October Cycle - General Provisions	Evidence	LEA Comments	Y N NA DR
1. NCLB Complaint Procedures for Federal Programs (Administrative Manual)			
a. The LEA has and disseminates annually, free of charge, the Department's NCLB Complaint Procedures, https://dese.mo.gov/sites/default/files/qs-fedcomp-Complaint-Procedures.pdf (Rev 7/15), to the parents of students and appropriate private officials and representatives.	☐ Newsletters ☐ Student Handbook ☐ Newspaper or website (not only source)		O O O O
b. The LEA documents NCLB complaints and the resolution in a timely manner.	☐ Copies of NCLB complaints and resolutions ☐ No NCLB complaints on file		O O O O
2. Nonpublic (NCLB, 1120)			
a. The LEA conducts timely consultations (before the LEA officials make any decision that affects the opportunity for private school children to participate) with nonpublic school officials in the project planning stage for Titles I.A, II.A, and III.	☐ Completed Public/Private Design for Educational Service (required) ☐ Completed Nonpublic Consultation and Participation Forms for Title I.A, II.A & III (do not need to upload)		O O O O
b. Nonpublic services are delivered in a timely fashion (start of school year). No delay or interruption in services for nonpublic schools for student instruction and/or professional development activities.	☐ Third party contracts ☐ Calendar of services ☐ Daily schedule/lesson plans		O O O O
3. Title X, Part C: McKinney-Vento Homeless Education Program (NCLB, 1113) (applies to all LEAs)			
a. 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 identification efforts are coordinated with school personnel and community agencies.	☐ Questions on the student enrollment form (required) https://dese.mo.gov/sites/default/files/sampleenrollform.pdf ☐ Agendas, minutes of meetings, or other forms of communication with community social and welfare service agencies, shelters, churches, etc. (required)		O O O O
b. The LEA identified homeless students enrolled in prior school year. If LEA did not have students enrolled, indicate zero.	☐ Number of homeless students enrolled in prior school year as reported in MOSIS (do not need to upload MOSIS Report)		O O O O
c. 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.	☐ Copy of the policy which is in a uniform format that parents can understand (required) ☐ Copy of board minutes showing board adoption date of Homeless policy (required)		O O O O
d. The LEA has identified a board-appointed district homeless coordinator.	☐ Name or position of board-appointed homeless coordinator (required) ☐ Copy of board minutes or board-adopted policy showing the appointment of the homeless coordinator (required)		O O O O
e. The local homeless coordinator is familiar with the definition of a homeless child and duties related to the homeless federal statute. Other school personnel have been notified that the local homeless coordinator is responsible for these duties.	☐ Job description specifying the duties of the homeless coordinator (required) ☐ Meeting agendas, sign-in sheets, and minutes of meetings that include staff trainings and attendance, P.D., or other forms of communication notifying school personnel of the duties of the local liaison and needs/rights of homeless students (required)		O O O O
f. 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.	☐ Copy of board-approved process (required) ☐ List of disputes addressed, if applicable		O O O O
g. Public notice of educational rights of homeless children and youth is disseminated in places where families and youth are likely to be present.	☐ Pictures of posters that are displayed		O O O O

October Cycle - Title I.A: Improving the Academic Achievement of the Disadvantaged	Evidence	LEA Comments	Y N NA DR
1. Annual Meeting (NCLB, 1118 (c)) - At the beginning of the school year an annual meeting is convened to: 1) inform parents of their school's participation in Title I, 2) to explain Title I requirements, and 3) to state the right of parents to be involved.	☐ Meeting agendas which reflect 1, 2, and 3 (required) ☐ Sign-in sheets (required) ☐ Minutes of meetings which reflect 1, 2, and 3 (required) ☐ Newsletters or other announcements (including website, newspaper, and school bulletins)		O O O O
2. LEA Parent Involvement Policy (NCLB, 1118 (a)) - The LEA has a parent involvement policy, which is reviewed annually with input from parents and distributed to parents and provides for full opportunities for the participation of parents with Limited English Proficiency, parents with disabilities and parents of migratory children.	☐ LEA Parent Involvement Policy in a uniform format that parents can understand. (required) ☐ Meeting agendas, sign-in sheets, and minutes of meetings (required) ☐ List distribution methods (required)		O O O O

October Cycle - Title I.D: Neglected and Delinquent Institution	Evidence	LEA Comments	Y N NA DR
1. Delinquent Institution Plan (NCLB, 1423) (Administrative Manual) - The LEA has an approved Delinquent Institution Plan.	☐ Title I.D Plan is current (Do not need to upload)		O O O O

October Cycle - General Provisions	Evidence	LEA Comments	Y N NA DR
1. Migrant Education (NCLB, 1304) (Items a-d apply to all LEAs)			
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.	☐ Separate survey form or question on the student enrollment form (required) ☐ List other identification methods in the comments		O O O O
b. The LEA provides documentation they had migrant students enrolled in current or prior school years. If LEA did not have students enrolled, indicate zero.	☐ Certificate of Eligibility is on file for each migrant student ☐ Number of migrant students enrolled in prior school year as reported in MOSIS. (If 1 or more Migrant Students enrolled upload MOSIS Report).		O O O O
c. 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, programs for which migrant students are eligible, and if needed request assistance from the Missouri Migrant Education and English Language Learning program.	☐ Copy of Migrant Education Procedures.		O O O O
d. Applies to all LEAs with one or more students identified - 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.	☐ Student files ☐ Certificate of Eligibility for each migrant student		O O O O
2. English Language Learners (ELL) (Administrative Memo) (Items a-d apply to all LEAs)			
a. The LEA has a board-adopted policy concerning the education of ELL students that addresses student identification, language assessment, district ELL coordinator, and services.	☐ Copy of the policy which is in a uniform format that parents can understand. (required) ☐ Board minutes showing board adoption date of policy and name or position of board-appointed ELL coordinator (required)		O O O O
b. 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.	☐ Home Language Survey ☐ Questions on enrollment form		O O O O
c. Applies to all LEAs that have at least one ELL student enrolled - The LEA administers the W-APT. The LEA has documentation of administration of the W-APT to all potential ELL students and a district staff member has been trained by MELL staff in the administration of the W-APT.	☐ W-APT Results ☐ Handouts from W-APT training, names of district representatives who attended MELL-sponsored W-APT training.		O O O O
d. Documentation is available showing the LEA had ELL students enrolled in current or prior school year. If the LEA did not have students enrolled, indicate zero.	☐ Number of ELL students enrolled in prior school year as reported in MOSIS. (If 1 or more ELL Students are enrolled upload MOSIS Report).		O O O O
e. If the LEA has more than 19 ELL students, a full-time, qualified ESOL endorsed teacher has been hired with local funds to serve those students.	☐ Class schedules of qualified ESOL endorsed teacher(s) ☐ Written description of ELL services		O O O O

December Cycle - General Provisions	Evidence	LEA Comments	Y	N	NA	DR
1. Nonpublic (NCLB, 1120) - 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.	☐ Nonpublic Complaint Procedures (required) ☐ Nonpublic students' low income verification (required) ☐ Nonpublic student academic eligibility criteria and ranking lists (required) ☐ Nonpublic parental involvement activities, trainings, materials (if provided, documentation required) ☐ One signed School/Parent Compact from each Nonpublic School (required) ☐ Documentation of nonpublic activities and financial records showing equitable services (required) ☐ Professional development for Nonpublic Title I teachers (if provided, documentation required)		O	O	O	O

December Cycle - Title I.A: Improving the Academic Achievement of the Disadvantaged	Evidence	LEA Comments	Y N NA DR
1. Title I.A LEA Plan (NCLB, 1112) - The LEA provides evidence the LEA plan includes 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.	☐ Federal Title I LEA Plan is current (do not need to upload) (required) ☐ Meeting agendas, sign-in sheets, and minutes of meetings (required)		O O O O
2. Schoolwide Plan (NCLB, 1114) - For each Schoolwide Title I building, the schoolwide plan; 1. meets the 10 components, 2. is reviewed and evaluated annually, and 3. is amended to document planned changes to the program.	☐ Federal Schoolwide Plan is current (do not need to upload) (required) ☐ Meeting agendas, sign-in sheets, and minutes of meetings (required)		O O O O
3. Breakdown of Allocations (BOA) (NCLB, 1112) - 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 taken at the same point in time.	☐ Documentation of measurement of poverty (ex: Feb. Cycle Core Data Screen 15) (do not need to upload) ☐ Documentation of measurement of membership (ex: Feb. Cycle Core Data Screen 16) (do not need to upload)		O O O O
4. Neglected Institutions (Administrative Manual) (If applicable) - The LEA has a plan for Neglected funds that describes the program to be implemented.	☐ Title I.A Neglected School Child Form ☐ Title I.A LEA Plan (do not need to upload)		O O O O
5. Parents' Notifications of Teacher Qualifications (ESSA, 1112(e)) - Parents of each student attending a school receiving Title I funds are notified annually, in a uniform format that they can understand, they may request and the LEA will provide information regarding the professional qualifications of the student's classroom teachers. http://dese.mo.gov/sites/default/files/Parent_Right-To-Know_Sample_Ltr.pdf	☐ Newsletter or Student Handbooks from each Title I Building		O O O O
6. School Parent Involvement Plan (NCLB, 1118 (b)) a. The LEA provides documentation that each Title I-served school jointly develops and/or annually reviews with parents a Parent Involvement Plan including the 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.	☐ Meeting agendas, sign-in sheets, and minutes of meetings		O O O O
b. All Title I schools have a Parent Involvement Plan, which is reviewed annually with input from parents.	☐ Copy(ies) of the Parent Involvement Building Plan (s) which is/are in a uniform format that parents can understand (required) ☐ Copies of correspondence to parents, flyers, etc. (required) ☐ Meeting agendas, sign-in sheets, and minutes of meetings (required) ☐ One signed school parent compact from each Title I served building (Please see example at http://dese.mo.gov/quality-schools/federal-programs/parental-involvement)		O O O O

7. Paraprofessionals (NCLB, 1119 (c))

a. In a Title I Targeted Program, paraprofessionals paid with Title I funds have a minimum of 60 semester hours of college credit with a certified transcript on file, or have taken and passed the ParaPro Assessment or Paraprofessional Assessment.	☐ Copy of transcript ☐ Copy of ParaPro Assessment results ☐ Copy of Paraprofessional Assessment ☐ List of Title I Funded Paraprofessionals (required)		O O O O
b. In a Title I Schoolwide Program, all instructional 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 or Paraprofessional Assessment.	☐ Copy of transcript ☐ Copy of ParaPro Assessment results ☐ Copy of Paraprofessional Assessment ☐ List of Title I Funded Paraprofessionals (required)		O O O O
c. The LEA ensures instructional paraprofessionals are under the direct supervision of an appropriately certified teacher.	☐ Staff assignment report (do not need to upload)		O O O O

February Cycle - General Provisions	Evidence	LEA Comments	Y N NA DR
1. Title X, Part C: McKinney-Vento Homeless Education Program (NCLB, 1113) (applies to all LEAs)			
- The LEA provides comparable Title I.A services to homeless students attending both Title I and non-Title I schools.	☐ Documentation of Title I services to homeless children in Title I and non-Title I schools		O O O O

February Cycle - Title I.A: Improving the Academic Achievement of the Disadvantaged	Evidence	LEA Comments	Y N NA DR
1. Coordination and Integration (NCLB, 1112) - The LEA provides documentation that 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.	☐ Joint planning time ☐ Shared instructional objectives ☐ Data team meetings ☐ Individual students plans ☐ Schoolwide Plan (do not need to upload) ☐ Shared lesson plans ☐ Quarterly objective sheets ☐ CSIP (do not need to upload) ☐ Meeting agendas, sign-in sheets, and minutes of meetings		O O O O
2. Preschool Education Program (Administrative Manual) - The LEA follows one of the approved curriculum models along with the Missouri Early Learning Goals for its Title I preschool and provides evidence of teacher training.	☐ Project Construct Curriculum Model training certificate ☐ High Scope Curriculum Model training certificate ☐ Creative Curriculum Model training certificate ☐ Emerging Language and Literacy Curriculum (ELLC) training certificate		O O O O
3. Effectiveness of Parental Involvement (NCLB, 1118 (a)) - The LEA and school buildings review the effectiveness of school parental involvement activities.	☐ Completed parent involvement surveys ☐ Completed parent involvement activity evaluations		O O O O
4. Targeted Assistance Schools (NCLB, 1115 (c)) a. Title I instructional services, materials and supplies, equipment and facilities are used only by participating students and according to regulations and guidelines.	☐ Teachers' class schedules, rosters, and shared lesson plans ☐ Professional development records and a list of professional development activities ☐ Expenditure report		O O O O
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 (3 or more), 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.	☐ Eligibility criteria (criteria used, weighting of criteria, and appropriate cut-off score) (required) ☐ Master lists of eligible students that have been identified to participate (required)		O O O O

February Cycle - Title I.D: Neglected and Delinquent Institution	Evidence	LEA Comments	Y N NA DR
1. Coordination (Administrative Manual)			
- Written documentation indicates coordination occurs between the LEA and the institution regarding Title I.D services.	☐ Signed Part 1.D Delinquent Institution Program Consultation Form (cannot be the only source), (Do not need to upload) ☐ Documentation of one or more of the following: shared instructional objectives, joint planning time, shared lesson plans, quarterly objective sheets, and individual student plans ☐ Meeting agendas, sign-in sheets, and minutes of meetings		O O O O
2. Delinquent Institution Caseload (Administrative Manual)			
- The October caseload data at the institution has been reviewed and verified and agrees with the count submitted on the annual survey.	☐ Annual Survey of Children in Local Institutions Form Verify counts: resident in October, ages five through seventeen, institution admission and discharge dates ☐ October caseloads		O O O O

February Cycle - Title II.A: Teacher and Principal Training and Recruiting	Evidence	LEA Comments	Y N NA DR
1. Needs Assessment (NCLB, 2122) (Only applicable if Title II.A funds are used for P.D.)			
- 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.	☐ PD Needs Assessment (Do not need to upload) ☐ Educator surveys that indicate needs assessments based on student achievement indicating barriers to student success, teacher retention, and teacher performance (Do not need to upload)		O O O O
2. District Professional Development (NCLB, 2123) (Only applicable if Title II.A funds are used for P.D.)			
a. A district professional development plan reflects the needs assessment findings.	☐ District professional development plan (required) ☐ PD Needs Assessment (Do not need to upload) ☐ Educator surveys that indicate needs assessments based on student achievement indicating barriers to student success, teacher retention, and teacher performance (Do not need to upload)		O O O O
b. Professional development decisions are based on student achievement data.	☐ Minutes of professional development committee meetings reflecting review of student achievement data (required) ☐ Professional development records including sign-in sheets and purchase orders (required)		O O O O

April Cycle - General Provisions	Evidence	LEA Comments	Y N NA DR
1. Nonpublic (NCLB, 1120) - 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.	☐ Meeting agendas, sign-in sheets, and minutes of meetings (required) ☐ Appropriate representation of public and nonpublic school personnel (required) ☐ Review of student achievement data (required) ☐ Established baseline and target for measuring progress (required) ☐ Review of parents' evaluations (required) ☐ Review of program strengths and weaknesses (required) ☐ Review School Parent Compact (required) ☐ Documentation of recommendations and revisions (required) ☐ List the assessment tool_____ (required)		O O O O

April Cycle - Title I.A: Improving the Academic Achievement of the Disadvantaged	Evidence	LEA Comments	Y N NA DR
1. Annual Evaluation Process (NCLB, 1116) - The LEA conducts an annual evaluation of Title I programs to plan for the upcoming year.	☐ Meeting agendas (required) ☐ Sign-in sheet which shows appropriate representation of school personnel and parents (required) ☐ Meeting minutes which reflect: 1) student achievement data, 2) parents' evaluations, 3) program strengths and weaknesses (needs assessment), 4) jointly developed and/or annually revised School Parent Compact, and 5) recommendations and revisions (required		O O O O

April Cycle - Title I.D: Neglected and Delinquent Institution	Evidence	LEA Comments	Y N NA DR
1. Annual Evaluation Process (NCLB, 1431) (Administrative Manual)			
- The LEA conducts an annual evaluation of their prevention and intervention programs for youth who are delinquent or at risk of dropping out for use in determining the programs' impact on students. Participation data is disaggregated by gender, race/ethnicity, and age. Evaluations use multiple and appropriate measures of student progress (pre/post test data, HSE data, high school diploma, vocational services, etc.).	☐ Annual Program Evaluation of Title I.D Form (Do not need to upload) ☐ Assessment instruments utilized		O O O O