</p> <p><b>Evidence Sources</b></p> <p><input type="checkbox"/> District ELL manual or written exit criteria</p> <p><input type="checkbox"/> Assessment data for each of the two years after exiting from the program</p>				
<p><b>78. Parent Notification (NCLB, 3302) (Administrative Manual)</b></p> <p>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).</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> Copies of parent notification</p> <p><input type="checkbox"/> List of participating students</p>				
<p><b>79. Parent Recommendations (Administrative Manual)</b></p> <p>Administrators, Title I teachers, and LEP teachers meet at least annually to consider and respond to parent recommendations.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings</p>				
<p><b>80. Parent Involvement (NCLB, 3116)</b></p> <p>The LEA promotes parental and community participation in programs for limited English proficient children.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings</p>				
<p><b>81. Immigrant Student Enrollment (Title III Immigrant Grant Only) (NCLB, 3114)</b></p> <p>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.</p> <p><b>Evidence Source</b></p> <p><input type="checkbox"/> Student enrollment records, including immigrant count that was reported on MOSIS.</p> <p>_____ (Immigrant Count)</p>				
<p><b>82. Immigrant Student Services (Title III Immigrant Grant Only) (NCLB, 3115)</b></p> <p>The LEA documents immigrant students served with Title III-Immigrant funds and provides appropriate services to immigrant children.</p> <p><b>Evidence Sources (all are required)</b></p> <p><input type="checkbox"/> Documentation as to services/programs provided</p> <p><input type="checkbox"/> Student enrollment records</p> <p><input type="checkbox"/> Description of services provided to language proficient immigrant students</p> <p><input type="checkbox"/> Number of immigrant students served _____ (number of Immigrant Served)</p>				

**TITLE VI.B: RURAL EDUCATION INITIATIVE (REAP)**  
**SUBPART 2: RURAL AND LOW-INCOME SCHOOL PROGRAM (RLIS)**

DC DR/DA NA DESE

**83. Supplement, Not Supplant (NCLB, 1120A)**

The LEA uses Title VI.B funds only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for allowable activities, and not to supplant such funds.

**Evidence Sources**

- Accounting records
- Core Data
- Job description

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**84. Implementation (Administrative Manual)**

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.

**Evidence Sources (all are required)**

- ePeGS Planning Tool – View Plan Goals
- Budget and expenditure report

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**TITLE VI.B: RURAL EDUCATION INITIATIVE (REAP)**  
**SUBPART 1: SMALL, RURAL SCHOOL ACHIEVEMENT PROGRAM (SRSA)**  
 Funded directly through the U.S. Department of Education

DC DR/DA NA DESE

**85. Supplement, Not Supplant (NCLB, 1120A)**

The LEA uses SRSA funds only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for allowable activities, and not to supplant such funds.

**Evidence Sources**

- Accounting records
- Core Data
- Job description

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**86. Implementation (Administrative Manual)**

Funds are used within the federal program's guidelines and are identified in the LEA's CSIP.

**Evidence Sources (all are required)**

- ePeGS Planning Tool - CSIP
- Record of expenditures

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**TITLE VI COMMENTS**