



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

LOCAL EDUCATIONAL AGENCY (LEA) AND PROGRAM INFORMATION

LEA NAME		COUNTY-DISTRICT CODE
CONTACT PERSON	EMAIL ADDRESS	CONTACT PERSON PHONE
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. Phone: (573) 522-1567; yaya.badji@dese.mo.gov .
4. For sample forms, program guidance, and other information, visit <http://dese.mo.gov/divimprove/fedprog/>.
5. Once you have completed this form, please keep it at the LEA office for review by DESE staff during monitoring.

- 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.

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- Administrative Manual** can be found on the following website
<http://www.dese.mo.gov/divimprove/fedprog/grantmgmnt/documents/gs-fc-admin-manual-June-2012.pdf> .
- General Provisions** must be completed by all LEAs (pages 1-3).
- Title I.C** must be completed if you have a Title I.C grant (pages 4-5).
- Title III-LEP** must be completed if you receive Title III-LEP funds (items 14-24).
- Title III-Immigrant** must be completed if you receive Title III-Immigrant funds (items 25-26).

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability 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, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

1. Migrant Education (NCLB, 1304) (Items a-d apply to all LEAs)

<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>Evidence Sources</p> <p><input type="checkbox"/> Separate survey form or question on the student enrollment form (required)</p> <p><input type="checkbox"/> List other identification methods _____</p>				
<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>Evidence Sources</p> <p><input type="checkbox"/> Certificate of Eligibility is on file for each migrant student</p> <p><input type="checkbox"/> Number of migrant students enrolled in prior school year as reported in MOSIS.</p> <p>_____</p> <p>(number of migrant students)</p>				
<p>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, 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>Evidence Source</p> <p><input type="checkbox"/> Migrant education procedures are in a uniform format that parents can understand.</p>				
<p>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.</p> <p>Evidence Sources</p> <p><input type="checkbox"/> Student files</p> <p><input type="checkbox"/> Certificate of Eligibility for each migrant student</p>				

2. English Language Learners (ELL) (Administrative Manual) (Items a-d apply to all LEAs)

<p>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.</p> <p>Evidence Sources (all are required)</p> <p><input type="checkbox"/> Policy is in a uniform format that parents can understand.</p> <p><input type="checkbox"/> Date of board adoption _____</p> <p>(month/day/year)</p> <p><input type="checkbox"/> Name or position of board-appointed ELL coordinator _____</p>				
<p>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.</p> <p>Evidence Sources</p> <p><input type="checkbox"/> Home Language Survey</p> <p><input type="checkbox"/> Questions on enrollment form</p>				
<p>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 that a district staff member has been trained by MELL staff in the administration of the W-APT.</p> <p>Evidence Source</p> <p><input type="checkbox"/> W-APT Results</p> <p><input type="checkbox"/> Handouts from W-APT training, names of district representatives who attended MELL-sponsored W-APT training.</p>				
<p>d. Documentation is available showing the LEA had ELL students enrolled in current or prior school years. If the LEA did not have students enrolled, indicate zero.</p> <p>Evidence Sources</p> <p><input type="checkbox"/> Enrollment records</p> <p><input type="checkbox"/> Number of ELL/LEP students 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).</p> <p>_____</p> <p>(number of ELL/LEP students)</p>				

2. English Language Learners (ELL) (Administrative Manual) (Items a-d apply to all LEAs)		(continued)			
<p>e. Applies to all LEAs that have at least one ELL student enrolled - The LEA annually assesses, using the state ELP assessment in the spring of the year, all ELL students for English language proficiency. The LEA provides documentation that services are provided to ELL students.</p> <p>Evidence Sources</p> <p><input type="checkbox"/> ELP results from the previous assessment</p> <p><input type="checkbox"/> Written description of ELL services</p>					
<p>f. Applies to all LEAs with more than 19 ELL students - <u>If the LEA has more than 19 ELL students</u>, a full-time, qualified ESOL endorsed teacher has been hired with local funds to serve those students.</p> <p>Evidence Sources</p> <p><input type="checkbox"/> Class schedules of qualified ESOL endorsed teacher(s)</p>					

3. Supplement, Not Supplant (NCLB, 1120A)				
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. Evidence Sources <input type="checkbox"/> Accounting records <input type="checkbox"/> Core Data <input type="checkbox"/> Job description				
4. Priority for Services (NCLB, 1304(d))				
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. Evidence Sources (all are required) <input type="checkbox"/> Certificate of Eligibility for each student <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Priority for Services Action Plan				
5. Preschool Migratory Children (NCLB, 1304 (c)(4))				
The LEA provides services to address the educational needs of preschool migratory children. Evidence Sources <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				
6. Parent Advisory Council (PAC) (NCLB, 1304(c)(3); 1306(a)(1)(B)(ii); and 1118)				
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. Evidence Sources <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				
7. Parental Involvement (NCLB, 1304(c)(3)(a))				
The LEA involves migrant parents in policy development, parent-school compacts, and capacity building activities. Evidence Source <input type="checkbox"/> Agendas, sign-in sheets, and minutes from policy, planning, and capacity building meetings.				
8. Language (NCLB, 1304(c)(3)(B))				
The LEA provides evidence that information is provided to the Parent Advisory Council in a language they can understand. Evidence Source <input type="checkbox"/> Flyers, announcements, and letters to parents in their native language (if appropriate).				
9. Program Effectiveness (NCLB, 1304(c)(5))				
The LEA assesses the effectiveness of the Migrant Education Program through data collection. Evidence Sources <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				
10. Needs Assessment and Service Delivery Plan (NCLB, 1306(a)(1)(A)-(G))				
The LEA identifies and addresses the educational and support needs of migrant children through a comprehensive plan for needs assessment and service delivery. Evidence Sources <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) _____				

11. 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 _____

12. 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

13. 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

TITLE I.C: MIGRANT EDUCATION PROGRAM COMMENTS

14. Student Enrollment (Administrative Manual)				
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. Evidence Source <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)				
15. Implementation (NCLB, 3115)				
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. Evidence Sources <input type="checkbox"/> Budget and expenditure report <input type="checkbox"/> Title III Compliance Plan				
16. Supplement, Not Supplant (NCLB, 1120A)				
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. Evidence Sources <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 <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. <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. <input type="checkbox"/> Core Data <input type="checkbox"/> Job description				
17. Authorized Activities (NCLB, 3115)				
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. Evidence Sources <input type="checkbox"/> Budget and expenditure report <input type="checkbox"/> ePeGS Planning Tool - Title III Plan <input type="checkbox"/> Accounting records				
18. Scientifically Based Research (NCLB, 3115)				
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. Evidence Sources <input type="checkbox"/> Evidence of scientific research <input type="checkbox"/> ELL Program Manual or description of program <input type="checkbox"/> Intensity/duration of services to ELL students				
19. Personnel (NCLB, 3116)				
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. Evidence Source <input type="checkbox"/> Written plan for certifying fluency				

20. English Language Proficiency (NCLB, 3121)				
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. Evidence Source <input type="checkbox"/> Data on number of students attaining English proficiency				
21. Former LEP/ELL Students (NCLB, 3121)				
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. Evidence Sources <input type="checkbox"/> District ELL manual or written exit criteria <input type="checkbox"/> Assessment data for each of the two years after exiting from the program				
22. Parent Notification (NCLB, 3302) (Administrative Manual)				
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). Evidence Sources (all are required) <input type="checkbox"/> Copies of parent notification <input type="checkbox"/> List of participating students				
23. Parent Recommendations (Administrative Manual)				
Administrators, Title I teachers, and LEP teachers meet at least annually to consider and respond to parent recommendations. Evidence Source <input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings				
24. Parent Involvement (NCLB, 3116)				
The LEA promotes parental and community participation in programs for limited English proficient children. Evidence Source <input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings				
25. Immigrant Student Enrollment (Title III Immigrant Grant Only) (NCLB, 3114)				
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. Evidence Source <input type="checkbox"/> Student enrollment records, including immigrant count that was reported on MOSIS. _____ (Immigrant Count)				
26. Immigrant Student Services (Title III Immigrant Grant Only) (NCLB, 3115)				
The LEA documents immigrant students served with Title III-Immigrant funds and provides appropriate services to immigrant children. Evidence Sources (all are required) <input type="checkbox"/> Documentation as to services/programs provided <input type="checkbox"/> Student enrollment records <input type="checkbox"/> Description of services provided to language proficient immigrant students <input type="checkbox"/> Number of immigrant students served _____ (number of Immigrant Served)				