



**MISSISSIPPI
DEPARTMENT OF
EDUCATION**

Ensuring a bright future for every child

Monitoring Instrument

for

ESSA Programs

ESSER Programs

FY22 Monitoring

SY 2020-2021 Documentation

Offices of Federal Programs and Grants Management

Monitoring Process and Procedures FY22 Monitoring

Mississippi Department of Education

Office of Federal Programs (OFP)
Office of Grants Management (OGM)

1. The Office of Federal Programs will contact subrecipient to establish a Primary Point of Contact for monitoring. The Primary Point of Contact for monitoring should be the Federal Programs Director (LEAs) or Program/Project Coordinator (Subgrantees).
2. The MDE OFP compliance and monitoring coordinator works with the subrecipient to schedule dates for the on-site/virtual monitoring visit.
3. The MDE OFP compliance and monitoring coordinator emails official notification of the upcoming monitoring to the Program/Project Coordinator or LEA superintendent, a copy to federal programs director and business manager. The notification includes the purpose, date and time of the visit, and a web link to the *MDE Federal Programs Comprehensive Monitoring Instrument*.
4. Two weeks prior to the monitoring, the subrecipient is responsible for uploading requested documentation in MCAPS to support compliance indicators outlined in the *MDE Federal Programs Comprehensive Monitoring Instrument*.
5. The monitoring team will review upload documents prior to the on-site/virtual monitoring. Additional documents maybe requested prior to or during the on-site/virtual monitoring.
6. Monitoring may include visits to randomly selected participating private schools, schoolwide programs, and targeted assistance Title I programs and other federally funded programs administered by OFP.
7. All key subrecipient staff should be available during the monitoring visit.
8. The subrecipient must maintain sufficient documentary evidence to verify full compliance with all state and federal program requirements.
9. The on-site/virtual monitoring will begin with an entrance conference with members of the Monitoring Team and subrecipient personnel.
10. The on-site/virtual may last from one to five days, depending upon the scope of the visit.
11. During monitoring, the MDE OFP monitoring team reviews policies, procedures, evidence of implementation, supporting program documentations, possible visits to selected school sites, and interviews with subrecipient staff and stakeholders.
12. The subrecipient has five (5) business days to provide additional documentation to address any areas of concern.
13. The subrecipient will be asked to complete a short online evaluation of the monitoring.
14. Following the monitoring, the MDE OFP compliance and monitoring coordinator will email the subrecipient, the official monitoring report with appropriate cover letter, typically within 45 days of monitoring. However, there are instances that will require a

longer internal review process of monitoring reports prior to release causing the OFP and OGM to go beyond the typical timeline.

15. The report contains findings of noncompliance and required corrective actions that provide an analysis of the implementation of the federal programs that were monitored.
16. Upon receipt of the MDE OFP monitoring report, the subrecipient has thirty (30) calendar days to respond to findings of noncompliance by completing a Corrective Action Plan (CAP). The CAP delineates the response to noncompliance which includes: the steps taken to address the indicator(s), a timeline for completion, and the documentary support available to demonstrate compliance. Should the subrecipient need additional time to submit the CAP, a request must be submitted in writing to the executive director of the Office of Federal Programs who will determine whether an extension is warranted.
17. MDE OFP compliance and monitoring coordinator will respond to the subrecipient's CAP within 30 calendar days of receipt. However, there are instances that will require a longer time to respond and may go beyond the typical timeline.
18. OFP and OGM staff review the subrecipient's CAP to determine if it is sufficient to clear any citations of noncompliance, and to ensure appropriate corrective action has been developed and implemented.
19. The MDE OFP compliance and monitor coordinator will determine whether follow-up on CAP is needed. This is typically accomplished within 12 months of the monitoring visit. However, there are instances that will require a period longer than twelve months based upon feasibility of the corrective action or scheduling.
20. In instances of continued non-compliance beyond twelve months and/or failure to implement appropriate corrective action, the citations of non-compliance may be reported to the Office of Accreditation for placement on the LEA's accreditation record. For Non-LEAs, such continued non-compliance may result in a termination of the federal grant award and will adversely impact future applications for funding.
21. A clearance letter will be emailed to subrecipient once all findings have been cleared.

For additional resources, subrecipients contact the Mississippi Department of Education, Office of Federal Programs at 601-359-3499.

BOARD POLICIES AND/OR PROCEDURES MINIMUM REQUIREMENTS

The following listing of Board Policies and/or Procedures is not an all-inclusive list of policies and/or procedures that may be required for an LEA/Subgrantee. However, the Board Policies and/or Procedures should include, **at a minimum**, the following:

- Budget and Budget Revisions (EDGAR 200.403-408):
 - Who is responsible for the budget/revision?
 - When is the budget/revision prepared?
 - Who must approve the budget/revision (including journal entries)?
 - Where is the approved budget/revision filed in MCAPS?
 - Who is responsible for line-item transfers and transfers between major budget categories?
 - What are the procedures for Federal programs budget changes or revisions?
 - What are the procedures for allowability of cost?

- Travel (EDGAR 200.474):
 - Who is entitled to reimbursement and is it program related?
 - What authorization are required (including appropriate federal programs supervisor)?
 - What are the reimbursement guidelines for mileage, meals or per diem, lodging, airfare, miscellaneous charges?
 - What procedures/forms are required for reimbursement?
 - How are reimbursements approved for payments (including appropriate federal programs supervisor)?

- Purchase/Procurement (EDGAR 200.318-326 and Uniform Guidance Appendix II to 2 CFR Part 200):
 - What are the WRITTEN procurement procedures (EDGAR 80.36)?
 - Who is authorized to make purchases (routine, special, emergency, etc.)?
 - What authorization are required (requisition, purchase order, etc.) including appropriate federal programs supervisor?
 - When are bids required?
 - What is the bidding process and acceptance criteria?
 - What exemptions from competitive bidding are in place, if applicable?
 - What is the policy for vendor relations?

- Contracts (Uniform Guidance Appendix II to 2 CFR Part 200):
 - Who has the authority to enter into contracts?
 - What are the criteria for awarding contracts?
 - What are the WRITTEN code of standards of conduct for any employees involved in award/administration of contracts (EDGAR 80.36 (b)(3))?

- Equipment (EDGAR 200.313-314):
 - How does the LEA/Subgrantee define equipment?
 - What are the inventory/equipment procedures, including physical inventory policy (at least once every two years)?
 - How does the LEA/Subgrantee conduct sale and/or disposition of equipment, including highest possible return? (Must include a policy for equipment with a value greater than \$5,000, even if n/a to system)?
 - What are the policy/procedures for adequate maintenance of equipment?

- Compensation (EDGAR 200.430):
 - What is the policy and/or procedure for compensation that includes the following:
 - Compensation guides and contracts for certified personnel
 - Salary schedule approval (Board approved)
 - Differentiated Pay (Supplements/stipends, extended school year or after school)
 - Time and Effort
 - Board approval

- Records Retention and Access (EDGAR 200.303(e), 200.333):
 - What are the WRITTEN policies/procedures to document internal controls?
 - What policy/procedures safeguard personally identifiable information?
 - How does the policy/procedures address record retention for five (5) years?

How to Upload Evidence of Implementation Documents

- The LEA will use MCAPS to upload monitoring documents in appropriate folders
 - LEA Document Library → 2022 → Monitoring

LEA Document Library

LEA Document Library Search

Enter Search Text:

Root Folders:

- 2022
- 2021
- 2020
- 2019

LEA Document Library [Expand All] [Collapse All]

General

Folders

- Emergency Impact Aid (EIA)
- Equitable Services to Private Schools
- LEA Documents
- Monitoring

Folders

- A. Accounting Systems and Fiscal Control
- B. Period of Availability and Carryover
- C. Audit Requirements
- D. Internal Controls
- E. Records and Information Management

- Select appropriate indicator folder to upload document

mcaps.mdek12.org

Contact MDE

MCAPS Sign Out

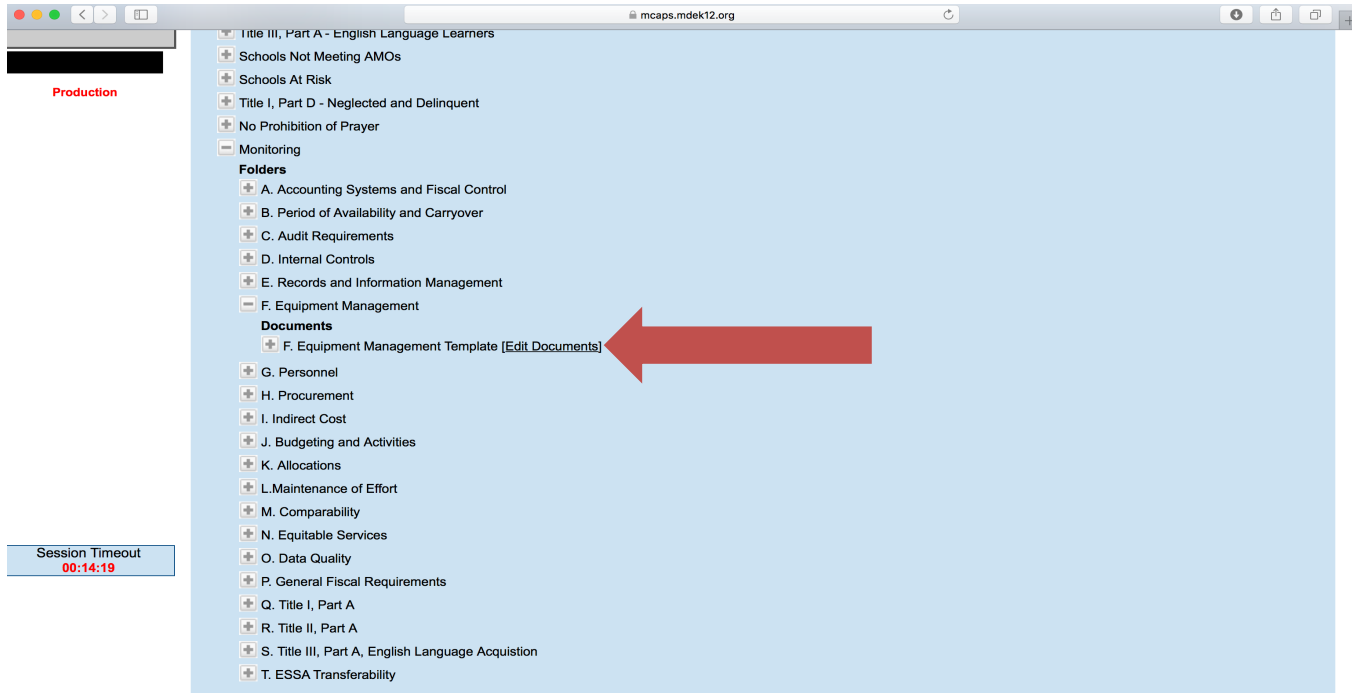
Production

Session Timeout 00:48:17

Folders

- LEA Documents
- Title III, Part A - English Language Learners
- Schools Not Meeting AMOs
- Schools At Risk
- Title I, Part D - Neglected and Delinquent
- No Prohibition of Prayer
- Monitoring
 - Folders
 - A. Accounting Systems and Fiscal Control
 - B. Period of Availability and Carryover
 - C. Audit Requirements
 - D. Internal Controls
 - E. Records and Information Management
 - F. Equipment Management
 - G. Personnel
 - H. Procurement
 - I. Indirect Cost
 - J. Budgeting and Activities
 - K. Allocations
 - L. Maintenance of Effort
 - M. Comparability
 - N. Equitable Services
 - O. Data Quality
 - P. General Fiscal Requirements
 - Q. Title I, Part A
 - R. Title II, Part A
 - S. Title III, Part A, English Language Acquisition
 - T. ESSA Transferability

Select “Edit Documents”



- Select the Indicator Document Template (Document Template is the Indicator Cover Page)

Update Documents And Links

Public District - []

Document Information	
Document Name	F. Equipment Management Template
Folder Hierarchy	[] Monitoring F. Equipment Management
Upload Begin Date	[]
Upload End Date	
Minimum Required Count	1
Maximum Allowed Count	
Document Template	<u>F. Equipment Management Template</u>

[Create Link](#)
[Upload Document](#)

Documents/Links

- Complete the Indicator Document Template

District Name _____

The information in the folders for **Equipment Management** include:

Indicator #	Items Uploaded	Comment
A1	<ul style="list-style-type: none"> • Purchasing Procedures (see page 5) • See Folder B 	

Add Indicator #

- Name of document for corresponding indicator (include specific reference if applicable)
 - Include a link to the LEA's policies/procedures online if applicable

- Upload Template Document (e.g. F. Equipment Management Cover Page)

Update Documents And Links

Public District - FY

Document Information	
Document Name	F. Equipment Management Template
Folder Hierarchy	<input type="text"/> Monitoring F. Equipment Management
Upload Begin Date	<input type="text"/>
Upload End Date	
Minimum Required Count	1
Maximum Allowed Count	
Document Template	F. Equipment Management Template

[Create Link](#)
[Upload Document](#)


Documents/Links

- Continue to upload document according to indicator cover page

Update Documents And Links

Public District -

Document Information	
Document Name	F. Equipment Management Template
Folder Hierarchy	<input type="text"/> Monitoring F. Equipment Management
Upload Begin Date	<input type="text"/>
Upload End Date	
Minimum Required Count	1
Maximum Allowed Count	
Document Template	<u>F. Equipment Management Template</u>

[Create Link](#)
[Upload Document](#)


Documents/Links

- Name the document by indicator and description (e.g. A1. Purchasing Procedure)
- If multiple indicators require the same document, then upload the document once, and refer back to the document on the indicator cover page (e.g. See Folder C, Indicator C2)

FY22 Monitoring Instrument Summary

Fiscal Indicators

- Blue Header: Cross-cutting Indicator
- Purple Header: Title I Only Indicator

Programmatic Indicator

- Title I, Part A: LEA-Level Reservation and Allocations
- Title I, Part A: General Requirements
- Title I, Part A: McKinney Vento Homeless Education Requirements
- Title I, Part A: Foster Care
- Title I, Part A: Early Childhood
- Title I, Part A: Parent and Family Engagement/Parental Notifications
- Title I, Part A: Schoolwide Programs
- Title I, Part A: Targeted Assistance Programs
- Equitable Services
- Title I, Part A: Services for Neglected Children
- Title I, Part D, Subpart 2: Prevention and Intervention Programs for Children Who Are Neglected, Delinquent, or At-risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B: Rural Education Initiative
- Title IX, Part A: McKinney-Vento Homeless Education Subgrant

Orange – Program Specific

Red – Not Reviewed/Not Applicable (for some)

FY22 Monitoring Companion Document

Fiscal

In order to satisfy the requirements of indicators A, B, G, H and I, Q1, R1, U1, AA3, AA-4, CC-1, EE-1, JJ-7, KK-1, LL-1, MM-1, MM-3, NN-14, OO-3, QQ-2, and RR-2 the following reports are necessary.

Required Documents for Indicator A

- Expenditure and Budget Reports, showing the amount allocated and amount expended through the specified period for the grant and funding year monitored, summarized by major object and sorted by location. These reports will be compared with the MCAPS approved budget and your MCAPS draws.
 - In Marathon, this report may be run by
 - General Ledger/Reports/Expenditure Budget/Expenditure Budget List/Report Order by Major Object (separate report for each location)
 - In Integrity, this report may be run by
 - General Ledger/Reports/Expenditure Budget/Fund/Function/Major Object Detail (separate report for each location)
 - Other accounting systems should run reports to provide the requested information (separate report for each location)
- Generally, the reports should be for the Funding year monitored, for the period ending June 30 for each year of availability, and to include through the most recent completed month for current fiscal year, plus September 30 of the second funding year. Run a separate report for each location overall and cost pool.
 - For example, when monitoring the 2021 Funding year in March of 2022, reports would be required for June 30, 2021, September 30, 2021 and February 28, 2022.
- Journal History or other transaction reports to show debits (and credits) to every expenditure account and for any prior period adjustment credit for the specified period for the funding year monitored.
- July 1 through June 30 of each completed year, plus July 1 through end of last completed month in the current year

In Marathon, the report may be run by:
General Ledger/Reports/Journal/History Transaction
GLC 900 through 999
(and GLC 800 through 899 if any Prior Period Adjustments)

In Integrity, the report may be run by
General Ledger/Reports/Journals/Multiple Journals by Account
GLC 900 through 999
(and GLC 800-899 if any Prior Period Adjustments)

For example, the district uses Program Code 020 to indicate the 2020 Funding Year; Starting Account: 2211-900-0000-020-999-999 Ending Account: 2211-999-9999-020-999-999

Other accounting systems should run reports to provide the requested information.

Required Documents from Indicator B

- Details of any items obligated, but not paid at the end of the 15th month (September 30 of 2nd year) to document that carry-over was met.

Required Documents from Indicator G

- Payroll reports showing the wages and fringes charged for the funding year monitored for employees paid with federal funds (payroll distribution report by local and federal).
- Chart of employees: list of all federally funded employees (Salary employees) that includes name, job title, location, funding source, and funding percentage (see example chart below).
- Once the monitoring team has had the opportunity to review these reports, additional information will be requested which may include, but is not limited to:
- Contracts, Board Action, Wage Scales, PARs, Semi-Annuals, Job Descriptions, timesheets, or other documentation to match approved wages to payroll charges for selected employees/positions/charges.

Name	Job Title	Location	Funding Source	Funding Percentage
Harry Potter	Teacher	Hogwarts (012)	Title I	75%
Bella Swan	Federal Programs Director	Central Office	Cost Pool	100%
Peter Parker	Instructional Coach	Avengers High School (020)	Title I Title II	75% 25%

Required Documents for Indicator H- (will advise in 2-day document)

Procurement packets, including documentation of competition, detailing all elements pertaining to selected purchases.

- Requisition or request for purchase
- Proof of competitiveness, if applicable (i.e., 2nd quote)
- Purchase order
- Receipt of goods/services
- Invoice
- Evidence of payment

Travel

- Request and approval for travel
- Verification of attendance

RFP/Bids

- Proof of advertisement

- Copy of RFP
- Selection/justification of vendor
- Board approval, if applicable

Required Documents for Indicator I

- Details of calculation of all indirect cost charges

Programmatic

MCAPS LEA Plan Reference

- AA-5: LEA Funding – School Eligibility and PPA
- BB-2: LEA Plan – Dimension 4, Narrative Box #2
- BB-3: LEA Plan – LEA Planning Team
- BB-4: LEA Plan – Dimension 1, Narrative Box #3
- BB-5: LEA Plan – College and Career Readiness, Narrative Box #4
- BB-6: LEA Plan – College and Career Readiness, Narrative Box #3
- BB-7: LEA Plan – School Climate and Culture, Narrative Box #2
- BB-8: LEA Plan – College and Career Readiness, Narrative Box #5 and #6
- BB-9: LEA Plan – Dimension 2, Narrative Box #2
- CC-1: LEA Funding – District Set Asides, Homeless Reservation
- EE-1: LEA Funding – District Set Asides, Preschool Programs Reservation
- EE-2: LEA Funding – Preschool Service Details
- FF-1: LEA Funding – District Set Asides, Parent & Family Engagement for Public Schools and Additional Parent & Family Engagement for Public Schools
- FF-2: LEA Plan – Dimension 4, Narrative Box #3
- GG-1: LEA Funding - School Eligibility
- JJ-1: LEA Funding – Non-Public Equitable Services (all identified programs)
- KK-1: LEA Funding – District Set Asides, Neglected Reservation
- KK-3: LEA Funding – Neglected, Program Details, Narrative Box #2
- LL-1: LEA Funding – Title I, Part D Subpart 2, Program Details
- LL-3: LEA Funding – Title I, Part D Subpart 2, Evaluation Report
- LL-4: LEA Funding – Title I, Part D Subpart 2, Evaluation Report, Narrative Box # 2
- LL-5: LEA Funding – Title I, Part D Subpart 2, Program Details, Narrative Box # 11
- LL-7: LEA Funding – Title I, Part D Subpart 2, Program Details, Narrative Box # 7
- LL-8: LEA Funding – Title I, Part D Subpart 2, Program Details, Narrative Box # 3
- LL-5: LEA Funding – Title I, Part D Subpart 2, Evaluation Report, Narrative Box #3
- MM-3: LEA Funding – Title II, Program Details, Coordination of Funds
- MM-4: LEA Plan – Dimension 3, Narrative Box #1

- MM-5: LEA Plan – Dimension 2, Narrative Box #5; Dimension 3, Narrative Box # 3
- MM-6: LEA Funding – Title II, Program Details, Class Size Reduction
- NN-3: LEA Plan – English Learners, Narrative Box #7
- NN-4: LEA Plan – English Learners, Narrative Box #10
- NN-9: LEA Plan – English Learners, Narrative Box #5 and #8
- NN-10: LEA Plan – English Learners, Narrative Box #12, 13, and #14
- NN-12: LEA Plan – English Learners, Narrative Box #11
- QQ-2: LEA Funding – Title V, Program Details



Office of Federal Program FY22 Monitoring (Review of SY 2020-2021)

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCFC	Homeless	CAF	Notes <small>(Sample size may be expanded if issues are noted in one program.)</small>
A. ACCOUNTING SYSTEMS AND FISCAL CONTROLS (2 C.F.R. 200.302 AND 34 C.F.R. 76.702)										
A-1	The LEA/Subgrantee maintains written policy and/or procedures for determining the allowability of costs.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedures (See A-6)					
A-2	The LEA/Subgrantee has written policy and/or procedures to ensure that the LEA (and/or its schools) only uses Federal Funds for allowable expenditures as defined in the Federal cost principles.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedures (See A-6)					
A-3	The LEA/Subgrantee has written policy and/or procedures to limit access to its accounting system, segregate duties within its system, or otherwise protect against unauthorized obligations of Federal funds.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedures (See A-6)					
A-4	The LEA/Subgrantee has an accounting system and written policy and/or procedures that includes controls to prevent the over- obligation of program funds, misstatement of unliquidated obligations, duplicate payments, or other inappropriate changes to grant programs.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedures (See A-6)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
A-5	The LEA/Subgrantee maintains written policy and/or procedures to periodically review its accounts to ensure that all transactions (including refunds and recoded transactions) have been accurately and properly recorded.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedures					
A-6	The LEA/Subgrantee maintains written policy and/or procedures to ensure that the LEA's budget and accounting record align with the approved funding application, maintaining separate accounting records for each federal grant which reflects the approved line items and amount by program year.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			ALL REQUIRED <input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Current approved application aligns with LEA/Subgrantee accounting software budget <input type="checkbox"/> Upload expenditure reports (function, major objects, location) (June 30, 2020) (All locations combined by individual locations-schools and district) (Cost pool/admin, every program) <input type="checkbox"/> Evidence of implementation of policy and/or procedures					

	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
B. PERIOD OF AVAILABILITY AND CARRYOVER {2 C.F.R. 200.309, 2 C.F.R. 200.343(b), 34 C.F.R. 76.707, 34 C.F.R. 76.709}									
B-1	<p>The LEA has board policy and/or procedures in place to demonstrate the process for the following:</p> <ul style="list-style-type: none"> ensuring that it meets the limitations on the amount of carryover funds or otherwise minimize the amount of funds it carries over into a subsequent fiscal year monitoring award balances during the fiscal year planning for carryover funds, when applicable, for the subsequent fiscal year clearly capturing the separate fiscal year funding ensuring that carryover funds are prioritized over the use of current years funds. 	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____		<input checked="" type="checkbox"/> MCAPS Carryover Document <input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedures					
C. AUDIT REQUIREMENTS (2 C.F.R. 200.303(d), 2 C.F.R. 200.331(d)(3), 2 C.F.R. 200.331(f), 2 C.F.R. 200.508, 2 C.F.R. 200.511(a), 2 C.F.R. 200.512)									
C-1	<p>The LEA/Subgrantee has a policy and/or procedure that assigns an individual or office to promptly follow up and take corrective action on any audit finding.</p>	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____		<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload LEA/Subgrantee organizational chart if applicable <input type="checkbox"/> Upload job description if applicable					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
C-2	The LEA/Subgrantee has policy and/or procedures for the development of a corrective action plan (CAP) for the Single Audit finding(s).	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload CAP from most recent audit if applicable <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
D. INTERNAL CONTROLS {2 C.F.R. 200.303}										
D-1	The LEA has board policy and/or procedures in place to demonstrate the segregation of duties among LEA staff that provides an adequate system of checks and balances emphasizing the importance of integrity and ethical values within the LEA.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Travel requests Procurement Package (must include requisitions (During Visit) <input type="checkbox"/> Purchase orders (During Visit) <input type="checkbox"/> Receipts/Invoices (During Visit) <input type="checkbox"/> Expenditure budget reports, general ledger details (See Indicator A-6) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
D-2	The LEA has board policy and/or procedures in place to demonstrate controls that protect against waste, fraud and abuse for identifying and assessing risks to compliance and successful operation within different elements of the organization and how to respond to any identified risks.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Interview (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
D-3	The LEA has board policy and/or procedures in place to demonstrate the evaluation of the performance of its internal controls systems, who will conduct evaluation, who will monitor compliance with internal controls requirements/effectiveness of the internal controls system, and how the results of evaluation of its internal controls will be revised or implemented.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Evidence of evaluation of internal control system (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
E. RECORDS AND INFORMATION MANAGEMENT { 2 C.F.R. 200.79, 2 C.F.R. 200.303(e), 2 C.F.R. 200.333, 2 C.F.R. 200.336(a), 34 C.F.R. 76.730-731 }										
E-1	LEA/Subgrantee has a policy and/or procedures that it will NOT disclose personally identifiable information.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Interview and observation (During Visit) <input type="checkbox"/> Letters have been sent out to parents for disclosure of PII (During Visit) <input type="checkbox"/> Evidence of MOU with third parties documenting PII released (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
E-2	LEA/Subgrantee requires staff who work with personally identifiable information to receive training on practices for protecting PII to ensure the integrity and security of information.	<input type="checkbox"/> Source Documents			<input type="checkbox"/> Upload evidence of training and/or dissemination of information (e.g. sign-in sheets, certificate of completion, etc.) <input type="checkbox"/> Upload FERPA training documentation <input type="checkbox"/> Upload Employee and/or Student Handbook					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLE	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
E-3	LEA/Subgrantee has a policy and/or procedures to place controls or otherwise limit access to its information systems to ensure that only authorized individuals have access to LEA/Subgrantee information systems.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload documentation of implementation of policy and/or procedures (e.g. Data governance handbook, technology usage agreement, acceptable use policy, etc.) <input type="checkbox"/> Current User Access List (During Visit)					
E-4	LEA/Subgrantee has a policy and/or procedures for maintaining all financial records and programmatic records, supporting documents, statistical and other records are maintained for 5 years or until the resolution of any litigation, claim, negotiation, audit, or other action involving records. (OIG may request records up to 5 years after a grant has closed).	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Documentation/Evidence indicating records are on file for five years (During Visit)					
E-5	LEA/Subgrantee has a policy and/or procedures for providing military recruiters and Institution of Higher Learner (IHL), upon request, required directory information for students. (Sec. 8525)	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload LEA Notice for Directory Information <input type="checkbox"/> Upload LEA Written "Opt-Out" Notice <input type="checkbox"/> Upload evidence of implementation of policy and/or procedures					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLE	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
F. EQUIPMENT MANAGEMENT {2 C.F.R. 200.313-314, Mississippi Public School Asset Management Manual}										
F-1	The LEA/Subgrantee has written policy and/or procedures regarding equipment that comply with state and federal regulations.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Budget documents (During Visit) <input type="checkbox"/> Visual inspection (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
The LEA/Subgrantee has written policy and/or procedures for all the following:										
F-2	A database which contain the following elements: <ul style="list-style-type: none"> • description of the item, • serial number and other identifying numbers, • vendor, • acquisition date, • cost, • percentage of Federal participation in the cost, • physical location of property by building and room, • use and condition, and • disposition data (date, method of disposition, sale price-if applicable, and when property retired from service. 	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload one-two page report that show all required elements <input type="checkbox"/> Requisitions/Purchase orders (During Visit) <input type="checkbox"/> Invoices (During Visit) <input type="checkbox"/> Evidence of receipt of goods (packing slips, sign-off, receiving report, etc.) (During Visit) <input type="checkbox"/> Check/expenditure (During Visit) <input type="checkbox"/> Equipment log/Database (During Visit) <input type="checkbox"/> Inventory (During Visit)					
F-3	A physical inventory of the property, at least annually, that includes the names and title of responsible individuals, as well as the frequency of the inventory process.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Documentation of physical inventory report with dates (During Visit)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
F-4	A control system to ensure adequate safeguards to prevent loss, damage or theft of the property (includes notifying local law enforcement and ensuring that a police report is filed when it is discovered equipment has been stolen).	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> After pulling a sample of items from the log/database, verify each item sampled can be located and has a barcode or other tag identifying it as property of the federal program (During Visit)					
F-5	Adequate maintenance Procedures to keep the property in good condition.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> Maintenance records if applicable (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
F-6	Disposition of equipment that is obsolete or no longer needed for the original program from which it was purchased.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> Upload disposition list with board minutes if applicable <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
F-7	Proper disposal of equipment which includes ensuring the highest possible return if the LEA is authorized or required to sell equipment if applicable.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Requisitions/Purchase orders (During Visit) <input type="checkbox"/> Invoices (During Visit) <input type="checkbox"/> Evidence of receipt of goods (packing slips, sign-off, receiving report, etc.) (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
F-8	Proper disposal of equipment that addresses the disposal of equipment with a fair market value of >\$5,000.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload disposition list and board minutes, if applicable <input type="checkbox"/> Documentation of price determination (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
F-9	Ensure that any equipment was essential to and purchased for the benefit of the program from which it was funded.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Documentation of price determination (During Visit) <input type="checkbox"/> Locate equipment and determine who is using the equipment and for what purpose (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
G. PERSONNEL {2 C.F.R. 200.430}										
G-1	<p>The LEA/Subgrantee has board policy and/or procedures in place to demonstrate:</p> <ul style="list-style-type: none"> • that specific officials are designated to approve employee time and effort documentation and charges that have firsthand knowledge of work performed • the internal process to evaluate the accuracy and reliability of its time and effort system • where employees are funded 100% with a single federal award, the LEA has on file certifications that the employees worked solely on that program for the period covered by the certification. Certificates are completed at least twice a year • employees who work on multiple activities funded from different sources have personnel activity record that support the distribution of their salaries/wages 	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input checked="" type="checkbox"/> MCAPS Funding Application <input checked="" type="checkbox"/> MCAPS Budget Revisions <input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload listing of all federally-funded personnel with name, funding source and percentage, job title, and location <input type="checkbox"/> Job description for all federally funded personnel <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit) <input type="checkbox"/> Personnel schedule (During Visit) <input type="checkbox"/> Expenditure report (See Indicator A-6) <input type="checkbox"/> Upload payroll distribution sheets <input type="checkbox"/> Corrective journal entries (During Visit) <input type="checkbox"/> List: _____					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
G-2	The LEA/Subgrantee has personnel activity documentation that meets the following standards: <ul style="list-style-type: none"> ● reflect an after-the-fact distribution of the actual activity and signed by employee at least monthly and ● reconcile actual cost to budgeted amounts at least quarterly based on monthly activity reports (cost charged to federal awards are adjusted as necessary). 	<input type="checkbox"/> Source Documents			<input type="checkbox"/> Personnel activity report (During Visit)					
G-3	The LEA/Subgrantee has certification documentation that meets the standard for employees who are 100% funded with a single federal award.	<input type="checkbox"/> Source Documents			<input type="checkbox"/> Semi-Annual certifications (During Visit)					
G-4	The LEA/Subgrantee has board policy and/or procedures in place that ensure that fringe benefits charged to the program are reasonable and in compliance with requirements.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Accounting records (See Indicator A-6) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
H. PROCUREMENT {2 C.F.R. 200.318, 2 C.F.R. 200.319, 2 C.F.R. 200.320, 2 C.F.R. 200.322, 2 C.F.R. 200.326, Appendix II to Part 200}										
H-1	The LEA/Subgrantee has written procurement Procedures which comply with federal and state regulations and ensure that the director/supervisor of each federal program documents prior approval of purchases, including full and open competition when conducting procurement transactions.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Requisitions/Purchase orders (During Visit) <input type="checkbox"/> Invoices (During Visit) <input type="checkbox"/> Evidence of receipt of goods (packing slips, sign-off, receiving report, etc.) (During Visit) <input type="checkbox"/> Upload History Transaction (Detailed General Ledger; Objects 300's-900's) <input type="checkbox"/> Sample procurement package (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
H-2	The LEA/Subgrantee has board policy and/or procedures for procurement that ensures, to the greatest extent possible, avoidance of acquisition of unnecessary or duplicative items.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> During Visit Interview <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
H-3	The LEA/Subgrantee has board policy and/or procedures for analyzing the procurement process to determine the most economical approach.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Requisitions/Purchase orders (During Visit) <input type="checkbox"/> Invoices (During Visit) <input type="checkbox"/> Evidence of receipt of goods (packing slips, sign-off, receiving report, etc.) (During Visit) <input type="checkbox"/> Expenditure budget report (See Indicator A-6) <input type="checkbox"/> Sample procurement package (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
H-4	The LEA/Subgrantee has board policy and/or procedures to review and/or audit the content of its procurement files to ensure completeness of its procurement records and outlines the frequency that it is performed.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
H-5	The LEA/Subgrantee determines that purchases with federal funds comply with federal cost principles (e.g. reasonable, necessary, allocable, etc.).	<input type="checkbox"/> Source Documents			<input type="checkbox"/> Multiple bids (During Visit) <input type="checkbox"/> Documents showing purchases impacted targeted population (During Visit) <input type="checkbox"/> LEA/Subgrantee prorates expenditures between federal, state, and/or local funding sources when purchases supported more than one funding purpose (During Visit)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
H-6	The LEA/Subgrantee has a policy and/or procedures for awarding contracts that ensures the appropriate approval and contain all applicable provisions stated in the Uniform Guidance (Appendix II to Part 200). Supervisor of each federal program has internal controls for developing and awarding contracts.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Signed/Dated contract (During Visit) <input type="checkbox"/> Evidence of bids (if applicable) (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
H-7	The LEA/Subgrantee has a policy and/or procedures to monitor the work of contractors to ensure work is performed in accordance with agreement and Federal requirements.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Evaluation of contract services (During Visit) <input type="checkbox"/> Invoices (During Visit) <input type="checkbox"/> Other Evidence of implementation of policy and/or procedures (During Visit)					
H-8	The LEA/Subgrantee has a policy and/or procedures to follow where contractors fail to perform according to the terms of agreements or otherwise fail to provide adequate goods and/or services.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Documentation of implementation of policy and/or procedures if applicable (During Visit)					
H-9	The LEA/Subgrantee maintains a written code of standards of conduct for any employee involved in the award or administration of contracts, including conflicts of interests; accepting gifts, favors, etc.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCFC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
H-10	The LEA/Subgrantee has policy and/or procedures for documentation that is maintained to establish that all procurement requirements have been met for each transaction, including: <ul style="list-style-type: none"> • how procurement documentation is safeguarded and stored • documented rationale for method of procurement • details pertaining to the selection or rejection • description of the contract type • basis for the contract price 	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Sample procurement package (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
H-11	The LEA/Subgrantee has policy and/or procedures for ensuring that it does not contract with parties who have been suspended or debarred.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> General ledger (See Indicator A-6) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit) <input type="checkbox"/> Purchase order supporting documentation (During Visit) <input type="checkbox"/> SAM.gov documentation (During Visit)					
I. INDIRECT COST {2 C.F.R. 200.414, 34 C.F.R. 76.560-569}										
I-1	The LEA/Subgrantee applies indirect cost rates to actual amounts expended when making indirect cost charges for Federal award.	<input type="checkbox"/> Source Documents			<input checked="" type="checkbox"/> MCAPS Reimbursement Request <input type="checkbox"/> General Ledger (See Indicator A-6) <input type="checkbox"/> This LEA/Subgrantee does not take indirect cost (During Visit)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
I-2	The LEA/Subgrantee has procedures in place that are taken when it identifies excess indirect cost charges.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
J. BUDGETING AND ACTIVITIES (2 C.F.R. 200.403-408, 2 C.F.R. 200.420-475, EDGAR 80.30(c)(2))										
J-1	The LEA/Subgrantee has board policy and/or procedures governing the preparation and approval of budgets and budget revisions for the LEA and the schools.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input checked="" type="checkbox"/> MCAPS Consolidated Application & Budget <input checked="" type="checkbox"/> MCAPS Budget Revisions, if applicable <input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Approved budget reflected in LEA/Subgrantee accounting software (See Indicator A-6) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
J-2	The LEA/Subgrantee has board policy and/or procedures that outline the type of input that is received from the school during the budget preparation process and how that input is incorporated prior to the submission to MDE.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input checked="" type="checkbox"/> MCAPS Consolidated Application & Budget <input checked="" type="checkbox"/> MCAPS Budget Revisions, if applicable <input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Approved budget reflected in LEA/Subgrantee accounting software (See Indicator A-6) <input type="checkbox"/> Upload evidence of implementation of policy and/or procedures					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
J-3	The LEA/Subgrantee has board policy and/or procedures to ensure that every effort is made to coordinate efforts and implement activities across programs featuring similar goals, objectives or action steps.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input checked="" type="checkbox"/> MCAPS Consolidated Application & Budget <input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedures <input type="checkbox"/> Other: _____					
J-4	The LEA/Subgrantee has board policy and/or procedures to ensure that the development of programs with federal funds is seamless with the process used in the development of State and local funds.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input checked="" type="checkbox"/> MCAPS Consolidated Application & Budget <input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedures <input type="checkbox"/> Other: _____					
J-5	The LEA/Subgrantee has board policy and/or procedures that outline the process that will be followed to amend an approved application.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input checked="" type="checkbox"/> MCAPS Consolidated Application & Budget <input checked="" type="checkbox"/> MCAPS Budget Revisions, if applicable <input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
J-6	The LEA/Subgrantee has board policy and/or procedures that evaluate the relative value received from different types of expenditures made using program funds.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			ALL REQUIRED <input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Documentation of comprehensive needs assessments, school plans, and evaluation of programs and expenditures (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					

	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
K. ALLOCATIONS (§1003, §1113, §1124, §1124A, §1125, §1126(b), §2102 et seq., §3111-§3116, 34 C.F.R. 76.50-51, 34 C.F.R.76.300, 34 C.F.R. 76.789)									
K-1	The LEA/Subgrantee has policy and/or procedures for the development of each of the covered programs applications (e.g., what type of LEA staff members are involved in the development and review process, how potential projects are identified and developed, etc.).	<input type="checkbox"/> Board Policy # _____		<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedures					
K-2	The LEA has policy and/or procedures for determining site level allocations using Title I funds.	<input type="checkbox"/> Board Policy # _____		√Per-pupil allocation page from MCAPS <input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS, AND <input type="checkbox"/> Upload evidence of implementation of policy and/or procedures					
L. MAINTENANCE OF EFFORT (MOE) {§8521}									
L-1	The LEA has board policy and/or procedures in place to demonstrate: • the calculation of MOE • process if it fails to meet the MOE requirements • the monitoring process used during the fiscal year to ensure it meets the MOE requirements for expenditures levels	<input type="checkbox"/> Board Policy # _____		√MCAPS MOE Document <input type="checkbox"/> LEA policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					

	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLE	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
M. COMPARABILITY {§1118}									
M-1	The LEA follows the Procedures set by the MDE for the annual determination of comparability.	<input type="checkbox"/> Source Documents		<input checked="" type="checkbox"/> MCAPS Comparability Documentation <input checked="" type="checkbox"/> MCAPS Comparability Letter for current and/or previous fiscal year <input type="checkbox"/> Source documents of annual comparability demonstration					
M-2	The LEA has a board policy and/or Procedures in place to monitor comparability throughout the school year.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____		<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS Policy should include the following: <input checked="" type="checkbox"/> LEA-wide salary schedule; <input checked="" type="checkbox"/> equivalence among schools in teachers, administrators, and other staff; and <input checked="" type="checkbox"/> equivalence among schools in the provision of curriculum materials and instructional supplies <input type="checkbox"/> During Visit interview <input type="checkbox"/> Evidence of implementation of policy and/or procedures (During Visit)					
N. EQUITABLE SERVICES {§1117, §8501, 34 C.F.R. 76.661, 2 C.F.R. 200.331(a)(2)}									
	<input type="checkbox"/> No Private School			<input type="checkbox"/> Participating Private School					
	<input type="checkbox"/> Non-Participating Private School			<input type="checkbox"/> Contributing Funds for Private School in Another LEA					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLE	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
N-1	The LEA/Subgrantee has board policy and/or procedures for timely and meaningful consultation with private school officials that included discussion of the following as applicable:				ALL REQUIRED: ✓MDE MCAPS Documentation <input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload agreement with Private Schools <input type="checkbox"/> Upload contact logs <input type="checkbox"/> Upload consultation documentation <input type="checkbox"/> Upload evidence of implementation of policy and/or procedures <input type="checkbox"/> Invoices (During Visit)					
	• Identification of eligible students	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____								
	• Services to be provided to student									
	• How, where and by whom will services be performed									
	• How will services be academically evaluated for effectiveness									
	• Size and scope of services that will be provided									
	• Data source to be used to determine effectiveness									
	• How and when decision about delivery of services will be made (third party contractor)									
	• Complaint process									
	• Parent and family engagement									
• Professional development activities for school officials and staff.										
N-2	The LEA/Subgrantee has board policy and/or procedures for calculating equitable services to private schools.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedures					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLE	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
N-3	The LEA/Subgrantee has board policy and/or procedures for providing equitable services to eligible students attending private schools (or in the case of Title II providing professional development services to teachers of eligible students attending private schools).	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedures					
N-4	The LEA/Subgrantee has board policy and/or procedures for ensuring the appropriate use of any equipment or supplies purchased using funds reserved for equitable services.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedures					
O. DATA QUALITY {§1111(h)(5), 2 C.F.R. 200.303, 2 C.F.R. 200.328}										
O-1	The LEA/Subgrantee has board policy and/or procedures for reviewing the LEA/Subgrantee and school level data. The policy and/or procedures include data quality checks, including automated business rules and manual data quality rules, to ensure the accuracy of reporting data, and to ensure that it is identifying problems in the data (e.g., setting appropriate thresholds)(Sec. 2104(b))	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedures <input type="checkbox"/> Interview (During Visit) <input type="checkbox"/> MSIS Data Reporting (Personnel, EL, Homeless, Foster Care, Neglected/Delinquent) (Do Not Upload)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLE	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
O-2	The LEA/Subgrantee has board policy and/or procedures that describe the management certification (or verification, sign-off, or related) process the LEA requires of schools to ensure that reported data are accurate and complete (e.g., review process for determining data are ready for certification, how responsibility for the certification is assigned, consequences for certifying inaccurate data).	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedures <input type="checkbox"/> Interview (During Visit) <input type="checkbox"/> MSIS Data Reporting (Personnel, EL, Homeless, Foster Care, Neglected/Delinquent) (Do Not Upload)					
O-3	The LEA/Subgrantee has board policy and/or procedures that describe how the LEA monitors schools to ensure they have processes in place so that reported data are accurate and complete (e.g., periodic monitoring, review of school business rules, audits of submitted data).	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> Procedures Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedures <input type="checkbox"/> Interview (During Visit) <input type="checkbox"/> MSIS Data Reporting (Personnel, EL, Homeless, Foster Care, Neglected/Delinquent) (Do Not Upload)					
O-4	Training to building the capacity of staff responsible for data management	<input type="checkbox"/> Source Documents			<input type="checkbox"/> Upload evidence of training/professional development <input type="checkbox"/> Interview (During Visit)					
P. GENERAL FISCAL REQUIREMENTS										
P-1	The LEA/Subgrantee has records to support whether funds were obligated and liquidated within the approved grant period.	<input type="checkbox"/> Source Documents			<input checked="" type="checkbox"/> MCAPS Reimbursements <input type="checkbox"/> Most Recent Single Audit (See state auditor's website for most recent single audit) <input type="checkbox"/> Purchase orders/Contracts (During Visit)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLE	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
P-2	Funds are drawn down from MCAPS or requested regularly in correlation to expenditures.	<input type="checkbox"/> Source Documents			<input checked="" type="checkbox"/> MCAPS Reimbursements Requests or School Payment Request for Funds <input type="checkbox"/> Upload cash balance statement					
P-3	Funds are being requested and reported as expended monthly to satisfy the intent of each federal program.	<input type="checkbox"/> Source Documents			<input checked="" type="checkbox"/> MCAPS Reimbursements <input type="checkbox"/> Expenditure/Budget report (See Indicator A-6)					
Q. TITLE I, PART A										
Q-1	Title I funds are used to supplement funds made available from non-federal sources.	<input type="checkbox"/> Source Documents			<input checked="" type="checkbox"/> MCAPS Comparability Report <input type="checkbox"/> State Budget documents, budget/expenditures; funding source for all instructional salaries by school (REQUIRED) (Current Year) (During Visit) <input type="checkbox"/> Evidence of budget calculation (Current Year) (During Visit) <input type="checkbox"/> Methodology of budget calculation (Current Year) (Uploaded in MCAPS)					
Q-2	The LEA uses Title I administrative funds appropriately.	<input type="checkbox"/> Source Documents			<input checked="" type="checkbox"/> MCAPS Cost Pool Budget or Administrative Budget <input type="checkbox"/> Job descriptions (Title I admin funds are only used to oversee Title I programs)					
Q-3	Documentation is on file to support that all transfers are made in accordance with consolidated administration and all fiscal records are maintained to reflect the transfers.	<input type="checkbox"/> Source Documents			<input type="checkbox"/> Journal entries (See Indicator A-6)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	ZIS1/CLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
R. TITLE II, PART A										
R-1	Title II A funds are used to supplement state and local funds. (Sec. 2301)	<input type="checkbox"/> Source Documents			<input type="checkbox"/> Monthly CSR calculation (During Visit) <input type="checkbox"/> General ledger (See Indicator A-6) <input type="checkbox"/> Payroll records (See Indicator G-1)					
R-2	LEA reserved no more than the allowable percent for administrative costs	<input type="checkbox"/> Source Documents			√MCAPS Consolidated Application & Budget <input type="checkbox"/> Expenditure budget reports, general ledger details (See Indicator A-6)					
S. TITLE III, PART A, ENGLISH LANGUAGE ACQUISITION										
S-1	Title III funds are used to supplement not only state and local funds, but also other federal funds.	<input type="checkbox"/> Source Documents			<input type="checkbox"/> General ledger (See Indicator A-6)					
S-2	LEA reserved no more than the allowable 2 percent for administrative costs? ESEA sec. 3115(b)	<input type="checkbox"/> Source Documents			√MCAPS Consolidated Application & Budget <input type="checkbox"/> Expenditure budget reports, general ledger details (See Indicator A-6)					
T. TITLE IV, PART A										
T-1	The LEA uses Title IV, Part A administrative funds appropriately. Ensure administrative cost does not exceed 2% of the LEA's Title IV, Part A Allocation. (Sec. 4105(c))	<input type="checkbox"/> Source Documents			<input type="checkbox"/> General ledger (See Indicator A-6) <input type="checkbox"/> N/A					
T-2	The LEA adheres to earmarking requirements for LEAs that receive at least \$30,000 of Title IV, Part A fund (Sec. 4106(e)(2)(C)-(E))	<input type="checkbox"/> Source Documents			√MCAPS Consolidated Application & Budget <input type="checkbox"/> Expenditure budget reports, general ledger details (See Indicator A-6)					

		LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21stCCLE	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
T-3	The LEA adheres to 15% cap on technology infrastructure (Sec. 4109(b))	<input type="checkbox"/> Source Documents			<input checked="" type="checkbox"/> MCAPS Consolidated Application & Budget <input type="checkbox"/> Expenditure budget reports, general ledger details (See Indicator A-6)					
T-4	The LEA ensures the programs and activities supported with Title IV, Part A fund are consistent with the types of programs and activities. (Sec. 4107, 4108, 4109)	<input type="checkbox"/> Source Documents			<input checked="" type="checkbox"/> MCAPS Consolidated Application & Budget <input type="checkbox"/> Expenditure budget reports, general ledger details (See Indicator A-6)					
T-5	Title IV, Part A funds are used to supplement and not supplant state and local funds. (Sec. 4110)	<input type="checkbox"/> Source Documents			<input type="checkbox"/> General ledger (See Indicator A-6)					
U. ESSA TRANSFERABILITY										
U-1	The LEA transfers funds between formula programs.	<input type="checkbox"/> Source Documents			<input checked="" type="checkbox"/> MCAPS Consolidated Application & Budget <input type="checkbox"/> Expenditure budget reports, general ledger details (See Indicator A-6) <input type="checkbox"/> Affirmation of consultation for transfer (Equitable Service)					

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
AA. TITLE I, PART A: LEA-LEVEL RESERVATIONS AND ALLOCATIONS TO TITLE I SCHOOLS						
AA-1	Optional reservation for financial incentives and rewards to teachers who serve in Title I eligible schools identified for comprehensive or targeted supported and improvement (up to 5%) (Sec. 1113(c)(4))				<input type="checkbox"/> Does the LEA reserve funds for this purpose? If so: <input checked="" type="checkbox"/> How much does the LEA reserve? <input checked="" type="checkbox"/> How does the LEA ensure the incentives and rewards go to teachers in Title I eligible schools identified for targeted support and improvement?	
AA-2	Optional reservation for school choice transportation for students in a school identified for comprehensive support and improvement who transfer to another public school (if the LEA chooses to allow such transfers) (up to 5%) (Sec. 1111(d)(1)(D))				<input type="checkbox"/> Does the LEA reserve funds for this purpose? If so: <input checked="" type="checkbox"/> How much does the LEA reserve? <input checked="" type="checkbox"/> How does the LEA give priority to the lowest-achieving children from low-income families?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
AA-3	Optional reservation for administration of Title I program (20% limitation) (34 CFR § 200.77(f); Miss. Admin. Code 7-3:80.2, State Board Policy Chapter 80, Rule 80.2)	<input type="checkbox"/> LEA financial records showing the reserved funds were spent (See Indicator A-6) <input type="checkbox"/> Documentation of administration of Title I program			<input type="checkbox"/> Does the LEA reserve funds for this purpose? If so: <input checked="" type="checkbox"/> How much does the LEA reserve?	
AA-4	Optional reservation for district-managed initiatives (34 CFR § 200.77(g))	<input type="checkbox"/> Financial records showing how the reserved funds were spent (See Indicator A-6) <input type="checkbox"/> Documentation of implementation of district initiatives (see district set asides) <input type="checkbox"/> Documentation of districtwide initiatives benefiting all served Title I schools			<input type="checkbox"/> Does the LEA reserve funds for this purpose? If so: <input checked="" type="checkbox"/> How much does the LEA reserve? <input checked="" type="checkbox"/> What activities does the LEA support with the reserved funds? <input checked="" type="checkbox"/> How does the LEA ensure that all reservations taken off the top benefit all served Title I schools?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
AA-5	Ranking and serving Title I schools (Sec. 1113(a)(3))	<input type="checkbox"/> Upload documentation used to complete the MCAPS School Eligibility section including MSIS Month 7 report by location, poverty data to determine the number of low-income students, etc.			<input type="checkbox"/> What data sources does the LEA use in its calculations? <input type="checkbox"/> When determining the number of students from low-income families in secondary schools, does the LEA use the option for ranking by grade span? If so, did a majority of secondary schools approve the use grade span method? <input type="checkbox"/> Does the LEA use the option to serve high schools with between 50% and 75% poverty before it begins to serve other schools below 75% poverty? If so, was the process consistent with Sec. 1113(a)(3)(B)?	
					<input type="checkbox"/> Does the LEA serve any schools below 35 percent poverty? If so, what process does the LEA use to apply the “125 percent” rule when serving these schools?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB. TITLE I, PART A: GENERAL REQUIREMENTS						
BB-1	Assessments and accountability (Sec. 1111)	<input type="checkbox"/> Test Security Plan <input type="checkbox"/> Documentation of student participation in State assessments (available on MDE website)			<input type="checkbox"/> Can you provide a overview of the LEAs participation in state assessments? How are test security procedures implemented? <input type="checkbox"/> Who is responsible for ensuring that appropriate test security procedures are applied?	
BB-2	Annual report card (Sec. 1111(h)(2)(A)&(C))	<input type="checkbox"/> Annual Report Card (available on MDE website) <input type="checkbox"/> Upload documentation of dissemination of annual report card			<input type="checkbox"/> Who is responsible for the LEAs preparation and dissemination of the required annual report card that includes the information required by Sec. 1111(h)(1)(C)? How is the annual report card disseminated?	
BB-3	Stakeholder engagement (Sec. 1112(a)(1)(A))	<input type="checkbox"/> Upload documentation of stakeholder engagement (any artifacts from meetings)			<input type="checkbox"/> Describe the LEA's process for engaging stakeholders in the planning of the LEA plan. <input type="checkbox"/> Describe what occurred at the last meeting where stakeholders were involved?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	<small>YES</small>	<small>NO</small>	Questions	Comments
BB-4	Monitoring and supporting student progress (Sec. 1112(b)(1))	<input type="checkbox"/> Documentation of monitoring and supporting student progress to strengthen academic programs and improve school conditions for students (See LEA Plan – Dimension 1, Narrative Box #3) <input type="checkbox"/> Interview			<input type="checkbox"/> How has the LEAs monitored the school's implementation of their action steps in their School Plan? <input type="checkbox"/> What supports have been provided to Schools to ensure that students are progressing in meeting state academic standards? <input type="checkbox"/> What support is the LEA providing to schools to identify students who may be at risk for academic failure? <input type="checkbox"/> What type of additional assistance to struggling students, and identifying and implementing strategies to strengthen academic programs and improve school conditions for student is the LEA providing the schools?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-5	Teacher equity (Sec. 1112(b)(2))	<input type="checkbox"/> Documentation how LEA identify and address disparities that result in low-income and minority students being taught at higher rates than other student by ineffective, inexperienced, or out-of-field teachers (LEA Plan – College and Career Readiness, Narrative Box #4) <input type="checkbox"/> Interview			<input type="checkbox"/> How does the LEAs identify and address disparities that result in low-income and minority students being taught at higher rates than other student by ineffective, inexperienced, or out-of-field teachers? <input type="checkbox"/> What does the LEA have in place to support teachers who may be deemed ineffective, inexperienced, or out-of-field teachers who are working with low-income and minority students?	
BB-6	Effective transitions (Sec. 1112(b)(8), Sec 112(b)(10))	<input type="checkbox"/> Evidence of transition activities for students in early childhood programs to elementary, and from middle to high school and from high school to postsecondary education (LEA Plan – College and Career Readiness, Narrative Box #3) <input type="checkbox"/> Interview			<input type="checkbox"/> Describe the activities the LEA takes to provide effective transitions for students in early childhood programs to elementary, and from one grade span to the next and from high school to postsecondary education.	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-7	Reducing overuse of discipline practices (Sec. 1112(b)(11))	<input type="checkbox"/> Evidence of support to reduce the overuse of discipline practices that removes students from the classroom (LEA Plan – School Climate and Culture Narrative Box #2) <input type="checkbox"/> Interview			<input type="checkbox"/> What options does the LEA use to reduce the overuse of discipline practices that remove students from the classroom?	
BB-8	CTE and workforce development (served high school only) (Sec. 1112(b)(12))	<input type="checkbox"/> Documentation of coordinated and integrated academic and career and technical education instructional support (LEA Plan – College and Career Readiness, Narrative Box #5 and #6) <input type="checkbox"/> Documentation of work-based learning opportunities <input type="checkbox"/> Interview			<input type="checkbox"/> For served High Schools, How does the LEA coordinate academic content between the regular core curriculum and CTE curriculum including work-based learning opportunities?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-9	Teacher and paraprofessional qualifications (Sec. 1112(c)(6))	<input type="checkbox"/> Teacher and/or paraprofessional verification that meets applicable state certification and licensure requirements (LEA Plan – Dimension 2, Narrative Box #2) <input type="checkbox"/> Interview			<input type="checkbox"/> When are qualifications checked for teachers and paraprofessional to ensure that they meet State requirements? How often are they verified? <input type="checkbox"/> If a person is found to be out of license, what would the LEA do?	
BB-10	Nondiscrimination in admission or exclusion (Sec. 1112(e)(3)(D))	<input type="checkbox"/> Upload documentation of Civil Rights Enforcement Process			<input type="checkbox"/> Discuss the LEAs nondiscrimination policy. <input type="checkbox"/> Who is responsible for any complaints that are received?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC. TITLE I, PART A: GENERAL MCKINNEY-VENTO HOMELESS EDUCATION REQUIREMENTS						
CC-1	Mandatory reservation for students experiencing homelessness (Sec. 1113(c)(3)(A)(i)) (REQUIRED)	<input type="checkbox"/> Budget documents showing the reservation was budgeted (MCAPS) <input type="checkbox"/> Financial records showing how the reserved funds were spent (See Indicator A-6)			<input type="checkbox"/> How does the LEA determine how much to reserve? <input type="checkbox"/> Generally, how does the LEA spend the reserved funds? <input type="checkbox"/> How does the LEA track spending of the required reservation? <input type="checkbox"/> How many homeless students were served by the LEA in the monitored year?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-2	Identification and enrollment of students experiencing homelessness and transmission of data to MDE (McKinney-Vento Act Section 722(g)(1)(F)(ii); Section 722(e)(3)(E)(I, ii, iii) Section 722(g)(1)(H) Section 722(g)(1)(2)(C) Section 722(g)(1)(B) Section 722(g)(1)(C) Section 7229(g)(7))	<input type="checkbox"/> Upload LEA/Subgrantee policy and/or procedures that address identification, school selection (including feeder school protocol, if applicable), immediate enrollment, transportation, disputes, and credit for full or partial coursework completed in a prior school <input type="checkbox"/> Upload LEA/Subgrantee policy and/or procedures that indicates a recent revision and/or review to identify and remove any barriers for homeless students, if applicable <input type="checkbox"/> Month 9 MSIS Report (do not upload) <input type="checkbox"/> Enrollment/Registration Packets (do not upload)			<input type="checkbox"/> Does the LEA have written procedures for the education of homeless children and youth that identify and remove any barriers? <input type="checkbox"/> Does the written procedures include identification, school selection (including feeder school protocol if applicable), enrollment, transportation, disputes, and credit for full or partial coursework?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-3	Homeless Liaison (McKinney-Vento Act Sec. 722(g)(6))	<input type="checkbox"/> Upload name of the LEA's homeless liaison <input type="checkbox"/> Upload verification of homeless liaison's attendance at the annual statewide homeless conference hosted by MDE <input type="checkbox"/> Upload documentation of professional development activities received by LEA personnel responsible for the implementation of the McKinney-Vento program			<input type="checkbox"/> Does the LEA designate a liaison for homeless children and youth who has sufficient training, resources and time to carry out the duties of the McKinney-Vento Act?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-4	Homeless awareness (McKinney-Vento Act Sec. 722(g)(6)(A)(v, vi, ix); Sec. 722(g)(6)(B); and Sec. 722(g)(5)(C)(iii))	<input type="checkbox"/> Upload copies of flyers, handouts, written procedures for notifying stakeholders, program brochure, and/or posters that identify the Homeless Liaison with contact information posted in schools and community locations frequented by homeless families <input type="checkbox"/> Upload list of community locations and schools where information is posted <input type="checkbox"/> Upload documentation of training for all school personnel			<input type="checkbox"/> Does the LEA have procedures for providing awareness and contact information of homeless liaison to parents, guardians, and school personnel?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-5	Transportation services (McKinney-Vento Act Sec. 722(g)(6)(viii); Section 722(g)(1)(J)(iii); Section 722(g)(4)(A))	<input type="checkbox"/> Upload documentation of collaborative planning, with the LEA transportation department personnel to inform and facilitate transportation coordination, if applicable <input type="checkbox"/> Upload documentation of trainings and/or meetings with parents/guardians, unaccompanied homeless youth regarding transportation options, if applicable			<input type="checkbox"/> Does the LEA ensure that parents or guardians are fully informed of all transportation services, including to and from school of origin, and that appropriate assistance to access transportation is provided?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-6	Comparable services (McKinney-Vento Act Sec. 722 (e)(3)(C)(i)(III)(cc); Sec. 722(g)(1)(F)(iii); Sec. 722 (g)(4) Sec. 722(g)(5)(C)(ii)	<input type="checkbox"/> Upload documentation that demonstrates comparable services are provided (ex. Title I, EL, IDEA, career technical education, gifted and talented programs, and school nutrition programs) <input type="checkbox"/> Student schedules (During Visit) <input type="checkbox"/> Interview			<input type="checkbox"/> Does the LEA provide services comparable to services offered to other students in the school? <input type="checkbox"/> How does your district ensure homeless students are treated equally/comparably to all students? <input type="checkbox"/> What measures has the district taken to ensure inclusiveness of homeless students in curricular and extracurricular programs?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-7	Collaboration of services (McKinney-Vento Act Sec. 722(g)(5))	<input type="checkbox"/> Upload list of additional coordinating agencies, their mission, and services provided to homeless children and youth, if applicable <input type="checkbox"/> Upload evidence of collaboration of services <input type="checkbox"/> Upload sample referral form (for examples housing, clothing, mental health needs, etc.)			<input type="checkbox"/> Does the LEA collaborate with state, local, non-profit and social service agencies or programs to ensure that services are available for homeless children and youth?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-8	Meeting educational needs of the homeless children and youth, including unaccompanied homeless youth (McKinney-Vento Act Sec. 722(g)(5)(C))	<input type="checkbox"/> Upload documentation of educational support to meet the needs of homeless children and youth, including unaccompanied homeless youth, if applicable <input type="checkbox"/> Interview			<input type="checkbox"/> Does the LEA identify the educational needs of the homeless children and youth, including unaccompanied homeless youth? <input type="checkbox"/> How does the LEA meet the educational identified needs of the homeless children and youth, including unaccompanied homeless youth? (See MSIS Homeless Services Provided, interventions)	
CC-9	Coordination of preschool programs (McKinney-Vento Act Sec. 722(g)(1)(F)(i))	<input type="checkbox"/> Upload LEA/Subgrantee policy and/or procedures for the coordination of preschool programs for Homeless Children and Youth <input type="checkbox"/> Upload documentation of coordination of preschool programs including Head Start, Early Learning Collaboratives <input type="checkbox"/> Referral Form, if applicable			<input type="checkbox"/> Does the LEA ensure coordination among LEA preschool programs, Head Start, and/or Early Learning Collaboratives? <input type="checkbox"/> Does the policy and/or procedures ensure homeless children have access to public preschool programs administered by the LEA?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-10	Counselor assistance for college and career readiness (McKinney-Vento Act Sec. 722(g)(1)(K))	<input type="checkbox"/> Upload evidence of counselor interaction with homeless students (middle and high school) <input type="checkbox"/> Upload evidence unaccompanied homeless youth are notified of their independent status on the FAFSA, if applicable			<input type="checkbox"/> Does the LEA ensure homeless students receive assistance from counselors to advise, prepare, and improve their readiness for college?	
CC-11	Dispute resolution process (Miss. Admin. Code 7-3:40.1, State Board Policy Chapter 40, Rule 40.1)(McKinney-Vento Act Sec. 722(g)(1)(C) and Sec. 722(g)(3)E))	<input type="checkbox"/> Upload LEA/Subgrantee policy aligned to State Board Policy 40.1 <input type="checkbox"/> Upload evidence of written notification to parents and unaccompanied homeless youth regarding placement decisions when they are different from what was requested, if applicable <input type="checkbox"/> Upload evidence that the LEA implements a process for the prompt resolution of disputes (e.g. phone log, notes, email messages), if applicable			<input type="checkbox"/> Does the LEA have a dispute resolution process regarding the eligibility, enrollment and educational services that is aligned to State Board Policy 40.1?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<input type="checkbox"/> Upload evidence of continued services during dispute process, including transportation, if applicable <input type="checkbox"/> Upload evidence of parent/unaccompanied homeless youth's opportunity to appeal at multiple levels, if applicable				
DD. TITLE I, PART A: FOSTER CARE						
DD-1	Foster care point of contact (Sec. 1112(c)(5)(A))	<input type="checkbox"/> Upload name of foster care point of contact			<input type="checkbox"/> Did the LEA collaborate with the appropriate Department of Human Services to designate a foster care point of contact?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
DD-2	Best interest determination (Sec. 1111(g)(1)(E))	<input type="checkbox"/> Upload LEA/Subgrantee policy and/or procedures for best determination process for students in foster care			<input type="checkbox"/> Does the LEA collaborate with the Department of Human Services to ensure that students in foster care have the opportunity to remain in their school of origin if it is their best interest? <input type="checkbox"/> If it is not in a child's best interest to remain in the school of origin, does the LEA ensure the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment?	
DD-3	Transportation services for students in foster care (Sec. 1112(c)(5)(B))	<input type="checkbox"/> Upload LEA/Subgrantee policy and/or procedures for transportation services for students in foster care			<input type="checkbox"/> Describe the LEA procedures on how transportation will be provided to students in foster care to maintain their school of origin when in their best interest ? <input type="checkbox"/> Does the LEA follow these procedures?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
EE. TITLE I, PART A: EARLY CHILDHOOD						
EE-1	Optional reservation for early childhood education (Sec. 1113(C)(5))	<input type="checkbox"/> LEA financial records showing the reserved funds were spent (See Indicator A-6) <input type="checkbox"/> Upload documentation implementation of early childhood education program (see MCAPS - District Set Aside)			<input type="checkbox"/> Does the LEA reserve funds for this purpose? If so: <input checked="" type="checkbox"/> How much does the LEA reserve? <input checked="" type="checkbox"/> Generally, how does the LEA spend the reserved funds? <input checked="" type="checkbox"/> How does the LEA determine which children are eligible for services supported with the reserved funds? <input checked="" type="checkbox"/> How does the LEA ensure preschool services supported with reserved funds comply with Head Start performance standards? <input checked="" type="checkbox"/> What type of professional development is provided to early childhood program staff?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
EE-2	<p>Performance standards for early childhood (Sec. 1112 (c)(7))*</p> <p>*Applies if an LEA uses Title I Part A funds to provide early childhood education</p>	<p><input type="checkbox"/> An agreement with the local Head Start agency to carry out the required activities. (If there is no Head Start agency in the LEA, then this is not applicable.)</p> <p><input type="checkbox"/> Evidence of compliance with the performance standards for Head Start (see LEA Funding – Preschool Service Details)</p> <p><input type="checkbox"/> Interview (PreK Program Details)</p>			<p><input type="checkbox"/> If the LEA or its schools use Title I, Part A funds to provide early childhood education to low-income children below the age of compulsory school attendance, how does the LEA ensure that these services comply with the performance standards established under Sec. the Head Start Act?</p> <p><input type="checkbox"/> How does the LEA use early childhood screeners and assessments?</p> <p><input type="checkbox"/> How does the LEA provide developmental progress to parents?</p>	
					<p><input type="checkbox"/> Describe how the LEA collaborate with other early childhood agencies and/or programs.</p> <p><input type="checkbox"/> Describe how the LEA provide professional development to early childhood staff.</p>	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
EE-3	<p>Coordination with preschool programs (Sec. 1119(a)&(b))*</p> <p>*Applies to all LEAs (whether they use Title I, Part A funds to provide early childhood education or not)</p>	<input type="checkbox"/> Upload documentation of coordination activities, such as record-sharing and other policies and procedures, meeting notes, training			<p><input type="checkbox"/> How does the LEA carry out activities to increase coordination with Head Start agencies, and, if feasible, other early childhood providers?</p> <p>Coordination activities include:</p> <ul style="list-style-type: none"> ✓ Developing and implementing record sharing procedures (with parental consent), ✓ Establishing channels of communication between school staff and their counterparts, ✓ Conducting meetings between parents and teachers to discuss the needs of individual students, ✓ Joint, transition-related training, of staff training, and ✓ Linking educational services provided. 	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF. TITLE I, PART A: PARENT AND FAMILY ENGAGEMENT/PARENTAL NOTIFICATIONS						
FF-1	Mandatory reservation for parent and family engagement for LEAs that receive over \$500,000 of Title I, Part A funds (at least 1% and at least 90% of which must be distributed to Title I schools, with priority to high-need schools) (Sec. 1116(a)(3)(A),(C)&(D))	<input type="checkbox"/> Upload evidence how the LEA distribute reserved funds to schools, and what kind of priority is given to high-need schools (documentation to determine this-needs assessment, CSI, TSI, ATSI designation, etc.)? The mandatory reservation amount is located in MCAPS. <input type="checkbox"/> Upload evidence of how the LEA involves parents and family members of Title I children in decisions about how to spend the reserved funds?			<input type="checkbox"/> How does the LEA distribute reserved funds to schools, and what kind of priority is given to high-need schools? <input type="checkbox"/> How does the LEA involve parents and family members of Title I children in decisions about how to spend the reserved funds?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<input type="checkbox"/> Are the funds reserved at the district level used for at least one of the following activities: <ul style="list-style-type: none"> ✓ Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies; ✓ Supporting programs that reach parents and family members at home, in the community, and at school; ✓ Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members; 				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<p>√Collaborating, or providing sub-grants to schools to enable schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement; or</p> <p>√ Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the district parent and family engagement policy?</p>				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-2	LEA parent and family engagement policy (Sec. 1116(a)(1)-(2))	<input type="checkbox"/> Upload written parent and family engagement policy that describe how the LEA will (all required): <ul style="list-style-type: none"> ✓ Involve parents and family members in the joint development of Title I activities (under Sec. 1112) and the development of CSI and TSI plans; ✓ Provide coordination, technical assistance, and other support to Title I schools on planning and implementing effective parent and family engagement activities; ✓ Coordinate and integrate Title I parent and family engagement strategies with other relevant federal, state, and local laws and programs to the extent feasible; 			<input type="checkbox"/> Does the LEA have a written parent and family engagement policy that describes all the required element? <input type="checkbox"/> What was the LEA's process for involving parents and family members of Title I students in the policy's development? <input type="checkbox"/> How was the policy distributed to parents and family members of Title I students?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<ul style="list-style-type: none"> ✓ Conduct an annual evaluation of the parent and family engagement policy in improving the academic quality of Title I schools; ✓ Use the finding of such evaluation to design evidence-based strategies for more effective parental involvement, and if necessary, to revise parent and family engagement policies; and ✓ Involve parents in Title I school activities. <input type="checkbox"/> Evidence of parent and family member involvement in the policy's development <input type="checkbox"/> Evidence of technical assistance and support provided to Title I schools 				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-3	Title I school-level parent and family engagement plan (Sec. 1116(b))	<input type="checkbox"/> Upload written school-level parent and family engagement plan that describes how the school will carry out required parental engagement activities			<input type="checkbox"/> Does each Title I school have a school-level written parent and family engagement plan that describes how the school will carry out required parental engagement activities?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-4	School-level parent and family engagement activities (Sec. 1116(c))	<input type="checkbox"/> Upload documentation to support that each Title I school carry out the following required activities? <input checked="" type="checkbox"/> Convene an annual meeting at a convenient time to inform parents of Title I requirements and the right of parents to be involved; <input checked="" type="checkbox"/> Offer a flexible number of meetings (school may provide transportation, child care, or home visits with Title I funds if related to parental involvement); <input checked="" type="checkbox"/> Involve parents in the planning, review, and improvement of the Title I program, including the school parent and family engagement policy and schoolwide plan (when applicable);			<input type="checkbox"/> When was the annual meeting? <input type="checkbox"/> Describe the parent involvement in the planning, review, and improvement of Title I programs. <input type="checkbox"/> Describe how the schools provided the required information to parents of Title I children. <input type="checkbox"/> Did parent comments on schoolwide plans, if applicable?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<p>√ Provide parents of Title I children:</p> <ul style="list-style-type: none"> ➤ Timely information about Title I programs, ➤ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards, ➤ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and 				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓ If the schoolwide plan (where applicable) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-5	Title I school-parent compact (Sec. 1116(d))	<input type="checkbox"/> Upload sample school-parent compacts that: <ul style="list-style-type: none"> ✓ Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and 			<input type="checkbox"/> Does each Title I school have a school-parent compact that address all required components?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<p>✓ Addresses the importance of communication between teachers and parents on an ongoing basis through at a minimum:</p> <ul style="list-style-type: none"> ➤ Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement, ➤ Frequent reports to parents on their children's progress, 				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<ul style="list-style-type: none"> ➤ Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observe classroom activities, and ➤ Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand? 				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-6	Building capacity for parent and family engagement (Sec. 1116(e))	<input type="checkbox"/> Upload documentation of activities the LEA and each Title I school uses to carry out the required activities to build capacity: <ul style="list-style-type: none"> ✓ Provide assistance to parents of Title I children in understanding such topics as state academic standards, state and local academic assessments, Title I requirements, and how to monitor a child’s progress and work with educators to improve the achievement of their children; ✓ Provide materials and training to help parents to work with their children to improve their children’s achievement; 			<input type="checkbox"/> Does the LEA and each Title I school carry out the required activities to build capacity?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<p>✓ Educate school leadership and staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;</p> <p>✓ Coordinate and integrate parent involvement programs and activities with other Federal, State, and local</p>				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<p>✓ Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of Title I children in a format and, to the extent practicable, a language the parents can understand; and</p> <p>✓ Provide other reasonable support for parental engagement activities</p>				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-7	Right-to-know notice to parents regarding teacher qualifications and paraprofessional instruction (Sec. 1112(e)(1)(A))	<input type="checkbox"/> Upload LEA notification to Title I parents whether the student's teacher: <ul style="list-style-type: none"> ✓ Has meet state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction, ✓ Is teaching under emergency or other provisional status, and ✓ Is teaching in the teacher's field of discipline of teacher's certification, and ✓ Whether the student is provided services by paraprofessionals and, if so, their qualifications 			<input type="checkbox"/> How, at the beginning of each school year, does the LEA notify parents of students in Title I schools that they may request information from the LEA about the professional qualifications of the student's classroom teachers?	
FF-8	Parent information on student achievement (Sec. 1112(e)(1)(B)(i))	<input type="checkbox"/> Upload documentation to demonstrate how each Title I school provide information to each parent on the level of achievement and academic growth of the student on each of the Title I required state assessments?			<input type="checkbox"/> How does each Title I school provide information to each parent on the level of achievement and academic growth of the student on each of the Title I required state assessments?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-9	Parent information about teacher certification/licensing status (Sec. 1112(e)(1)(B)(ii))	<input type="checkbox"/> Upload documentation to demonstrate how each Title I school provides timely notice to each parent if their child has been assigned to, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet relevant state certification or licensure requirements (when applicable).			<input type="checkbox"/> How does each Title I school provide timely notice to each parent if their child has been assigned to, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet relevant state certification or licensure requirements (when applicable).	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-10	Testing transparency (Sec. 1112(e)(2))	<input type="checkbox"/> Notifications to parents on assessment participation requirements <input type="checkbox"/> Link to website with required assessment information <input type="checkbox"/> Copies of letters, notices, etc. with required assessment information			<input type="checkbox"/> How does the LEA notify parents of students in Title I schools that they may request information regarding any state or LEA policy on student participation in required assessments, including parental rights to opt-out where applicable? <input type="checkbox"/> How does the LEA make information about required assessments for each grade served by the LEA widely available through public means, including: <ul style="list-style-type: none"> ✓ the subject matter assessed; ✓ the purpose for which the assessment is designed and used; ✓ the source of the requirement for the assessment? 	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-11	Parent notification for parents of EL students placed in Language Instruction Educational Program (LIEPs) (if the LEA used Title I, Part A or Title III, Part A funds to provide an LIEP) (Sec. 1112(e)(3)(A)&(B))	<input type="checkbox"/> Upload evidence the LEA informs parents of EL students identified for participation in the LIEP of: <ul style="list-style-type: none"> ✓ The reasons for their child’s identification as an EL and in need of placement in an LIEP; ✓ The child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement; ✓ The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs; 			<input type="checkbox"/> How does the LEA inform parents of EL students identified for participation in the LIEP?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<ul style="list-style-type: none"> ✓ How the program in which their child is, or will be, participating will meet the child’s educational strengths and needs; ✓ How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; ✓ The specific exit requirements for the program, including the expected rate of transition into classrooms that are not tailored for ELs, and, if Title I, Part A funds are used in high schools, the expected graduation rate for such program; 				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<ul style="list-style-type: none"> ✓ In the case of a child with a disability, how such program meets the objectives of the child’s IEP; and ✓ Information pertaining to parental rights that includes written guidance: <ul style="list-style-type: none"> ➤ Detailing the right parents have to have their child immediately removed from such program upon their request; 				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<ul style="list-style-type: none"> ➤ Detailing the options parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and ➤ Assisting parents in selecting among various programs and methods of instruction, if more than one is offered. <p><input type="checkbox"/> Upload evidence the LEA provides notices within 30 days of the start of school or, if a child is identified during the school year, within the first 2 weeks of the child beginning the LIEP?</p>				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-12	Outreach to parents of EL students (Sec. 1112(e)(C)(3))	<input type="checkbox"/> Upload evidence the LEA implements an effective means of outreach to parents of EL students to inform them about how they can: <ul style="list-style-type: none"> ✓ Be involved in the education of their children; and ✓ Be active participants in assisting their children to— <ul style="list-style-type: none"> ➤ Attain English proficiency; ➤ Achieve at high levels within a well-rounded education; and ➤ Meet the challenging State academic standards expected of all students. 			<input type="checkbox"/> How does the LEA implement an effective means of outreach to parents of EL student? <input type="checkbox"/> How often does the LEA hold meetings for parents of EL students?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<input type="checkbox"/> Upload copies of letters or notices to parents <input type="checkbox"/> Upload meeting documentations (notifications of meetings, agendas, materials shared with parents at the meeting, etc.)				
FF-13	Notice and format of information provided to parents (Sec. 1112(e)(4))	<input type="checkbox"/> Upload evidence the LEA ensures the information provided to parents is in an understandable and uniform format, and to the extent practicable, in a language the parents can understand <input type="checkbox"/> Upload copies of letters or notices to parents <input type="checkbox"/> Upload meeting documentations (notifications of meetings, agendas, materials shared with parents at the meeting, etc.)			<input type="checkbox"/> How does the LEA ensure the information provided to parents is in an understandable and uniform format, and to the extent practicable, in a language the parents can understand?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
GG. TITLE I, PART A: SCHOOLWIDE PROGRAMS						
GG-1	School eligibility requirement (Sec. 1114(a)(1))	<input type="checkbox"/> See AA-5 for documentation			<input type="checkbox"/> Does each school that operates a schoolwide program have at least 40% poverty or a waiver from MDE?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	<small>YES</small>	<small>NO</small>	Questions	Comments
GG-2	Schoolwide plan (Sec. 1114)(b))	<input type="checkbox"/> Schoolwide plans in MCAPS must be completed and approved by the LEA for the monitored year <input type="checkbox"/> Upload evidence that the plan was shared with parents and the community (letter, website, etc.) Interview with school-level personnel <input type="checkbox"/> Interview			<input type="checkbox"/> How does the LEA ensure schools implement programs consistent with their plans? <input type="checkbox"/> Please have a school-level representative available to answer the following: 1.Does each Title I schoolwide school have an approved schoolwide plan based on a comprehensive needs assessment (see School Plan-Prioritized List of Needs)? 2.What are the methods used in each school to strengthen the core academic program, as well as to increase the amount and quality of learning time (School Plan- Curriculum and Instruction Narrative Box #1)?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
					<p>3. Describe strategies for meeting the educational needs of students who are failing or who are most at risk of failing the state's challenging academic achievement standards (School Plan-Curriculum and Instruction Narrative Box #2).</p> <p>4. Was the schoolwide plan developed with the involvement of parents and other members of the community (School Plan-Parent and Family Engagement Narrative Box #1)?</p> <p>5. What are some examples of implementation of the action steps with the School Plan? Did the school meet its goal? Provide evidence. (School Plan Overview (Expand All) Action Steps)</p>	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
					6.What are some examples of parent engagement activities implemented to improve student learning(School Plan-Parent and Family Engagement Narrative Box #3)?	
GG-3	Plan monitoring and revision (Sec. 1114(b)(3))	<input type="checkbox"/> Upload annual evaluation documentation that the plan and its implementation is regularly monitored and revised as necessary based on students needs (See LEA Plan - Dimension 1 - Student Achievement) <input type="checkbox"/> Interview			<input type="checkbox"/> How does the LEA ensure schools regularly monitor and revise their schoolwide plans as necessary based on student needs? (Note schools operating schoolwide programs must evaluate the implementation of, and results achieved by, the schoolwide program annually.)	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
HH. TITLE I, PART A: TARGETED ASSISTANCE PROGRAMS						
HH-1	Student eligibility and identification (Sec. 1115(c))	<input type="checkbox"/> List of participating students <input type="checkbox"/> Supporting documentation of poverty calculation			<input type="checkbox"/> How does the LEA identify Title I eligible students? <input type="checkbox"/> How does the LEA ensure economically disadvantaged children, children with disabilities, migrant children, and English learners are considered eligible for services on the same basis as other students? <input type="checkbox"/> How does the LEA determine which students from among the eligible students will participate in the Title I program? <input type="checkbox"/> How do schools ensure only identified students participate in Title I-funded activities?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
HH-2	Targeted assistance program strategies (Sec. 1115(b))	<input type="checkbox"/> Documentation of how the targeted assistance program provided students the opportunity to meet the challenging State academic standards consistent with all requirements			<input type="checkbox"/> How does the LEA ensure targeted assistance schools implement programs consistent with the requirements of Sec. 1115(b)?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
JJ. EQUITABLE SERVICES						
Applicable to Title I, PART A; Title II, Part A; Title III, Part A; Title IV, Part A; and Title IV, Part B						
JJ-1	Mandatory reservation for equitable services for private school students (Sec. 1117(a)(4)(A)(i)) (Sec. 8501(a)(4))	<p>√MCAPS Consolidated Application & Budget</p> <p>If no private schools exist in district:</p> <p><input type="checkbox"/> Letter uploaded to MCAPS (LEA Doc Library, Intent to Participate subfolder) stating "No private schools in district."</p> <p>If private schools exist in district:</p> <p><input type="checkbox"/> Initial Contact/Intent to Participate (ItP) returned by each private school in district's MCAPS private school list, and uploaded to MCAPS LEA Doc Library (ItP subfolder).</p> <p>--OR--</p>			<p><input type="checkbox"/> What is the LEA's process for calculating the equitable services reservation?</p> <p><input type="checkbox"/> What data sources does the LEA use in its calculations? (e.g. for I-A: Household Income, Address and Grade Level Survey to identify low-income students; for II-A/IV-A: total student enrollment reflected in Intent to Participate form and updated for March if necessary in Consultation Checklist/Written Plan. For other Title Programs - special counting methods, reflected in Consultation Checklist/Written Plan)</p>	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<input type="checkbox"/> Evidence of: mailing of ItP and additional contact attempts (emails and phone log) for any private school that did not return an ItP. Uploaded to MCAPS LEA Doc Library (ItP subfolder). <input type="checkbox"/> In MCAPS Consolidated Application, participating private schools indicated on Program non-public pages match ItP forms, and student counts match ItP forms (for II-A and IV-A total enrollment), and equitable share apportioned.			<input type="checkbox"/> If Transferring funds, must use Affirmation of Consultation for Transfer form to evidence pre-transfer consultation with impacted private school.)	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<input type="checkbox"/> For private schools participating in Title I-A, evidence of how low-income student count was generated (household income surveys or other method). Also need to see transfer form, if equitable services affected				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
JJ-2	Timely and meaningful consultation (Sec. 1117(b)) (Sec. 8501(c))	<input type="checkbox"/> Evidence of consultation with private school representative (documentary evidence) <input type="checkbox"/> Consultation checklist utilized, or similar document showing evidence of required points of consultation: ✓the amount of funds available for services, and how that amount was determined; ✓whether to pool funds to provide services for school groupings, or use a school-by-school approach ✓whether to coordinate services using Title I-A funds and non-Title I-A funds to target I-A participants			<input type="checkbox"/> How does the LEA conduct timely and meaningful consultation? <input type="checkbox"/> How does the LEA identify and contact private schools with eligible students? <input type="checkbox"/> Does the LEA uses MDE's Consultation Checklist?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓how student's needs will be identified; ✓what services will be offered; ✓how, where, when, and by whom the services will be provided; options discussed; ✓how the services will be assessed; how assessment results will be used to improve the services; ✓how and when the LEA will make decisions about problems with the delivery of services.				
		<input type="checkbox"/> EQUITABLE SERVICES PLAN showing <ul style="list-style-type: none"> •amount of equitable share for program in Box 1, and •affirmation of plan (last page) signed by private school. <input type="checkbox"/> TRANSFER form, if funds are transferred. Completed accurately. Signed by private school on Affirmation section.				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
JJ-3	Written explanation of disagreement (Sec. 8501(c)(2))	<input type="checkbox"/> If private school disagrees with Plan on Written Affirmation portion, the reasons for the disagreement are documented by the LEA. •For Title I-A: disagreement on any issue, documented in writing. •For other Title programs: If the LEA disagrees with the views of private school officials on the provision of services through a contract, documentation of reasons in writing.			<input type="checkbox"/> Title I-A: If the LEA disagrees with the private school on any issue, does the LEA provide private school officials with a written explanation of its reasons? [For all other Title Programs]: If the LEA disagrees with the views of private school officials on the provision of services through a contract, does the LEA provide private school officials with a written explanation of its reasons?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
JJ-4	Written affirmation (Sec.1117(b)(5)) (Sec. 8501(c)(5))	<input type="checkbox"/> Private school representative must have marked Agree or Disagree, and signed Written Affirmation •last page of Equitable Services Plan; •also, on Transfer Affirmation of Consultation form, if a transfer was made impacting equitable services.			<input type="checkbox"/> Does the LEA have a written affirmation signed by each participating private school documenting meaningful consultation? <input type="checkbox"/> Does the affirmation provide the option for private school officials to indicate their belief that timely and meaningful consultation has not occurred or that the program design is not equitable?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
JJ-5	Services to private school students in a timely manner (Sec. 1117(a)) (Sec. 8501(a)(3)(A))	<input type="checkbox"/> Documents showing service delivery (contracts, invoices, work schedules, and/or other appropriate records)			<input type="checkbox"/> What types of services are provided? <input type="checkbox"/> How does the LEA ensure services are provided in a timely manner? <input type="checkbox"/> Do teachers and families of participating children participate consistent with requirements? <input type="checkbox"/> How does the LEA ensure services, materials, and equipment are secular, neutral, and nonideological?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
JJ-6	Public control of funds (Sec. 1117(d)) (Sec. 8501(d)(1))	<input type="checkbox"/> Payments by LEA to vendors, or to individual staff (reimbursement for PD expenses) never reimbursement to private school, any private school staff paid as tutors, etc., work only during non-compensated time (records, agreement, etc.) <input type="checkbox"/> equipment and materials are secular, neutral and nonideological (review of documented purchases) <input type="checkbox"/> equipment properly recorded in inventory of LEA, recovered during non-use in summer, etc. (records)			<input type="checkbox"/> How does the LEA ensure that it maintains control of the funds reserved for equitable services, and title to materials, equipment, and property purchased with the funds? <input type="checkbox"/> How does the LEA ensure the appropriate use of any equipment or supplies purchased using funds reserved for equitable services?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
JJ-7	Obligation of funds (Sec. 8501(a)(4)(B))	<input type="checkbox"/> Financial records showing the amount reserved for equitable services, the amount obligated, and the amount spent (See Indicator A-6) <ul style="list-style-type: none"> •Amounts in MCAPS non-public pages: budgeted. •Records showing expenditures by LEA of budgeted amounts. •Records related to the delivery of services. •Records showing carryover if yearly amount not expended. 			<input type="checkbox"/> What steps does the LEA take to ensure funds reserved for equitable services are obligated within the same fiscal year they were received? <input type="checkbox"/> Did the LEA have unobligated equitable services funds remaining at the end of last year? If so, why? Were the funds carried over and spent for equitable services the next year? <input type="checkbox"/> Did the LEA have written equitable services plan showing equitable share for each Title program, and listing to the extent possible planned activities and approximate costs throughout the school year and following summer?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
KK. TITLE I, PART A: SERVICES FOR NEGLECTED CHILDREN (MANDATORY NEGLECTED SET-ASIDE)						
KK-1	Mandatory reservation for children in local institutions for neglected children, or neglected children in community day programs (Sec. 1113(c)(3)(A)(ii)-(iii))	<input type="checkbox"/> Budget document(s) showing the neglected reservation (See Indicator A-6) <input type="checkbox"/> Documentation of how the neglected reservation was spent (procurement packets, time and effort documents, etc.) (See Indicator A-6)			<input type="checkbox"/> Are there any local institutions for neglected children, or community day programs for neglected children in the LEA? If so: <input checked="" type="checkbox"/> How does the LEA spend and track the reserved funds? <input checked="" type="checkbox"/> How the LEA determine the use of the reserved funds?	
KK-2	Identification of children in local institutions for neglected children. ESEA Sec. 1112(B); Sec. 1113(c)(3)(ii)	<input type="checkbox"/> Upload most recent Annual Count Survey confirmation of submission			<input type="checkbox"/> How did the LEA determine the eligibility of the neglected facility? <input type="checkbox"/> How did the LEA identify the eligible children included on the Annual Survey?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
KK-3	Consultation with institutions regarding educational plans and budget. ESEA Sec. 1113(c)(3)(A)	<input type="checkbox"/> Upload documentation of consultation between the LEA and neglected facility personnel (communications artifacts)			<input type="checkbox"/> Did the LEA consult with the neglected facility staff? <input type="checkbox"/> How were the needs of the students determined? <input type="checkbox"/> What staff, if any, are funded through the neglected reservation? <input type="checkbox"/> How does the LEA document the work of staff funded through the reservation?	
LL. TITLE I, PART D, SUBPART 2: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK						
LL-1	Evidence that the LEA and facility is implementing the planned and approved Title I, Part D activities. (Sec. 1423)	<input type="checkbox"/> Upload documentation of implementation of the approved Title I, Part D application (Refer to the MCAPS Program Details page.) <input type="checkbox"/> Budget and expenditure reports (See Indicator A-6)			<input type="checkbox"/> How did the LEA implement the Part D activities as approved in its application?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
LL-2	Identification of children in local institutions for delinquent children. (Sec. 1113(3)(A)(iii) and Sec. 1422(a))	<input type="checkbox"/> Upload most recent Annual Count Survey confirmation of submission			<input type="checkbox"/> How did the LEA determine the eligibility of the delinquent facility? <input type="checkbox"/> How did the LEA identify the eligible children included on the Annual Survey?	
LL-3	Collects and uses data to drive planning and instruction. (Sec. 1431(c))	<input type="checkbox"/> Upload documentation of data used for planning and instruction (student level academic records or other data points)			<input type="checkbox"/> What data is used to drive planning and instruction? <input type="checkbox"/> How is data used to improve instruction and student outcomes?	
LL-4	High quality instruction grounded on evidence-based research.	<input type="checkbox"/> Upload instructional plans for students that are evidence-based			<input type="checkbox"/> What is the student's instructional plan based on? <input type="checkbox"/> Were evidence-based strategies were implemented as described in the Title I, Part D funding application?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
LL-5	Special education services provided as needed. (Sec. 1423(12))	<input type="checkbox"/> Documentation of IDEA services being provided based on the students' schedules and IEPs (do not upload)			<input type="checkbox"/> How does the LEA identify students in need of IDEA services? <input type="checkbox"/> How are the services provided aligned to the IEP?	
LL-6	Consultations with institutions regarding educational plans and budgets. (Sec. 1423(3))	<input type="checkbox"/> Upload evidence of consultations (communication artifacts)			<input type="checkbox"/> Did the LEA consult with the delinquent facility? <input type="checkbox"/> How were the needs of the students determined? <input type="checkbox"/> What staff, if any, are funded through the Part D allocation? How does the LEA ensure the Part D funds are supplement to the state funds?	
LL-7	Assurance that institutions implement a parent or family engagement plan in order to increase student achievement and, if appropriate, decrease delinquent behavior. (Sec. 1423(8))	<input type="checkbox"/> Upload evidence of engagement of parents/guardians of students in the facility (brochures, letters, meeting notes/sign-in sheets, phone logs, communication logs between the LEA and parents of students inside the juvenile detention center)			<input type="checkbox"/> How are parents or family members engaged in the student's specific educational needs? <input type="checkbox"/> What support or resources are shared with parents or family members to decrease delinquent behavior?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
LL-8	Maintains documentation of any formal agreements between an LEA and delinquent facility governing the use of subpart 2 funds. (Sec. 1423(2)(A)(B))	<input type="checkbox"/> Upload MOU between LEA and delinquent facility regarding Part D funds for supplemental, educational services			<input type="checkbox"/> What are the responsibilities of the facilities and LEA for the Part D program?	
LL-9	Program specific evaluation reports that include the Title I, Part D, Subpart 2 Program. (Sec. 1431)	<input type="checkbox"/> Upload data used in the MCAPS' Evaluation Report for Title I, Part D Subpart 2			<input type="checkbox"/> How is data used to evaluate and improve the Part D program?	
MM. TITLE II PART A: SUPPORTING EFFECTIVE INSTRUCTION						
MM-1	Prioritizing funds to CSI and TSI schools (Sec. 2102(b)(2)(C))	<input type="checkbox"/> Expenditure reports by location (See Indicator A-6) (Review School Improvement List) <input type="checkbox"/> Interview			<input type="checkbox"/> How did the LEA prioritize CSI and TSI schools for Title II, Part A services?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
MM-2	Use of ongoing stakeholder consultation and data to update and improve Title II, Part A activities (Sec. 2102(b)(2)(D) and Sec. 2102(b)(3)(B))	<input type="checkbox"/> Upload data and documentation of stakeholder engagement used to update and improve Title II activities (surveys, evaluations, etc.)			<input type="checkbox"/> What data or other factors does the LEA consider when deciding what activities to support with Title II, Part A funds? <input type="checkbox"/> How does the LEA solicit and consider input from stakeholders such as teachers, principals, other school leaders paraprofessionals, specialized instructional support personnel, parents, charter school representatives (if relevant), community partners and other relevant stakeholders? <input type="checkbox"/> How does the LEA continue to engage stakeholders when updating and improving Title II, Part A funded activities? <input type="checkbox"/> What strategic plans or similar documents were used in the LEA's planning process?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
MM-3	Coordination of professional development activities (Sec. 2101(b)(2)(F))	<input type="checkbox"/> Procurements packets to show use of other funding sources to coordinate professional development activities (LEA Funding – Title II, Program Details, Coordination of Funds) (See Indicator A-6)			<input type="checkbox"/> If the LEA used Title II, Part A funds for professional development activities, how did it coordinate those activities with professional development activities supported through other funding sources? <input type="checkbox"/> What strategic plans or similar documents relevant to the LEA’s were used in the LEA's planning process?	
MM-4	Alignment to challenging State academic standards (Sec. 2102(b)(2)(A))	<input type="checkbox"/> Professional Development Plans that show the title and a description of the activity and its alignment to the State's academic standards (LEA Plan – Dimension 3, Narrative Box #1)			<input type="checkbox"/> How does the LEA align Title II, Part A activities to Mississippi’s challenging academic standards?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	<small>YES</small>	<small>NO</small>	Questions	Comments
MM-5	High-quality personalized PD that is evidence based for educators focused on improving teaching and student learning and achievement (Sec. 2103(b)(3)(E))	<input type="checkbox"/> Upload evidence-based research that supports the Professional Development Plan or activities (LEA Plan – Dimension 2, Narrative Box #5; Dimension 3, Narrative Box # 3)			<input type="checkbox"/> Has the LEA maintained documentation of the evidence-based requirements that supports the professional development implemented? <input type="checkbox"/> How does the LEA determine if professional development is high-quality and personalized?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
MM-6	Class size reduction in schools across the entire grade span to a level that is evidence-based, if applicable (Sec. 2103(b)(3)(D)).	<input type="checkbox"/> Class Size Reduction (CSR) teaching assignment (student-teacher ratio 17:1) (MCAPS Funding Application - Title II Program Details) <input type="checkbox"/> Class Roster (do not upload)			<input type="checkbox"/> If the LEA used Title II, Part A funds for class-size reduction, what grade level were class sizes reduced? <input type="checkbox"/> Did the LEA reduce all classes in the grade level (in the school) to a student-teacher ratio that is evidence-based? <input type="checkbox"/> Has the LEA ensured that each class in the grade level (in the school) remain at or under the evidence-based student-teacher ratio for the entire school year? <input type="checkbox"/> Has the LEA maintained documentation of the evidence-based requirements that supports reducing class-sizes?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN. ENGLISH LEARNER (EL) PROGRAM AND TITLE III (LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS & IMMIGRANT STUDENTS)						
NN-1	<p>EL/Immigrant admittance/enrollment policy/procedure (Plyer v. Doe, 457 U.S. 202 (1982); Title VI of the Civil Rights Act (1964); Sec. 3116; Current Mississippi English Learner Guidelines) Required for ALL LEAs</p>	<p><input type="checkbox"/> Upload LEA board approved policy</p> <p><input type="checkbox"/> LEA approved EL plan (During Visit)</p> <p><input type="checkbox"/> Upload evidence of LEA board approval (Note: LEA board must approve the EL plan annually)</p> <p><input type="checkbox"/> Upload written communication and dated documentation of annual dissemination of EL policies and procedures</p>			<p><input type="checkbox"/> Does the LEA have a policy of admitting students of immigrant status or English-speaking status?</p> <p><input type="checkbox"/> Does the LEA have evidence that the applicable LEA policy and supporting procedures for EL services are communicated systematically to all school and LEA personnel?</p> <p><input type="checkbox"/> Does the LEA have a system of assigning a student number if an enrolling student does not have a social security number?</p> <p><input type="checkbox"/> Does the LEA have a procedure for enrolling a student pending receipt of the required record of immunization?</p>	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-2	Home Language Survey Compliance (Current Mississippi Guidelines for English Language Learners) Required for EL Program	<input type="checkbox"/> Upload sample Home Language Surveys <input type="checkbox"/> Upload procedural guidelines for completing and retaining the surveys			<input type="checkbox"/> Is there evidence that: <ul style="list-style-type: none"> a. The LEA have an approved Home Language Survey; b. All schools demonstrate that the Home Language Survey is completed for all students enrolled in the LEA; c. The Home Language Survey is filed in the permanent record for all students enrolled in the LEA? 	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-3	Standardized statewide entrance requirements (Sec. 3113) Required for EL Program	<input type="checkbox"/> Upload LEA’s policy, procedures, or processes related to following standardized statewide entrance requirements for English Learners <input type="checkbox"/> EL student files (names will be provided by MDE during the visit; do not upload) <input checked="" type="checkbox"/> LAS Links Placement Test <input checked="" type="checkbox"/> Parent Notification <input checked="" type="checkbox"/> Language Service Plan (LSP)			<input type="checkbox"/> Has the LEA followed standardized statewide entrance procedures and screened all potential English learners within 30 days of enrollment or within 10 days of enrollment after the beginning of the school year? <input type="checkbox"/> Did the LEA provide written notification to parent or guardians of their children’s recommended placement in an EL program? <input type="checkbox"/> Is the Language Service Plan (LSP) updated annually until the student exits the EL program?	
NN-4	Standardized statewide exit requirements (Sec. 3113) Required for EL Program	<input type="checkbox"/> Upload LEA’s policy, procedures, or processes related to following standardized statewide exit requirements for English Learners			<input type="checkbox"/> Does the LEA follow student exit criteria as outlined in the Mississippi Guidelines for English Language Learners?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-5	Comparable services (Current Mississippi English Learner Guidelines) Required for EL Program	<input type="checkbox"/> Upload documentation of EL coordination of comparable services			<input type="checkbox"/> Does the LEA have procedures and Title I schools demonstrate practices to ensure: <ul style="list-style-type: none"> a. EL students are not excluded from special opportunity programs, such as programs for the academically gifted or other specialized activities, based on English language proficiency b. English learners are allowed to participate in Title I services on the same basis as all students in Title I participating schools c. Language minority students identified via the Home Language Survey are screened utilizing the MDE adopted assessment instrument? 	
NN-6	Assessment participation (Sec. 1111(b)(3)(c)) Required for EL Program	<input type="checkbox"/> Documentation of EL Assessment participation (see MDE website)			<input type="checkbox"/> Does the LEA ensure that all EL students in the LEA participate in required statewide assessments?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-7	English language proficiency assessment (Sec. 1111 (b)(2)(G)) Required for EL Program	<input type="checkbox"/> MDE Language proficiency assessment reports (LAS Links Assessment; do not upload)			<input type="checkbox"/> Does the LEA annually administer the MDE-adopted English language proficiency assessment to all EL students?	
NN-8	Testing administrators (Current Mississippi Guidelines for English Language Learners) Required for EL Program	<input type="checkbox"/> Upload certificate or documentation of the training (District/School) on the state-adopted language proficiency instrument.			<input type="checkbox"/> Have test administrators been trained to administer the state-adopted language proficiency instrument?	
NN-9	Implementation of effective language instruction educational programs (Sec. 3115(c)(1) & 3121(a)(2-6)) Required for EL Program	<input type="checkbox"/> Program design information/descriptions (see LEA Plan – English Learners, Narrative Box #5 and #8) <input type="checkbox"/> Interview			<input type="checkbox"/> Has the LEA provided effective language instruction educational programs that meet the needs of ELs and demonstrated success in increasing English language proficiency and student academic achievement?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-10	Implementation of other effective activities and strategies that enhance or supplement language instruction for English Learners, (Sec. 3115(c)(3)) Required for EL Program	<input type="checkbox"/> Upload documentation of EL parent, family and community engagement <input type="checkbox"/> Interview with EL coordinator (see LEA Plan – English Learners, Narrative Box #12, 13, and 14)			<input type="checkbox"/> Has the LEA provided and implemented other effective activities and strategies that enhance or supplement language instruction for English Learners, which must include parent, family and community engagement activities, and may include strategies that serve to coordinate and align related programs? (Must be in the language of the parents)	
NN-11	Title III-EL Funding ONLY EL teacher verification for Title III funded teacher (Sec. 3116(c))	<input type="checkbox"/> Upload signed assurance statement from superintendent, principal, or letter from human resources <input type="checkbox"/> Upload copy of certification, if applicable			<input type="checkbox"/> Certification that all teachers in any language instruction educational program for English learners that is, or will be, funded with Title III are fluent in English and any other language used for instruction, including having written and oral communications skills.	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-12	<p>Title III-EL Funding ONLY</p> <p>Effective professional development (PD) to classroom teachers (including teachers not in classroom settings for language instruction programs), administrators, leadership and other school or community-based organizational personnel (Sec. 3115(c)(2)(A-D))</p>	<p><input type="checkbox"/> Upload documentation of professional development (professional development artifacts)</p>			<p><input type="checkbox"/> Has the LEA provided effective professional development (PD) to classroom teachers (including teachers not in classroom settings for language instruction programs), administrators, leadership and other school or community-based organizational personnel that is:</p> <p style="padding-left: 40px;">A. designed to improve instruction and assessment of ELs,</p> <p style="padding-left: 40px;">B. designed to enhance the ability of trainees to implement curricula, assessment and instructional strategies for ELs,</p> <p style="padding-left: 40px;">C. effective in increasing children’s English language proficiency or substantially increasing teachers’ subject matter knowledge and teaching knowledge/skills, and</p>	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
					D. of sufficient intensity/duration (which shall not include 1-day or short-term workshops and conferences – unless these are components of a long-term, comprehensive, needs-based PD plan approved by the LEA) to have a positive, lasting impact on the teachers’ classroom performance?	
NN-13	<p>Title III-EL Funding ONLY</p> <p>Annual evaluation of the effectiveness of its English language instruction education program (Sec. 3121(a)(7))</p>	<input type="checkbox"/> Upload evidence of annual evaluation of the English Language instruction program's effectiveness			<input type="checkbox"/> Is there evidence that the LEA conducts an annual evaluation of the effectiveness of its English language instruction educational program and that program modifications are made as needed based on the evaluation?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-14	Title III-Immigrant Funding ONLY Compliance of ESEA with Immigrant funding (Sec. 3114(d)(1) & Sec. 3115(e)(1)(A-G))	<input type="checkbox"/> Upload narrative describing the LEA's specific plan to support the unique, non-linguistic needs of its immigrant students (See LEA Plan-Immigrant) <input type="checkbox"/> Record of expenditures using Immigrant funds, including list of activities performed and materials purchased (See Indicator A-6)			<input type="checkbox"/> For LEAs receiving Immigrant funding under ESEA sec. 3114(d)(1) has the LEA expended the immigrant funding in compliance with ESEA?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
OO. TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT						
OO-1	Needs assessment (required for LEAs that receive at least \$30,000 of Title IV, Part A funds) in the allocation of funds. (Sec. 4106(a)(2) & (d))	<input type="checkbox"/> Upload the needs assessment as it relates to Title IV-A			<input type="checkbox"/> Did the LEA complete a comprehensive needs assessment within the last three years of its needs for improving: <ul style="list-style-type: none"> ✓ Access to, and opportunities for, a well-rounded education for all students, ✓ School conditions for student learning in order to create a safe and healthy environment, and ✓ Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology? <input type="checkbox"/> What data and/or information did the LEA consider as part of its needs assessment?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
OO-2	Continued stakeholder consultation required to improve Title IV, Part A activities and to coordinate them with related community activities (Sec. 4106 (c)(1)(2))	<input type="checkbox"/> Upload documentation of stakeholder engagement related to Title IV, Part A (engagement artifacts)			<input type="checkbox"/> How does the LEA solicit and consider input from stakeholders such as parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives, Indian tribes or tribal organizations (where applicable), charter schools (where applicable), and others with relevant expertise? <input type="checkbox"/> How does the LEA identify community activities that might be related to, and coordinated with, Title IV, Part A activities?	
					<input type="checkbox"/> How does the LEA continue to engage stakeholders when determining how the LEA can improve Title IV, Part A funded activities?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
OO-3	Program objectives and intended outcomes (required) (Sec. 4106(e)(1)(E))	<input type="checkbox"/> Budget documents showing the reservation was budgeted (See Indicator A-6) <input type="checkbox"/> Financial records showing the reserved funds were spent (See Indicator A-6) <input type="checkbox"/> Documentation of Implemented Activities (See Indicator A-6) (See MCAPS Funding-Title IV, Part A- Program Details - Question #1) <input type="checkbox"/> Upload documentation of evaluation of Title IV, Part A activities			<input type="checkbox"/> How did the LEA set objectives and intended outcomes for its Title IV, Part A activities? <input type="checkbox"/> How does the LEA periodically evaluate the effectiveness of its Title IV, Part A activities based on those objectives and outcomes?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
OO-4	Priorities for certain schools (required) (Sec. 4106(e)(2)(A))	<input type="checkbox"/> Upload documentation prioritizing the distribution of funds to schools served by the LEA, or consortium of such agencies that prioritize activities for schools			<input type="checkbox"/> How does the LEA prioritize activities for schools: <ul style="list-style-type: none"> ✓ With the greatest needs as determined by the LEA, ✓ With the highest percentages of low-income and other Title I formula children, ✓ Identified for CSI, ✓ Implementing TSI plans, or <ul style="list-style-type: none"> ✓ Identified as persistently dangerous under Sec. 8532. 	
PP. TITLE IV, PART B: 21ST CENTURY COMMUNITY LEARNING CENTERS						
PP-1	21st CCLC Programs primarily targets students who attend schools eligible for schoolwide programs under Sec. 1114 and the families of such students (Sec. 4204(b)(2)(F))	<input type="checkbox"/> RFP Cover sheet				
PP-2	Written policies and procedures to promote effective program management (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Program Handbook				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-3	Attendance policy to encourage attendance and reduce absenteeism for participants (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Attendance policy or attendance requirements from program handbook				
PP-4	Program staff communicates regularly and effectively with school day staff to supplement regular school educational activities and to inform and receive information from in-school teachers on students' academic and behavioral progress (Sec. 4204(b)(2)(D))	<input type="checkbox"/> Correspondence between school and program staff <input type="checkbox"/> Homework logs/Weekly skill sheets <input type="checkbox"/> Student Progress Reports (academic and behavioral) <input type="checkbox"/> Other _____				
PP-5	Procedures to ensure parents participate in the decision-making and planning of the program operation (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Parent meetings (agendas, sign-in sheets, minutes) <input type="checkbox"/> Surveys <input type="checkbox"/> Other _____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-6	Procedures for enlisting volunteers that includes how volunteers are recruited, screened, and trained effectively to work in the 21st Century program (Sec. 4204(b)(2))	All are required: <input type="checkbox"/> LEA/Subgrantee policy and/or procedures uploaded to MCAPS <input type="checkbox"/> Recruitment procedures <input type="checkbox"/> Job descriptions <input type="checkbox"/> Background check documentation <input type="checkbox"/> Training materials (agendas, sign-in sheets, minutes) <input type="checkbox"/> Other _____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-7	Procedures , plan, or calendar regarding the professional development of staff; ongoing professional development provided to all staff, and specific to the 21st Century program (Sec. 4204(b)(2))	All are required (Must relate to 21st CCLC): <input type="checkbox"/> Description of training <input type="checkbox"/> Documentation of training (sign in sheets, agendas, minutes, training handouts) <input type="checkbox"/> Professional development plan/calendar <input type="checkbox"/> Other_____				
PP-8	Procedures to address chronic absenteeism or implement dropout prevention activities (Sec. 4204(b)(2)(N))	<input type="checkbox"/> LEA dropout plan <input type="checkbox"/> Activity schedule <input type="checkbox"/> Other_____				
PP-9	Security procedures and adequate security (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Program Handbook <input type="checkbox"/> Other_____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-10	Services provided in a safe and easily accessible environment (Sec. 4204(b)(2)(A)(i))	<input type="checkbox"/> Compliance with MDE Safe School Standards <input type="checkbox"/> Emergency drill records (during 21st CCLC) <input type="checkbox"/> Other _____				
PP-11	Evidence of efforts to sustain the program once funding ends; efforts made to secure other sources of funding or in-kind resources to maintain the same level of program services as grant support decreases (Sec. 4204(b)(2)(K))	<input type="checkbox"/> Sustainability plan <input type="checkbox"/> Description of resources (e.g. grants, leveraged funds, documented in-kind donations) <input type="checkbox"/> Other _____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-12	Provide and demonstrate practices that ensure the following for participating non-public schools: a. Equitable services to eligible students attending non-public schools, including equitable professional development and parenting activities to participating non-public schools b. Timely and meaningful consultation with appropriate non-public school personnel c. Public control of funds (Sec. 9501)	<input type="checkbox"/> 21st CCLC continuation plan's private school form <input type="checkbox"/> Documentation of timely and meaningful consultation (agendas, sign-in sheets, minutes) <input type="checkbox"/> Student lists				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-13	Dissemination of information about the community learning center (including its location) to the community in a manner that is understandable and accessible (Sec. 4204(b)(A)(iii))	<input type="checkbox"/> Program Handbook <input type="checkbox"/> Website, correspondence, flyers, press releases, exhibits <input type="checkbox"/> Other _____				
PP-14	Procedures and consistently applied clear standards for student behavior (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Student behavior techniques/interventions <input type="checkbox"/> Program Handbook <input type="checkbox"/> Classroom discipline rules <input type="checkbox"/> Incident reports <input type="checkbox"/> Other _____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-15	Program offers a variety of academic enrichment activities and character education activities to all students (Sec. 4205(a))	<input type="checkbox"/> Schedule of activities (variety of activities) <input type="checkbox"/> Lesson plans <input type="checkbox"/> Activity logs/descriptions <input type="checkbox"/> Other _____				
PP-16	Daily nutritious snacks provided for all participants of the community learning center (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Daily snack logs <input type="checkbox"/> Weekly or daily menu <input type="checkbox"/> Other _____				
PP-17	Procedures to provide safe travel to/from program activities (Sec. 4204(b)(2)(A)(ii))	<input type="checkbox"/> Sign-in/out logs <input type="checkbox"/> Method of transportation <input type="checkbox"/> Bus seating charts <input type="checkbox"/> Other _____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-18	Families of students served by the community learning center provided opportunities for literacy and related educational development (Sec. 4201(a)(3))	<input type="checkbox"/> Correspondence (flyers/announcements) <input type="checkbox"/> Family attendance records (sign-in sheets) <input type="checkbox"/> Activities/schedules (agendas) <input type="checkbox"/> Training handouts <input type="checkbox"/> Other _____				
PP-19	Program advisory board meets at least two times per year and includes parents, students, and public and private community members (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Advisory Board members list <input type="checkbox"/> Correspondence <input type="checkbox"/> Meeting agendas, sign-in sheets, minutes <input type="checkbox"/> Other _____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-20	Written agreements between grantee, schools, and collaborating partners that describe the programs and/or services in accordance with the approved grant (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Correspondence/ Participation Letters <input type="checkbox"/> Written contracts and/or letters of agreement <input type="checkbox"/> Description of services <input type="checkbox"/> Other _____				
PP-21	Partners and/or collaborators provide programs and/or services in accordance with the approved grant (Sec. 4204(b)(2))	<input type="checkbox"/> Documentation of services/activities <input type="checkbox"/> Other _____				
PP-22	Registration forms for all participants that include student demographics (race/ethnicity, limited English proficiency, free/reduced-price lunch, new to school), and attendance records broken down to 30 days or more, and fewer than 30 days (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Registration forms <input type="checkbox"/> Attendance forms <input type="checkbox"/> 21APR data <input type="checkbox"/> Other _____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-23	Program hours, activity schedules, and locations available, accessible, and implemented as stated in the application (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Reference 21st CCLC Application <input type="checkbox"/> Registration information, flyers <input type="checkbox"/> Evidence of program hours, activity schedules, location, student attendance records <input type="checkbox"/> Program Handbook <input type="checkbox"/> Other _____				
PP-24	Procedures for signing children in and out of the 21st Century program, for locating children at all times, or other evidence to indicate the safety of the students is being addressed (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Student tracking system <input type="checkbox"/> Daily student attendance records <input type="checkbox"/> Other _____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-25	Maintenance of written plans for activities and forms to track student participation in activities (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Program schedules <input type="checkbox"/> Description of services/activities <input type="checkbox"/> Other _____				
PP-26	Experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students (Sec. 4204(b)(2)(J))	<input type="checkbox"/> Documentation of scientifically-based and evidenced-based researched programs <input type="checkbox"/> Evidence of prior success (data) <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Other _____				
PP-27	Grantee maintains: a. Organizational chart listing all personnel b. Written job description for each employee for the 21st Century program c. Certifications and qualifications for all key staff (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Organizational chart <input type="checkbox"/> Job descriptions <input type="checkbox"/> Background checks <input type="checkbox"/> Teacher licenses and/or resumes <input type="checkbox"/> Other _____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-28	Grantee ensures that funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds (Sec. 4204(b)(2)(G))	<input type="checkbox"/> Expenditure Reports <input type="checkbox"/> Salary/account distribution report <input type="checkbox"/> List of all employees paid with federal program dollars <input type="checkbox"/> Job description of all federal program employees <input type="checkbox"/> Time and effort documentation of all employees paid with federal funds				
PP-29	System of accountability and continuous evaluation in place to support program improvement, ensure parent and participants' satisfaction, and identify necessary changes (Sec. 4205(b)(2))	<input type="checkbox"/> Program modifications <input type="checkbox"/> Program amendments (if applicable) <input type="checkbox"/> Evaluation reports (External evaluator) <input type="checkbox"/> Other _____				

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PP-30	Grantee evaluates the effectiveness of the program (Sec. 4205(b)(2))	<input type="checkbox"/> Evaluation reports <input type="checkbox"/> Surveys and results from key stakeholders, including parents, students, and collaborators/partners <input type="checkbox"/> Other _____				
PP-31	Evaluation findings regularly and effectively communicated to staff, collaborators, partners, parents, students, and other key stakeholders (Sec. 4205(b)(2)(B)(ii))	<input type="checkbox"/> Evaluation reports <input type="checkbox"/> Executive summary <input type="checkbox"/> Meeting agendas, sign-in sheets, minutes <input type="checkbox"/> Newsletters/press releases <input type="checkbox"/> Other _____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-32	Grantee coordinates other Federal, state, and local programs for effective use of resources to meet mutual goals including Title I, USDA Food & Nutrition Services, Summer Food Service, etc. (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Meeting notes/Agendas <input type="checkbox"/> Email/written/phone correspondence <input type="checkbox"/> Other _____				
QQ. TITLE V, PART B, SUBPART 2: RURAL EDUCATION INITIATIVE						
QQ-1	RLIS program activities were allowable under Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A or Parental Involvement activities (Sec. 5222)	<input type="checkbox"/> See Title V Program Details Page in MCAPS			<input type="checkbox"/> Describe the different programs you have using Title V funds.	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
QQ-2	RLIS program application implemented as approved (Sec. 5223)	See Indicator A-6 <input type="checkbox"/> Budget documents showing the reservation was budgeted <input type="checkbox"/> Financial records showing the reserved funds were spent <input type="checkbox"/> Documentation of Implemented Activities				
RR. TITLE IX, PART A - SUBGRANTEES ONLY MCKINNEY-VENTO ACT SEC. 723						
RR-1	Annual Evaluation (McKinney-Vento Act Sec. 723(c)(3)E) (N/A for first-time grantees in their first year.)	<input type="checkbox"/> Upload evaluation report <input type="checkbox"/> Most recent reports of statewide assessment performance of homeless students enrolled in the LEA for the last year <input type="checkbox"/> Upload progress toward the standards and indicators referenced in the approved RFP <input type="checkbox"/> Upload evidence of activities and services provided			<input type="checkbox"/> Does the LEA conduct an annual evaluation of the effectiveness of local grant funded services?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
RR-2	Local Use of Funds (McKinney-Vento Act Sec. 723))	<input type="checkbox"/> Approved McKinney-Vento application (do not upload) <input type="checkbox"/> Budget documents showing the reservation was budgeted (See Indicator A-6) <input type="checkbox"/> Financial records showing how the reserved funds were spent (See Indicator A-6) <input type="checkbox"/> Evidence the subgrantee expands/improves services provided as part of the regular academic program (do not upload)			<input type="checkbox"/> Does the LEA have internal fiscal controls in place to account for the use of subgrant funds in a way that meets federal requirements?	
		<input type="checkbox"/> Evidence the LEA implemented required and authorized activities as described in the approved McKinney-Vento application (See Indicator A-6) <input type="checkbox"/> Upload current list of all personnel paid with McKinney-Vento subgrant funds, if applicable				