**School Support and Accountability (SSA)**

**State Education Agency**

**Cross-Cutting Financial and Programmatic**

**Self-Assessment and On-site/Desk Review Protocol**

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## School Support and Accountability Performance Review

The Office of Elementary and Secondary Education (OESE) established the performance review process to conduct oversight of and provide assistance to State educational agencies (SEAs) as they administer K-12 formula grant programs. The goals of the performance review process are to conduct a State-centered, performance-focused review of key programs through a single, streamlined process that results in improved and strengthened partnerships between the Department and States, and encourages States to develop and effectively implement integrated and coherent consolidated State plans. To accomplish these goals, the performance review process is organized by areas, which reflect the programmatic and fiscal requirements.

The performance review addresses a State’s grant administration and fiscal management processes and is based on information provided through the review process, and other relevant qualitative and quantitative data. The primary goal of this review is to ensure that implementation of the programs listed below is consistent with the fiscal, administrative, and select program requirements contained in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance: 2 Code of Federal Regulations (CFR) Part 200), the Education Department General Administrative Requirements (EDGAR), and the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).

The Office of School Support and Accountability (SSA) Cross-cutting Financial and Programmatic Review includes:

* Title I, Part A of the ESEA, Improving Basic Programs Operated by Local Educational Agencies (LEAs)
* Title II, Part A of the ESEA, Effective Instruction State Grants
* Title III, Part A of the ESEA, the State Formula Grant Program for English Language Acquisition and Language Enhancement

The OESE performance review is comprised of a self-assessment and an on-site or desk review. The self-assessment and on-site or desk review protocols are organized by domains and sections that reflect certain fiscal and programmatic requirements of SSA programs. This SSA protocol addresses the administration of fiscal and programmatic components of all programs concurrently. For each section there is a list of suggested participants, although because organizations may structure their program offices in different manners, participants may need to be adjusted accordingly.

### Allocations

ESEA

[§1003, §1003A, §1004(a)(1), §1124, §1124A, §1125, §1125A, §1126(b), §1201, §1202, §1203, §2101,§2102,, §3111, §3114, §3115, §5221(b)(3), §5222, §8201, §8203](https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf)

ESEA regulations

34 C.F.R. 200.70-75 and 200.100

EDGAR

[34 C.F.R. 76.50-51](https://www.ecfr.gov/cgi-bin/text-idx?SID=393301a7cdccca1ea71f18aae51824e7&node=34:1.1.1.1.23&rgn=div5#se34.1.76_150)

[34 C.F.R. 76.300](https://www.ecfr.gov/cgi-bin/text-idx?SID=393301a7cdccca1ea71f18aae51824e7&node=34:1.1.1.1.23&rgn=div5#se34.1.76_1300)

[34 C.F.R. 76.789](https://www.ecfr.gov/cgi-bin/text-idx?SID=393301a7cdccca1ea71f18aae51824e7&node=34:1.1.1.1.23&rgn=div5#se34.1.76_1789)

Uniform Guidance

[2 C.F.R. 200.331(a)](https://www.ecfr.gov/cgi-bin/retrieveECFR?n=se2.1.200_1331)

Description: The SEA shall ensure that the amount of program funds reserved for administration and other State activities does not exceed statutory limits for each program. SEAs are permitted to consolidate the administrative set-asides from several ESEA programs (Title I, Title IIA, Migrant Education Program, Negligent and Delinquent Youth Program, Rural and Low Income Schools Program, and the 21st Century Community Learning Centers Program) in order to administer them collectively. SEAs shall ensure that, when subawarding funds to LEAs or other subrecipients, it makes subawards in accordance with applicable statutory requirements (including requirements related to the process for subawarding funds and the amounts to be subawarded to individual subrecipients).

Instructions: Please respond to each self-assessment question. For items requesting a brief response, please provide a narrative answer or submit responsive documentation and indicate in the response (a) the document(s) that are responsive to each question and (b) the specific page or pages of the relevant documents that address each question. Please include each document file name in the “Submitted Documentation File Name[s]” column. In some cases, the same document may be responsive to multiple questions. In that case, you can submit the documentation once and refer to it in multiple questions (including page numbers for each section, as relevant). Based on U.S. Department of Education (Department) review of SEA responses, Department staff will determine appropriate on-site follow up questions.

Recommended Participants: Program Director for any Federal program included in this review, Program Attorney(s), Program Accountant(s)

Subtopics:

* Within-State Allocations
* Charter School LEAs and Other Non-Traditional Subrecipients
* Newly opened or significantly expanded charter school LEAs
* Reservation Use
* SEA Consolidation
* SEA Budget Development Process
* Calculating and Tracking Reservations

#### Self-Assessment Questions

Please complete the table using allocations for Federal FY 2021 funds.

| **Program** | **State Administration Reservation Amount** | **School Improvement Reservation Amount** | **Optional Direct Student Services Amount** | **State Activities Besides Administration Reservation Amount** | **Immigrant Children and Youth Reservation Amount** |
| --- | --- | --- | --- | --- | --- |
| Title I-A |  |  |  | Not applicable | Not applicable |
| Title II-A |  | Not applicable | Not applicable |  | Not applicable |
| Title III-A |  | Not applicable | Not applicable |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Subtopic** | **Questions** | **SEA Response** | **Submitted Documentation File Name[s]** |
| Within-State Allocations | A1. For Title I-A, describe the process for adjusting the LEA allocations calculated by the Department in accordance with the Title I regulations to determine subaward amounts.  ***Suggested Documentation (also applies to items A3, A3a, A4, A5, and A5a below):***   * Step by-step procedures for calculating subaward amounts, including the process for obtaining and reviewing data used to calculate award amounts and determine eligibility; * SEA’s subgrant calculations | *Enter brief response here* |  |
| Within-State Allocations | A2. For Title II-A, and Title III-A, describe the process for calculating subaward amounts, including the process for obtaining and reviewing data used to calculate award amounts and determine eligibility.  ***Suggested Documentation also applies to items A3, A3b, A4, and A5 below):***   * Step-by-step procedures for calculating subaward amounts for each of the included programs, including the process for obtaining and reviewing data used to calculate award amounts and determine eligibility; * SEA’s subgrant calculations | *Enter brief response here* |  |
| Within-State Allocations | A3. For Title I-A, Title II-A, and Title III-A, after initial subaward calculations are completed, how does the SEA review calculations to verify that subaward amounts are correct and in compliance with each program’s requirements? | *Enter brief response here* |  |
| Within-State Allocations | A3a. For Title I-A, if there are LEAs in the State that are not on the Department’s list of LEAs (e.g., charter school LEAs), how does the SEA review calculations to verify that after adjusting the Department’s allocations to account for these LEAs, it complied with the hold harmless requirements under each of the four Title I-A formulas? | *Enter brief response here* |  |
| Charter School LEAs and Other Non-Traditional Subrecipients | A4. For Title I-A, Title II-A, and Title III-A, how does the SEA ensure that charter school LEAs and other non-traditional subrecipients receive the correct subaward amounts? | *Enter brief response here* |  |
| Newly opened or significantly expanded charter school LEAs | A5. For a newly opened or significantly expanded charter school LEA, how does the SEA determine the LEA’s Title I-A, Title II-A, and Title III-A allocations that reflects the new or significantly expanded enrollment of the charter school LEA? |  |  |
| Newly opened or significantly expanded charter school LEAs | A5a. For Title I-A, with respect to a newly opened or significantly expanded charter school LEA, how does the SEA calculate a hold-harmless base under each Title I-A formula that reflects the new or significantly expanded enrollment of the charter school LEA? | *Enter brief response here* |  |
| Reservation Use | A.6 How does the SEA use its respective administrative reservations for Title I-A, Title II-A, and Title III-A? What types of activities, services, etc. are being funded? |  |  |
| SEA Consolidation | A7. Does the SEA consolidate its administrative reservations for some (or all) of the covered programs?  ***Suggested Documentation:***   * Documented procedures (or other descriptions) regarding use of consolidated administrative funds | Choose an item. |  |
| SEA Consolidation | A7a. If yes, indicate which programs’ reservations are consolidated.  ***Suggested Documentation:***   * Sample journal entries showing consolidation of administrative funds (if applicable) | *Enter brief response here* |  |
| SEA Consolidation | A7b. If yes, what process does the SEA use to charge program funds for consolidated administrative expenditures and to track the balance of available consolidated administrative amounts during the award period? | *Enter brief response here* |  |
| SEA Budget Development Process | A8. During the SEA’s budgeting process, how does the SEA ensure that proposed uses of State administrative and State activities funds, if applicable, are only used for allowable activities?  ***Suggested Documentation:***   * Records documenting use of funds * Documented procedures for developing budgets, including criteria staff use to evaluate proposed costs and activities. | *Enter brief response here* |  |
| Calculating and Tracking Reservations | A9. How does the SEA track the fund balances for its administrative and State activities reservations during the award period to ensure that it does not expend excess funds? | *Enter brief response here* |  |
| Additional Documentation | ***Suggested Documentation:***  Other documentation that would serve as evidence for the questions asked |  |  |

### Maintenance of Effort (MOE)

ESEA

[§1118(a)](https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf)

[§8521](https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf)

ESEA Regulations

[34 C.F.R. 299.5](https://www.ecfr.gov/cgi-bin/text-idx?SID=850e6a0e9ddb6acdc1f339da596b1447&mc=true&node=se34.1.299_15&rgn=div8)

Description: An LEA may receive Federal funds under the ESEA only if the combined fiscal effort per student or the aggregate expenditures of State and local funds with respect to the provision of free public education by the LEA for the preceding fiscal year was not less than 90 percent of the combined fiscal effort per student or aggregate expenditures for the second preceding fiscal year. An SEA must reduce an LEA’s allocation if the LEA fails to maintain effort in a given fiscal year and also failed to maintain effort in one or more of the five immediately preceding fiscal years.

Instructions: Please respond to each self-assessment question. For items requesting a brief response, please provide a narrative answer or submit responsive documentation and indicate in the response (a) the document(s) that are responsive to each question and (b) the specific page or pages of the relevant documents that address each question. Please include each document file name in the “Submitted Documentation File Name[s]” column. In some cases, the same document may be responsive to multiple questions. In that case, you can submit the documentation once and refer to it in multiple questions (including page numbers for each section, as relevant). Based on U.S. Department of Education (Department) review of SEA responses, Department staff will determine appropriate on-site follow up questions.

Recommended Participants: Program Directors for all Federal programs covered in this review, Program Attorney(s), Program Accountant(s)

Subtopics:

* MOE Calculation/Review Process
* MOE Guidance and Waiver Support

#### Self-Assessment Questions

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| --- | --- | --- | --- |
| **Subtopic** | **Questions** | **SEA Response** | **Submitted Documentation File Name[s]** |
| MOE Calculation/Review Process | B1. Does the SEA or LEA perform MOE calculations? | *Choose an item.* |  |
| MOE Calculation/Review Process | B2. How many LEAs missed MOE in the prior five years?  ***Suggested Documentation:***   * Documentation of statewide MOE failure (by LEA) for the 5 immediately preceding fiscal years. | *Insert number* |  |
| MOE Calculation/Review Process | B3. How many LEAs requested and received a waiver in the prior five years? | *Insert number* |  |
| MOE Calculation/Review Process | B4.  **If the SEA calculates MOE:**  Describe the process that the SEA uses to calculate LEA MOE and determine whether LEAs are in compliance with MOE requirements, including the processes to collect LEA expenditure data, code categories of expenditures, perform calculations, and evaluate compliance.  **If the LEA calculates MOE**:  Describe the process that the SEA uses to collect and review LEA MOE calculations, including any procedures used to verify and validate the accuracy of LEA MOE calculations.  ***Suggested Documentation:***  If SEA completes MOE calculations:   * Procedures for determining MOE including funds to be included and excluded from MOE calculations * Sample MOE report comparing subrecipient fiscal effort of first preceding year with second preceding year   If LEAs (and other subrecipients) complete MOE calculations:   * Sample LEA MOE calculation and supporting documentation | *Enter brief response here or provide supporting documentation* |  |
| MOE Guidance and Waiver Support | B5. What additional guidance and/or technical assistance does the SEA provide to LEAs regarding compliance with MOE requirements (including MOE calculations if the LEAs perform the MOE calculations)? | *Enter a brief response* |  |
| MOE Calculation/Review Process | B6. In the last five years, what process has the SEA used to notify and assist LEAs that have failed to meet MOE in a given fiscal year, including support for requesting a waiver from the Department?  ***Suggested Documentation:***   * For each LEA that did not maintain effort for the past three years, the SEA calculations to determine how much the LEA’s allocation for each covered program is reduced. | *Enter a brief response* |  |
| Additional Documentation | ***Suggested Documentation:***   * Other documentation that would serve as evidence for the questions asked |  |  |

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### Equitable Services

ESEA

[§1117](https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf)

[§8501](https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf)

ESEA Regulations

[34 C.F.R. 299.6](https://www.ecfr.gov/cgi-bin/text-idx?SID=850e6a0e9ddb6acdc1f339da596b1447&mc=true&node=se34.1.299_16&rgn=div8)

[34 C.F.R. 299.9](https://www.ecfr.gov/cgi-bin/text-idx?SID=850e6a0e9ddb6acdc1f339da596b1447&mc=true&node=se34.1.299_19&rgn=div8)

Title I Regulations

[34 C.F.R. 200.62-67](http://www.ecfr.gov/cgi-bin/text-idx?SID=0bd0dea5496dd96488f8bd12ccc4ed87&mc=true&node=pt34.1.200&rgn=div5#se34.1.200_162)

EDGAR

[34 C.F.R. 76.661](https://www.gpo.gov/fdsys/pkg/CFR-2011-title34-vol1/xml/CFR-2011-title34-vol1-sec76-661.xml)

Description: An SEA shall ensure that LEAs use Federal funds to provide benefits to eligible children enrolled in private schools and to ensure that teachers and families of participating private school children participate on an equitable basis.

Instructions: Please respond to each self-assessment question. For items requesting a brief response, please provide a narrative answer or submit responsive documentation and indicate in the response (a) the document(s) that are responsive to each question and (b) the specific page or pages of the relevant documents that address each question. Please include each document file name in the “Submitted Documentation File Name[s]” column. In some cases, the same document may be responsive to multiple questions. In that case, you can submit the documentation once and refer to it in multiple questions (including page numbers for each section, as relevant). Based on U.S. Department of Education (Department) review of SEA responses, Department staff will determine appropriate on-site follow up questions.

Recommended Participants: Title I, Title II, Title III Director, Program Attorney(s), Program Accountant(s), Equitable Services Ombudsman

Subtopics:

* State-Level Equitable Services
* SEA Equitable Services Oversight
* Equitable Services Guidance and Support
* Direct State Services

#### Self-Assessment Questions

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| **Subtopic** | **Questions** | **SEA Response** | **Submitted Documentation File Name[s]** |
| State-Level Equitable Services | C1. Does the SEA provide Title II, Part A equitable services with program funds that remain at the SEA for State-level activities? The response should include, but not be limited to, information about how the SEA conducts timely and meaningful consultation for the provision of State-level equitable services.  ***Suggested Documentation:***   * Sample communications with private schools or private school organizations about consultation for meeting State-level equitable services requirements. * Sample journal entries or other documentation showing provision of State-level equitable services with Title II, Part A State-level funds. | *Enter brief response here* |  |
| SEA Equitable Services Oversight | C2. How does the SEA ensure that its LEAs engage in timely and meaningful consultation with private school officials?  ***Suggested Documentation:***   * Guidance provided to LEAs regarding provision of equitable services * Monitoring protocols | *Enter brief response here* |  |
| SEA Equitable Services Oversight | C3. Does the SEA have an ombudsman? If yes, describe the role and activities of the SEA’s equitable services ombudsman. | *Enter brief response here* |  |
| SEA Oversight of Equitable Services | C4. How does the SEA provide notice in a timely manner to appropriate private school officials in the State of the allocation of funds for educational services and other benefits under each ESEA program that an LEA has determined are available for eligible private school children, teachers and other educational personnel, and families?  ***Suggested Documentation:***   * Samples of communication of allocations for the current school year | *Enter brief response here* |  |
| SEA Oversight of Equitable Services | C5. What process (or processes) does the SEA use to ensure that LEAs are providing equitable services to eligible students attending private schools in accordance with applicable requirements (including use only for allowable activities and that program funds are only used to benefit eligible students rather than the private school as a whole)?  ***Suggested Documentation:***   * Guidance provided to LEAs regarding provision of equitable services * Monitoring protocols | *Enter brief response here* |  |
| SEA Oversight of Equitable Services | C6. How does the SEA ensure that LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students?  ***Suggested Documentation:***   * Guidance provided to LEAs regarding provision of equitable services * Monitoring protocols | *Enter brief response here* |  |
| SEA Oversight of Equitable Services | C7. What information does the SEA require an LEA provide to the SEA during the LEA plan or application process regarding its plans for providing equitable services using funds from the covered programs? | *Enter brief response here* |  |
| Equitable Services Guidance and Support | C8. How does the SEA provide guidance or technical assistance to LEAs regarding the provision of equitable services to eligible children attending private schools? If so, what types of guidance and assistance are provided?  ***Suggested Documentation:***   * Guidance or sample technical assistance documents | *Enter brief response here* |  |
| Equitable Services Guidance and Support | C9. Does the SEA provide guidance to private schools officials to enable them to better understand the requirements and process for equitable services and to facilitate the process of consultation with LEAs?  ***Suggested Documentation:***   * Guidance or sample technical assistance documents | *Enter brief response here* |  |
| SEA Oversight of Equitable Services | C10. What process does the SEA use to receive feedback from private schools regarding the quality and accessibility of equitable services provided under the covered programs? | *Enter brief response here* |  |
| Direct State Services | C11. Does the SEA have a process to provide equitable services directly or through contracts with public or private agencies, organizations, or institutions, if appropriate private school officials have:   * Requested that the SEA provide such services directly; and * Demonstrated that an LEA has not met applicable equitable services requirements in accordance with the procedures for making such a request, as prescribed by the SEA?   ***Suggested Documentation:***   * Guidance or sample communications with private schools or private school organizations around the direct SEA provision of equitable services | *Choose an item.* |  |
| Direct State Services | C12. If the SEA is currently providing equitable services directly or through contracts with public or private agencies, organizations, or institutions, what types of services is it providing? | *Enter brief response* |  |
| Additional Documentation | ***Suggested Documentation:***   * Other documentation that would serve as evidence for the questions asked |  |  |

### Data Quality

ESEA

[§1111(h)(5)](https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf)

[§8101(23) and (25)](https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf)

[§8303](https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf)

[§8304(a)(6)(A)](https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf)

EDGAR

[34 CFR 76.720](https://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=22effb892fd5967d361c853a8d9f1c41&rgn=div5&view=text&node=34:1.1.1.1.23&idno=34" \l "se34.1.76_1720)

[34 CFR 76.770](https://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=22effb892fd5967d361c853a8d9f1c41&rgn=div5&view=text&node=34:1.1.1.1.23&idno=34#se34.1.76_1770)

Government Accountability Office’s “Standards for Internal Control in the Federal Government” ([GAO Green Book](http://www.gao.gov/products/gao-14-704G))

Uniform Guidance

[2 CFR 200.303](http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=04315fc38a051ee8615a9591b771dd0d&mc=true&n=pt2.1.200&r=PART&ty=HTML" \l "se2.1.200_1303)

[2 CFR 200.328(b)](http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=04315fc38a051ee8615a9591b771dd0d&mc=true&n=pt2.1.200&r=PART&ty=HTML#se2.1.200_1328)

OMB Circular A–133 Compliance Supplement: [Department of Education Cross-cutting Section](https://www.whitehouse.gov/omb/management/office-federal-financial-management/)

Final Audit Report: ED-OIG/[A06O0001](http://www2.ed.gov/about/offices/list/oig/auditreports/fy2016/a06o0001.pdf)

Description: An SEA is required to have appropriate procedures in place to ensure that the data reported to the public and the U.S. Department of Education are high quality (*i.e.*, timely, complete, accurate, valid, and reliable).

Instructions: Please respond to each self-assessment question. For items requesting a brief response, please provide a narrative answer or submit responsive documentation and indicate in the response (a) the document(s) that are responsive to each question and (b) the specific page or pages of the relevant documents that address each question. Please include each document file name in the “Submitted Documentation File Name[s]” column. In some cases, the same document may be responsive to multiple questions. In that case, you can submit the documentation once and refer to it in multiple questions (including page numbers for each section, as relevant). Based on U.S. Department of Education (Department) review of SEA responses, Department staff will determine appropriate on-site follow up questions.

Recommended SEA Participants: Chief Information Officer/Director of Information Management (or designated representative), Assessment Director, EDFacts Coordinator, Program Directors for Federal programs covered in this review.

Subtopics:

* Technical Assistance
* Internal Controls for Data and Review Process
* U.S. Department of Education Feedback Process

#### Self-Assessment Questions

|  |  |  |  |
| --- | --- | --- | --- |
| **Subtopic** | **Questions** | **SEA Response** | **Submitted Documentation File Name[s]** |
| Technical Assistance | E1. Describe the SEA’s process(es) to share information with LEAs regarding reporting requirements (e.g., timelines, data elements, definitions, etc.).  ***Suggested Documentation:***   * Guidance/instructions provided to LEAs listing reporting requirements and timelines (e.g. FAQs, statewide communication to LEAs, official calendar for reporting, training materials) * SEA data dictionary that defines each of the required data elements | *Enter a brief response* |  |
| Internal Controls for Data and Review Process | E2. Describe the SEA’s data review process to ensure the data reported are of high quality (i.e., timely, complete, accurate).  ***Suggested Documentation:***   * SEA business rules for identifying systemic or systematic data quality issues (e.g., checks in place in the data system that raise errors to the SEA or LEAs, and checks that roll up data and compare counts and rates at various levels). * SEA SOPs or related documents for reviewing data submitted by LEAs and schools * Sample LEA management certification form or certification language | *Enter a brief response* |  |
| Internal Controls for Data and Review Process | E3. Using adjusted cohort graduation rates (ACGRs) as an example, describe how the SEA uses the business rules, LEA certification process, and other internal controls to ensure that the data reported are of high-quality.  ***Suggested Documentation:***   * SEA business rules covering ACGR calculations. | *Enter a brief response* |  |
| Internal Controls for Data and Review Process | E4. During the data review process, how does the SEA provide support to LEAs to resolve data quality issues that it identifies through its data quality process?  ***Suggested Documentation:***   * State documents listing steps and deadlines for data reporting requirements, by required data element (e.g., internal data reporting calendars that are aligned to Federal reporting timelines for each of the files in EDFacts. | *Enter a brief response* |  |
| Internal Controls for Data and Review Process | E5. How does the SEA monitor LEAs to ensure they have processes in place that result in complete and accurate LEA and school level data (e.g., periodic monitoring, review of LEA business rules, audits of submitted data)?  ***Suggested Documentation:***   * SEA monitoring protocol related to data submission and review * State documents listing steps and deadlines for data reporting requirements, by required data element (e.g., internal data reporting calendars that are aligned to Federal reporting timelines for each of the files in EDFacts) * SEA SOPs or related documents for reviewing data submitted by LEAs and schools * Sample LEA management certification form or certification language | *Enter a brief response* |  |
| Internal Controls for Data and Review Process | E6. In the most recent two years, has the SEA not submitted ED*Facts*/CSPR files on time or submitted incomplete files? If yes, note the relevant files and issues and the steps the SEA has taken to submit timely and complete data. | *Enter a brief response* |  |
| U.S. Department of Education Feedback Process | E7. What process does the SEA use to address data quality feedback received from the U.S. Department of Education on its data submissions? For example, there are at least two opportunities for the SEA to respond to data notes from ED and to resubmit data. What does the SEA do to ensure the data reported are accurate? | *Enter a brief response* |  |
| Additional Documentation | ***Suggested Documentation:***  Other documentation that would serve as evidence for the questions asked |  |  |