

**Mississippi Department of Education
School Improvement Grant (SIG) 1003(g)
Monitoring Plan**



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Mississippi Department of Education

Monitoring Plan for

School Improvement Grant 1003(g)

Overview

The Office of School Recovery (OSR) is undertaking an integrated approach to School Improvement Grant 1003g (SIG) monitoring and school accountability. The approach is intended to assess the district/school's progress in the implementation of the school improvement intervention model and to determine the types of support needed in order for the school to meet the goals identified in their SIG plan.

The integrated approach to school improvement grant monitoring and school accountability taken by the OSR ensures a comprehensive evidence base. The OSR will make use of existing data sources where possible. Other information will need to be gathered at the district and/or school level and will be described in this document. Evidence will be gathered through site visits by Implementation Specialists from the OSR, the collection of progress data, the completion of implementation progress reports, and an annual site visit by staff from the Mississippi Department of Education that includes gathering and reviewing documentation, conducting interviews, and visiting classrooms.

OSR staff will share findings from the information gathered with the districts and schools to help them understand where implementation is successful, where implementation challenges exist, how challenges may be addressed, and how plans for subsequent years may be improved. This integrated approach will establish common data collection processes to gather information that will be immediately useful to schools in their work, as well as useful to long-term accountability requirements and grant renewal decisions.

The Monitoring and Accountability Process

Following are details about the site visits, evidence gathering, and reporting processes.

Site Visits by OSR Implementation Specialists

Implementation Specialists from the OSR will conduct monthly site visits throughout the school year. The purpose of the site visits is to provide support to districts and schools as they implement their improvement plans and to gather information on implementation progress to determine further support to be extended. Implementation Specialists will use the *Indicators of Implementation* (Appendix A) as the basis for determining implementation progress of the districts and schools. The implementation indicators are subdivided into five key components: Organizational Structures, Leadership, Personnel and Professional Development, Curriculum and Instruction, and Support System/Strategies. Also provided in the *Indicators of Implementation* document are examples of evidence that may be used to demonstrate the extent of implementation for each indicator. Districts and schools should refer to the document to direct their data gathering efforts prior to site visits.

Documentation files should be maintained and organized around the indicators in the five key components. If a document is needed to show implementation progress for more than one indicator, it is sufficient to file it with one indicator and make reference to where it may be found in other indicators for which that documentation may be relevant. For example, in the *Personnel and Professional Development* component, the faculty handbook may serve as evidence for both documentation of the district/school system of rewards for school staff as well as for the means to identify and support school staff members that are struggling. In this case, the handbook might be filed in the indicator on rewards with a note in the other indicator specifying that the handbook may be found in the system of rewards folder.

The *Indicators of Implementation* represent a comprehensive structure for implementing school improvement grant plans. They are aligned with the U.S. Department of Education's *Student Achievement and School Accountability Programs (SASA) Monitoring Plan for School Improvement Grants* (published on January 12, 2011) that identifies various indicators of progress for school improvement intervention models.

After conducting each district and school site visit, Implementation Specialists will complete and submit a site visit report to the OSR. Following OSR review, site visit reports will be submitted to the Superintendent and principal. Notes recorded on the *Indicators of Implementation* form during each site visit provide the basis for completing the site visit report on district and school implementation status and recommendations.

Site Visit Quarterly Report

At the end of each quarter, Implementation Specialists will complete and submit a site visit quarterly report to the OSR. The Implementation Specialist rates the status of the district and/or school on their implementation progress over the past quarter (scale: 0 - 6 with 0 = not addressed, 3 = implemented, and 6 = exemplary implementation). Ratings are given on the indicators within each of the five key components. In addition to ratings of progress, Implementation Specialists are asked to identify the strengths and areas needing improvement in each of the five components.

District/School Online Monitoring Report

Twice each academic school year, designated district and school staff will complete an online implementation report for each of the SIG schools in the district. The report is aligned with School Improvement Grant Federal Guidance (February 2011), research based school improvement practices from the Center on Innovation and Improvement, the *Indicators of Implementation* document, and site visit reports completed by OSR Implementation Specialists.

Annual Monitoring Visit (Programmatic)

Once per year, districts and schools will participate in an annual monitoring visit conducted by the Mississippi Department of Education. Prior to the site visit, the monitoring team will have reviewed and met to discuss the following documents: district/school SIG application, district reports on SIG implementation progress and accompanying documentation showing evidence of implementation.

The monitoring team will conduct an interview with the district leadership team and discuss the documentation of implementation. A member of the school leadership team will provide the monitoring team with a tour of the selected school and a sample of classrooms. In addition, interviews will be conducted with school leadership team members, teachers, and parents. (See Appendix B for interview questions.) Site visit activities and interview questions are based on the U.S. Department of Education's *Student Achievement and School Accountability Programs (SASA) Monitoring Plan for School Improvement Grants, October 1, 2010 to September 30, 2011*, with slight adaptations.

District (LEA) Interview The monitoring team will conduct an interview with the district staff responsible for SIG implementation (that may occur on the afternoon prior to the school visit). The district will ensure that individuals who can address the interview questions are present for the interview, including the person responsible for Federal or Title I programs, and may include other individuals responsible for aspects of the SIG program relating to the application, the budget, data collection, and implementation of the school intervention(s).

School Site-Visit The monitoring team will interview the school's SIG leadership team, teachers, parents, and students as well as visit several classrooms. The school site visit should be designed to provide the monitoring team with an accurate picture of a typical day in the school. The site visit should begin with an entrance conference with the school administrator(s) to provide context for the interviews and classroom observations, and should conclude with a brief exit conference with the school administrator(s).

- **SIG Leadership Team Interview** The leadership team should include the school principal and any individuals who have been responsible for the decision-making process with regards to planning and implementing the SIG intervention(s). Although some leadership teams may include parents, it is not necessary to include them in this interview, as a separate interview with parents will also be conducted.
- **Teacher Group Interview** A group of 3-5 pre-selected teachers should include at least one teacher from a grade and subject that is tested through statewide assessments, at least one returning teacher, and at least one new teacher. The group should **not** include any teacher who also serves on the leadership team, nor should members of the school's leadership team or the district be present for this interview.
- **Parent Group Interview** A pre-selected group of 8-10 parents of students currently enrolled in the school will be interviewed.
- **Classroom Observations and Student Interviews** A member of the school leadership team provides a tour of the school and classrooms to illustrate the implementation of various aspects of the school intervention (e.g., efforts to change school culture, data use, various programs/strategies being implemented). The school leadership team

member will provide a list of the classrooms to be observed (approximately 3-4 pre-selected classrooms to be visited for a period of 5 to 10 minutes each) and escorts the team into the classrooms, providing pre/post-observation commentary to show various model components in action. The school leadership team member will explain what the monitoring team should expect to see in the classroom and from teachers and students. While in at least one of the classrooms, the monitoring team will also spend approximately 15 minutes interviewing the entire class of students.

Sample School Visit Schedule

DAY 1

10:00 – 12:00 Entrance Meeting with District Leadership Team

12:00 – 12:45 **Lunch**

1:00 – 2:15 Classroom Observations & Student Interviews

2:15 – 5:00 Monitoring Team Work Session

DAY 2

8:00 – 8:30 Entrance Meeting at School

8:30 – 10:30 School Leadership Team Interview

10:45 – 11:30 Teacher Interviews

11:45 – 1:00 Parent Interviews over Lunch

1:00 – 3:00 Monitoring Team Work Session

3:00 – 3:15 Exit with School Administrator(s)

The monitoring team will complete a written report and submit it to the OSR within 20 days after the site visit. OSR staff provides feedback to the district and its school(s) within 30-45 days of the site visit. Following is more specific information about the site visits conducted by the Mississippi Department of Education monitoring team.

Annual Monitoring Visit (Fiscal)

The Office of School Recovery will conduct an annual on-site fiscal monitoring visit. The purpose of this visit is to ensure compliance with School Improvement Grant 1003(g) and American Recovery and Reinvestment Act regulations as well as to provide support to districts and schools as they implement their improvement plans. OSR staff will use the *Indicators of Fiscal Compliance* (Appendix C) as the basis for determining fiscal compliance. The document contains examples of supporting evidence and has been subdivided into components that align with the 2011 OMB Circular A-133 Compliance Supplement as well as the American Recovery and Reinvestment Act regulations. Districts and schools should refer to the *Indicators of Fiscal Compliance* to direct their data gathering efforts prior to the fiscal monitoring visit.

Steps in the Annual Site Visit Process

1. OSR staff communicates with district to determine dates for site visits and to introduce district and school leadership to the monitoring protocol.
2. OSR staff works with district and its school(s) to establish a specific schedule for the site visit.

3. OSR staff identifies site visit monitoring teams consisting of 2-3 individuals – one or two from the Mississippi Department of Education and one or two external consultant(s).
4. The district and its school(s) compile the evidence of implementation progress prior to the site visit guided by the examples of evidence from the *Indicators of Implementation* and *Indicators of Fiscal Compliance* documents.
5. The school site visit begins with an entrance conference with the school administrator(s) to gain context for the upcoming interviews and observations. The school site visit concludes with a brief exit conference with the school administrator(s).
6. At the conclusion of the annual site visit to the district and its school(s), the monitoring team completes their report and submits the report to the OSR within 20 days of the visit.
7. OSR staff provides feedback to the district and its school(s) within 30-45 days of the site visit.

Roles and Responsibilities

Following are key roles and responsibilities of the OSR site visit coordinator, districts, schools, and the monitoring team in preparing for and conducting the annual monitoring site visits.

Implementation Specialist and/or Monitoring Team Leader

- Coordinates with the district and its school(s)
 - Prior to site visit, Implementation Specialist will contact the district and its school(s) to ensure that the monitoring schedule developed by the district is made available in a timely manner.
 - Implementation Specialist ensures that the school has secured adequate meeting space for the site visit team.
 - Implementation Specialist serves as the contact person to address any questions the district and its school(s) may have about the site visit process.
 - Two weeks prior to site visit, OSR staff and/or Implementation Specialist contacts monitoring team members and ensures that all materials have been provided prior to the site visit.
 - Once on site, the monitoring team leader reviews the schedule with the team and ensures that all focus groups and classroom visits are handled in a professional manner.
 - The monitoring team leader is responsible for maintaining open channels of communication with the district and schools at all times.
 - At the conclusion of the site visit, the monitoring team leader facilitates a brief meeting with the school administrator(s) prior to leaving the school.

District and its School(s)

- Provides documentation to monitoring team
 - Three weeks prior to the site visit, the district and its school(s) will compile the evidence of implementation progress as outlined in the *Indicators of Implementation* and provide the documentation electronically to OSR.
- Acts as a partner in the site visit process

- Makes the purpose and process of the monitoring team’s visit clear to all faculty and staff.
- Works with the monitoring team to ensure the visit runs smoothly.
- District and school leadership works collaboratively with the monitoring team leader during the visit to provide any additional documents requested.
- District and school leadership maintains good communication with the monitoring team leader throughout the process, honestly expressing concerns and feedback from staff.
- District and school leadership responds to the monitoring team’s feedback by stating their position and making available any additional evidence to support its position.
- Designates a meeting room
 - The monitoring team will need a meeting space while at the school. The space should allow for confidential meetings and should be available to monitoring team members for the full visit.
 - To the extent possible, interviews and focus groups should not be scheduled in this space, but planned for elsewhere in the building.

Monitoring Team Members

- Monitoring team members exhibit professionalism and maintain confidentiality at all times.
- In advance of the site visit, each monitoring team member thoroughly reviews district and school documents and arrives at the site knowledgeable about the school.
- Monitoring team members complete the site visit schedule as established by the district and/or its school(s).
- Notes from interviews and classroom visits are complete and organized for the end-of-day meetings.
- Site visit team members develop a written monitoring report, ensuring that the report reflects the consensus of the team.

Indicators of Implementation
School Improvement Grant

The purpose of this document is to provide schools and districts a framework for implementation of their school improvement plan. It serves as a guide to inform the monitoring and support activities conducted by the Implementation Specialists from the Mississippi Department of Education. The key components of the document reflect a comprehensive review and alignment with federal regulations, USDE School Improvement Guidance and school improvement/turnaround resources. Examples of evidence of implementation at the school-level and at the district-level are provided. Implementation examples are intended as a “guide” and should not be considered a restricted list.

A. Organizational Structures	Examples of Evidence
1. LEA/school conducted needs assessment to inform the SIG implementation plan	<input type="checkbox"/> Copy of comprehensive needs assessment aligned with Title I schoolwide plan <input type="checkbox"/> Review the Title I schoolwide plan to ensure that it contains core elements
2. LEA makes structural changes to support implementation	<input type="checkbox"/> Documentation describing how LEA is organized to support/implement SIG, such as organizational charts, job descriptions, etc
3. LEA modifies policies and practices to support full and effective implementation	<input type="checkbox"/> Current documentation describing modifications to policies/practices
4. LEA provides operational flexibility for school administrator	<input type="checkbox"/> Policy modifications to support transformation/turnaround <input type="checkbox"/> Staffing, resource allocation (e.g., human, fiscal, scheduling, calendar)

A. Organizational Structures	Examples of Evidence
<p>5. LEA has established a district turnaround office to support SIG implementation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> District transformation team established to address SIG implementation issues <input type="checkbox"/> Composition of team, schedule of meeting dates, meeting agendas/minutes <input type="checkbox"/> Defined process for LEA monitoring SIG implementation <input type="checkbox"/> Documentation of visits and technical assistance to schools <input type="checkbox"/> Organizational charts
<p>6. LEA/school recruits, screens, and selects external partners</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Current documentation describing LEA’s competitive process and criteria for recruiting, screening, and approving external providers <input type="checkbox"/> Contracts/agreements LEA has entered into with external partners with goals, deliverables, and benchmarks of progress <input type="checkbox"/> Documented process for following up on professional development activities <input type="checkbox"/> Documented process for evaluating services of the external provider
<p>7. LEA/school establishes structures for collaborative professional learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Common instructional planning time schedules, minutes from meetings
<p>8. LEA/school establishes schedules and strategies for increased student learning time</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Extended school days/school year, before and afterschool programs, summer programs <input type="checkbox"/> Resource allocations to support quality implementation <input type="checkbox"/> Master schedule

B. Leadership	Examples of Evidence
<p>1. School leadership creates a culture of shared accountability for meeting school improvement performance objectives</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School culture of high expectations (e.g., student work displayed, minimized student/classroom disruption, student engagement, changes in student academic performance, student academic supports, family and community engagement in school) <input type="checkbox"/> Teacher collaboration (e.g., professional learning communities), commitment beyond scheduled workday, involvement in leadership teams, volunteer participation on school committees, teacher job-satisfaction on opinion surveys
<p>2. The principal communicates a compelling vision for school improvement to all stakeholders</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple media formats used to communicate sense of urgency and message of change (e.g., public meetings, forums, newsletters, parent meetings, business/community partnerships) <input type="checkbox"/> Types of quick wins pursued and recognized <input type="checkbox"/> Students, school staff, and parents can articulate their role in achieving the school vision
<p>3. The principal establishes a school leadership team that meets regularly on SIG implementation issues</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Orientation to roles and expectations of leadership team members with respect to SIG implementation <input type="checkbox"/> Composition of team, schedule of meeting dates, meeting agendas/minutes/sign-in sheets <input type="checkbox"/> School administrator exercises operational flexibility regarding staffing, resource allocation (e.g., human, fiscal, scheduling, calendar) <input type="checkbox"/> Timelines for implementation of SIG programs/activities <input type="checkbox"/> Meeting agendas, checklists
<p>4. School leadership uses continuous data to drive school improvement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data use modeled in administrative meetings as reflected in meeting summaries <input type="checkbox"/> Agendas, summaries of professional development/coaching/modeling provided on data use

B. Leadership	Examples of Evidence
	<input type="checkbox"/> Types of resource allocations determined by data <input type="checkbox"/> Examples of changes that have occurred as a result of data analysis
5. The principal monitors the quality of the delivery of instruction on continuous basis	<input type="checkbox"/> Daily presence in classrooms to monitor instructional delivery and effectiveness
6. LEA/school leadership teams collect and monitor benchmark/interim data on all leading and lagging indicators	<input type="checkbox"/> Formal process in place for continuous progress monitoring and adjustment <input type="checkbox"/> Performance framework data
7. Principal facilitates a school culture of continuous learning and professional collaboration	<input type="checkbox"/> Peer observations, team meetings, cross-discipline/grade level meetings

C. Personnel & Professional Development	Examples of Evidence
1. The LEA recruits and selects a principal with the competencies of a transformation leader	<input type="checkbox"/> Track record of success <input type="checkbox"/> Job advertisements for potential candidates <input type="checkbox"/> Process for screening and interviewing candidates <input type="checkbox"/> Process for developing pipeline of potential turnaround leaders

C. Personnel & Professional Development	Examples of Evidence
2. LEA/principal recruits, places, and institutes practices to retain school staff with skills needed for turnaround	<ul style="list-style-type: none"> <input type="checkbox"/> Board policies that outline recruitment and retention procedures <input type="checkbox"/> Job announcements for positions with SIG school <input type="checkbox"/> Financial incentives, opportunities for promotion and career growth <input type="checkbox"/> Retaining processes <input type="checkbox"/> Evidence in turnaround model of screening existing staff and rehiring no more than 50% <input type="checkbox"/> Interview protocols for selecting new staff members
3. LEA/school develops a rigorous and transparent evaluation system with input from teachers and principals that includes evidence of student achievement/growth	<ul style="list-style-type: none"> <input type="checkbox"/> Publication in faculty handbooks <input type="checkbox"/> Board policy <input type="checkbox"/> Training for teachers and administrators on new evaluation system <input type="checkbox"/> Meeting minutes/sign-in sheets showing teacher/principal input
4. LEA/school implements new evaluation system for principals and teachers	<ul style="list-style-type: none"> <input type="checkbox"/> LEA memorandum, announcements, rubrics outlining the evaluation criteria <input type="checkbox"/> Student growth data, other student outcomes, schedule/copies of observation assessments of performance, ongoing collections of professional practice documents, documentation of timely, clear, constructive feedback
5. LEA/school links professional development programs with teacher evaluation results	<ul style="list-style-type: none"> <input type="checkbox"/> Analysis of teacher evaluation summaries for patterns <input type="checkbox"/> Improvement plans for teachers that include individualized, data-driven professional development
6. LEA/school creates a system of rewards for school staff who positively impact student achievement and graduation rates	<ul style="list-style-type: none"> <input type="checkbox"/> Public recognition, additional resources, instructional flexibility <input type="checkbox"/> Board policy for distributing financial incentives tied to student performance <input type="checkbox"/> Plan for long-term sustainability <input type="checkbox"/> Faculty handbook, memoranda, and/or staff contract laying out system of rewards

C. Personnel & Professional Development	Examples of Evidence
<p>7. LEA/school identifies and supports school staff who are struggling or removes staff who fail to improve their professional practice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement plans, professional growth plans, targeted professional development, mentoring <input type="checkbox"/> Multiple exit points for employees (voluntary departure, resignation, termination) <input type="checkbox"/> Expedited processes for performance-based dismissals (board policies) <input type="checkbox"/> Faculty handbook, memoranda, and/or staff contract laying out system of consequences
<p>8. LEA/school provides professional development to support implementation of school reform strategies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of professional development activities for current school year (e.g., instructional programs/strategies, data analysis, LEP instruction) <input type="checkbox"/> LEA memorandum, announcements, agendas for professional development meetings <input type="checkbox"/> Professional development resources/materials provided by LEA to SIG school staff related to school reform model and effective instruction
<p>9. LEA/school provides induction programs for new teachers and administrators</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participation in specialized training institutes and leadership academies <input type="checkbox"/> Mentorship programs
<p>10. LEA/school provides all staff with high-quality, job-embedded, differentiated professional development</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development opportunities aligned with teacher evaluations, based on classroom observations, teachers' experiences and expertise, and on student performance and subgroup needs (e.g., limited proficient students, students with disabilities) <input type="checkbox"/> Dedicated time for collaborative learning opportunities <input type="checkbox"/> Learning opportunities aligned with state curriculum standards, and supports the implementation of instructional initiatives (e.g., technology integration, RtI, PBIS, content area programs, extended time programs)

C. Personnel & Professional Development	Examples of Evidence
11. LEA/school monitors extent that professional development changes teacher practice	<input type="checkbox"/> Classroom observations on implementation of instructional changes <input type="checkbox"/> Implementation/impact reports from external providers <input type="checkbox"/> Student performance changes

D. Curriculum and Instruction	Examples of Evidence
1. LEA/school establishes annual goals for student achievement in all core areas	<input type="checkbox"/> Copies of goals for each school in core content areas <input type="checkbox"/> Data on progress toward meeting established goals
2. LEA created a process for the selection of research-based instructional programs/strategies	<input type="checkbox"/> Current written documentation outlining the LEA’s criteria and evaluation process for screening and selecting new instructional programs/strategies <input type="checkbox"/> State-adopted program, program summaries showing references
3. LEA/school aligns instruction and assessment with state standards	<input type="checkbox"/> Meeting notes/minutes, sign-in sheets <input type="checkbox"/> Pacing guides, lesson plans showing vertical and horizontal alignment
4. School monitors and assesses students’ mastery of instructional objectives	<input type="checkbox"/> Meeting notes/minutes from teacher meetings examining student work for understanding (e.g., class work, class tests, project, homework) <input type="checkbox"/> Pacing guides <input type="checkbox"/> Progress monitoring tools (e.g., Aims Web, MAPS, STAR, Dibels) <input type="checkbox"/> Comprehensive formative assessment/common assessments <input type="checkbox"/> Annual assessment calendar

D. Curriculum and Instruction	Examples of Evidence
5. Teachers adjust instruction based on students' mastery of objectives	<ul style="list-style-type: none"> <input type="checkbox"/> Assigning students to targeted interventions (whole group, small group, computer based, project based, independent work) <input type="checkbox"/> Differentiating instruction (e.g., lesson plans indicating different levels/concepts of instruction based on individual student needs, learning style profiles, individual learning plans, varying instructional resources)
6. School integrates technology-based interventions and supports into instructional programs	<ul style="list-style-type: none"> <input type="checkbox"/> Usage reports accompanying computer-based programs <input type="checkbox"/> Follow-up professional development opportunities offered to refine skill sets of teachers <input type="checkbox"/> Classroom observations of technology use in instruction
7. School provides college and career-readiness opportunities for students	<ul style="list-style-type: none"> <input type="checkbox"/> Advanced coursework, dual enrollment, small learning communities <input type="checkbox"/> Graduation plans <input type="checkbox"/> Documentation from support personnel (e.g., graduation coaches, counselors, social workers)
8. School increased learning time for students and continuously evaluates its effectiveness	<ul style="list-style-type: none"> <input type="checkbox"/> Student participation, measures of student academic progress and other student outcomes, reports from classroom observations <input type="checkbox"/> Differentiated activities for individual students based on specific needs (individualized academic plans) <input type="checkbox"/> Professional development for teachers targeted specifically at implementing effective extended learning strategies

E. Support Systems/Strategies	Examples of Evidence
<p>1. LEA and transformation specialists provide intensive, ongoing assistance to support school reform strategies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research-based, current school improvement information disseminated to school staff <input type="checkbox"/> Documentation of instructional coaching <input type="checkbox"/> Documentation of transformation specialists' facilitation of professional learning community activities <input type="checkbox"/> Documentation of professional development opportunities for calendar year
<p>2. External service providers deliver intensive, ongoing assistance to support school reform strategies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research-based, current school improvement information disseminated to school staff <input type="checkbox"/> Documentation of instructional coaching <input type="checkbox"/> Professional learning community activities <input type="checkbox"/> Documentation of professional development opportunities for calendar year <input type="checkbox"/> Quarterly documentation from roundtables with external providers and district/school leadership teams
<p>3. LEA/school allocates needed resources for continuous school improvement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Fiscal, human, facilities, time, instructional resources as reflected in school budgets, invoices <input type="checkbox"/> Sustained follow-up on professional development <input type="checkbox"/> Documentation of timely procurement and implementation of resources
<p>4. School accesses innovative partnerships to support extended learning time</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 21st Century Community Learning Centers <input type="checkbox"/> University partnerships <input type="checkbox"/> Other community partners (e.g., faith-based, boys/girls clubs, retired teachers)

E. Support Systems/Strategies	Examples of Evidence
5. School networks with families to develop partnerships for school improvement efforts	<input type="checkbox"/> Communication with parents throughout implementation of initiatives by holding on-site/off-site meetings, through newsletters, emails, telephone calls, individual conferences, school events/activities <input type="checkbox"/> Parents engaged in leadership teams, as parent volunteers, as parent liaisons <input type="checkbox"/> Parent centers
6. School networks with community members to develop partnerships for school improvement efforts	<input type="checkbox"/> Communicates with community in variety of formats (e.g., public service announcements, forums, newsletters, open-house) <input type="checkbox"/> Community provides internships, job-shadowing for college/career readiness <input type="checkbox"/> Guest instructors from community <input type="checkbox"/> Community members on advisory councils, school leadership teams
7. School provides appropriate social-emotional & community oriented services for students	<input type="checkbox"/> Health and wellness services for the school (e.g., social workers, local mental health facilities, department of human services)
8. School implements approaches to improve school climate and discipline	<input type="checkbox"/> Positive behavior supports, bullying prevention programs/activities, safe and orderly schools

LEA Interview Questions

IMPLEMENTATION:

1. Describe what this school was like before implementing reform efforts as part of the school intervention model.
 - *LEA describes the school prior to SIG funding and before any reform efforts were implemented.*
2. Describe generally your process for implementing the SIG models at the school level.
 - *LEA describes the process for implementing the SIG models in its schools.*
3. Has the LEA made any structural changes to support the implementation of the SIG intervention models? (if applicable)?
 - *LEA describes structural changes made, such as reassignment of duties, creation of turnaround offices, and addition of staff.*
4. How has the LEA addressed the following requirements:
 - Recruited, screened, and selected external partners, if applicable, to ensure their quality?
 - *Current documentation that describes the LEA's process and criteria for approving external providers.*
 - *Contracts/Agreements the LEA has entered into with external partners.*
 - Modified its practices or policies, if necessary, to enable its schools to implement interventions fully and effectively?
 - *LEA describes how it has modified its policies and practices.*
5. What process did you use to replace the principal? When did this occur?
 - *LEA describes its process and timeline for replacing the principal.*
6. What procedures and processes has the LEA implemented to recruit, place, and retain staff with the necessary skills to implement the intervention model selected?
 - *LEA describes its procedures and processes for recruiting, placing, and retaining staff with skills necessary to implement intervention model.*
 - *Job announcements for positions with SIG school.*
7. Where are you in the process of implementing a new teacher evaluation system?
 - *LEA describes where it is in the process of developing its new staff evaluation system and who is involved.*
 - *LEA memorandum, announcements, or rubrics outlining the evaluation system.*

8. What new flexibility has the school been given with regards to model implementation? For example, specifically relating to:
- Staffing?
 - Calendars?
 - Scheduling?
 - Budgeting?
- *LEA describes new authority it has relating to SIG.*
9. What systems of rewards are in place for staff members who are having a positive impact on student achievement and graduation rates? What systems of support are in place for staff members who may be struggling?
- *Faculty handbook, memorandum, or staff contract that lays out system of reward for staff who are raising student achievement and remediation and consequences for staff who are not raising student achievement.*
10. What types of professional development are being provided to support the implementation of school reform strategies? For example, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching LEP students?
- *Documentation of professional development activities for the 2010-2011 school year.*
 - *LEA memorandum, announcements, or agendas for professional development meetings.*
 - *Professional development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction.*
11. What instructional programs or instructional strategies are being used in schools? What process did the LEA use to identify the instructional programs or strategies being implemented?
- *Current written documentation outlining the LEA's criteria and evaluation process for screening and selecting new instructional programs or strategies.*

FISCAL:

12. Describe your process and efforts for accounting for the spending of SIG funds.
- *LEA describes its internal accounting and budget review process and the steps it takes to make sure expenditures are allowable.*
13. Did the SEA adjust your proposed budget or did you have to adjust your budget as part of your application?
- *LEA describes any adjustments made to budgets or to programs based on budget adjustments.*
14. Has the LEA submitted any amendments to its application?
- *LEA provides copies of any amendments.*

15. How much of the LEA's SIG award is being used at the district-level to support implementation of the selected school intervention models?
 - *LEA budget.*
16. How is the LEA using these funds?
 - *LEA describes how funds are being used at the district level.*
 - *Copies of invoices, personnel "runs," etc. that document expenditures of SIG funds.*
17. How is the LEA ensuring that district-level activities conducted with SIG funds are specifically supporting SIG schools?
 - *LEA describes its process for ensuring district-level activities are directed toward SIG schools.*
18. How is the LEA ensuring that a school being served with SIG funds is still receiving all the funds that it would have received without the SIG award?
 - *LEA describes its process for ensuring that SIG funds do not supplant other funds.*
 - *Comparability reports.*
 - *Documentation of Title I ranking and allocation.*

TECHNICAL ASSISTANCE:

19. Are you receiving support or guidance with regard to SIG implementation? If so, describe generally any support or guidance you are receiving regarding SIG?
 - *LEA describes any technical assistance it has received from the SEA or other providers.*
 - *Samples of guidance, memoranda, training materials and/or agenda of meetings about SIG that have been provided or been conducted by the SEA particularly relating to the application, budget, intervention model selection, and selection of external providers.*
 - *Informational resources and tool kits, including Web-based resources and materials, provided by the LEA to schools related to the implementation of the SIG models.*
20. With regards to technical assistance, how has the LEA supported, how does it currently support, and how does it plan to support schools in implementing the SIG program?
 - *LEA describes any technical assistance it has provided to the schools, including the types, to whom, and how often.*
 - *LEA describes any assistance it is currently providing or plans it has to provide additional technical assistance, including the types, to whom, and how often.*
21. In what areas does the LEA feel it needs to develop its capacity to provide better technical assistance to its schools?
 - *LEA describes any areas where it could use additional technical assistance.*

22. Are there other areas where the LEA or its schools implementing SIG models could use additional support or technical assistance?

- *LEA describes any areas where it or its schools could use additional technical assistance.*

MONITORING:

23. How is the LEA ensuring that each SIG school:

- Is fully implementing the selected intervention model in the 2010 school year?
- Is meeting the requirements of the school's intervention model?
- *LEA describes its process for ensuring that schools are implementing in accordance with the final requirements.*

DATA COLLECTION:

24. What process is the LEA using to collect data on the leading indicators?

- How is the LEA keeping track of or managing this data?
- How is the LEA using this data to inform its decision- making and reform efforts?
- Is the LEA collecting any additional data beyond that required by the SEA and the SIG program?
- *LEA describes the data it is collecting, its process for collecting the data, and its protocols for managing data on the leading indicators.*

25. Beyond the reporting requirements, does the LEA have any plans for how it will use the data it gathers? If so, please describe those plans.

- *LEA describes its plans for analyzing data and how it is using the data to inform policy decisions and its role in supporting schools.*

26. Have you begun collecting any benchmark or interim data on the leading indicators? If so, what does the data show thus far?

- *LEA provides copies of and explains any benchmark or interim data it has collected, if available.*

School Leadership Team Interview Questions

IMPLEMENTATION:

1. Describe what this school was like before implementing reform efforts as part of the school intervention model.
 - *School leadership team describes the school prior to the implementation of the SIG model and shares data from the school's needs assessment.*
2. Describe the role of the Leadership Team in implementing the SIG plan.
3. Describe generally what the plan or vision is for implementing the school intervention models to turn around this school and where you are in the process.
 - *School leadership team describes its efforts to implement its particular model in response to the school's needs assessment.*
 - *Implementation timeline submitted as part of the LEA's approved SIG application.*
 - *School leadership team describes any reform efforts that were previously in place.*
 - *School leadership team describes any changes made to its implementation timeline.*

Questions Specifically for the school principal: (#4, 5, 6)

4. How long have you been principal at this school?
 - *Principal provides timeframe of hiring.*
5. How are you and your staff evaluated? How was that system developed?
 - *Faculty handbook, memoranda, or other documentation outlining the criteria and process for teacher evaluation.*
 - *Principal described how system was developed.*
6. Have you been given any new authority with regards to the implementation of your school reform effort? For example with regards to staffing, calendars, scheduling, budgeting?
 - *Principal describes any new authority given for school reform efforts.*
7. What systems of rewards are in place for staff members who are having a positive impact on student achievement and graduation rates? How does the school support teachers who may be struggling?
 - *Faculty handbook, memoranda, or staff contract that lays out system of rewards for staff who are raising student achievement and remediation and consequences for staff who are not raising student achievement.*
 - *Principal describes rewards and consequence system for staff, process for developing system, and rationale for system in place.*

8. What types of professional development or professional support system have been provided by the LEA to support the implementation of school reform strategies? For example, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching LEP students?
 - *LEA memorandum, announcements, or agendas for professional development meetings.*
 - *Professional development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction.*

9. What instructional programs or instructional strategies are being used? Which of these are new? What process did you use to screen and select the instructional programs or strategies being used?
 - *School leadership team/principal describes process for selecting instructional programs and criteria used.*
 - *Current written documentation outlining the criteria and evaluation process for screening and selecting new instructional programs.*

10. What types of benchmarks have you set to measure progress? What types of data are you collecting to measure these benchmarks?
 - *Principal describes examples of data collected by the school, subject areas, or individual teachers, analysis of data, and how data was used to inform school decisions.*
 - *School leadership team shares any benchmark or interim data collected thus far.*

11. How have you increased the learning time for students?
 - *Current year's and previous year's school schedule.*

12. Describe the impact of increased learning time on student achievement.

13. How were parents and the community engaged in planning to implement the school intervention model?
 - *Letters to parents, fliers, announcements, and agendas and/or minutes from parent/community meetings about the implementation of the transformation model.*

14. What efforts have been made this year to engage families and the community in the school? How is that different from last year?
 - *Principal describes efforts to engage parents and the community.*

15. Do you think a different type of parent involvement is necessary to successfully engage parents and implement the model?
 - *Principal/school leadership team describes what they believe is necessary to successfully engage parents and implement the model.*

16. Is the school implementing other efforts to raise student achievement?

- *Principal/school leadership team describes additional efforts being made to raise student achievement.*

17. How do you know the changes you and the school have made this year are working?

- *School leadership team/principal describes the progress made and provides evidence of progress, for example interim data.*

FISCAL:

18. How are you using SIG funds to support implementation of the SIG model in your school?

- *School leadership team/principal describes how they are using SIG and other funds to support implementation.*

19. In addition to SIG funds, what are the other sources of funds you receive?

- *School level SIG budgets.*

TECHNICAL ASSISTANCE:

20. How are the LEA and/or the SEA supporting your implementation of the model?

- *School leadership team/principal describes any support it is receiving from the LEA and/or SEA.*

21. Are there areas where you could use additional technical assistance?

- *School leadership team/principal describes areas where it needs more technical assistance.*

MONITORING:

22. Has anyone from the SEA or LEA visited to see how you are implementing your intervention model?

- *School leadership team/principal describes any monitoring of their intervention that has been or they expect to be conducted by the LEA or SEA.*

DATA COLLECTION:

23. Have you begun collecting any benchmark or interim data on the leading indicators? If so, what does the data show thus far?

- *School leadership team/principal provides copies of and explains any benchmark or interim data it has collected, if available.*

Teacher Interview Questions

1. Describe generally what you know about the School Improvement Grant program and what that means for your school.
 - *Teachers describe what they know about SIG and/or school-level reforms that have taken place and their role in those reforms.*
2. Generally, what was the school like in previous years or before the reforms? How has it changed, particularly with respect to school culture, expectations of you, and expectations of the students?
 - *Teachers describe own observations and impressions of the impact of reforms in the school.*
3. Were any of you new hires? What process did you go through in applying for your position, being screened, and hired?
 - *Teachers describe hiring process they went through.*
4. Describe the [new] evaluation system that is being developed or that is in place for teachers?
 - *Teachers describe new evaluation process and their role in developing the evaluation system.*
5. Are rewards available to staff for gains in student achievement levels?
 - *Teachers describe reward systems that are in place.*
6. What opportunities are teachers given to make improvements in their practice?
 - *Teachers describe systems in place to support improvements.*
7. Give an example or two of how you have used what you learned through professional development or instructional supports in your classroom.
 - *Teachers describe the various types of professional development and supports they have received including subject, format, and provide examples of how they have used what they learned from professional development.*
8. What new instructional programs or strategies are you using in your class this year?
 - *Teachers describe any new instructional programs/strategies they are using in their classes, how they are being used, and how those programs are impacting student learning.*
9. Give an example of how you are using data to inform your instruction.
 - *Teachers describe what data they are collecting about their students and how they are using the data to inform instruction.*

10. How has your schedule changed from the previous year?
- *Teachers describe how the school has increased learning time, how they use that time, and the impact of increased learning time on student learning.*
11. What efforts have been made this year to engage families and the community in the school? How is this different from previous years?
- *Teachers describe interactions with parents and community.*
12. How do you know the changes you and the school have made this year are working?
- *Teachers describe and provide evidence of how they know the reform efforts are working.*

Parent Interview Questions

1. Are you new to the [school name] community?

For questions #2-10,

- ***Parents describe the changes they have seen in the school as well as their impressions of the school culture and academic expectations.***
 - ***Parents describe their involvement in the reform planning efforts.***
2. Describe generally, what you know about the School Improvement Grant program or changes and reforms that have taken place in the school this year.
 3. What was the school like last year? How does that compare to the school this year?
 4. What do your children say about the school?
 5. How did the district or school inform you about the changes that would take place?
 6. Did you have any opportunity to make suggestions on the changes that should be made or give feedback on the changes that would be made?
 7. What programs and supports are provided by the school or school district that help you and your family?
 8. What programs for parents at your school make a positive difference in your child's education (e.g., programs that assist with helping with homework or math and reading nights, etc.)?
 9. How have you been involved in the school this year? For example, volunteering, PTA/PTO membership, school improvement team member, tutoring, mentoring, etc.)
 10. Does your school have a parent center or parent liaison?

For questions #11-15,

- ***Parents describe the ways the school and teachers communicate with them, how they are involved in the school itself, and how they support their child's education.***
11. How does the school communicate with you (e.g., newsletters, conference, telephone calls, emails, flyers, and websites)? What information do they provide? How frequently do you have communication from the school?

12. How often do you communicate with your child's teacher(s) about your child's progress in school? In what format?
13. What would you suggest to improve communication and information sharing that would make things easier for parents and students?
14. How are you and other parents encouraged to attend parent meetings and other parent activities?
15. How could the school be more welcoming and open to families and the community?

Student Interview Questions

For these questions,

- *Students describe their overall impressions of the school, including expectations of their performance, levels of engagement, and impressions of safety.*
- *Students describe changes they have noticed between this year and the previous year.*

1. What are the three best things about your school?
2. Are there any things you don't like about your school? If so, what are they? Why?
3. What was your school like last year? What is your school like this year? How does that compare to what the school is like this year?
4. Do your teachers have high expectations for you? How do you know?
5. Do you find your classes interesting and engaging? Give examples of how or how not.
6. Do you feel safe at school? Why or why not?

Indicators of Fiscal Compliance
School Improvement Grant

The purpose of this document is to provide schools and districts a framework for compliance requirements for the School Improvement Grant 1003(g) and American Recovery and Reinvestment Act (ARRA). It serves as a guide for monitoring and support activities conducted by the Mississippi Department of Education. The key components of the document reflect a comprehensive review and alignment with federal regulations, USDE School Improvement Guidance, 2011 OMB Circular A-133 Compliance Supplement, and ARRA regulations. Examples of evidence of implementation at the school-level and at the district-level are provided. Examples of evidence are intended as a “guide” and should not be considered a restricted list.

Activities Allowed or Unallowed Allowable Cost/Cost Principles	Examples of Evidence	Comments Reference
1. Is it evident that budgets and expenditures for the School Improvement Grant 1003(g) are: <ul style="list-style-type: none"> a. Allocable? b. Reasonable and necessary? c. Meeting program intent and purposes? d. Aligned with the approved application on file at the SEA? e. Obligated and liquidated in accordance with the approved plan within the approved grant period? OMB Circular A-87	<ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Grant 1003(g) program applications <input type="checkbox"/> Evidence of expenditures (district detail budget report, purchase orders, contracts, staffing, invoices, etc.) available on-site <input type="checkbox"/> Other _____ 	

Activities Allowed or Unallowed Allowable Cost/Cost Principles	Examples of Evidence	Comments Reference
2. Has the LEA submitted amendments to request changes in the School Improvement Grant 1003(g), and was MDE approval granted prior to implementation of program modifications? 34 CFR 80.30	<input type="checkbox"/> Approved amendment form(s) by program	
3. Is it evident that contracts and agreements for products and services are made in accordance with applicable federal, state, and local regulations as well as audit guidelines? 34 CFR 80.36	<input type="checkbox"/> Copies of contracts and agreements <input type="checkbox"/> LEA purchasing policies and procedures	
4. Is time and effort documentation available, approved, and signed by appropriate individuals, if applicable? OMB Circular A-87, Appendix B to Part 225, 8(h)	<input type="checkbox"/> List of SIG personnel <input type="checkbox"/> Personnel Activity Reports <input type="checkbox"/> Semi-annual certifications <input type="checkbox"/> Job descriptions <input type="checkbox"/> Payroll records <input type="checkbox"/> Work schedules	
5. Are there employees that are partially paid from SIG funds (ARRA or non-ARRA)?	<input type="checkbox"/> Financial records <input type="checkbox"/> Other _____	
6. For employees paid from multiple funding sources, do timesheets properly reflect worked performed in each cost objective (SIG ARRA and SIG Non-ARRA) or (SIG and Non-	<input type="checkbox"/> Personnel Activity Reports <input type="checkbox"/> Job descriptions <input type="checkbox"/> Payroll records	

Activities Allowed or Unallowed Allowable Cost/Cost Principles	Examples of Evidence	Comments Reference
SIG)?	<input type="checkbox"/> Work schedules	
7. If salaries are prorated and not paid from one funding source, are benefits prorated based on the funding ratio. Verify a sample of transactions.	<input type="checkbox"/> Payroll records <input type="checkbox"/> Financial records	
8. Does the LEA exercise administrative control and assume responsibility for monitoring the funded programs to ensure compliance with any formal agreements and applicable statutory requirements? 34 CFR 80.40(a)	<input type="checkbox"/> LEA-level person assigned to monitor the program(s) <input type="checkbox"/> Written records/schedules of monitoring visits <input type="checkbox"/> Budget and expenditure reports	
This section is not applicable to grants funded with non-ARRA funds. 9. Were ARRA funds used to reimburse expenditures made prior to the release of the ARRA funds?	<input type="checkbox"/> Financial records <input type="checkbox"/> Other _____	

Cash Management	Examples of Evidence	Comments Reference
10. Does entity request funds on a reimbursement basis only? If not, does entity either minimize the time elapsing between the transfer of funds and their disbursement or calculate and remit interest earned on advances?	<input type="checkbox"/> Financial records <input type="checkbox"/> Other _____	

Cash Management	Examples of Evidence	Comments Reference
11. Determine whether interest earned on advances was reported/remitted as required.	<input type="checkbox"/> Financial records <input type="checkbox"/> Other _____	
12. Determine by reviewing accounting records and comparing to actual request for funds that the funds drawn were for reimbursement or either for the immediate needs of the district. Immediate need is defined as disbursed within 72 hours of receipt.	<input type="checkbox"/> Request for funds <input type="checkbox"/> Financial records	

Matching, Level of Effort, Earmarking - Supplement Not Supplant	Examples of Evidence	Comments Reference
13. Title I Tier I, Tier II, and Tier III schools. An LEA that uses SIG funds to serve one or more Title I Tier I, Tier II, or Tier III schools that operate a schoolwide program, may use SIG funds only to supplement the amount of non-Federal funds that the school would otherwise have received if it were not operating the schoolwide program, including those funds necessary to provide services required by law for students with disabilities and limited English proficient students. Tier I and Tier II schools must operate a schoolwide program to implement one of the SIG school intervention models. However, a school does not need to identify particular children as eligible to participate or demonstrate that SIG	<input type="checkbox"/> Financial records <input type="checkbox"/> Other _____	

Matching, Level of Effort, Earmarking - Supplement Not Supplant	Examples of Evidence	Comments Reference
funds are used only for activities that supplement those the school would otherwise provide with non-Federal funds (Sections 1114(a)(2)(A)(ii) and (B) of ESEA (20 USC 6314(a)(2)(A)(ii) and (B))).		

Period of Availability	Examples of Evidence	Comments Reference
14. Does the LEA have records to support whether funds were obligated and liquidated within the approved School Improvement grant 1003(g) grant period? OMB Circular A-87	<input type="checkbox"/> Financial records <input type="checkbox"/> Other _____	
15. Has the LEA submitted amendments to request changes in the categories of the approved grant? 34 CFR Part 80.30	<input type="checkbox"/> Approved amendment form(s) <input type="checkbox"/> Other _____	
16. Did the amounts expended during the grant period agree with the activities in the approved application? EDGAR Section 80.20(b)(4)	<input type="checkbox"/> Reference School Improvement grant 1003(g) application <input type="checkbox"/> Expenditure reports <input type="checkbox"/> Purchase orders, invoices, checks, etc. <input type="checkbox"/> Other _____	

Period of Availability	Examples of Evidence	Comments Reference
<p>17. Does the LEA maintain separate accounting records of funds made available under the School Improvement Grant 1003(g)? EDGAR Section 80.20(b)(2)</p>	<p><input type="checkbox"/> Expenditure reports <input type="checkbox"/> Review and observation of accounting procedures <input type="checkbox"/> Other _____</p>	

Procurement and Suspension and Debarment	Examples of Evidence	Comments Reference
<p>18. Does the entity have procurement policies that address compliance with applicable Federal requirements (§____.36(b)(1) and 2 CFR section 215.43, and Section 1605 of ARRA).</p>	<p><input type="checkbox"/> Board policies <input type="checkbox"/> Other _____</p>	
<p>19. Does the entity have written procurement policies and procedures that address the following:</p> <p>a. Selection procedures require that solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured, identify all requirements that the offerors must fulfill, and include all other factors to be used in evaluating bids or proposals (§____.36(c)(3) and 2 CFR section 215.44(a)(3)).</p> <p>b. Ethical conduct (§____.36(b)(3) and 2 CFR section 215.42).</p>	<p><input type="checkbox"/> Board policies <input type="checkbox"/> Other _____</p>	

Procurement and Suspension and Debarment	Examples of Evidence	Comments Reference
<p>20. Does the entity performed a verification check for covered transactions, by checking the EPLS, collecting a certification from the entity, or adding a clause or condition to the covered transaction with the entity; and</p>	<p><input type="checkbox"/> Financial records <input type="checkbox"/> Other _____</p>	
<p>21. Test the sample of procurements and sub-awards against the EPLS, and ascertain if covered transactions were awarded to suspended or debarred parties.</p>	<p><input type="checkbox"/> Financial records <input type="checkbox"/> Other _____</p>	
<p>22. Select a sample of procurements and perform the following:</p> <ul style="list-style-type: none"> a. Examine contract files and verify that they document the significant history of the procurement, including the rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis of contract price (§____.36(b)(9) and 2 CFR section 215.46). b. Verify that procurements provide full and open competition (§____.36(c) (1) and 2 CFR section 215.43). c. Examine documentation in support of the rationale to limit competition in those cases where competition was limited and ascertain if the limitation was justified 	<p><input type="checkbox"/> Board minutes <input type="checkbox"/> Bid files <input type="checkbox"/> Evaluations of bids <input type="checkbox"/> Other _____</p>	

Procurement and Suspension and Debarment	Examples of Evidence	Comments Reference
<p>(§____.36 (b) (1) and (d) (4); and 2 CFR sections 215.43 and 215.44(e)).</p> <p>d. Verify that contract files exist and ascertain if appropriate cost or price analysis was performed in connection with procurement actions, including contract modifications and that this analysis supported the procurement action (§____.36(f) and 2 CFR section 215.45).</p> <p>e. Verify that the Federal awarding agency approved procurements exceeding \$100,000 when such approval was required. Procurements (1) awarded by noncompetitive negotiation, (2) awarded when only a single bid or offer was received, (3) awarded to other than the apparent low bidder, or (4) specifying a “brand name” product (§____.36(g)(2) and 2 CFR 215.44(e)) may require prior Federal awarding agency approval.</p> <p>f. Verify compliance with other procurement requirements specific to the award.</p>		
<p>23. Do contractual services include appropriate ARRA terms and conditions?</p>	<p><input type="checkbox"/> Contracts for contractual services</p>	

Procurement and Suspension and Debarment	Examples of Evidence	Comments Reference
<p>This section is not applicable to grants funded with non-ARRA funds.</p> <p>24. Select a sample of ARRA-funded procurements, if any, for activities subject to Section 1605 of ARRA and test whether the non-Federal entity has -</p> <p>a. documented that the iron, steel, and manufactured goods used in the project are produced in the United States, or</p> <p>b. requested and received any waivers of the Buy-American requirements.</p>	<p><input type="checkbox"/> Board minutes</p> <p><input type="checkbox"/> Bid files</p> <p><input type="checkbox"/> Invoices</p> <p><input type="checkbox"/> Other _____</p>	

Reporting	Examples of Evidence	Comments Reference
<p>This section is not applicable to grants funded with non-ARRA funds.</p> <p>25. Review M-09-021 and other relevant guidance issued by OMB since May 2010 for reporting requirements.</p> <p>Determine the methodology used in compiling and reporting the key data elements and ascertain whether the entity passed-through funding to any sub-recipients.</p>	<p><input type="checkbox"/> Board minutes</p> <p><input type="checkbox"/> Bid files</p> <p><input type="checkbox"/> Invoices</p> <p><input type="checkbox"/> Other _____</p>	

Reporting	Examples of Evidence	Comments Reference
<p>This section is not applicable to grants funded with Non-ARRA funds.</p> <p>26. For awards received as a recipient, select the ARRA Section 1512 report for the calendar quarter preceding the entity’s year-end, or for a major program with multiple awards (i.e., R&D), select a sample of ARRA Section 1512 reports for the calendar quarter preceding the entity’s year-end. For example, the calendar quarter preceding an April 30, May 30, or June 30 entity fiscal year-end would be the quarter ending March 31.</p>	<p><input type="checkbox"/> Approved amendment form(s)</p> <p><input type="checkbox"/> Other _____</p>	