



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

**Comprehensive Monitoring Instrument
for
ESSA Programs
ESSER Programs (if applicable)**

**FY25 Monitoring
SY 2023-2024 Documentation**

Offices of Federal Programs and Grants Management

Monitoring Process and Procedures

FY25 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 and date and time of the visit.
4. Four 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*. **If the information is not uploaded or uploaded in the incorrect format, it may increase the time for on-site monitoring.**
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 monitoring 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, interviews subrecipient staff and stakeholders, and possibly visits selected school/program sites.
12. The subrecipient has five (5) business days at the conclusion of the monitoring visit to provide additional documentation to address any areas of concern.
13. 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.

14. The report contains findings of noncompliance that provide an analysis of the implementation of the federal programs that were monitored and required corrective actions that must be enacted.
15. 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 or his/her designee who will determine whether an extension is warranted.
16. 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.
17. 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.
18. The MDE OFP Compliance and Monitoring 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.
19. 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.
20. 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 authorizations 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 forms (requisition, purchase order, etc.) and authorizations are required, including 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 is 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 is the inventory/equipment procedure, including physical inventory policy (at least annually)?
 - How does the LEA/Subgrantee conduct sale and/or disposition of equipment, including highest possible return? (Must include a policy/procedure for equipment with a value greater than \$5,000, even if n/a to system)?
 - What is the policy/procedure 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 → 2025 → Monitoring

LEA Document Library

Public District - FY 2025

LEA Document Library Search

Enter Search Text:

Root Folders:

- General
- 2025
- 2024
- 2023
- 2022

LEA Document Library [\[Expand All\]](#) [\[Collapse All\]](#)

General

2025

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

- Select appropriate indicator folder to upload document

mcaps.mdek12.org

Contact MDE
MCAPS Sign Out
Production

Folders

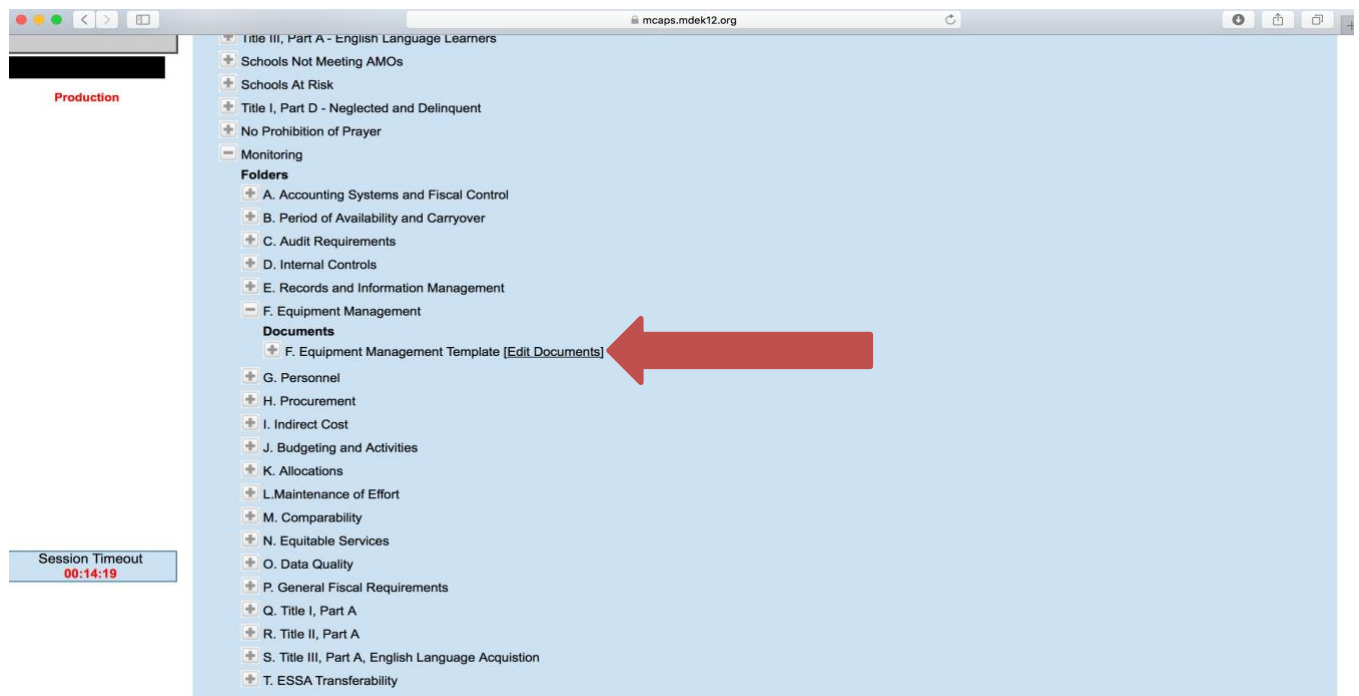
- LEA Documents
- Title III, Part A - English Language Learners
- Schools Not Meeting AMOs
- Schools At Risk
- Title I, Part D - Neglected and Delinquent
- No Prohibition of Prayer
- Monitoring

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

Session Timeout 00:48:17

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

[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	Monitoring F. Equipment Management
Upload Begin Date	
Upload End Date	
Minimum Required Count	1
Maximum Allowed Count	
Document Template	F. Equipment Management Template

[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 to the document on the indicator cover page (e.g., See Folder C, Indicator C2)

FY25 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)

FY25 Monitoring Companion Document

Fiscal

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 2024 Funding year in March of 2025, reports would be required for June 30, 2024, September 30, 2024, and February 28, 2025.
- 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 024 to indicate the 2024 Funding Year; Starting Account: 2211-900-0000-023-300-999 Ending Account: 2211-999-9999-023-999-999 (to omit salary and fringes from the history).

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 3-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 Application Reference (Evidence of Implementation as stated in the MCAPS Application)

- AA-5: LEA Funding – School Eligibility and PPA
- BB-3: LEA Plan – LEA Planning Team
- BB-4: LEA Plan – Title I, Part A, Question #1
- BB-5: LEA Plan – Title I, Part A, Question #5
- BB-6: LEA Plan – Title I, Part A, Question #12
- BB-7: LEA Plan – Title I, Part A, Question #13
- BB-8: LEA Plan – Title I, Part A, Question #14 and #15
- CC-1: LEA Funding – District Set Asides, Homeless Reservation; LEA Plan, Title I, Part A, Question #8
- EE-1: LEA Funding – District Set Asides, Preschool Programs Reservation; LEA Plan, Title I, Part A, Question #10
- 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 – Parent and Family Engagement, Question #3
- FF-6: LEA Plan – Parent and Family Engagement, Question #2
- FF-13: LEA Plan – Parent and Family Engagement, Question #1
- 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; LEA Funding, Program Details, Question #1 and #3
- KK-3: LEA Funding – Title I-A, Neglected, Program Details, Question #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, Performance Measure

- 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, Question # 11
- LL-7: LEA Funding – Title I, Part D Subpart 2, Program Details, Question # 7
- LL-8: LEA Funding – Title I, Part D Subpart 2, Program Details, Question #2
- LL-9: LEA Funding – Title I, Part D Subpart 2, Evaluation Report, Narrative Box #3

- MM-1: LEA Plan – Title II, Part A, Question #3
- MM-2: LEA Plan – Title II, Part A, Question #4
- MM-3: LEA Funding – Title II, Program Details, Coordination of Funds
- MM-4: LEA Plan – Title II, Part A, Question #1
- MM-5: LEA Plan – Title II, Part A, Question #2
- MM-6: LEA Funding – Title II, Program Details, Class Size Reduction

- NN-9: LEA Funding – Title III, EL, Program Details, Question #1 and #2
- NN-10: LEA Funding – Title III, EL, Program Details, Question #3, #4, and #5
- NN-12: LEA Funding – Title III, EL, Program Details, Question #6

- QQ-2: LEA Funding – Title V, Program Details

- RR-1: McKinney Vento Homeless Assistance – Program Evaluation, Narrative a, b, c, and d

Office of Federal Program FY25 Monitoring Instrument (Review of SY 2023-2024)

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
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 a written policy and/or procedure for determining the allowability of costs.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedure (See A-6)	
A-2	The LEA/Subgrantee maintains a written policy and/or procedure 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedure (See A-6)	
A-3	The LEA/Subgrantee maintains a written policy and/or procedure 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedure (See A-6)	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
A-4	The LEA/Subgrantee has an accounting system and maintains a written policy and/or procedure that includes controls to prevent the over-obligation of program funds, misstatement of unliquidated obligations, duplication of payments, or other inappropriate charges to grant programs.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedure (See A-6)	
A-5	The LEA/Subgrantee maintains a written policy and/or procedure 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedure	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
*A-6	The LEA/Subgrantee maintains a written policy and/or procedure to ensure that the LEA's budget and accounting records align with the approved funding application; while also maintaining separate accounting records for each federal grant which reflect the approved line items and amounts by program year.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			ALL REQUIRED <input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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) (All locations combined by individual locations-schools and district) (Cost pool/admin, every program) <input type="checkbox"/> Evidence of implementation of policy and/or procedure *All references to Indicator A-6 must refer back to companion document on page 11.	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	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/Subgrantee maintains a written policy and/or procedure 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 minimizes 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"/> procedure Pg. # _____			<input checked="" type="checkbox"/> MCAPS Carryover Document <input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedure	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
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	The LEA/Subgrantee maintains a written policy and/or procedure that assigns an individual or office to promptly follow up and take corrective action for any audit finding(s).	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Upload LEA/Subgrantee organizational chart if applicable <input type="checkbox"/> Upload job description if applicable	
C-2	The LEA/Subgrantee maintains a written policy and/or procedure for the development of a corrective action plan (CAP) for addressing the most recent Single Audit finding(s).	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Upload CAP from most recent audit if applicable <input type="checkbox"/> Evidence of implementation of policy and/or procedure if applicable (During Visit)	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
D. INTERNAL CONTROLS {2 C.F.R. 200.303}						
D-1	The LEA/Subgrantee maintains a written policy and/or procedure 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure (During Visit)	
D-2	The LEA/Subgrantee maintains a written policy and/or procedure 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Interview (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedure (During Visit)	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
D-3	The LEA/Subgrantee maintains a written policy and/or procedure to demonstrate the evaluation of the performance of its internal controls systems, who will conduct the evaluation, who will monitor compliance with internal control requirements and the effectiveness of the internal controls system, and how the results of the internal controls evaluation will be revised and/or implemented.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure (During Visit)	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
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	The LEA/Subgrantee maintains a written policy and/or procedure that it will NOT disclose personally identifiable information(PII).	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure (During Visit)	
E-2	The 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	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
E-3	The LEA/Subgrantee maintains a written policy and/or procedure to place controls on 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Upload documentation of implementation of policy and/or procedure (e.g. Data governance handbook, technology usage agreement, acceptable use policy, etc.) <input type="checkbox"/> Current User Access List (During Visit)	
E-4	The LEA/Subgrantee maintains a written policy and/or procedure for maintaining all financial and programmatic records, supporting documents, and statistical and other records 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Documentation/Evidence indicating records are on file for five years (During Visit)	

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E-5	The LEA/Subgrantee maintains a written policy and/or procedure for providing military recruiters and Institution of Higher Learner (IHL), upon request, required directory information of students. (Sec. 8525)	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure	

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F. EQUIPMENT MANAGEMENT {2 C.F.R. 200.313-314, Mississippi Public School Asset Management Manual}						
F-1	<p>The LEA/Subgrantee maintains a written policy and/or procedure for a database which contain the following elements:</p> <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). 	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Upload one-two page report that shows 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)	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
F-2	The LEA/Subgrantee maintains a written policy and/or procedure for 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Documentation of physical inventory report with dates (During Visit)	
F-3	The LEA/Subgrantee maintains a written policy and/or procedure to demonstrate a control system that ensures adequate safeguards to prevent loss, damage, or theft of the property (which 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"/> procedure 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-4	The LEA/Subgrantee maintains a written policy and/or procedure to demonstrate adequate maintenance procedures to keep the property in good condition.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> Maintenance records if applicable (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedure (During Visit)	

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F-5	The LEA/Subgrantee maintains a written policy and/or procedure to demonstrate the disposition (status) 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"/> procedure Pg. # _____			<input type="checkbox"/> Upload disposition list with board minutes if applicable (transfer or active) <input type="checkbox"/> Evidence of implementation of policy and/or procedure (During Visit)	
F-6	The LEA/Subgrantee maintains a written policy and/or procedure to demonstrate 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure (During Visit)	
F-7	The LEA/Subgrantee maintains a written policy and/or procedure that addresses the proper disposal of equipment with a fair market value of >\$5,000.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure (During Visit)	

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F-8	The LEA/Subgrantee maintains a written policy and/or procedure to ensure that any equipment purchased is essential to and purchased for the benefit of the program from which it was funded.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure (During Visit)	

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G. PERSONNEL {2 C.F.R. 200.430}						
G-1	<p>The LEA/Subgrantee maintains a written policy and/or procedure to demonstrate:</p> <ul style="list-style-type: none"> • that specific officials are designated to approve employee time and effort documentation and charges, and who have first-hand knowledge of work performed • the internal process to evaluate the accuracy and reliability of its time and effort system • where employees are funded solely on a single federal award or cost objective: the LEA has on file certifications that the employees worked solely on that program or cost objective for the period covered by the certification. Certificates are completed at least twice a year • employees who work on multiple activities or cost objectives have personnel activity records that support the distribution of their salaries/wages. 	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input checked="" type="checkbox"/> MCAPS Funding Application <input checked="" type="checkbox"/> MCAPS Budget Revisions <input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure (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: _____	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
G-2	The LEA/Subgrantee has personnel activity records that meet 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 (costs 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 records that meet the standard for employees who work solely on a single federal award or cost objective.	<input type="checkbox"/> Source Documents			<input type="checkbox"/> Semi-Annual certifications (During Visit)	
G-4	The LEA/Subgrantee maintains a written policy and/or procedure to ensure that fringe benefits charged to the program are reasonable and in compliance with requirements.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Accounting records (See Indicator A-6) <input type="checkbox"/> Evidence of implementation of policy and/or procedure (During Visit)	

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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 maintains a written policy and/or procedure for procurement that complies with federal and state regulations and ensures 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure (During Visit)	
H-2	The LEA/Subgrantee maintains a written policy and/or procedure for procurement that ensures, to the greatest extent possible, the avoidance of acquiring unnecessary or duplicated items.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> During Visit Interview <input type="checkbox"/> Evidence of implementation of policy and/or procedure (During Visit)	

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H-3	The LEA/Subgrantee maintains a written policy and/or procedure for analyzing the procurement process to determine the most economical approach.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure (During Visit)	
H-4	The LEA/Subgrantee maintains a written policy and/or procedure to review and/or audit the content of its procurement files, to ensure the completeness of its procurement records, and outlines the frequency that it is performed.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedure (During Visit)	

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H-5	The LEA/Subgrantee maintains a written policy and/or procedure to determine that purchases with federal funds comply with federal cost principles (e.g. reasonable, necessary, allocable, etc.).	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedure (During Visit) <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)	
H-6	The LEA/Subgrantee maintains a written policy and/or procedure for awarding contracts that ensures the appropriate approval and contains all applicable provisions stated in the Uniform Guidance (Appendix II to Part 200), and that the supervisor of each federal program has internal controls for developing and awarding contracts.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure (During Visit)	

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H-7	The LEA/Subgrantee maintains a written policy and/or procedure to monitor the work of contractors to ensure work performed is in accordance with agreement and Federal requirements.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure (During Visit)	
H-8	The LEA/Subgrantee maintains a written policy and/or procedure to address contractors who fail to perform according to the terms of agreements and/or otherwise fail to provide adequate goods and/or services.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Documentation of implementation of policy and/or procedure 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedure (During Visit)	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
H-10	The LEA/Subgrantee maintains a written policy and/or procedure 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Sample procurement package (During Visit) <input type="checkbox"/> Evidence of implementation of policy and/or procedure (During Visit)	
H-11	The LEA/Subgrantee maintains a written policy and/or procedure for ensuring that it does not contract with parties who have been suspended or debarred.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> General ledger (See Indicator A-6) <input type="checkbox"/> Evidence of implementation of policy and/or procedure (During Visit) <input type="checkbox"/> Purchase order supporting documentation (During Visit) <input type="checkbox"/> SAM.gov documentation (During Visit)	

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I. INDIRECT COST {2 C.F.R. 200.414, 34 C.F.R. 76.560-569}						
I-1	The LEA/Subgrantee maintains a written policy and/or procedure that applies indirect cost rates to actual amounts expended when making indirect cost charges for federal award.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____ <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)	
I-2	The LEA/Subgrantee maintains a written policy and/or procedure to demonstrate action taken when it identifies excess indirect cost charges.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedure (During Visit)	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
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 maintains a written policy and/or procedure governing the preparation and approval of budgets and budget revisions for the LEA and the schools.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			✓MCAPS Consolidated Application & Budget ✓MCAPS Budget Revisions, if applicable <input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure (During Visit)	
J-2	The LEA/Subgrantee maintains a written policy and/or procedure that outlines the type of input that is received from the school level during the budget preparation process for federal programs and how that input is incorporated into federal budgets prior to their submission to MDE.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			✓MCAPS Consolidated Application & Budget ✓MCAPS Budget Revisions, if applicable <input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure	

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J-3	The LEA/Subgrantee maintains a written policy and/or procedure 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"/> procedure Pg. # _____			<input checked="" type="checkbox"/> MCAPS Consolidated Application & Budget <input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedure <input type="checkbox"/> Other: _____	
J-4	The LEA/Subgrantee maintains a written policy and/or procedure 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"/> procedure Pg. # _____			<input checked="" type="checkbox"/> MCAPS Consolidated Application & Budget <input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedure <input type="checkbox"/> Other: _____	
J-5	The LEA/Subgrantee maintains a written policy and/or procedure that outline the process that will be followed to amend an approved application.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure 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 procedure uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedure (During Visit)	

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J-6	The LEA/Subgrantee maintains a written policy and/or procedure that evaluate the relative value received from different types of expenditures made using program funds.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			ALL REQUIRED <input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure (During Visit)	
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 maintains a written policy and/or procedure 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedure	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
K-2	The LEA maintains a written policy and/or procedure for determining site-level allocations using Title I funds.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input checked="" type="checkbox"/> Per-pupil allocation page from MCAPS <input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS, AND <input type="checkbox"/> Upload evidence of implementation of policy and/or procedure	
L. MAINTENANCE OF EFFORT (MOE) {§8521}						
L-1	The LEA maintains a written policy and/or procedure to demonstrate: <ul style="list-style-type: none"> • 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 # _____ <input type="checkbox"/> procedure Pg. # _____			<input checked="" type="checkbox"/> MCAPS MOE Document <input type="checkbox"/> LEA policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Evidence of implementation of policy and/or procedure (During Visit)	

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M. COMPARABILITY {§1118}						
M-1	The LEA follows the procedure set by the MDE for the annual determination of comparability.	<input type="checkbox"/> Source Documents			<input checked="" type="checkbox"/> MCAPS Comparability Letter for monitored year. <input type="checkbox"/> Source documents of annual comparability demonstration for the monitored year.	
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	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
N-1	The LEA/Subgrantee maintains a written policy and/or procedure for timely and meaningful consultation with private school officials that includes discussion of the following as applicable:				ALL REQUIRED: <input checked="" type="checkbox"/> MDE MCAPS Documentation <input type="checkbox"/> LEA/Subgrantee policy and/or procedure 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 procedure <input type="checkbox"/> Invoices (During Visit)	
	• Identification of eligible students					
	• 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.					

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N-2	The LEA/Subgrantee maintains a written policy and/or procedure for calculating equitable services to private schools.	<input type="checkbox"/> Board Policy # _____ <input type="checkbox"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedure	
N-3	The LEA/Subgrantee maintains a written policy and/or procedure 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedure	
N-4	The LEA/Subgrantee maintains a written policy and/or procedure 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedure	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
O. DATA QUALITY {§1111(h)(5), 2 C.F.R. 200.303, 2 C.F.R. 200.328}						
O-1	The LEA/Subgrantee maintains a written policy and/or procedure for reviewing the LEA/Subgrantee and school-level data. The policy and/or procedure includes 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedure <input type="checkbox"/> Interview (During Visit) <input type="checkbox"/> MSIS Data Reporting (Personnel, EL, Homeless, Foster Care, Neglected/Delinquent)(DO NOT UPLOAD)	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
O-2	The LEA/Subgrantee maintains a written policy and/or procedure that describes 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedure <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 maintains a written policy and/or procedure that describes 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"/> procedure Pg. # _____			<input type="checkbox"/> LEA/Subgrantee policy and/or procedure uploaded to MCAPS <input type="checkbox"/> Upload evidence of implementation of policy and/or procedure <input type="checkbox"/> Interview (During Visit) <input type="checkbox"/> MSIS Data Reporting (Personnel, EL, Homeless, Foster Care, Neglected/Delinquent)(DO NOT UPLOAD)	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
O-4	The LEA/Subgrantee maintains records to demonstrate training for building capacity has been provided to 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 maintains records to demonstrate whether funds are 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)	
P-2	The LEA/Subgrantee maintains records to demonstrate 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	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
Q. TITLE I, PART A						
Q-1	The LEA maintains records to demonstrate 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 maintains records to demonstrate that it 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 administer Title I programs) <input type="checkbox"/> Personnel salary distribution report (See Indicator G-1)	
Q-3	The LEA maintains records to demonstrate 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)	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
R. TITLE II, PART A						
R-1	The LEA maintains records to demonstrate that 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 if applicable (During Visit) <input type="checkbox"/> General ledger (See Indicator A-6) <input type="checkbox"/> Payroll records (See Indicator G-1)	
R-2	The LEA maintains records to demonstrate that the LEA reserves no more than the allowable percent for administrative costs.	<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)	
S. TITLE III, PART A, ENGLISH LANGUAGE ACQUISITION						
S-1	The LEA maintains records to demonstrate that 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	The LEA maintains records to demonstrate that the LEA reserves no more than the allowable 2% for administrative costs. (ESEA sec. 3115(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)	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
T. TITLE IV, PART A						
T-1	The LEA maintains records to demonstrate that the LEA uses Title IV, Part A administrative funds appropriately and to ensure administrative costs do 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 maintains records to demonstrate that the LEA adheres to earmarking requirements for LEAs that receive at least \$30,000 of Title IV, Part A funds. (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)	
T-3	The LEA maintains records to demonstrate that the LEA adheres to a 15% cap on technology infrastructure. (Sec. 4109(b))	<input type="checkbox"/> Source Documents			✓MCAPS Consolidated Application & Budget <input type="checkbox"/> Expenditure budget reports, general ledger details (See Indicator A-6)	

#	Fiscal Indicator	LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Notes (Sample size may be expanded if issues are noted in one program.)
T-4	The LEA maintains records to demonstrate that the LEA ensures the programs and activities supported with Title IV, Part A funds are consistent with the types of programs and activities allowed. (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	The LEA maintains records to demonstrate that 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 maintains records to demonstrate that 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)	

#	Programmatic Indicators	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"/> Did the LEA reserve funds for this purpose? If so: ✓ How much did the LEA reserve? ✓ How did 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"/> Did the LEA reserve funds for this purpose? If so: ✓ How much did the LEA reserve? ✓ How did the LEA give priority to the lowest achieving children from low-income families?	

#	Programmatic Indicators	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 how the reserved funds were spent (See Indicator A-6) <input type="checkbox"/> See MCAPS>Funding Application>Cost Pool>Program Details <input type="checkbox"/> See MCAPS>Funding Application>Title I, Part A>Programs Details <input type="checkbox"/> Upload evidence of administration of the Title I program			<input type="checkbox"/> Did the LEA reserve funds for this purpose? If so: ✓ How much did the LEA reserve?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
AA-4	Optional reservation for district-managed initiatives (34 CFR § 200.77(g))	<input type="checkbox"/> LEA financial records showing how the District Set Aside funds were spent (See Indicator A-6) <input type="checkbox"/> Upload evidence of the implementation of district initiatives <input type="checkbox"/> See MCAPS>Funding Application>Title I, Part A>District Set Asides and Overview <input type="checkbox"/> Upload evidence of districtwide initiatives benefiting all served Title I schools			<input type="checkbox"/> Did the LEA reserve funds for this purpose? If so: ✓ How much did the LEA reserve? ✓ What activities did the LEA support with the reserved funds? ✓ How did the LEA ensure that all reservations taken off the top benefit all served Title I schools?	

#	Programmatic Indicators	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 evidence used to rank and serve schools (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"/> See MCAPS>Funding Application>Title I, Part A>School Eligibility			<input type="checkbox"/> What data sources did the LEA use in its calculations? <input type="checkbox"/> When determining the number of students from low-income families in secondary schools, did the LEA use the option for ranking by grade span? If so, did most of secondary schools approve the use of the grade span method? <input type="checkbox"/> Did the LEA use the option to serve high schools with poverty factors between 50% and 75% before it began to serve other schools below 75% poverty? If so, was the process consistent with Sec. 1113(a)(3)(B)?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
					<input type="checkbox"/> Did the LEA serve any schools below 35% poverty? If so, how did the LEA apply the “125%” rule when serving these schools?	
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"/> Interview			<input type="checkbox"/> Can the LEA provide an overview of the LEA's participation in state assessments? How are test security procedures implemented? <input type="checkbox"/> Who is responsible for ensuring the LEA followed appropriate test security procedures?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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 evidence of dissemination of annual report card <input type="checkbox"/> Interview			<input type="checkbox"/> Who is responsible for the LEA's preparation and dissemination of the required annual report card that includes the information required by Sec. 1111(h)(1)(C)? <input type="checkbox"/> How is the annual report card disseminated? <input type="checkbox"/> How Did the LEA analyze and communicate assessment results to stakeholders?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-3	Stakeholder engagement (Sec. 1112(a)(1)(A))	<input type="checkbox"/> Upload evidence of stakeholder engagement (any artifacts from meetings) <input type="checkbox"/> See MCAPS>LEA Plan>Parent and Family Engagement>Question #6; <input type="checkbox"/> See MCAPS>LEA Plan>Title I, Part A>Question #9 <input type="checkbox"/> See MCAPS>School Plan>School Plan Needs Assessment>School Plans-Parent and Family Engagement>Questions 1 & 2 <input type="checkbox"/> Interview			<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 the LEA involved stakeholders.	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-4	Monitoring and supporting student progress (Sec. 1112(b)(1))	<input type="checkbox"/> Upload evidence of monitoring and supporting student progress to strengthen academic programs and improve school conditions for students <input type="checkbox"/> See MCAPS>LEA Plan> Title I, Part A>Questions 1 & 4 <input type="checkbox"/> See MCAPS>School Plan>School Planning Summary <input type="checkbox"/> Interview			<input type="checkbox"/> How has the LEA monitored the school's implementation of the 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"/> How did the LEA identify and implement strategies to strengthen academic programs and improve school conditions for students? <input type="checkbox"/> How did the LEA monitor the progress of struggling students (Identify specific progress monitoring tools)?	

#	Programmatic Indicators	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"/> Upload evidence of how the LEA identifies and addresses disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers <input type="checkbox"/> See MCAPS>LEA Plan>Title I, Part A>Question #5 <input type="checkbox"/> Interview			<input type="checkbox"/> How did the 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? <input type="checkbox"/> What did 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?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-6	Effective transitions (Sec. 1112(b)(8), Sec 112(b)(10))	<input type="checkbox"/> Upload evidence of transition activities for students in early childhood programs to elementary, from middle to high school, and from high school to postsecondary education <input type="checkbox"/> See MCAPS>LEA Plan>Title I, Part A>Questions 10, 12a & 12b <input type="checkbox"/> See MCAPS>School Plan>Curriculum and Instructions>Question #3 <input type="checkbox"/> Interview			<input type="checkbox"/> Describe the activities the LEA engages in to provide effective transitions for students in early childhood programs to elementary, from one grade span to the next, and from high school to postsecondary education.	

#	Programmatic Indicators	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"/> Upload evidence of support to reduce the overuse of discipline practices that remove students from the classroom <input type="checkbox"/> See MCAPS>LEA Plan>Title I, Part A>Question #13 <input type="checkbox"/> See MCAPS>School Plan>School Climate and Culture>Question #2 <input type="checkbox"/> Interview			<input type="checkbox"/> What options Did the LEA use to reduce the overuse of discipline practices that remove students from the classroom?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-8	CTE and workforce development (served high schools only) (Sec. 1112(b)(12))	<input type="checkbox"/> Upload evidence of coordinated and integrated academic, career, and technical education instructional support <input type="checkbox"/> See MCAPS>LEA Plan>Title I, Part A>Question #14 <input type="checkbox"/> Upload evidence of work-based learning opportunities <input type="checkbox"/> Interview			<input type="checkbox"/> For served high schools, how did the LEA coordinate academic content between the regular core curriculum and CTE curriculum including work-based learning opportunities?	
BB-9	Teacher and paraprofessional qualifications (Sec. 1112(c)(6))	<input type="checkbox"/> Upload evidence of teacher and/or paraprofessional verifications that meet applicable state certification and licensure requirements			<input type="checkbox"/> When are qualifications checked for teachers and paraprofessionals to ensure that they meet state requirements? How often are they verified? <input type="checkbox"/> What does the LEA do when teachers or paraprofessionals are identified as not being licensed or certified, or as being out-of-area?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-10	Nondiscrimination in admission or exclusion as required by Title IX (Sec. 1112(e)(3)(D))	<input type="checkbox"/> Upload LEA/Subgrantee policy and/or procedures <input type="checkbox"/> Upload evidence of Civil Rights Enforcement Process <input type="checkbox"/> Interview			<input type="checkbox"/> Discuss the LEAs nondiscrimination policy. <input type="checkbox"/> Who is responsible for any addressing complaints that are received?	
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 did the LEA determine how much to reserve? <input type="checkbox"/> Generally, how did the LEA spend the reserved funds? <input type="checkbox"/> How did the LEA track spending of the required reservation? <input type="checkbox"/> How many homeless students were served by the LEA in the monitored year?	

#	Programmatic Indicators	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 indicate 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"/> Upload evidence of validating homeless data			<input type="checkbox"/> Did 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?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<input type="checkbox"/> Enrollment/Registration Packets (MDE will provide names during the visit; DO NOT UPLOAD)				
CC-3	Homeless Liaison (McKinney-Vento Act Sec. 722(g)(6))	<input type="checkbox"/> Upload name of the LEA's homeless liaison and evidence of homeless liaison's contact information on LEA's website for the monitored year <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"/> Did 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?	

#	Programmatic Indicators	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 brochures, 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 evidence of communication with public and organizational entities to inform community on the needs of homeless students <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"/> Did the LEA have procedures for providing awareness and contact information of homeless liaison to parents, guardians, and school personnel?	

#	Programmatic Indicators	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's transportation department personnel to inform and facilitate transportation coordination, if applicable <input type="checkbox"/> Upload documentation of trainings and/or meetings with parents/guardians of unaccompanied homeless youth regarding transportation options, if applicable			<input type="checkbox"/> Did 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?	

#	Programmatic Indicators	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 (MDE will provide names during the visit; DO NOT UPLOAD) <input type="checkbox"/> Interview			<input type="checkbox"/> Did the LEA provide services comparable to services offered to other students in the school? <input type="checkbox"/> How does the 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?	

#	Programmatic Indicators	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 such as communications exchange, meeting notes, etc. <input type="checkbox"/> Upload sample or referral form (for examples housing, clothing, mental health needs, etc.) (Upload blank sample or blank referral form).			<input type="checkbox"/> Did the LEA collaborate with state, local, non-profit, social service agencies, or other programs to ensure that services are available for homeless children and youth?	

#	Programmatic Indicators	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 using data and justification of services, if applicable <input type="checkbox"/> See MCAPS>LEA Plan>Title I, Part A>Question #8 <input type="checkbox"/> See MCAPS>Funding Application>Title I, Part A,>District Set Aside and Overview <input type="checkbox"/> Interview			<input type="checkbox"/> Did the LEA identify the educational needs of the homeless children and youth, including unaccompanied homeless youth? <input type="checkbox"/> Did the LEA have evidence of educational support or services and justification of support or services? <input type="checkbox"/> How Did the LEA meet the educational identified needs of the homeless children and youth, including unaccompanied homeless youth? (See MSIS Homeless Services Provided, interventions)	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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 evidence of coordination and communication of preschool programs including Head Start, Early Learning Collaboratives <input type="checkbox"/> Referral Form, if applicable			<input type="checkbox"/> Did the LEA ensure coordination among LEA preschool programs, Head Start, and/or Early Learning Collaboratives? <input type="checkbox"/> Do the policy and/or procedures ensure homeless children have access to public preschool programs administered by the LEA? <input type="checkbox"/> Did the LEA have evidence of communication with preschool programs regarding availability, entry, and success of homeless students?	
CC-10	Counselor assistance for college and career readiness (McKinney-Vento Act Sec. 722(g)(1)(K))	<input type="checkbox"/> Upload evidence of counselor engagement 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"/> Did the LEA ensure homeless students receive assistance from counselors consistently to advise, prepare, and improve their readiness for college and/or career in conjunction with social/emotional counseling?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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 is 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"/> Did the LEA have a dispute resolution process regarding the eligibility, enrollment, and educational services that is aligned to State Board Policy 40.1?	

#	Programmatic Indicators	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 implementing "Best Interest Determination" when or if enrollment disputes occur, if applicable <input type="checkbox"/> Upload evidence of continued services during the 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				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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?	
DD-2	Best Interest Determination (Sec. 1111(g)(1)(E))	<input type="checkbox"/> Upload LEA/Subgrantee policy and/or procedures for Best Interest Determination (BID) process for students in foster care			<input type="checkbox"/> Did 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, did 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?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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's 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"/> Did the LEA follow these procedures?	

#	Programmatic Indicators	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 that reserved funds were spent (See Indicator A-6) <input type="checkbox"/> See MCAPS>Funding Application>District Set Aside and Overview <input type="checkbox"/> Upload evidence of implementation of early childhood education program <input type="checkbox"/> See MCAPS>LEA Plan>Title I, Part A>Question #10			<input type="checkbox"/> Did the LEA reserve funds for this purpose? If so: ✓ How much did the LEA reserve? ✓ Generally, how did the LEA spend the reserved funds? ✓ How did the LEA determine which children are eligible for services supported with the reserved funds? ✓ How did the LEA ensure preschool services supported with reserved funds comply with Head Start performance standards? ✓ What type of professional development is provided to early childhood program staff?	

#	Programmatic Indicators	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"/> Upload 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"/> Upload evidence of compliance with the performance standards for Head Start</p> <p><input type="checkbox"/> See MCAPS>Funding Application>Title I, Part A>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 Did the LEA ensure that these services comply with the performance standards established under the Head Start Act?</p> <p><input type="checkbox"/> How Did the LEA use early childhood screeners and assessments?</p> <p><input type="checkbox"/> How Did the LEA provide developmental progress to parents?</p>	
					<p><input type="checkbox"/> Describe how the LEA collaborates with other early childhood agencies and/or programs.</p> <p><input type="checkbox"/> Describe how the LEA provides professional development to early childhood staff.</p>	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
EE-3	Coordination with preschool programs (Sec. 1119(a)&(b))* *Applies to all LEAs (whether they use Title I, Part A funds to provide early childhood education or not)	<input type="checkbox"/> Upload evidence of coordination of activities, such as record-sharing, other policies and procedures, meeting notes, training, if applicable <input type="checkbox"/> See MCAPS>LEA Plan>Title I, Part A>Question #10 <input type="checkbox"/> Interview			<input type="checkbox"/> How Did the LEA carry out activities to increase coordination with Head Start agencies, and, if feasible, other early childhood providers? Coordination activities include: ✓ 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.	

#	Programmatic Indicators	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 distributed reserved funds to schools, and what priority was 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"/> See MCAPS>Funding Application>District Set Aside and Overview and PPA List <input type="checkbox"/> Upload evidence of how the LEA involved parents and family members of Title I children in decisions about how to spend the reserved funds.			<input type="checkbox"/> How Did the LEA distribute reserved funds to schools, and what kind of priority is given to high-need schools? <input type="checkbox"/> How Did the LEA involve parents and family members of Title I children in decisions about how to spend the reserved funds?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<div><input type="checkbox"/> Are the funds reserved at the district level used for at least one of the following activities:<div><div>✓ Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies;</div><div>✓ Supporting programs that reach parents and family members at home, in the community, and at school;</div><div>✓ 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;</div></div></div>				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓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 ✓ Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the district's parent and family engagement policy?				

#	Programmatic Indicators	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 describes how the LEA will (all required) <input checked="" type="checkbox"/> Involve parents and family members in the joint development of Title I activities (under Sec. 1112) and the development of CSI and TSI plans; <input checked="" type="checkbox"/> Provide coordination, technical assistance, and other support to Title I schools on planning and implementing effective parent and family engagement activities; <input checked="" type="checkbox"/> 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"/> Did 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?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<p>✓ Conduct an annual evaluation of the parent and family engagement policy in improving the academic quality of Title I schools;</p> <p>✓ 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</p> <p>✓ Involve parents in Title I school activities.</p> <p><input type="checkbox"/> Evidence of parent and family member involvement in the policy's development</p>				
		<p><input type="checkbox"/> Evidence of technical assistance and support provided to Title I schools</p> <p><input type="checkbox"/> See MCAPS>LEA Plan>Parent and Family Engagement>Questions # 4, 5, and 6</p>				

#	Programmatic Indicators	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?	

#	Programmatic Indicators	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 carried out the following required activities? ✓ Convene an annual meeting at a convenient time to inform parents of Title I requirements and the right of parents to be involved; ✓ Offer a flexible number of meetings (school may provide transportation, childcare, or home visits with Title I funds if related to parental involvement); ✓ 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 school provided the required information to parents of Title I children. <input type="checkbox"/> Did parents comment on schoolwide plans, if applicable?	

#	Programmatic Indicators	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 				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<p>✓ 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.</p> <p>☐ See MCAPS>School Plan>Parent and Family Engagement</p>				

#	Programmatic Indicators	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: ✓ 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?	

#	Programmatic Indicators	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:</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,				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<p>➤ Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observe classroom activities, and</p> <p>➤ 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?</p>				

#	Programmatic Indicators	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 used to carry out the required activities to build capacity <input checked="" type="checkbox"/> 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; <input checked="" type="checkbox"/> Provide materials and training to help parents to work with their children to improve their children's achievement;			<input type="checkbox"/> Did the LEA and each Title I school carry out the required activities to build capacity?	

#	Programmatic Indicators	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 programs</p> <p>□ See MCAPS>LEA Plan>Parent and Family Engagement>Question #4b</p>				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓ 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 ✓ Provide other reasonable support for parental engagement activities				

#	Programmatic Indicators	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 met 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, did the LEA notify parents of students in Title I schools that they may request information from the LEA about the professional qualifications of the students' 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?	

#	Programmatic Indicators	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).	

#	Programmatic Indicators	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 did 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 did the LEA make information about required assessments for each grade served by the LEA widely available through public means, including: ✓ the subject matter assessed; ✓ the purpose for which the assessment is designed and used; ✓ the source of the requirement for the assessment?	

#	Programmatic Indicators	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 the following: ✓ 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 Did the LEA inform parents of EL students identified for participation in the LIEP?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<p>✓ How the program in which their child is, or will be, participating will meet the child’s educational strengths and needs;</p> <p>✓ How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;</p> <p>✓ 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;</p>				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<p>✓ In the case of a child with a disability, how such program meets the objectives of the child’s IEP; and</p> <p>✓ Information pertaining to parental rights that includes written guidance:</p> <p>➤ Detailing the right parents have to have their child immediately removed from such program upon their request;</p>				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<p>➤ 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</p> <p>➤ Assisting parents in selecting among various programs and methods of instruction, if more than one is offered.</p> <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>				

#	Programmatic Indicators	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 Did the LEA implement an effective means of outreach to parents of EL student? <input type="checkbox"/> How often Did the LEA hold meetings for parents of EL students?	

#	Programmatic Indicators	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.) <input type="checkbox"/> See MCAPS>Funding Application>Title III-EL>Program Details>Questions #3 & 4				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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"/> See MCAPS>LEA Plan>Parent and Family>Question #1 <input type="checkbox"/> See MCAPS>School Plan>Parent and Family Engagement>Question #4			<input type="checkbox"/> How Did 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?	

#	Programmatic Indicators	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"/> See MCAPS>Funding Application>Title I, Part A>School Eligibility			<input type="checkbox"/> Does each school that operates a schoolwide program have at least 40% poverty or a waiver from MDE?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	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.) <input type="checkbox"/> Interview with school-level personnel <input type="checkbox"/> Evidence of implementation of the identified school's action step(s) (Schools will be identified on the three-day list) <input type="checkbox"/> See MCAPS>School Plan>School Plan Overview>Action Steps			<input type="checkbox"/> How Did 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? 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?	

#	Programmatic Indicators	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.</p> <p>4. Was the schoolwide plan developed with the involvement of parents and other members of the community?</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.</p>	
					6. What are some examples of parent engagement activities implemented to improve student learning?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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 <input type="checkbox"/> Interview <input type="checkbox"/> See MCAPS>LEA Plan>Title I, Part A>Questions #1 & 4 <input type="checkbox"/> See MCAPS>School Plan>School Planning Summary			<input type="checkbox"/> How Did 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.)	

#	Programmatic Indicators	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 Did the LEA identify Title I eligible students? <input type="checkbox"/> How Did 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 Did 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?	

#	Programmatic Indicators	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 did the LEA ensure targeted assistance schools implement programs consistent with the requirements of Sec. 1115(b)?	

#	Programmatic Indicators	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: <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: <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). --OR--</p>			<input type="checkbox"/> What is the LEA's process for calculating the equitable services reservation? <input type="checkbox"/> What data sources Did 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)	

#	Programmatic Indicators	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.)	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<input type="checkbox"/> See MCAPS>Funding Application>Non-Public Equitable Services for all applicable programs <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). <input type="checkbox"/> See transfer form, if equitable services affected				

#	Programmatic Indicators	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 did the LEA conduct timely and meaningful consultation? <input type="checkbox"/> How did the LEA identify and contact private schools with eligible students? <input type="checkbox"/> Did the LEA uses MDE's Consultation Checklist?	

#	Programmatic Indicators	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.				

#	Programmatic Indicators	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. <ul style="list-style-type: none"> • 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, did 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, did the LEA provide private school officials with a written explanation of its reasons?	
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 <ul style="list-style-type: none"> • last page of Equitable Services Plan; • also, on Transfer Affirmation of Consultation form, if a transfer was made impacting equitable services. 			<input type="checkbox"/> Did 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?	

#	Programmatic Indicators	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) (MDE will provide names during the visit; DO NOT UPLOAD)			<input type="checkbox"/> What types of services are provided? <input type="checkbox"/> How did 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 did the LEA ensure services, materials, and equipment are secular, neutral, and nonideological?	

#	Programmatic Indicators	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 the 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 did 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 did the LEA ensure the appropriate use of any equipment or supplies purchased using funds reserved for equitable services?	

#	Programmatic Indicators	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 did 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?	

#	Programmatic Indicators	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"/> See MCAPS>Funding Application>Title I, Part A>District Set Aside and Overview <input type="checkbox"/> See MCAPS>Funding Application>Title I, Part A Neglected>Program Details>Question #1			<input type="checkbox"/> Are there any local institutions for neglected children, or community day programs for neglected children in the LEA? If so: ✓ How did the LEA spend and track the reserved funds? ✓ How the LEA determine the use of the reserved funds?	

#	Programmatic Indicators	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 implementation of services provided to children within the identified facilities <input type="checkbox"/> Evidence of Neglected program monitoring and evaluations				
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"/> Interview			<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?	
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"/> See MCAPS>Funding Application>Title I, Part A Neglected>Program Details>Question #2			<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 did the LEA document the work of staff funded through the reservation?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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 evidence of implementation of the approved Title I, Part D application <input type="checkbox"/> Budget and expenditure reports (See Indicator A-6) <input type="checkbox"/> See MCAPS>Funding Application>Title I, Part D, Subpart 2>Program Details <input type="checkbox"/> See MCAPS>LEA Plan>Title I, Part A>Question #7			<input type="checkbox"/> How did the LEA implement the Part D activities as approved in its application?	
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"/> Interview			<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?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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 (names will be provided by MDE during the visit; Redact all PII prior to upload) <input type="checkbox"/> Interview <input type="checkbox"/> See MCAPS>Funding Application>Title I, Part D, Subpart 2>Evaluation Report			<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"/> Interview <input type="checkbox"/> See MCAPS>Funding Application>Title I, Part D, Subpart 2>Evaluation Report>Question #2			<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?	

#	Programmatic Indicators	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"/> See MCAPS>Funding Application>Title I, Part D, Subpart 2>Program Details>Question #11			<input type="checkbox"/> How did 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? <input type="checkbox"/> How did the LEA ensure the Part D funds are supplement to the state funds?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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"/> See MCAPS>Funding Application>Title I, Part D, Subpart 2>Program Details>Question #7			<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?	
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"/> See MCAPS>Funding Application>Title I, Part D, Subpart 2>Program Details>Question #2			<input type="checkbox"/> What are the responsibilities of the facility and LEA for the Part D program?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
LL-9	Program specific evaluation reports that include the Title I, Part D, Subpart 2 Program. (Sec. 1431)	<input type="checkbox"/> Upload the Evaluation Report for Title I, Part D Subpart 2 <input type="checkbox"/> See MCAPS>Funding Application>Title I, Part D, Subpart 2>Evaluation Report>Evaluation Results			<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"/> See MCAPS>LEA Plan>Title II, Part A>Question #3 <input type="checkbox"/> Interview			<input type="checkbox"/> How did the LEA prioritize CSI and TSI schools for Title II, Part A services?	

#	Programmatic Indicators	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 evidence of stakeholder engagement used to update and improve Title II activities (surveys, evaluations, etc.) <input type="checkbox"/> See MCAPS>LEA Plan>Title II, Part A>Question #4			<input type="checkbox"/> What data or other factors did the LEA consider when deciding what activities to support with Title II, Part A funds? <input type="checkbox"/> How did 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 did 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?	

#	Programmatic Indicators	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"/> See MCAPS>Funding Application>Title II, Part A>Program Details>Coordination Section			<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 <input type="checkbox"/> See MCAPS>LEA Plan>Title II, Part A>Question #1			<input type="checkbox"/> How did the LEA align Title II, Part A activities to Mississippi's challenging academic standards?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	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 <input type="checkbox"/> See MCAPS>Funding Application>Title II, Part A>Program Details>Activity Chart			<input type="checkbox"/> Has the LEA maintained documentation of the evidence-based requirements that supports the professional development implemented? <input type="checkbox"/> How did the LEA determine if professional development is high-quality and personalized?	

#	Programmatic Indicators	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) <input type="checkbox"/> Class Roster (do not upload) <input type="checkbox"/> See MCAPS>Funding Application>Title II, Part A>Program Details>Class Size Reduction Sections			<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"/> Did the LEA ensure 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"/> Did the LEA maintain documentation of the evidence-based requirements that supports reducing class-sizes?	

#	Programmatic Indicators	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	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	<input type="checkbox"/> Upload LEA board approved policy <input type="checkbox"/> LEA approved EL plan (During Visit) <input type="checkbox"/> Upload evidence of LEA board approval (Note: LEA board must approve the EL plan annually) <input type="checkbox"/> Upload written communication and dated documentation of annual dissemination of EL policies and procedures			<input type="checkbox"/> Did the LEA have a policy of admitting students of immigrant status or English-speaking status? <input type="checkbox"/> Did the LEA have evidence that the applicable LEA policy and supporting procedures for EL services are communicated systematically to all school and LEA personnel? <input type="checkbox"/> Did the LEA have a system of assigning a student number if an enrolling student does not have a social security number? <input type="checkbox"/> Did the LEA have a procedure for enrolling a student pending receipt of the required record of immunization?	

#	Programmatic Indicators	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 ALL LEAs	<input type="checkbox"/> EL student Home Language Surveys (MDE will provide names during the visit; DO NOT UPLOAD) <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 has 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? 	

#	Programmatic Indicators	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) (MDE will provide names during the visit; DO NOT UPLOAD) ✓ EL Placement Test ✓ Parent Notification ✓ 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?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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"/> Did the LEA follow student exit criteria as outlined in the Mississippi Guidelines for English Language Learners?	
NN-5	Comparable services (Current Mississippi English Learner Guidelines) Required for EL Program	<input type="checkbox"/> Upload documentation of EL coordination of comparable services (MDE will provide names during the visit; DO NOT UPLOAD) <input type="checkbox"/> See MCAPS>Funding Application>Title III, EL>Program Details>Question #5			<input type="checkbox"/> Did 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 	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-6	Assessment participation (Sec. 1111(b)(3)(c)) Required for EL Program	<input type="checkbox"/> Documentation of EL Assessment participation (see MDE website) (MDE will provide names during the visit; DO NOT UPLOAD)			<input type="checkbox"/> Did the LEA ensure that all EL students in the LEA participate in required statewide assessments?	
NN-7	English language proficiency assessment (Sec. 1111 (b)(2)(G)) Required for EL Program	<input type="checkbox"/> MDE Language proficiency assessment reports (MDE will provide names during the visit; DO NOT UPLOAD) <input type="checkbox"/> See MCAPS>Funding Application>Title III, EL>Program Details>Question #2			<input type="checkbox"/> Did 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?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-9	Implementation of effective language instruction educational programs (Sec. 3115(c)(1) & 3121(a)(2-6)) Required for EL Program	<input type="checkbox"/> Upload evidence of implementation of language instruction educational programs <input type="checkbox"/> See MCAPS>Funding Application>Title III, EL>Program Details>Questions #1, 2, & Activity Chart <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?	
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 evidence of EL parent, family and community engagement <input type="checkbox"/> See MCAPS>Funding Application>Title III, EL>Program Details>Questions #3, 4, & 5 <input type="checkbox"/> Interview with EL coordinator			<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)	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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.	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-12	Title III-EL Funding ONLY 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))	<input type="checkbox"/> Upload documentation of professional development (professional development artifacts) <input type="checkbox"/> See MCAPS>Funding Application>Title III, EL>Program Details>Question 6			<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: A. designed to improve instruction and assessment of ELs, B. designed to enhance the ability of trainees to implement curricula, assessment and instructional strategies for ELs, C. effective in increasing children's English language proficiency or substantially increasing teachers' subject matter knowledge and teaching knowledge/skills, and	

#	Programmatic Indicators	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	Title III-EL Funding ONLY Annual evaluation of the effectiveness of its English language instruction education program (Sec. 3121(a)(7))	<input type="checkbox"/> Upload evidence of annual evaluation of the English Language instruction program's effectiveness (LIEP only)			<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?	

#	Programmatic Indicators	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 <input type="checkbox"/> Record of expenditures using Immigrant funds, including list of activities performed and materials purchased (See Indicator A-6) <input type="checkbox"/> See MCAPS>Funding Application>Title III, Immigrant>Program Details			<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?	

#	Programmatic Indicators	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"/> See MCAPS>Funding Application>Title IV, Part A>Program Details			<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?	

#	Programmatic Indicators	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 did 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 did the LEA identify community activities that might be related to, and coordinated with, Title IV, Part A activities? <input type="checkbox"/> How did the LEA continue to engage stakeholders when determining how the LEA can improve Title IV, Part A funded activities?	

#	Programmatic Indicators	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) <input type="checkbox"/> See MCAPS>Funding Application>Title IV, Part A>Program Details <input type="checkbox"/> Upload documentation of evaluation of Title IV, Part A activities <input type="checkbox"/> See MCAPS>LEA Plan>Title IV, Part A>Question #2			<input type="checkbox"/> How did the LEA set objectives and intended outcomes for its Title IV, Part A activities? <input type="checkbox"/> How did the LEA periodically evaluate the effectiveness of its Title IV, Part A activities based on those objectives and outcomes?	

#	Programmatic Indicators	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 did the LEA prioritize activities for schools: ✓ 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 ✓ 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				

#	Programmatic Indicators	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_____				

#	Programmatic Indicators	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 include 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_____				

#	Programmatic Indicators	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))	<p>All are required (Must relate to 21st CCLC):</p> <p><input type="checkbox"/> Description of training</p> <p><input type="checkbox"/> Documentation of training (sign in sheets, agendas, minutes, training handouts)</p> <p><input type="checkbox"/> Professional development plan/calendar</p> <p><input type="checkbox"/> Other_____</p>				
PP-8	Procedures to address chronic absenteeism or implement dropout prevention activities (Sec. 4204(b)(2)(N))	<p><input type="checkbox"/> LEA dropout plan</p> <p><input type="checkbox"/> Activity schedule</p> <p><input type="checkbox"/> Other_____</p>				
PP-9	Security procedures and adequate security (Sec. 4204(b)(2)(N))	<p><input type="checkbox"/> Program Handbook</p> <p><input type="checkbox"/> Other_____</p>				

#	Programmatic Indicators	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_____				

#	Programmatic Indicators	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				
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 _____				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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_____				
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_____				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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_____				
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_____				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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_____				
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_____				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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 by hours of attendance (Sec. 4204(b)(2)(N))	<input type="checkbox"/> Registration forms <input type="checkbox"/> Attendance forms <input type="checkbox"/> 21APR data <input type="checkbox"/> Other_____				
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_____				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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_____				
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_____				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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_____				
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				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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_____				
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_____				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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_____				
PP-32	Grantee coordinated 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_____				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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 MCAPS>Funding Application>Title V>Program Details			<input type="checkbox"/> Describe the different programs funded by Title V.	
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 <input type="checkbox"/> See MCAPS>Funding Application>Title V>Program Details				

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
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"/> See McKinney-Vento Program Evaluation			<input type="checkbox"/> Did the LEA conduct an annual evaluation of the effectiveness of local grant funded services?	

#	Programmatic Indicators	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"/> Did the LEA have internal fiscal controls in place to account for the use of subgrant funds in a way that meets federal requirements?	

#	Programmatic Indicators	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		<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 <input type="checkbox"/> See McKinney-Vento Program Needs Assessment, Program Description, and Program Coordination and Collaboration				