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Document Updates Tracking		
9.15.2022	In 4.3 Updated the Requirements column to fix grammar.	Kathleen Yarbrough
9.15.2000	In 1.3 Updated Notes About CoF to include d. Under Program Specific Requirement Title IIIA.	Kathleen Yarbrough
9.20.2022	In 2.2.B Updated Notes About CoF to include not --Evidence-based action steps are not required for CoF schools.	Kathleen Yarbrough
9.23.2022	In 5.3.B Updated Evidence column FY22 & FY23 DE0147s selected by each federal program being monitored. Include supporting accounting records.	Kathleen Yarbrough
9.28.2022	In 3.1.H.i Removed Verification of eligibility to receive Title III, Part A services. because it is in 3.1.H.ii.	Kathleen Yarbrough
10.11.2022	In 7.4 Updated Evidence column from FY21 and FY22 to FY22 and FY23.	Kathleen Yarbrough
10.24.2022	Minor grammatical changes in Indicator 7, 10, and 18	Kathleen Yarbrough
10.25.2022	In 21 added information in the Requirement and Evidence of Implementation column. Updated information in the Notes about CoF column.	Kathleen Yarbrough

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
OVERARCHING REQUIREMENTS FOR ALL FEDERAL PROGRAMS			
1. LEA MONITORING OF PROGRAMS			
<p>The LEA conducts monitoring of its programs for both implementation and effectiveness of funded strategies/activities at the LEA, school, and program levels to ensure compliance with Uniform Grant Guidance and Federal program requirements. (Title I, Part A; School Improvement 1003(a); School Improvement 1003(g) (SIG); Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A--McKinney-Vento Act; Coronavirus AID, Relief, Economic Security (CARES), Coronavirus Response and Supplemental Appropriations (CRRSA), American Rescue Plan (ARP) - ESSER I, II, and III; and IDEA).</p> <p>ESEA: Sec 1114(b)(3); Sec 1304; Sec. 1306; Sec. 2104(a)(1); 2 CFR 200.301, 34 CFR 300; McKinney Vento Sec. 722(c)(3)(E) 2CFR 200.329; Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments (2016)</p> <p>The LEA is implementing its FY23 LEA Equity Action Plan for the two equity gaps and each corresponding equity intervention selected for improvement.</p> <p>ESEA: 2101(d)(2)(E), Georgia EAEE; ESEA: Sec. 1111(d)(1)(B)(vi), Section 1111(d)(2)(B)(iv), Section 1112(b)(1); ESEA: Sec. 4105(a); 4104(a)(2); ESEA: Sec. 4106(c)(1-2); 4106(e)(2)(A)</p>	<p>1. Monitoring of program evidence shall include written procedures used to monitor all critical ESEA/IDEA requirements of all programs (Title I, Part A; School Improvement 1003(a); School Improvement 1003; (SIG); Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A - McKinney-Vento Act; IDEA; and CARES/CRRSA/ARP) and its implementation at the district and schools (where applicable). These procedures will specify how the district will monitor each federal program to include:</p> <ul style="list-style-type: none"> A. Steps the LEA will use to monitor and provide technical assistance for the implementation of all Federal programs. B. Position(s) responsible for the implementation and monitoring. C. Frequency of monitoring (timeline). D. List of documentation that will be maintained to verify the Title programs have been monitored. E. Follow-up/verification of corrective actions at schools and district (identified by the LEA). F. Review of applicable federal program budgets (development). G. Description of the process the LEA uses to identify high risk schools within the district. H. IDEA procedures to include SST, Child Find, evaluation/re-evaluation, eligibility and discipline. I. Procedures to include how the LEA monitors EL entrance/exit processes and Title III, Part A supplemental language instruction educational programs (LIEP), EL-specific professional learning, EL parent/family/community outreach, and Immigrant programs when applicable. 	<p>Internal procedures should include all federal programs for which the LEA received federal funds, even if a program transfers the funds to a different federal program.</p>	<ul style="list-style-type: none"> • Procedures are required for LEAs with CoF Schools
	<p>2. Monitoring implementation evidence shall include implementation of the LEAs written procedures for monitoring (Title I, Part A; School Improvement 1003(a); School Improvement 1003; (SIG); Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A - McKinney-Vento Act; IDEA;</p>		



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	<p>CARES/CRRSA/ARP). LEAs may provide the following types of documentation or other types of documentation:</p> <ul style="list-style-type: none"> A. Data collection instruments used to monitor the implementation of all federally funded activities/strategies and budgets (interview guides, program review checklists, monitoring reports). B. Summary and supporting documentation of the LEA’s progress in monitoring the implementation of the FY 23 LEA Equity Action Plan (required) that addresses each LEA selected equity gap and corresponding equity intervention (sign-in sheets, agendas, training documents, contracts/agreements, purchase orders, reports - discipline, staffing, attendance, etc.). C. The LEAs schedule for monitoring schools. D. Samples of communications to schools. E. Evidence of technical assistance provided by the LEA because of issues identified through the monitoring process (monitoring reports, corrective actions from the schools visited). F. Minutes of board meeting approving the annual Grant Award Notification – SIG. G. Policies on Federal Grant Administration – SIG. H. Title I Part C - Supplemental Services Tracking form including comments if services have not been provided), home visit documentation, OSY profiles, preschool assessments. I. Evidence of monitoring Title III, Part A English Learner and Immigrant programs, such as documentation of school visits, oversight of program implementation, corrective action steps taken, etc. J. Title IV, Part A—Addressing the prioritization of funds and progress towards meeting intended outcomes (Required)-Evidence/source documentation to include: <ul style="list-style-type: none"> i. Systematic monitoring of progress during the implementation of Title IV, Part A funded activities with relevant stakeholders and/or community-based partners (samples of communications, meeting agendas/participants/annotated minutes, progress monitoring schedules/reports/forms, data collection instruments/reports with analysis. ii. Demonstration of assurances to prioritize the distribution of funds during the fiscal year of allocation (required) (CLIP/SCLIP and budget alignment and reflective of the LEAs current condition, execution of plan). 		<p>competitive grants, GaDOE will refer to the approve grant application.</p> <ul style="list-style-type: none"> • LEAs will provide LEA/School-selected documentation demonstrating how the LEA carried out their procedures for monitoring critical ESEA/IDEA requirements of all consolidated programs and their implementation at sampled consolidating Title I schoolwide schools. <p><u>Program Specific Requirements</u></p> <ul style="list-style-type: none"> • Title I, Part C: Must include evidence of high quality and comprehensive programming and services provided during the school year and that address unique needs of migrant students. As applicable documentation may include services provided during summer or intercession. (Documentation may include tutoring schedules, supplemental classroom supports, usage reports for supplemental technology, etc.) Documentation must align to approved MEP COF plan. Approved MEP CoF plan is on file with GaDOE. • Title III, Part A: English Learners: <ul style="list-style-type: none"> a. Must include evidence of implementation of supplemental language instruction program(s) [must be supplemental to language instruction program required by US Office of Civil Rights (OCR), Civil Rights Act of 1964, Equal Education Opportunities Act of 1974, and State/Local Laws] b. Must include evidence of implementation of EL focused professional learning for all classroom teachers, including teachers that are not ESOL teachers, principals and other school leaders, administrators and other school or community-based organizational personnel c. Must include evidence of EL parent, family and community engagement activities that enhance or supplement the school’s language instruction programs for ELs • Title III, Part A: Immigrant: Must include evidence of implementation of SWP activities that provide enhanced instructional opportunities for immigrant children and youth, which may include family literacy, training and outreach, recruitment of personnel trained to provide services to immigrants, tutorials, mentoring, academic or career counseling, instructional resources, technology, activities coordinated with community organizations with expertise working with immigrant, and instructional services designed to address students’ sense of well-being and connectedness in U.S. school systems.



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	<p>3. Monitoring effectiveness evidence shall include documentation of the effectiveness of grant funded activities for all applicable programs (Title I, Part A; School Improvement 1003(a); School Improvement 1003; (SIG); Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A - McKinney-Vento Act; IDEA; CARES/CRRSA/ARP). LEAs may provide the following types of documentation or other types of documentation:</p> <ul style="list-style-type: none"> A. Source documentation to support summary data and analysis for determining the effectiveness of all federally funded activities/strategies from the CLIP and the Title I SWP/TAP plan(s), and the FY22 Equity Action Plan. B. Source documentation (summary data and analysis) to support effectiveness determination in the FY22 Title II, Part A Effectiveness Budget submission that explains the effectiveness of each Title II, Part A funded strategy/activity in addressing one or more of the LEA’s prioritized needs from the FY22 District Improvement Plan (required). C. Title I, Part C prior year (and current year, if available), Program Evaluation summary (include data disaggregation of migrant compared to non-migrant; migrant PFS compared to migrant non-PFS, IPs implemented and observed, services provided, PAC feedback). D. Homeless Education Program Evaluation summary. E. Summary data, analysis, and source documentation to support the identified effectiveness determination of each FY22 Title III, Part A funded activity. LEA FY23 data as specified on the <i>Title III, Part A English Learner Program Overview Report</i>. F. Completed/annotated logic models. G. Title IV, Part A—Measuring the Effectiveness of Title IV, Part A supported activities implemented during the fiscal year of allocation (required) for the purposes of annual public reporting (posted by SEA). <ul style="list-style-type: none"> i. FINAL EXPENDITURE/EFFECTIVENESS MEASURES tab completed (closed grants demonstrate budget and completion report alignment; data fields completed for closed grants {required for FY21 and beyond}). ii. Source documentation to support posted effectiveness measures (completed logic models, data analysis summary, alignment to provided evidence-based level). 	<p>Not reviewed by Title II, Part A and/or Title IV, Part if 100% of the funds have been transferred.</p>	<ul style="list-style-type: none"> • Title IV, Part A: LEAs that consolidate more than \$30,000 in Title IV, Part A Funds must include evidence of meeting the intent and purpose of the three IVA focus areas collectively across the LEA (Safe and Healthy, Well-Rounded, Effective Use of Technology). If the GaDOE sample is not sufficient to demonstrate compliance, the LEA should include additional documentation. <p>Monitoring COF Schoolwide Plan Effectiveness</p> <ul style="list-style-type: none"> • GaDOE will select a sample of CoF schools. For formula grants the LEA will need to provide copies of the most recent schoolwide plans (SWP) and corresponding intent and purpose (I&P) statements. For competitive grants, GaDOE will refer to the approve grant application. • LEAs will provide LEA/School-selected documentation demonstrating the effectiveness of grant funded activities and interventions included in the SWP and I&P for all consolidated federal programs at all sampled consolidating Title I schoolwide schools. <p><u>Program Specific Requirements</u></p> <ul style="list-style-type: none"> • Title I, Part C: The Program Evaluation Template is optional; data disaggregation of migrant compared to non-migrant is required; migrant PFS compared to migrant non-PFS is required • Foster: Effectiveness of SWP in supporting Foster subgroup including comparison of Foster care subgroup performance with non-foster care subgroup is required • Homeless: Effectiveness of SWP in supporting homeless subgroup including comparison of homeless subgroup performance with non-homeless subgroup is required • Title III, Part A: <ul style="list-style-type: none"> a. Evidence of increase in English Language proficiency and academic achievement of English Learners (Must include data from Access and Georgia Milestones - CCRPI: Progress Towards Proficiency Progress Points and Closing the Gaps). Additional data may be provided (MAP, digital language learning resources, etc.) b. Effectiveness of EL focused professional learning for all classroom teachers, including teachers that are not ESOL teachers, principals and other school leaders, administrators and other school or community-based organizational personnel c. Effectiveness of EL parent, family and community engagement activities that enhance or supplement the school’s language instruction programs for Els



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			<ul style="list-style-type: none"> d. LEA FY23 data as specified on the Title III, Part A English Learner Program Overview Report for CoF LEAs Title IV, Part A: Effectiveness of the three IVA focus areas collectively across the LEA (Safe and Healthy, Well-Rounded, Effective Use of Technology). If the GaDOE sample is not sufficient to demonstrate compliance, the LEA should include additional documentation.

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2. CONSOLIDATED LEA IMPROVEMENT PLAN(CLIP) and SCHOOLWIDE/TARGETED ASSISTANCE PLAN(S) (SWP/TAP)			
<p>The LEA ensures that it complies with the provision for submitting an annual application to the SEA and revising the LEA's plans as necessary to reflect substantial changes in the direction of the LEA's program. (Title I, Part A; School Improvement 1003(a); Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A—McKinney Vento Act; and IDEA)</p> <p>ESEA: Sec. 1112, 1114, 1115, 1116; Sec. 1003; Sec. 1306; Sec. 1423; Sec. 122; Sec. 3116; Sec. 4105(a); Sec. 4106; Sec. 5223; Sec. 5224; Sec. 6223; Sec. 6722; Sec. 9305</p>	<ol style="list-style-type: none"> CLIP evidence shall include: <ol style="list-style-type: none"> Written procedures for creating, reviewing, and approving the CLIP for all programs, which shall include resolution procedures for unapproved CLIPs (Title I, Part A; School Improvement 1003(a); School Improvement 1003 (SIG); Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A - McKinney-Vento Act; IDEA; and CARES/CRRSA/ARP). Documentation to support the selection of evidence-based action steps in CLIP. CLIP Preparation: <ol style="list-style-type: none"> Evidence to verify the participation of required stakeholders and community-based partners for each program in CLIP preparation. Evidence of CLIP preparation may include review checklists (CLIP Review Rubric), established schedule, samples of correspondence with schools and other LEA departments. Title IV, Part A—Needs Assessment (Required as applicable-see ESEA Sec 4106 (2) or (3). <ol style="list-style-type: none"> Source documentation to support that the LEA conducted a comprehensive needs assessment that examined needs to improve access/opportunities for a well-rounded education for all students (WR), safe and healthy students (SH), professional development for educators to improve the effective use of technology (ET). 	<p>If an LEA transfers funds the LEA should discuss this option with stakeholders.</p> <p>Transfers of funds should be included in the CLIP submission.</p>	<ul style="list-style-type: none"> A & C: CLIP: The CLIP is an LEA Level responsibility that occurs before consolidation and is not waived under CoF <ul style="list-style-type: none"> IVA Ongoing consultation requirements are not waived under consolidation B: LEAs are not required to provide evidence-based documentation for activities/interventions purchased with Fund 150 in CoF schools.
	<ol style="list-style-type: none"> Title I, Part A Schoolwide/Targeted Assistance evidence shall include: <ol style="list-style-type: none"> Written procedures for creating, reviewing, and approving the Schoolwide Program/Targeted Assistance Program Plans which also includes resolution procedures for unapproved Schoolwide Program and Targeted Assistance Program Plans. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> Targeted Assistance Schools are not eligible for CoF. No requirements are waived. 2.A, C, D, E Are LEA requirements for oversight of program implementation. Procedures and documents may align with requirements in 1.1-1.3. 2.B Evidence-based action steps are not required for CoF schools



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
	<ul style="list-style-type: none"> B. Documentation to support the selection of evidence-based action steps in the Schoolwide Program/Targeted Assistance Program Plans. C. Timely guidance to schools on submission of plan amendments. D. Evidence of timely Schoolwide Program and Targeted Assistance Program plan approval and release of funds. E. Source documentation verifying stakeholder involvement in Schoolwide Program/Targeted Assistance Program Plan development. 		
3. SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN			
<p>ESEA</p> <ul style="list-style-type: none"> • Evidence that the LEA provides for the equitable provision of services to eligible private school children, their teachers, principals, and other school leaders • Evidence that LEA provided initial consultation to private schools on their participation • For LEAs with Participating Private Schools: Evidence that participating private schools engage in ongoing consultation around the equitable provision of services <p>ESEA: Sec. 1117; Sec. 2102(b)(2)(E); Sec.8501(a)(5); Sec. 8501(c); Sec. 4106(e)(2)(B); Sec. 8501(a)(5); Sec. 8501(c); 34 CFR Part 200.62-200.67; 34 CFR Part 200.77(f)</p> <p>ED Non-Regulatory Guidance Title IX, Part E Equitable Services (2009)</p> <p>ED Non-Regulatory Guidance Title I, Part A Equitable Services (2019)</p>	<p>1. ESEA Equitable Services evidence shall include: <u>APPLICABLE TO ALL CITY AND COUNTY SCHOOL DISTRICTS; APPLICABLE TO ALL IVB SUBGRANTEES</u></p> <ul style="list-style-type: none"> A. ES4PS: 2022-2023 Invitations: Invitations (sent 2021-2022) to private schools for the provision of FY23 equitable services to eligible private schools based on DE1111 forms submitted by private schools to LEAs in FY22 and the GaDOE Private School List (compiled from statewide DE1111 submissions) [on file with GaDOE]. <ul style="list-style-type: none"> i. Title I, Part A - Invitations to private schools serving students whose residence is within Title I eligible attendance areas (based on DE1111 address, grade, age). ii. Title I, Part C, Title II, Part A, Title III, Part A, and Title IV, Part A - Invitation to private schools whose physical location is within the LEA's geographic boundaries. iii. Title IV, Part B – invitations to private schools whose physical location is within the geographic boundaries of the targeted attendance area identified in the approved, or amended, grant application (RFP). B. Good Faith Effort: If an LEA did not receive a 'No' response in ES4PS for each private school for which 2022-2023 invitations were required, the LEA must provide a copy of documentation demonstrating a good faith effort was made to contact each private school. For schools without responses the good faith effort must demonstrate contact through multiple methods. [LEA must provide] C. Initial Consultation: Evidence that initial consultation for 2022-2023 services occurred between the LEA and private school officials or its representatives regarding services for private school children prior to the start of the grant (July 1, 2022). [LEA must provide] <ul style="list-style-type: none"> i. Evidence that a consultation meeting is held. A meeting is not required if an LEA confirmed no participation for every eligible school prior to the scheduled meeting. ii. Evidence that initial consultation covered all topics required by statute. 	<p>LEAs must discuss that the LEA intends to transfer funds with private schools during the consultation process before the LEA has made a final decision to transfer funds.</p>	<ul style="list-style-type: none"> • Equitable services requirements are an LEA responsibility and are not waived under CoF.



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	<p>iii. Documentation of initial consultation attendance. Attendance by participating school(s) must be included in documentation.</p> <p>APPLICABLE TO ALL LEAs/SUBGRANTEES WITH PRIVATE SCHOOLS PARTICIPATING IN EQUITABLE SERVICES</p> <p>In districts with 3 or more participating schools, program staff will select a sample of 3 schools. LEAs should provide documentation for 3.1.H-K for the 3 identified schools.</p> <p>D. Form A: ES4PS: 2022-2023 Form A for all participating private schools [on file with GaDOE]</p> <p>E. Form B: ES4PS: 2021-2022 Form B for all participating private schools [on file with GaDOE]</p> <p>F. Nonprofit Status: Documentation of current year nonprofit status for every participating private school using 1 of 4 allowable document types [LEA must provide]</p> <p>G. Proportionate Share Private School Counts: Documentation supporting 2022-2023 Form A Program Counts used to generate FY23 proportionate share. [LEA must provide]</p> <p>i. Title I, Part A Count</p> <p>a. Verification of student residency (address, grade, age)</p> <p>b. Verification of poverty using one or more statutory methods</p> <p>ii. Title II, Part A and Title IV, Part A Count</p> <p>a. Verification of K-12 Enrollment</p> <p>iii. Title III, Part A Count</p> <p>a. Verification of K-12 English Learner students identified in 2021-2022 and/or K-12 Immigrant students identified in October 2022</p> <p>iv. Title IV, Part B</p> <p>a. Verification that student count was discussed with private schools in the development of the approved RFP or a subsequent RFP amendment.</p> <p>H. Equitable Services Eligibility: Documentation supporting 2022-2023 Student Eligibility for Services. [LEA must provide]</p> <p>i. Verification of eligibility to receive Title I, Part A services.</p> <p>a. Verification of student residency (address, grade, age)</p> <p>b. Documentation of multiple, educationally related, objective criteria used to rank order eligible students for services.</p> <p>ii. Title III, Part A English Learner and Immigrant Data Roster for Private Schools</p>		

GaDOE Cross-Functional Monitoring Indicators 2022-2023



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
	<ul style="list-style-type: none"> I. Needs Assessment: Needs assessment results of private school students and their families, teachers, and leaders supporting FY23 Equitable Services Implementation Plan [LEA must provide] J. Plan & Budget: Documentation of FY23 Implementation Plan for Services [LEA must provide] and aligned FY23 budget, including budget adjustments [on file with GaDOE] K. Ongoing Consultation: Records of provision and oversight of FY23 services, materials and/or resources. [LEA must provide] Documentation must include: <ul style="list-style-type: none"> i. Documentation of ongoing consultation during 2022-2023, such as dated meeting agendas and/or minutes with sign-in rosters, email exchanges, etc. Ongoing consultation should ensure little to no carryover. For schools with FY22 carryover, documentation to demonstrate mitigation efforts. ii. Inventory (FY19-FY23). iii. FY23 Expenditures (LEA-selected. 3 per school. When applicable, sample must include items from different functional categories) iv. Documentation of reservation and implementation of required FY23 set asides (IA Parent and Family Engagement, Instruction and PD). v. Evidence of evaluation of programs and services for effectiveness. L. Complaints: If applicable, evidence of adequately addressing problems and complaints raised by private school officials. [LEA must provide] 		
<p>IDEA:</p> <ul style="list-style-type: none"> • The LEA substantiates the number of private and home school students with disabilities that do not have Individual Educational Plans (IEPs). • The LEA enters its Child Find count into the Proportionate Share tab in the Consolidated Application for years prior to FY21. For FY22, LEAs will complete and upload the Proportionate Share form. • The LEA tracks proportionate share funds. • The LEA spends required proportionate share amount within grant period. If the correct amount was not expended, the LEA carries over that portion to be spent during the subsequent fiscal year. • The LEA maintains controls of any property, equipment and supplies from IDEA used for proportionate share. • If the LEA provided services, it was beyond the existing level of instruction at the private schools. 	<ul style="list-style-type: none"> 2. IDEA - evidence shall include: <ul style="list-style-type: none"> A. Written Procedures that the LEA uses to determine that the required consultation occurred. B. Evidence of the following: <ul style="list-style-type: none"> i. LEA has met the requirement or consultation, written affirmation, and evaluation of the program. ii. Consultation has occurred between the LEA and stakeholders for eligible private and home school children. iii. Written affirmation from officials of private school or a representative or home school representatives. iv. LEA compiles data related to implementation of equitable services to include private school (homeschool) details, student name, grade, S or N status (FT085 report), service plan, eligibility dates, GTID and any other necessary data. v. LEA has met the requirement for financial record keeping related to services to private and home school children that facilitate an effective or programmatic audit. vi. LEA has documentation when serving private school or home school children through contracts with a third party that ensures 	Not Applicable	<ul style="list-style-type: none"> • Equitable services requirements are a LEA responsibility and are not waived under CoF.



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<ul style="list-style-type: none"> If private school personnel were contracted, services were outside the regular duty hours of the teacher unless explicit time was set aside and funded. The LEA used state and local funds to supplement, not supplant, the required federal funds to be expended. The LEA completes the consultation process to include advertising of process. The LEA provides Child Find activities for private schools similar to the LEA schools. The LEA states the amount of funds available and the type of services to be provided prior to the start of the new school year. <p>34 CFR 300.130–144; 612 (a)(10)(A)</p>	<p>the third party is providing services to eligible private school children in accordance with all IDEA requirements.</p> <ul style="list-style-type: none"> vii. LEA regularly supervises the provision of IDEA services to private and home school children. viii. Service plans, when applicable. ix. Child Find activities to private schools. x. LEA has documentation that each participating private school has non-profit status. 		

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<p>4. MAINTENANCE OF EFFORT (MOE), COMPARABILITY, ASSESSMENT SECURITY, REPORTING OF ACCOUNTABILITY, AND ELP ASSESSMENT PARTICIPATION - ALL FEDERAL PROGRAMS (EXCEPT TITLE I, PART C AND 1003(a))</p>			
<p>The LEA ensures that it complies with the procedures for ensuring maintenance of effort (MOE).</p> <p>ESEA: Sec. 1118; ESEA: Sec 1114; 34 CFR 300.203; 34 CFR 300.204; 34 CFR 300.205 and IDEA Sec. 300.203; IDEA Sec. 300.204</p>	<ol style="list-style-type: none"> 1. Maintenance of Effort (MOE) evidence shall include: <ol style="list-style-type: none"> A. ESSA documentation for ensuring Maintenance of Effort (MOE) for ESSA programs: <ol style="list-style-type: none"> i. Written procedures (ONLY if MOE is NOT MET) for determining MOE, including funds to be excluded from MOE calculations. ii. ESEA documentation for ensuring MOE as outlined in Sec. 1120A and 8521 of the ESEA shall include: <ol style="list-style-type: none"> a. If MOE is MET during the current fiscal year, no evidence is required. b. If MOE is NOT MET during the current fiscal year, the following is required: <ul style="list-style-type: none"> • Source data to support the request to the Department to seek waiver. B. IDEA documentation for ensuring maintenance of effort (MOE) for IDEA: <ol style="list-style-type: none"> i. If MOE is MET, the required evidence would be a detailed expenditure report from the DE046 for the following special education program codes for the current compliance year: 2011 and 2081. Note: There are several additional state and local special education program codes on the DE046, however we will only be reviewing expenditures reported in those two codes. ii. If MOE is NOT MET, documentation would consist of: 		<ul style="list-style-type: none"> Maintenance of Effort is an LEA responsibility and is not waived under CoF.

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
	<ul style="list-style-type: none"> a. MOE Eligibility Form with projected expenditures for the current year. b. Exception requirement forms with supporting evidence verifying expenditures (usually this is expenditure report) maintained by LEA for LEAs that did not meet or LEAs who reduce effort optionally. c. Adjustments, if applicable, should have supporting evidence verifying expenditures maintained by LEA. 		
<p>The LEA ensures that it complies with:</p> <ul style="list-style-type: none"> • the procedures for meeting the comparability requirement. • the LEA is monitoring comparability at least every two years. <p>GaDOE requires that LEAs must meet comparability requirements annually.</p> <p>ESEA: Sec. 1118(3)(A)</p>	<p>2. Comparability evidence shall include:</p> <ul style="list-style-type: none"> A. Written procedures for meeting comparability requirement as outlined in Sec. 1118(3)(A). B. In cases where Title I schools are not comparable; documentation shall include evidence of adjustments (including dates of hire or staff reassignment to meet comparability) to the allocation of resources that the LEA made to ensure that Title I and non-Title I schools are comparable. C. Documentation to affirm LEA has fully and correctly implemented its Resource Allocation Methodology/Plan (RAM/P) to establish comparability if student/teacher ratio methodology fails to demonstrate comparability. <ul style="list-style-type: none"> i. Evidence may include payroll records, detailed school expenditure reports, and school-based budgets. 	Not Applicable	<ul style="list-style-type: none"> • Comparability is an LEA responsibility and is not waived under CoF.
<p>The LEA has a system for:</p> <ul style="list-style-type: none"> • ensuring and maximizing the quality, objectivity, utility, and integrity of assessment and accountability information disseminated by the LEA. • monitoring and improving the on-going data quality of its assessment system. <p>ESEA: Sec. 1111; Sec.1111(b)(2)(G)(i)</p>	<p>3. Assessment Security, Reporting of Accountability, and ELP Assessment Participation</p> <ul style="list-style-type: none"> A. Assessment Security evidence shall include: <ul style="list-style-type: none"> i. LEA test security policy/plan which includes consequences for violation ii. Evidence of communication to local educators regarding the LEAs test security policy/plan which includes consequences for violation B. Reporting of Accountability evidence shall include: <ul style="list-style-type: none"> i. District/School State Report Card provided for public access on district and school level website(s) ii. Procedures for who is responsible for ensuring that the appropriate link for the School Report Card has been posted on the district website (best practice is to also post on school website) C. English language proficiency (ELP) Assessment Participation Rate evidence shall include: <ul style="list-style-type: none"> i. Documentation of Spring 2022 <i>ACCESS for ELLs assessment</i> participation rate. ii. Procedures for who is responsible for checking the participation rate and collecting the justification reasons if the percentage falls below 95%. Include a timeline. iii. Corrective Action if participation rate is below 95%. 	Not Applicable	<ul style="list-style-type: none"> • Assessment is an LEA responsibility and is not waived under CoF.



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
<p>5. INTERNAL CONTROLS, EXPENDITURES, INVENTORY, DRAWDOWNS, COST PRINCIPLES - ALL PROGRAMS</p>			
<p>Internal Controls specific to LEA expenditures required to be in writing by 2 CFR Part 200 (Allowability, Segregation of Duties, Procurement, Technical Evaluations of Competitive Proposals, Conflict of Interest, Time and Effort, Stipends, Travel) are present and meet requirements for internal controls:</p> <ul style="list-style-type: none"> Effectiveness and efficiency of operations Reliability of reporting for internal and external use Compliance with applicable laws and regulations Ability to meet the following objectives for Federal Awards: <ul style="list-style-type: none"> Transactions are properly recorded and accounted for, to: <ul style="list-style-type: none"> Permit the preparation of reliable financial statements and Federal reports. Maintain accountability over assets. Transactions are executed in compliance with <ul style="list-style-type: none"> Federal statutes, regulations, and the terms and conditions of the Federal award that could have a direct and material effect on a federal program. Any other Federal statutes and regulations that are identified in the Compliance Supplement. <p>2 CFR 200.303; 2 CFR 200.318-320; https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRea20080eff2ea53/section-200.47GAO-14-704G; GaDOE Rule 160-3-3; 2 CFR 200.403</p> <p>The LEA maintains accounting records that are supported by source documentation and costs are allowable under applicable laws and regulations. Expenditures meet the following standards including, but not limited to:</p> <ul style="list-style-type: none"> Segregation of duties in review and authorization (must include Program Coordinator). Reconciles all applicable reports (expenditure, budget, etc.) Allowable under applicable laws and regulations. Prove necessary, reasonable, and allocable. Supported by source documentation. Supplement, not supplant Align with approved Federal budget. 	<ol style="list-style-type: none"> Internal controls, expenditures, inventory, drawdowns, cost principles evidence shall include: <ol style="list-style-type: none"> Written procedures for internal controls required to be in writing by 2 CFR Part 200: <ol style="list-style-type: none"> Allowability Procedures - 2 CFR Sec. 200.302(b)(7); 2 CFR Sec 200.403. Segregation of Duties - GAO-14-704G Standards for Internal Controls for the Federal Government 10.03;10.12-10.14; 2 CFR Sec. 200.303(a). Procurement Procedures - Specific levels described in §200.317 through §200.327); 2CFR Sec 200.318(a). Method for Conducting Technical Evaluations of Competitive Proposals and Selecting Recipients - 2 CFR Sec. 200.320(d)(3). Conflict of Interest Policy - 2 CFR Sec. 200.318(c)(1). Personal Compensation Policies (Time and Effort to include salaries, substitutes, and stipends)- 2 CFR Sec. 200.430(a)(1); SBOE 160-3-3-.04. Travel Policy - 200.474; 200.475; OCGA §50-5B-5; OCGA §20-2-167(b); SBOE 160-5-2-.23; Financial Management for GA LUAs Chapter 40. Evidence may include other recommended procedures not required in writing. <ol style="list-style-type: none"> Procedures to support suspension and debarment is checked prior to making purchases above \$25,000 threshold (across programs) from single vendor (34 CFR 85.110 and 2 CFR 180.220). Written Transferability Procedures – ESEA Sec. 5103. FY22 and FY23 Payroll & Expenditure Detail Reports for every program organized by site, function, and object (include LEA Chart of Accounts crosswalk, when applicable). Source documentation for all requested expenditures (purchase orders, invoices, contracts/ contract deliverables, agendas, receipts, travel authorizations, pre-approval, federally funded instructors/ tutors, including part-time, full-time, and additional compensation, and administrative costs), all capital expenditures, all competitive procurement for every grant. FY22 and FY23 Time and Effort Records (time logs, periodic certifications, fixed schedules, etc.). Special approval documentation (capital expenses, consolidation of administrative funds, etc.). Single audit reports for last two years available. Resource Allocation Method/Plan (RAM/P) to meet Title I, Part A supplement not supplant, including documentation to demonstrate 	<p>Not reviewed by Title II, Part A and/or Title IV, Part A if 100% of the funds have been transferred.</p> <p>Reviewed by the receiving program in accordance with its fiscal requirements.</p>	<ul style="list-style-type: none"> A & B. Written Policies and Procedures <ul style="list-style-type: none"> Consolidated funds are subject to state and local policies. If 100% of funds are consolidated, GaDOE will check that policies are inclusive of each consolidated program and that impacted policies like cash management reflect required practices. If <100% of funds are consolidated, all policies will be reviewed. C. Payroll and Expenditure Detail must be provided for Fund 150 and all contributing funds. It will be checked for proper allocation from Fund 150 to consolidating funds. D. Alignment between policies and purchasing practices will be checked for purchases made in Federal Funds (IA/SI/IC 402, IDEA 404, VB 408, IIA 414, MV 432, 460 IIIA, IVA/IVB 462). Alignment between policies and purchasing practice will NOT be checked by GaDOE for purchases made in Fund 150. E. Time and effort records not checked for staff paid out of Fund 150. F. Special approval documentation not checked for items paid out of Fund 150. G. Single Audit reports are an LEA requirement and are not waived under CoF H. The RAM/P (when applicable) is an LEA requirement and is not waived under CoF. I. Completion reports and corresponding GL are an LEA requirement impacted by Fund 150 – checked for CoF. J. Suspension and debarment not checked for purchases made in Fund 150. K. Source documentation to support administrative cost charges per grant are an LEA requirement and not waived under CoF.



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
<ul style="list-style-type: none"> Occur within the grant Period of Performance and benefits current grant period. Comply with standards of documentation of personnel expenditures (Time and Effort). Maintain oversight of contracts/purchase orders for contracted services. Avoid conflict of interest. Provides time stamped documentation of verifying vendors against suspension and debarment database Follow federal procedures and/or policies related to competition and methods of procurement. <p>ESEA: Sec. 1118, 1306, 1411, 1601; Sec. 2212; Sec. 3115(g); Sec. 4105(c); Sec. 4110; Sec. 5232; 2 CFR 200.309; 2 CFR 200.213; 2 CFR 200.302(b)(3); 2 CFR 200.302(b)(4); 2 CFR 200.302 (b)(5); 2 CFR 200.302(b)(7); 2 CFR 200.309; 2 CFR 200.318; 2 CFR 200.319; 2 CFR 200.320; 2 CFR 200.320(d)(3); 2 CFR 200.403; 2 CFR 200.403(c); 2 CFR 200.403(g); 2 CFR 200.404; 2 CFR 200.405; 2 CFR 200.430; 2 CFR 200.430 (j); 2 CFR 200.474(a); 2 CFR 200.508; GAO-14-704G; GaDOE Rule 160-3-3-.04; 34 CFR 81.31(c); 34 CFR 76.707; WHEO 12549, 12689; ESEA Equitable Services; 2003 Title I Equitable Services Non-Regulatory Guidance; 2009 Title IX, Part E Non-Regulatory Guidance; 2016 Fiscal Changes Non-Regulatory Guidance</p>	<p>methodology that equitably distributes state and local funds and resources to each of its schools before allocating federal funds.</p> <ol style="list-style-type: none"> I. FY22 completion report (GaDOE provided) and FY22 general ledger for each federal program. J. Documentation to support how suspension and debarment is checked prior to making purchases above \$25,000 threshold (across programs) from single vendor. K. Source documentation to support administrative cost charges per grant. 		
<p>Inventory internal controls required to be in writing by 2 CFR Part 200 are present and meet requirement for internal controls:</p> <ul style="list-style-type: none"> Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition. Maintenance procedures to keep the property in good condition. <p>2 CFR 200.313; 2 CFR200.439</p> <p>The LEA manages equipment in a way that meets the following conditions</p> <ul style="list-style-type: none"> Use of the equipment for authorized purposes of the property during the period of performance, or until the property is no longer needed for the purposes of the project. Maintenance of property records to include person responsible for maintaining documentation. Purchase Orders and Inventory Records showing item description, cost, source of funding for equipment including the Federal Award 	<ol style="list-style-type: none"> 2. Inventory internal controls evidence shall include: <ol style="list-style-type: none"> A. Written procedures for managing equipment - (including replacement equipment) until disposition takes place (check handbook). Procedures should include the following: <ol style="list-style-type: none"> i. Acquisition of equipment. ii. Method of entering information into the LEA's inventory management system. iii. Off-site use of equipment. iv. Physical inventory. v. District equipment disposition procedures vi. Adequate safeguards related to loss, damage, or theft of equipment. vii. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition. viii. Equipment use for Title I, Part A TA programs. ix. Equipment used for private schools. x. Maintenance procedures to keep the property in good condition. 	<p>Inventory will be reviewed for all grants whether funds have been transferred or not.</p>	<ul style="list-style-type: none"> LEAs do not have to provide inventory records for items purchased with Fund 150 in alignment with schoolwide plans. Inventory records for any federal fund other than Fund 150 must be provided in monitoring until the program has been consolidated 5 years and must be maintained locally until all inventory has reached the end of its useful life and has been disposed.

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
<p>Identification Number (FAIN), date of purchase, serial number or other identification number, location, use, condition of property, and disposition data including date of disposal.</p> <ul style="list-style-type: none"> Physical inventories and reconciliation of physical inventory with property records. Adequate safeguards to prevent loss, damage, or theft of the property to include investigation if loss, damage, or theft occur. Sale of property procedures to ensure the highest possible return. Disposition of equipment in accordance with state laws and procedures. <p>2 CFR 200.313</p>	<ul style="list-style-type: none"> B. All purchase orders documenting purchases of equipment with federal funds. C. Inventory records with all required components in CFR 200.313(d) D. Records/logs of dates (at least once every two years) that physical inventories were conducted at LEA and schools with date, and signatures of person conducting inventory. 		
<ul style="list-style-type: none"> Cash management internal controls specific to the drawdown of funds required to be in writing by 2 CFR Part 200 are present and meet requirements for internal controls. The LEA minimizes the time elapsing between the transfer of funds and disbursement by the grantee or subgrantee. The LEA's requests for federal funds are evaluated, and drawdowns of federal cash are only for immediate needs. The LEA reconciles drawdown requests as needed and maintain supporting documentation. <p>Federal Programs Handbook; 2 CFR 200.302 (b)(6); 2 CFR 200.303(a), 2 CFR 200.305; GAO-14-704G -10.03, 10.12-10.14.</p>	<p>3. Cash management internal controls evidence shall include:</p> <ul style="list-style-type: none"> A. Written procedures for cash management (payment). B. FY22 & FY23 DE0147s selected by each federal program being monitored. Include supporting accounting records. C. LEA reconciliation of drawdown requests and supporting documentation. 	<p>Title II, Part A and Title IV, Part A will check to ensure that transferred funds have been drawn down first before the receiving program.</p> <p>Reviewed by the receiving program in accordance with its fiscal requirements.</p> <p>Drawdowns should be supported by documentation of expenditures.</p>	<ul style="list-style-type: none"> This indicator is impacted by consolidation. LEAs must provide documentation listed in A-C. In addition, LEAs must also provide local documentation supporting how drawdowns are calculated.
6. TITLE I, PART A - WITHIN DISTRICT ALLOCATION PROCEDURES			
<p>The LEA complies with the requirements regarding allocating funds to eligible attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible attendance area.</p> <p>ESEA: Sec. 1113; 34 CFR 200.70; 34 CFR 200.71</p>	<p>1. Allocating funds to attendance areas evidence shall include:</p> <ul style="list-style-type: none"> A. Written procedures for allocating funds to Title I schools. B. Eligible attendance area worksheet (Available in ConApp) to include: <ul style="list-style-type: none"> i. All schools. ii. Residential Treatment Facilities <p>https://rcctrails.dhs.ga.gov/public/publicfacilitiessearch.aspx.</p>	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
	<ul style="list-style-type: none"> C. Enrollment and poverty numbers are aligned to the Student Enrollment by Grade Level report, school nutrition report, FRL001 or CEP Title I Data Sheet (based on best available data selected by the LEA which must be uploaded in the ConApp). D. School allocation worksheet (available in ConApp). <ul style="list-style-type: none"> i. Reflects eligible attendance area worksheet numbers. i. N&D programs - enrollment and poverty numbers should all be zeros. E. A rank order of all LEA schools showing that: <ul style="list-style-type: none"> i. Schools that are 75% or higher poverty receive the highest PPA. ii. Remaining Title I schools are served in rank order or by grade span. iii. Schools received the correct PPA. F. Residential treatment facilities (previously called Senate Bill 618 schools) showing the referring entity for each student: <ul style="list-style-type: none"> i. Parent/guardian, Department of Human Services (DHS), Department of Juvenile Justice (DJJ), or another LEA. ii. For those students referred by a parent/guardian or another LEA, documentation regarding poverty must be on file (example: TANF, school lunch applications, etc.). 		

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
<p>The LEA complies with the requirements regarding reserving funds for the various set-asides either required or allowed under the statute.</p> <p>ESEA: Sec. 1113; 34 CFR 200.78</p>	<ul style="list-style-type: none"> 2. Reservation of funds evidence shall include: <ul style="list-style-type: none"> A. Written procedures for the calculation of the amount of funds for the following required set-asides: <ul style="list-style-type: none"> i. Homeless. ii. Neglected and Delinquent. iii. Parent and Family Engagement, including carryover. iv. Private School Proportionate Share, including carryover. v. The LEA should have written procedures to delineate how they collect and provide correct enrollment and poverty numbers to GaDOE so that the state provided Proportionate Share worksheet can be correctly completed. The procedures should include which of the five methods for determining poverty have been utilized, the due date for required data, and the process for determining/verifying student residence in Title I eligible attendance area. B. Required Set-Asides: 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
	<ul style="list-style-type: none"> i. Homeless: Required for all districts with method used to calculate set-aside ii. Neglected and Delinquent (if applicable) iii. Parent and Family Engagement, (if allocation is over \$500,000) iv. Parent and Family Engagement Carryover v. Expenditure detail from previous year for function code 2100 matches carryover worksheet <p>C. Optional Set-Asides (must be district-wide activities)</p>		
<p>The LEA ensures that it complies with the requirements for serving students in rank order within targeted assistance programs.</p> <p>ESEA: Sec. 1115</p>	<p>3. Rank ordering of students within schools evidence shall include:</p> <ul style="list-style-type: none"> A. Written procedures for identifying eligible students (using multiple, educationally related, objective criteria) for Targeted Assistance schools, Targeted Assistance-like programs where participation is offered to a select group of eligible Title I students (district wide activities), and/or participating private schools. B. A list of all students by each content area served in rank order according to multiple, educationally related, objective selection criteria with students receiving services identified in the following: <ul style="list-style-type: none"> i. Targeted Assistance programs. ii. Targeted Assistance-like programs where participation is offered to a select group of eligible Title I students (district wide activities). C. Documentation that students are being served according to the rank order list. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.
7. PROFESSIONAL QUALIFICATIONS			
<p>The LEA ensures that paraprofessionals meet the professional qualifications required by the State on the day before ESSA was enacted (Paraprofessional certification or the equivalent.)</p> <p>The LEA ensures teachers meet state certification/licensure requirements (GaPSC or minimum requirements determined by LEA in alignment with approved charter or SWSS application)</p> <p>The LEA provides parents notification in a timely manner if the student has been assigned or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification/ licensure requirements at the grade level and subject area in which the teacher has been assigned.</p> <p>O.C.G.A. Sec. 20-2-984; Clearance Certificate O.C.G.A Sec. 20-2-211.1; ESEA: https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-48.pdf Paraprofessionals Sec. 1111(g)(2)(M); O.C.G.A. Sec. 20-2-204; ESEA/ ESEA: Teachers Sec. 1112 (c)(6); O.C.G.A. Sec. 20-2-200; O.C.G.A. Sec. 20-2-206; O.C.G.A. Sec. 20-</p>	<p>1. Professional Qualifications/20-Day Notifications evidence shall include:</p> <ul style="list-style-type: none"> A. Alphabetical list of LEA schools/programs. B. Evidence LEA staff meet professional qualification requirements - paraprofessionals (Federal PQ), special education teachers & EIP teachers (State PQ) and all other teachers (LEA PQ). C. If applicable, original notification(s) verifying the LEA has disseminated 20 Day notification(s) to parents in a timely manner and in compliance with all applicable laws and guidance 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
2-216; ESEA : Notification Sec.1112 (e)(1)(B)(ii); GaDOE ESSA PQ & In-Field Implementation Guide ; GaDOE Board Rules			
<p>The LEA notifies parents of their “Right to Know” the professional qualifications of their child’s teachers and paraprofessionals.</p> <p>Notifications meet the requirements outlined in the GaDOE ESSA PQ & In-Field Implementation Guide. ESEA: Sec. 1112 (e)(1)(A); GaDOE ESSA PQ & In-Field Implementation Guide</p>	<p>2. Right to Know evidence shall include:</p> <p>A. The original notification for each LEA school/ program verifying the LEA has provided notification to parents of their “Right to Know” the professional qualifications of their child’s teachers and paraprofessionals with a date of dissemination.</p>	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
<p>The LEA provides accurate course and teacher assignment data to the State regarding teacher qualifications. Specifically, the use of CPI Certificate Field Codes, Student Class Coding, In-Field Portal, Disputation Assertions and IEP verification.</p> <p>ESEA: Sec. 1111 (g)(2)(J); ESEA: Sec. 1111(h)(1)(C)(ix); Special Examination Report No. 15-11 conducted by the Georgia Department of Audits and Accounts Performance Audit Division as requested by the Georgia House Appropriations Committee</p>	<p>3. Data verification evidence shall include:</p> <p>A. Documentation supporting the use of CPI certificate field codes 101, 102, 105 (In-Field and PQ).</p> <p>B. Completion AP/IB training and gifted course hours.</p> <p>C. Documentation supporting LEA In-Field Portal disputation assertions.</p>	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
<p>The LEA ensures teachers and administrators initiate professional goals (PLGs) and professional learning plans (PLPs) for applicable contributing professionals (paraprofessionals only), teachers, and administrators in the current school year.</p> <p>The LEA ensures administrators assert progress on PLPs/PLGs for educators. ESEA: Paraprofessionals Sec. 1111 (g)(2)(M); ESEA: Teachers Sec. 1112 (c)(6); GaPSC Rule 505-2-.36; Guidance Document for Monitoring Professional Learning Renewal</p>	<p>4. PLP and PLG evidence shall include:</p> <p>A. GaDOE and GaPSC staff will access Teacher and Leader Support and Development (TLSD) platform reports that capture the completion of PLPs/PLGs for FY22 and the FY23 Creation and Progress Monitoring of PLPs/PLGs for a sample of contributing professionals, teachers, and administrators. Samples will be selected in advance of monitoring. If the LEA, in official agreement with TLSD staff, does not use the TLSD platform for PLPs/PLGs, a hard copy of PLPs and PLGs for the selected sample must be provided onsite.</p>	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
8. TITLE I, PART A - NOTICE TO PARENTS			
<p>Notice to parents of English Learners (ELs) identified for participation or participating in a Title I or Title III language instruction educational program, not later than 30 days after the beginning of the school year with the required content outlined in the ESEA.</p> <p>For those children who are identified as EL during such school year the LEA shall notify the children’s parents during the first two (2) weeks of the EL being placed in a supplemental language program funded by Title I or Title III with the required content outlined in the ESEA. ESEA: Sec. 1112(e)(3)(A); Sec. 1112(e)(3)(B); Sec. 1112(e)(3)(D); Sec. 1112(e)(4);</p>	<p>1. The LEA must provide written policies and procedures describing:</p> <p>A. Who will be responsible for distributing the notification.</p> <p>B. How the LEA will comply with this requirement and how implementation will be monitored.</p> <p>C. Templates of the notification the LEA will use in English and all other applicable languages.</p> <p>D. The date of distribution</p> <p>Optional templates, in multiple languages, available on the Parents of English Learner’s website.</p>	Not Applicable	<ul style="list-style-type: none"> LEA requirement that may be impacted by CoF if a school consolidates both IA and IIIA.



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
	<p>2. The LEA must provide verification of distribution (at least one of the following):</p> <ul style="list-style-type: none"> A. Signed and dated district or school staff dissemination statement indicating the language(s) and the date(s) the notification was distributed. B. Parent-teacher conference(s) with a sign-in sheet of parents' signatures, dates, and names of documents discussed. C. A copy of secure email with date and email address of parent. D. Mailed letter with a dated postage receipt and list of mailing addresses. E. Picture of student record folder with name of document and date of when document was distributed. F. Screenshot of notification in a secure parent portal with date of when notification was available to individual parents. G. Other secure method that the LEA has used to effectively notify parents of participating ELs. <p>Not Applicable The LEA must provide a written note, signed and dated by the FP/Title I Director, stating the reason this notification was not made (i.e., schools consolidate Title I and Title III funding; no, EL students currently participate in Title I or Title III funded supplemental Language Instruction Educational Program (LIEP); etc.</p>	Not Applicable	<ul style="list-style-type: none"> • LEA requirement that may be impacted by CoF if a school consolidates both IA and IIIA.
<p>9. TITLE I, PART A - PARENT AND FAMILY ENGAGEMENT</p>			
<p>LEA must provide opportunities for parent and other stakeholder input for each of the following required compliance components, a-d:</p> <ul style="list-style-type: none"> a. Input into School Parent and Family Engagement Policy b. Input into School-Parent Compact c. Input into Building School Staff Capacity with the assistance of parents d. Input into the 1% set-aside for parent and family engagement activities, if LEA receives more than \$500,000 in Title I, Part A funds <p><u>ESEA</u>: Sec. 1116(a)(2)(D); Sec.1116(b); Sec. 1116(c); Sec.1116(d); Sec.1116(f); Sec. 1112(e)(3)(C); Sec. 1112(e)(4);</p>	<p>9.1 Input: The LEA must provide evidence that its Title I schools provided two separate input opportunities (one in-person or virtual meeting and a secondary option - another meeting, survey, or other) on the four required components:</p> <ul style="list-style-type: none"> A. school parent and family engagement policy, B. school-parent compact, C. building school staff capacity, D. and, if applicable, the use of parent engagement set-aside funds. <p>Optional checklist and other resources are available at https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Input.aspx</p> <p>1. The LEA must ensure that its Title I schools held at least one input meeting at which each of the four components was discussed and parents provided an opportunity to have input. Evidence must include:</p> <ul style="list-style-type: none"> A. At least two means of announcement/invitation to ALL Title I parents to participate. B. Dated agenda with detailed items describing input on the four components. C. Dated Sign-in sheets with roles of attendees, and signatures. D. Other supporting documentation that describes input on the four components – presentation slides, meeting minutes, notes. 	Not Applicable	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.
		Not Applicable	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.

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	<p>2. The LEA must provide a second input opportunity such as a survey/evaluation* or a 2nd meeting. Evidence must include:</p> <ul style="list-style-type: none"> A. Survey questions that include items related to input on the four components. B. Two methods of distribution of the survey (email, screenshot of link on webpage, etc.). C. Summary of results. <p>*The LEA annual evaluation of the content and effectiveness of the family engagement program/policy may be used for this purpose (Sec. 1116(a)(2)(D)); however, ensure there are items directly related to input on the four required components.</p>	Not Applicable	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.
<p>The LEA provides technical assistance to schools in planning and implementing effective parent and family engagement practices inclusive of school parent and family engagement policies/plans, school-parent compacts, all Title I, Part A, Sec. 1116 requirements, outreach to parents of English Learners (ELs), and the notice to parents of participational ELs in supplemental language instruction programs as described in Sec. 1112(e)(3).</p> <p>ESEA: Sec. 1116(a)(2)(B); Sec. 1116(h); Sec. 1112(e)(3); Sec. 1112(e)(4)</p>	<p>9.2 Technical Assistance to Schools</p> <p>1. The LEA must provide written Policies and Procedures describing how district leadership will provide technical assistance to Title I schools to plan and implement effective family engagement practices and ensure compliance with the statute Title I, Part A, Sec. 1116 and Sec. 1112(e)(3).</p>	Not Applicable	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
	<p>2. The LEA must conduct at least one leadership meeting at which family engagement information/compliance was provided to school administration. Evidence must include:</p> <ul style="list-style-type: none"> A. Detailed and dated agenda(s). B. Dated sign-in sheets with roles of attendees. C. Meeting minutes, meeting notes/summary, presentation slides, or sample handouts such as a copy of the LEA procedures to show evidence that topics discussed were focused on the procedures for implementing Title I parent and family engagement requirements. 	Not Applicable	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.
	<p>3. The LEA must provide three samples of ongoing communication providing family engagement TA to its Title I schools regarding Title I, Part A, Sec. 1116 and Sec. 1112(e)(3) requirements, e.g., guidance on the School Parent and Family Engagement Policies/Plans, School-Parent Compacts, outreach to parents of ELs and notice to parents of participating ELs.</p> <ul style="list-style-type: none"> A. Emails, notes, etc. 	Not Applicable	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.
The LEA distributes in more than one way the:	9.3a Distribution of Documents	Not Applicable	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
<ul style="list-style-type: none"> LEA/District Parent and Family Engagement Policy prior to November 1 School Parent and Family Engagement Policy prior to November 1 School-Parent Compact prior to November 1 <p>ESEA: Sec. 1116; Sec. 1116(f)</p>	<ol style="list-style-type: none"> The LEA must ensure that family engagement documents were distributed, in a least two ways, to all Title I parents. These documents include the LEA Parent and Family Engagement Policy, and each Title I school’s Parent and Family Engagement policy and School-Parent Compact prior to Nov. 1. Evidence must include at least two methods of distribution such as: <ol style="list-style-type: none"> Screenshot of school website with documents included or linked. School social media posts. Signed teacher statements of distribution. Email/text messages with documents attached. Student registration packet. Parent-teacher conferences notes. Mailed letter with dated receipt. Pictures throughout school. Or other ways of distribution. Evidence that the documents were distributed in a format and, to the extent practicable, in a language parents understand. <p>Optional checklist and other resources are available at https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Distribution.aspx</p>	<p>Not Applicable</p>	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
<p>Each Title I School convened an Annual Title I Meeting prior to Nov. 1, to inform parents of the requirements of Title I and the school’s participation as well as the parents’ rights under Title I, Part A.</p> <p>ESEA: Sec. 1116(c)(1)</p>	<p>9.3b. Annual Title I Meeting</p> <ol style="list-style-type: none"> The LEA must ensure that each of its Title I schools conducted an Annual Title I Meeting for all its Title I parents and families, prior to Nov.1 (which may have been one opportunity at which documents were distributed). Evidence must include: <ol style="list-style-type: none"> At least two means of invitation to all Title I parents in a language, and format parents can understand (flyers, mass email, screenshot of announcement on website, marquee, etc.). Dated agenda (if family engagement documents were distributed, it must be clearly indicated on the agenda). Minutes/Power Point slides/other. Dated sign in sheets, with roles of attendees (include interpreters’ language, if applicable). To the extent practicable, information provided to parents in a format and language they can understand. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
<p>The School Parent and Family Engagement Policy/Plan includes the required content.</p> <p>ESEA: Sec. 1116(b); Sec. 1116(c); Sec. 1116(d); Sec.1116(e); Sec. 1116(f)</p>	<p>9.4 School Parent and Family Engagement Policy</p> <ol style="list-style-type: none"> The LEA must provide copies of GaDOE selected Title I schools’ parent and family engagement policies containing all required content. Evidence shall include: <ol style="list-style-type: none"> A revision date (MM/DD/YYYY) and current school year (YYYY-YYYY). Jointly developed Annual Title I Parent Meeting at the beginning of the school year held prior to Nov. 1. How the school will ensure meaningful, on-going communication. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
	<ul style="list-style-type: none"> E. Accessibility (how the school provides information throughout the school year, to the extent practicable, in a language and format parents can understand). F. Information about the School-Parent Compact. G. LEAs that receive more than \$500,000 in Title I, Part A funds and distributes a percentage of the 1% set-aside to Title I schools, parent input regarding the 1% set-aside for parent and family engagement. H. To the extent feasible and appropriate, coordination and integration of parent and family engagement programs and activities (e.g., public preschool programs, transitions between school levels, college/career preparation). I. Strategies/activities/trainings the school will provide to build school staff capacity. J. Strategies/activities/trainings the school will provide to build parent capacity. 		
<p>The School-Parent Compact includes the required components.</p> <p>ESEA: Sec. 1116(d)</p>	<p>9.5 School-Parent Compact</p> <ol style="list-style-type: none"> 1. For the GaDOE selected schools, the LEA must provide copies of the school-parent compacts containing all required content. Evidence shall include: <ol style="list-style-type: none"> A. A revision date (MM/DD/YYYY) and current school year (YYYY-YYYY). B. Jointly Developed: Description of how the school-parent compact was developed jointly with parents. C. District Goals: Goals from the Consolidated LEA Improvement Plan (CLIP) D. School Goals: School academic achievement goals from the School Improvement Plan. E. Shared Responsibilities: Specific, academic-focused shared responsibilities between the school/teachers, parents, and students for improved student academic achievement. The responsibilities must be aligned with the school academic achievement goals. F. Partnerships: List the activities/strategies the school will provide to build partnerships with parents to help children achieve the challenging State academic standards. G. Communications: Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: <ol style="list-style-type: none"> i. Parent-teacher conferences in elementary schools at least annually, during which the compact is addressed. ii. Frequent reports to parents on their child's progress. iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
	<ul style="list-style-type: none"> iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. 		
	<ul style="list-style-type: none"> 2. The LEA must provide compact signatures (submit three signatures per school selected by the GaDOE). <ul style="list-style-type: none"> A. Section of the school-parent compact containing the signatures, <u>or</u> B. Separate signature sheet for the school representative, parent, and student to sign and date in agreement of the compact. 	Not Applicable	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.
<p>The LEA and schools have carried out the requirement to build capacity for involvement.</p> <p>School Staff Capacity - The LEA and schools, assisted under this part, shall educate teachers, specialized instructional support personnel, principals, other school leaders, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.</p>	<p>9.6a Building School Staff Capacity</p> <ul style="list-style-type: none"> 1. The LEA must ensure that its Title I schools provided four staff capacity building events during the preceding 12 months (two per semester, one of which must have been an in-person or online meeting). Optional checklist and other resources are available at https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/School-Staff-Capacity.aspx <ul style="list-style-type: none"> A. In-person/online meeting (fall and spring semesters). Evidence must include: <ul style="list-style-type: none"> i. Dated Agendas ii. Sign-in sheets with date, roles of attendees, and signatures of teachers, specialized instructional support personnel, principals, other school leaders, and other school staff iii. Presentation slides, training materials, handouts, or meeting minutes/notes that show evidence of topics listed in Sec. 1116(e)(3) iv. Presentation slides, training materials, handouts, or meeting minutes/notes that show evidence of topics listed in Sec. 1116(e)(3) B. Continuous communication/training with staff (in both fall and spring semesters) that show topics related to building school staff capacity with regards to parent engagement such as: (include copies, dates of distribution). Evidence may include: <ul style="list-style-type: none"> i. Emails with links to articles, ii. Social media posts, iii. Online training videos, iv. Tip sheets, flyers, v. Handouts, brochures, vi. Website screenshots, and other online resources C. Title I schools implementing Academic Parent-Teacher Teams (APTT) and showing documentation of implementing APTT with fidelity will have met the requirements of building capacity for parents (Items 1 and 2 above). The LEA must provide evidence of APTT implementation: <ul style="list-style-type: none"> i. Staff APTT training agenda, dated ii. Sign in sheets, dated, with roles of attendees 	Not Applicable	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
	<p>iii. Evidence of ongoing technical assistance from Core Team / LEA administration (email messages about APTT, copies of documents to use, skills to focus on, etc.)</p>		
<p>The LEA and schools have carried out the requirement to build capacity for involvement.</p> <p>Parent Capacity - The LEA and schools assisted under this part shall provide assistance to parents and to support a partnership among the school, parents, and the community to improve student academic achievement.</p> <p><u>ESEA</u>: Sec. 1116(e); Sec. 1116(f); Sec. 1112(e)(3)(C); Sec. 1112(e)(4);</p> <p>Parent Participation - The LEA and schools shall also implement an effective means of outreach to parents of English learners as to how they can be active participants in assisting their children to:</p> <ol style="list-style-type: none"> Attain English proficiency (such as meetings or communications about English Language Development Standards and WIDA Assessments) Achieve at high levels within a well-rounded education Meet the challenging State academic standards expected of all students <p>To also include the opportunity for regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I or Title III.</p>	<p>9.6b Building Parent Capacity</p> <ol style="list-style-type: none"> The LEA must submit documentation that its Title I schools provided multiple opportunities for building parent capacity through online or in-person meetings and ongoing communication during the preceding 12 months. These activities must demonstrate, at a minimum those requirements included in Section 1116(e) and 1112(e)(3)(C) of Title I, Part A (ESSA). Optional checklist and other resources are available at https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Capacity.aspx <ol style="list-style-type: none"> In-person / online meetings during the preceding 12 months. Evidence must include: <ol style="list-style-type: none"> Dated agendas in a format and language parents can understand with required topics Presentation slides, training materials, handouts, or meeting minutes / notes that show evidence of topics listed in Sec. 1116(e), Sign-in sheets with date, roles of attendees, and signatures of parents and interpreters Invitations / announcements for activities / events to all Title I parents and family members (at least 2 methods such as: flyers, text message, email, school website, social media posts, marquee, etc.) in a language and format parents can understand <p><i>Note that the Annual Title I Meeting may also be considered a parent capacity building event; however, if documented in 9.3, it is not necessary to provide that documentation again in 9.6b</i></p> Ongoing and continuous communications during the past 12 months with parents. Evidence may include: <ol style="list-style-type: none"> Using the parent portal. Social media posts. Text messages. Or links to articles, videos, newsletters, tip sheets. Flyers, handouts, brochures. Website screenshots. Other online resources relevant to the topics described in Sec. 1116(e) and 1112(e)(3)(C), in a language and format parents can understand. Title I schools implementing Academic Parent-Teacher Teams (APTT) and showing documentation of implementing APTT with fidelity will have met 	<p>Not Applicable</p>	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.

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	<p>the requirements of building capacity for school staff. APTT implementation evidence must include documentation of:</p> <ol style="list-style-type: none"> i. Invitations to parents ii. Sign in sheets (one per APTT grade level) iii. A sample copy of the power point slides used at each meeting <p>D. The LEA must also provide documentation of compliance with Sections 1112(e)(3)(C); and 1112(e)(4) – Outreach to parents of English learners in a format and language they can understand. Evidence must include:</p> <ol style="list-style-type: none"> i. Documentation of use of interpreters at parent meetings. ii. Invitations in a language parents can understand. iii. Agendas in a language parents can understand that support the requirements in the statute. 		
10. SCHOOL IMPROVEMENT Title I Part A 1003 (84.010)			
<p>The LEA has provided written guidance and technical support to schools in developing, revising, implementing and coordinating targeted assistance, school-wide and school improvement plans.</p> <p>ESEA: Sec. 1116(b)(3); Sec. 1116(b)(3)(A)</p>	<p>1. Technical assistance to schools evidence shall include:</p> <ol style="list-style-type: none"> A. Written procedures detailing how the LEA provides technical assistance and support to schools in developing, implementing and revising effective school improvement plans. B. Artifacts that show coordination of school improvement planning between the LEA and individual schools. C. Dated meetings agendas that show collaboration between LEA and schools to develop school improvement plans. 	Not Applicable	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.
<p>The LEA provides assistance to schools identified as Comprehensive Support and Improvement and Targeted Support and Improvement Schools, including implementing required actions.</p> <p>ESEA: Sec. 1112(c)(1)(D); Sec. 1116(b)(4-6)</p>	<p>2. CSI/TSI support to schools evidence shall include:</p> <ol style="list-style-type: none"> A. Written procedures detailing technical assistance and support given to schools to effectively implement school improvement plans. B. Dated agenda minutes and correspondence showing regular reviews of school improvement plan implementation. 	Not Applicable	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
<p>The LEA has designed teacher professional development to ensure that teacher learning opportunities are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs.</p> <p>ESEA: Sec. 1116(b)(3)(A)(iii); Sec. 9101(34)</p>	<p>3. Professional development evidence shall include:</p> <ol style="list-style-type: none"> A. Written procedures detailing technical assistance and support given by the LEA to provide job-imbedded, collaborative, data-driven professional learning focused on student instructional needs. B. Written implementation and achievement goals based on professional learning. C. Agendas, sign-in sheets, and training materials of teacher/leader PL training. D. Data artifacts that show progress toward goals established for PL. 	Not Applicable	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
<p>If a school is both a school-wide school and a school identified for improvement and develops a single plan, the LEA ensures that the single plan contains the school-wide requirements.</p> <p>ESEA: Sec. 1114(b)(1); Sec. 1116(b)(3)(A)</p>	<p>4. Plan development evidence shall include:</p> <ul style="list-style-type: none"> A. Written procedures detailing reviewing SIPs, providing technical assistance and support, and providing professional learning. B. Needs assessments for schools. C. School improvement and school wide revised plans, school profile data. D. School faculty meeting sign-in sheets, agendas, and materials and documentation related to school level data gathering. E. Analysis to determine targeted areas of needs improvement on an ongoing basis. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.
<p>The LEA and schools use school level data to make decisions about the use of Title I, Part A 1003 Funds for school improvement.</p> <p>ESEA: Sec. 1116(b)(3)(A); Sec. 1116(b)(4)(B)</p>	<p>5. Data decisions evidence shall include:</p> <ul style="list-style-type: none"> A. Written description of LEA budgeting procedures and use of Title I Part A 1003 funding. A. Written description of the process used to select evidence-based improvement initiatives that address identified needs aligned to a comprehensive needs analysis, and how the LEA ensures that the selected improvement initiatives are in compliance with laws, regulations, and Title I, Part A, Section 1003 guidelines. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • Evidence base is not required for activities/interventions funded out of Fund 150. • Procedures for CoF Schools may overlap with those provided in 1.1.
<p>The LEA uses a process for monitoring or reviewing how schools are using Title I, Part A 1003 funds to ensure the on-going quality of school improvement activities.</p> <p>ESEA: Sec. 1116(c)(7)</p>	<p>6. Monitoring process evidence shall include:</p> <ul style="list-style-type: none"> A. Written procedures outlining LEA monitoring and reviewing of how schools use Title I Part A 1003 funds and the support given to schools to ensure funds are spent in compliance with laws, regulations, and Title I Part A Section 1003 guidelines. B. Written procedures outlining how the district measures the impact of improvement initiatives funded by Title I Part A 1003 Data that shows the impact of improvement initiatives funded by Title I Part A 1003 funds. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • Procedures for CoF Schools may overlap with those provided in 1.1.
<p>11. SERVICES FOR HOMELESS CHILDREN AND YOUTH (MCKINNEY-VENTO and ARP-HCY)</p>			
<p>The LEA has written procedures for the education of homeless children and youth that identify and remove any barriers. The written procedures must include identification, school selection (including feeder school protocol if applicable), enrollment, transportation, disputes, and credit for full or partial coursework.</p> <p>ESEA: Sec. 1112 (a)(1) and (O); MV Sec. 722(g)(B); 722(g)(3)(E); 722(g)(3)(C); 722(g)(1)(F)</p>	<p>1. Written procedures evidence shall include:</p> <ul style="list-style-type: none"> A. Written procedures for Education for Homeless Children and Youth indicating annual revision and/or review date (month, date, and year). The written procedures must include: <ul style="list-style-type: none"> i. identification, ii. selection (including feeder school protocol if applicable), iii. enrollment, iv. transportation, v. disputes, and vi. credit for full or partial coursework. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.
<p>The LEA records the schools in which homeless children and unaccompanied youth experiencing homelessness are enrolled.</p> <p>MV Sec. 722(g)(1)(D)</p>	<p>2. Records evidence shall include:</p> <ul style="list-style-type: none"> A. The list of schools and the number of homeless children and unaccompanied youth experiencing homelessness enrolled (Student roster by student identifier and/or name and school location). 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.

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The LEA designates a liaison for homeless children and youth that has sufficient training, resources, and time to carry out the duties of the Act. MV Sec. 722(g)(i)(J)	3. Liaison training evidence shall include: A. Agendas, meeting minutes, emails and/or sign-in sheets for professional development activities received by the LEA homeless liaison and other LEA personnel responsible for the implementation of the McKinney-Vento grant program.	Not Applicable	• LEA requirement; not impacted by CoF.
The LEA has procedures for providing awareness and contact information of Homeless Liaison to parents, guardians, and all school personnel. MV Sec. 722(g)(i)(D)	4. Awareness evidence may include: A. Flyers, handouts, program brochure, posters that identify Homeless Liaison with contact information. B. List of community locations where information is posted. C. Training session schedules, emails, minutes, sign-in sheets, agendas, materials (including the LEA homeless policy) for all school personnel training.	Not Applicable	• LEA requirement; not impacted by CoF.
The LEA shall ensure that parents or guardians are fully informed of all transportation services, including to and from school of origin, and that appropriate assistance to access transportation is provided. MV Sec. 722(g)(i)(J)	5. Transportation evidence shall include: A. Collaborative planning and McKinney-Vento training meeting agendas, sign-in sheets with the LEA transportation department personnel, to inform and facilitate coordination, including schedules, agendas, training materials, sign-in sheets, emails, and request forms B. Trainings and/or meetings with parents/guardians, unaccompanied youth regarding transportation options.	Not Applicable	• LEA requirement; not impacted by CoF.
The LEAs shall provide services comparable to services offered to all children in the district including, but not limited to, programs for Title I, special education, English language learners, gifted and talented, vocational/technical, and before and after school programs. MV Sec. 722(g)(l)(A)	6. Comparable services evidence may include: A. Student rosters, meeting minutes, emails, agendas, sign-in sheets and should include comparable services provided (ex. Title I, 21st Century, ESOL, IDEA, Voc.Ed., gifted and talented programs).	Not Applicable	• LEA requirement; not impacted by CoF.
LEAs collaborates with state, local, non-profit and social service agencies or programs to ensure that services are available for homeless children and youth. MV Sec. 722(g)(6)(C)	7. Coordination evidence shall include: A. Lists of additional coordinating agencies, their mission, and services provided to homeless children and youth required. Memoranda of agreements, contracts, etc. with coordinating agencies, if applicable	Not Applicable	• LEA requirement; not impacted by CoF.
The LEA shall identify the educational needs of the homeless children and youth, including unaccompanied youth. Sec. 9103 (McKinney-Vento Grantees Only)	8. Needs identification evidence shall include: A. The most recently completed needs assessment instrument used by the LEA to determine needs of homeless children and youth, including unaccompanied youth, and the process for conducting this needs assessment (ex: surveys, pre/post test scores, Ga. Milestones scores).	Not Applicable	• LEA requirement; not impacted by CoF.
12. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (NEGLECTED SET-ASIDE)			
The LEA identifies children in local institutions for neglected and delinquent children. ESEA: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401	1. Student Records Evidence shall include: A. Source data for the Annual Survey of Institutions for Neglected and Delinquent Children for previous and current year with student list from each facility.	Not Applicable	• LEA requirement; not impacted by CoF.
The LEA describes Title I services and educational programs that are year-round.	2. Schedules and staff evidence shall include: A. Class schedules and calendar confirming that Title I services, and educational programs are year-round.	Not Applicable	• LEA requirement; not impacted by CoF.

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ESEA : Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401	B. A list of staff at neglected or delinquent institution(s) funded with Title I neglected reservation.		
The LEA provides high quality instruction grounded on evidence-based research. ESEA : Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401	3. Curriculum evidence shall include: A. Sample curriculum plan grounded on evidence-based research for institutions operating a school on-site.	Not Applicable	• LEA requirement; not impacted by CoF.
The LEA provides special education services as needed. ESEA : Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401	4. Special education services evidence may include: A. The number of students receiving special education services and other evidence that special education services are provided to students residing in an institution (e.g., sample IEPs, student schedules).	Not Applicable	• LEA requirement; not impacted by CoF.
The LEA consults with institutions regarding educational plans and budget. ESEA Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401	5. Planning and coordination evidence may include: A. Collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and neglected or delinquent facility.	Not Applicable	• LEA requirement; not impacted by CoF.
The LEA ensures that institutions implement a parental involvement plan to increase student achievement and, if appropriate, decrease delinquent behavior. ESEA : Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401	6. Parent involvement evidence shall include: A. Parental involvement correspondence and parent and family engagement policy/plan. i. If students are being educated at LEA schools, the lea schools' parent and family engagement policy/plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities ii. If students are being educated at a neglected or delinquent facility, then the facility must have a parent and family engagement policy/plan, correspondence, and activities to the extent feasible.	Not Applicable	• LEA requirement; not impacted by CoF.
13. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK (TITLE I, PART D, SUBPART 2 GRANTEES)			
The LEA annually surveys delinquent institutions. ESEA : Sec. 1421-1432	1. Survey evidence shall include: A. Source data for the Annual Survey of Institutions for Delinquent Children for previous and current year with student list from each facility.	Not Applicable	• LEA requirement; not impacted by CoF.
LEA collects and uses data to drive planning and instruction. ESEA : Sec. 1421-1432	2. Data evidence shall include: A. Longitudinal tracking of annual outcome data.	Not Applicable	• LEA requirement; not impacted by CoF.
The LEA creates program specific evaluation reports that include the Title I, Part D, Subpart 2 Program. ESEA : Sec. 1421-1432	3. Evaluation evidence shall include: A. The most recent program specific evaluation reports.	Not Applicable	• LEA requirement; not impacted by CoF.
The LEA provides high quality instruction grounded on evidence-based research. ESEA : Sec. 1421-1432	4. Curriculum evidence shall include: A. Sample curriculum plan grounded on evidence-based research or institution operating a school on-site.	Not Applicable	• Evidence base is not required for activities/interventions funded out of Fund 150.

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The LEA provides special education services as needed. ESEA : Sec. 1421-1432	5. Special education services evidence may include: A. The number of students receiving special education services and other evidence that special education services are provided to students residing in an institution. (e.g., sample IEPs, student schedules).	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
The LEA consults with institutions regarding educational plans and budgets. ESEA Sec. 1421-1432	6. Consultation evidence shall include: A. Collaborative planning agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and neglected or delinquent facility.	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
The LEA ensures that institutions implement a parent and family engagement policy/plan, to increase student achievement and, if appropriate, decrease delinquent behavior. ESEA : Sec. 1421-1432	7. Parent engagement evidence shall include: A. Parental involvement correspondence and parent and family engagement policy/plan. i. If students are being educated at LEA schools, the LEA schools' parent and family engagement policy/plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities. ii. If students are being educated at a neglected or delinquent facility, then the facility must have a parent and family engagement policy/plan, correspondence, and activities to the extent feasible.	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
The LEA describes Title I services and educational programs that are year-round. ESEA : Sec. 1421-1432	8. Schedules evidence shall include: A. Class schedules and calendar confirming that Title I services, and educational programs are year-round; List of staff at neglected or delinquent institution(s) funded with Title I neglected reservation.	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
The LEA maintains documentation of any formal agreements between an LEA, Neglected or Delinquent facility or alternative school program governing the use of subpart 2 funds when they are subcontracted to a facility or program. ESEA : Sec. 1421-1432	9. Agreements evidence shall include: A. Formal agreements and/or memorandum of understanding (MOU) for services paid for with Title I, Part D, Subpart 2 grant funding.	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
The LEA provides evidence that the LEA or facility is implementing planned and approved activities. ESEA : Sec. 1421-1432	10. Implementation evidence shall include: A. Planned and approved activities, including budget reports, records of expenditures, carryover and other summary reports.	Not Applicable	<ul style="list-style-type: none"> May be impacted by CoF.
14. SERVICES FOR CHILDREN IN FOSTER CARE			
The LEA collaborates with the state or local child welfare agencies to designate points of contact and develop procedures to address school stability and transportation to school for children and youth in care. ESEA Sec. 1112(c)(5)	1. Coordination evidence may include: A. Collaborative planning agendas, meeting minutes, attendance sheets, phone logs, email, or other correspondence between the LEA and local child welfare agency	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
15. TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT			
<p>The LEA provided parents with written notice of and obtained consent for (or as in accordance with ESEA 4102(C)) applicable mental health assessment and/or services administered to students under the age of 18, describing in detail the purpose, the provider and when and how long the assessment or service may last.</p> <p>ESEA: Sec. 4001(A)(B)</p>	<p>1. Parent notice (if applicable) evidence shall include:</p> <p style="padding-left: 20px;">A. Dated and signed as applicable source documents provided to parents.</p>	<p>Not Applicable if Title IV, Part A funds are 100% transferred in FY22 and FY23.</p>	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
<p>The LEA ensured that all applicable school-based mental health services provided to any student was administered by a State-licensed or State-certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide mental health services to children and adolescents.</p> <p>ESEA: Sec. 4102(6) and ESEA: Sec 4108(5)(B)(cc)</p>	<p>2. Mental health services (if applicable) evidence shall include:</p> <p style="padding-left: 20px;">A. Appropriate and applicable certifications and/or licensures for personnel providing and/or administering assessments and/or services to students.</p> <p style="padding-left: 20px;">B. Source documents of payments for services rendered by service provider (student information redacted).</p>	<p>Not Applicable if Title IV, Part A funds are 100% transferred in FY22 and FY23.</p>	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
<p>The LEA used not less than 20% of funds during the allocated fiscal year for specified activities, as required, to support well-rounded educational opportunities.</p> <p>ESEA: Sec. 4107</p>	<p>3. Well Rounded (20%) evidence shall include:</p> <p style="padding-left: 20px;">A. Documentation to support an expenditure rate of not less than 20% of the allocation during the fiscal year of allocation. Source documentation to support selected expenditures required.</p>	<p>Not Applicable if Title IV, Part A funds are 100% transferred in FY22 and FY23.</p>	<ul style="list-style-type: none"> Indicator Impacted by CoF: Evidence of implementation of Well-Rounded activities/strategies is checked in Indicators 1.2 and 1.3
<p>The LEA used not less than 20% of funds during the allocated fiscal year for specified activities, as required, to support safe and healthy students.</p> <p>ESEA: Sec. 4108</p>	<p>4. Safe and Healthy (20%) evidence shall include:</p> <p style="padding-left: 20px;">A. Documentation to support an expenditure rate of not less than 20% of the allocation during the fiscal year of allocation. Source documentation to support selected expenditures required.</p>	<p>Not Applicable if Title IV, Part A funds are 100% transferred in FY22 and FY23.</p>	<ul style="list-style-type: none"> Indicator Impacted by CoF: Evidence of implementation of Safe and Healthy activities/strategies is checked in Indicators 1.2 and 1.3
<p>The LEA used a portion of funds during the fiscal year to which at least 85% of the portion was utilized for professional development in specified activities, as required, to support the effective use of technology.</p> <p>ESEA: Sec. 4109</p>	<p>5. Effective Use of Technology evidence shall include:</p> <p style="padding-left: 20px;">A. Documentation to support an expenditure rate of not less than a viable portion of the allocation during the fiscal year of allocation. Source documentation to support selected expenditures required.</p>	<p>Not Applicable if Title IV, Part A funds are 100% transferred in FY22 and FY23.</p>	<ul style="list-style-type: none"> Indicator Impacted by CoF: Evidence of implementation of Effective Use of Technology activities/strategies is checked in Indicators 1.2 and 1.3
<p>The LEA used not more than 15% of total funds for the effective use of technology (85% portion) during the fiscal year for the purchase of technology specifically identified as infrastructure.</p> <p>ESEA: Sec. 4109(b)</p>	<p>6. Technology Equipment (15% Cap) shall include:</p> <p style="padding-left: 20px;">A. Documentation to support an expenditure rate of not to exceed the allowable amount of the allocation during the fiscal year of allocation.</p> <p style="padding-left: 20px;">B. Source documentation to support selected expenditures required.</p>	<p>Not Applicable if Title IV, Part A funds are 100% transferred in FY22 and FY23.</p>	<ul style="list-style-type: none"> Indicator Impacted by CoF: Evidence of implementation of activities/strategies that support technology infrastructure is checked in Indicators 1.2 and 1.3
16. TITLE V, PART B - RURAL AND LOW-INCOME SCHOOLS PROGRAM			
<p>The LEA shall submit an Annual Evaluation report describing the use of grant funds provided.</p>	<p>1. Evaluation report evidence shall include:</p>	<p>Not Applicable</p>	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
<p>ESEA: Sec. 5224-5225</p> <p>The LEA targets funds to schools for specified activities, and activities authorized in Sec. 5222.</p> <p>ESEA: Sec. 5222</p>	<p>A. Written procedures the LEA follows to create and submit the Annual Evaluation report.</p> <p>2. Targeting funds evidence shall include:</p> <p>A. Source documents for expenditures such as copies of purchase orders, contracts, travel expense reports, as applicable.</p>	Not Applicable	<ul style="list-style-type: none"> Indicator Impacted by CoF: Evidence of targeting funds to school for specified activities is checked in 1.2.
17. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS			
<p>The LEA follows standardized statewide entrance and exit procedures and assesses all potential English learners (ELs) within 30 days of enrollment in a school.</p> <p>ESEA: SEC. 3113(b)(2)</p>	<p>1. English learner entrance and exit evidence shall include:</p> <p>A. Written policy, written procedures, and processes, including persons responsible for monitoring implementation of procedures, aligned to standardized statewide entrance and exit procedures for identifying English learners and Immigrant children and youth. Procedures should include EL identification procedures for new and transfer students, process to identify students with an IEP and/or those suspected of having a disability, exit and reclassification process, how student EL status information is shared with relevant staff making placement decisions and how status and program services are reported in the LEA's Student Information System (SIS), including who is responsible for submitting comments to relieve data collection errors.</p> <p>B. Completed EL Data Rosters submitted via secure MyGaDOE portal email (contains Personally Identifiable Information - PII).</p> <p>C. Selected EL student records submitted via secure MyGaDOE portal email (contains PII).</p> <p>D. Source documentation of annual state/local training on state reporting of EL and immigrant data elements for applicable staff (data entry staff). Documentation includes items such as: attendance records, agendas, and presentations.</p>	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
<p>The LEA's Title III, Part A supplemental language instruction educational programs (LIEPs) are effective and demonstrate success in increasing the English language proficiency (ELP) and student academic achievement of English learner (EL) students participating in such programs.</p> <p>ESEA: Sec. 3115 (c)(1); Sec. 3121 (a)(2); Sec. 3121 (a)(3); Sec. 3121 (a)(4); Sec. 3121 (a)(5); Sec. 3121 (a)(6)</p>	<p>2. Language Instruction Educational Programs (LIEPs) for English Learners (ELs) evidence shall include:</p> <p>A. Description of the LEA's supplemental Title III, Part A language instruction educational programs (LIEPs) and instructional goals. <i>Indicator 1.3 requires LIEP effectiveness data and summary statements of students' English language proficiency (ELP) and academic achievement.</i></p> <p>i. Description may include procedures for determining which supplemental LIEP to provide, in which schools, and for which EL students, based on ELP and academic data and student needs as identified in the CNA and CLIP.</p> <p>B. Source documentation for implementation of LIEP activities in FY22 and FY23 to date. Documentation may include tutoring or summer school student and teacher attendance records, tutoring or summer school lesson plans, software usage, progress and data reports, observation</p>	Not Applicable	<ul style="list-style-type: none"> Indicator Impacted by CoF: Evidence of the implementation and effectiveness of Language Instruction Educational Programs (LIEPs) for English Learners (ELs) is checked in Indicators 1.2, 1.3.

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
<p>LEA staff (including non-ESOL teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel) participate in professional development opportunities that are:</p> <ul style="list-style-type: none"> Designed to improve the instruction and assessment of English learners Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for English learners Effective in increasing ELs' English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of their teachers; and Of sufficient intensity and duration (does not include one-day workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom. <p>ESEA: Sec. 3115 (c)(2)(A-D)</p>	<p>documentation, school level implementation plans, software implementation plans, etc.</p> <p>3. EL-Focused Professional Development (PD) evidence shall include:</p> <p>A. Description of the LEA's Title III, Part A EL focused professional development (PD) plan and implementation of the plan. <i>Indicator 1.3 requires PD effectiveness data and summary statements of teachers' and school leaders' ability to teach and assess EL students.</i> Description may include:</p> <ol style="list-style-type: none"> i. Process for determining PD content and participants based on effectiveness data and teacher/leader needs. ii. How PD was designed to improve the instruction and assessment of English Learners (ESEA Sec. 3115(c)(2)(A). iii. How PD was designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs (ESEA Sec. 3115(c)(2)(B). iv. Title III, Part A EL Focused PD Plan. <p>B. Source documentation of PD Plan activities implemented in FY22 and FY23 to date, to include:</p> <ol style="list-style-type: none"> i. Meeting dates/times as evidence of "sufficient intensity & duration". ii. Dated sign-in sheets with participant roles noted, as evidence that PD was provided to "non-ESOL teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel". iii. Agendas, handouts, presentations, and other materials as evidence of EL focused topics. iv. Documentation from principals and/or teachers that PD had a positive impact on classroom practices. <ol style="list-style-type: none"> a. May include administrators' walk-through observation summary data and/or teachers' feedback or self-reports, notes from principal or instructional coaches' walkthroughs or observations, teacher lesson plans documenting implement EL strategies and/or activities, etc. v. Documentation of effectiveness of EL-specific curriculum support products produced by Title III funded staff, or ESOL endorsement activities, or other activities of Title III funded staff, as applicable. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> Indicator Impacted by CoF: Evidence of the implementation and effectiveness of EL-focused Professional Development is checked in Indicators 1.2, 1.3.
<p>The LEA provides and implements other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include:</p> <p>a. Parent, family, and community engagement activities,</p>	<p>4. Parent Engagement to Enhance/Supplement LIEPs evidence shall include:</p> <p>A. Description of the parent, family, and community engagement (PFE) activities. <i>Indicator 1.3 requires PFE effectiveness data and summary statements of parents' participation in the education of their children to</i></p>	<p>Not Applicable</p>	<ul style="list-style-type: none"> Indicator Impacted by CoF: Evidence of the implementation and effectiveness of Parent Engagement to Enhance LIEPs is checked in Indicators 1.2, 1.3.



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
<p>b. Strategies that serve to coordinate and align related programs, such as Title I EL parent engagement and outreach programs.</p> <p>ESEA: Sec. 3115(c)(3)</p>	<p><i>improve English language proficiency and academic achievement.</i> Description may include:</p> <ul style="list-style-type: none"> i. Procedures for determining how to engage EL parents in the students’ supplemental language program, in specific schools, and for specific parents, when applicable. ii. Title III, Part A Parent Outreach Program Plan. <p>B. Communications (in English and other languages) to promote EL parent, family and community outreach and engagement opportunities in the education of their children.</p> <p>C. Source documentation of EL parent, family, and community outreach and training activities in FY22 and FY23 to date, to include agendas, dated sign-in sheets, presentations, meeting notes, handouts, training documentation, etc. <i>Documentation of ESOL Program parent meetings and/or Title I, Part A activities does not meet the Title III, Part A requirement.</i></p> <p>D. EL parent interview report provided by GaDOE to LEA.</p>		
<p>The LEA receiving a Title IIIA Immigrant subgrant expends these funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, in one or more of the ways listed in Sec. 3115(e).</p> <p>ESEA: Sec. 3115(e)</p>	<p>5. Immigrant program evidence shall include:</p> <p>A. Description of specific activities implemented to support immigrant students’ wellbeing and sense of connectedness as they adapt to school climate and community in the U.S. and linguistic needs, when applicable. <i>Indicator 1.3 requires immigrant program effectiveness data and summary statements of students’, families’, and communities’ adjustment to and achievement in US schools.</i> Description may include:</p> <ul style="list-style-type: none"> i. Procedures for determining which immigrants, families, communities, and which schools were targeted for these activities ii. Persons/positions involved in the decision-making processes and how final programs were established iii. Alignment of activities to categories of activities in Sec. 3115(e). <p>B. Source documentation of Title III funded immigrant program activities in FY21 and FY22 (when applicable), such as student and teacher attendance rosters, tutoring and/or summer school lesson plans, software usage reports, agendas, sign-in sheets, presentations, training documentation for personnel working with immigrants, personnel job descriptions, activity schedules/calendar, etc.</p>	Not Applicable	<ul style="list-style-type: none"> • Indicator Impacted by CoF: Evidence of the implementation and effectiveness of activities/strategies that benefit immigrant students is checked in Indicators 1.2, 1.3.
<p>18. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES</p>			
<p>Student enrollment, withdrawal, demographic, academic, and health data are reviewed, entered and updated in the LEA student information system according to information provided by the student, family, and/or the state or regional Migrant Education Program office.</p> <p>ESEA: Sec. 1301(2); Sec. 1304(b)(3); Sec. 1308(b)(1-3)</p>	<p>1. Data collection evidence shall include:</p> <p>A. Local SIS report of current K-12 migrant coded participants, including PFS and/or continuation of services codes if applicable. (SIS report to be emailed to the Title I, Part C GaDOE staff monitoring the LEA via the GaDOE portal on the scheduled monitoring date).</p> <p>B. Signed verification forms for the following MEP reports: Migrant Participant Report (MPR); New Participant Report.</p>	Not Applicable	<ul style="list-style-type: none"> • LEA requirement; not impacted by CoF.

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<p>The LEA has sent and/or received education and health data involving children migrating either in or out of state, country.</p> <p>The use of the Migrant Student Information Exchange (MSIX), where appropriate.</p> <p>ESEA: Sec. 1301(2); Sec. 1304(b)(3); Sec. 1308(b)(1-3)</p>	<p>2. Records transfer evidence shall include:</p> <p>A. Local school level communication (letters, memoranda, fax transmittals notification and complete samples of the types of records transmitted, if applicable, phone logs, transfer documents for students leaving the US for other countries and within the US school districts, copies of email MSIX move notifications, etc.) between the LEA and receiving schools relating to the sharing of educational and student health data for three (3) different students.</p>	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
<p>The LEA has ID&R certified staff or operational procedures in place to carry out identification and recruitment functions (including the use of the Occupational Survey) throughout the school year and summer months as required in the Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook.</p> <p>ESEA: Sec. 1301(2); Sec. 1304 (b)(3); Sec. 1308 (b)(1-3)</p>	<p>3. Identification and recruitment evidence shall include:</p> <p>A. A list of MEP funded staff (full or part-time, or contracted).</p> <p>B. Travel reimbursement for recruitment, phone logs, and weekly schedules showing recruitment.</p> <p>C. Ten (10) completed occupational surveys from various schools selected by the Department showing completion by new students and returning students. Selected surveys should be from beginning of the school year to monitoring date. Documents should be emailed to the Title I, Part C GaDOE staff monitoring the LEA via the GaDOE portal on the scheduled monitoring date.</p>	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
<p>The migrant students identified on the LEA Priority for Services (PFS) reports, supplied by the state or regional Migrant Education Program office, are being provided the opportunity for MEP funded services before other migrant students are served during regular and/or summer programs.</p> <p>The updated Priority for Services reports are verified and reviewed on a regular basis to ensure appropriate students are receiving service priority and that PFS reports are completed as required in the Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook.</p> <p>ESEA: Sec. 1304(d)</p>	<p>4. Priority for services evidence shall include:</p> <p>A. Current or updated documentation of instructional and/or support services being provided to PFS participants.</p> <p>i. All Migrant staff tutoring schedules for the current academic year with PFS names highlighted and participant's first name and last name initial.</p> <p>ii. Documentation addressing why PFS student (K-12 and DO/OSY) is not being served.</p> <p>iii. Documentation of dissemination of PFS reports, adjustments to services based on PFS reports and documentation to teachers and principals explaining PFS.</p>	Not Applicable	<p>Indicator Impacted by CoF:</p> <ul style="list-style-type: none"> Implementation of services to PFS K-12 will be checked in Indicators 1.2 and 1.3. Implementation of services to PFS out-of-school youth will be checked in 18.4.
<p>The LEA consults with a migrant Parent Advisory Council (PAC) on the planning, implementation, and evaluation of its Migrant Education Program and projects of one school year in duration and evidence that the migrant PAC is predominantly made up of parents of migrant children.</p> <p>ESEA: Sec. 1304(c)(3); Sec. 1306(a)(1)(B)(ii); Sec. 1118</p>	<p>5. Parent and family engagement evidence shall include:</p> <p>A. Written procedures for ensuring effective local migrant Parent Advisory Council</p> <p>B. A list of dates for 3 migrant PAC meetings.</p> <p>C. Documentation for 2 of 3 meetings to include agendas, sign-in sheets showing that (highlight) migrant parents represent over 50% of the PAC membership and minutes showing meaningful consultation with parents regarding planning, implementing, and evaluating migrant projects,</p> <p>D. Translation of communications, if needed.</p> <p>E. Documentation to show outreach and efforts to coordinate parent attendance to regional and/or state PAC meetings (phone log, home-visit</p>	Not Applicable	<p>Indicator Impacted by CoF:</p> <ul style="list-style-type: none"> Must include documentation supporting consultation with parents on the consolidation of MEP funds. <p>AND</p> <ul style="list-style-type: none"> LEA requirement; not impacted by CoF.

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	log, travel log, invitation letters, flyers, memos, emails sent to parents, reminders, etc.).		
<p>The Migrant Education Program staff or other LEA staff, if applicable, attended required Migrant Education Program training provided by the Department, or other non-local professional development opportunities, i.e., identification and recruitment (ID&R) trainings or workshops, and/or national/state/local Migrant Education Program conferences aligned to the needs of migrant students.</p> <p>ESEA: Sec. 1304(c)(6)(B)</p>	<p>6. Professional learning evidence shall include:</p> <p>A. Written procedures for ensuring that local MEP funded tutors participate in local school district professional development opportunities that are connected to the State MPOs.</p> <p>B. Documentation for MEP staff involved in/attending local school district and/or RESA and/or other trainings, workshops, or conferences (face to face or online) directly related to the local CNA, District Improvement Plans, instructional or support services they are providing to migrant participants.</p>	Not Applicable	<p>Indicator Impacted by CoF:</p> <ul style="list-style-type: none"> Evidence of Professional Learning for funds consolidated is checked in Indicators 1.2 and 1.3 Evidence of professional learning for funds not consolidated is checked in 18.6.
19. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) - FISCAL INDICATORS			
<ul style="list-style-type: none"> The LEA completes CCEIS tab if applicable, has CCEIS plan, and reserves the required 15% for 611 and 619 CCEIS funds within the grant period. CCEIS funds are used for allowable activities and intervention services for K-12 regular education students needing additional academic and behavioral support and age 3 through grade 12 special education students. The LEA has timely and accurately reported to the State the number of students who received CCEIS services and the number of students who were placed in special education. The LEA expended any and all unspent CCEIS required funds during the fiscal year directly following the initial CCEIS requirement year. <p>34 CFR 300.208; 34 CFR 300.226</p>	<p>1. Comprehensive Coordinating Early Intervening Services (CCEIS) evidence shall include:</p> <p>A. Expenditure reports for CCEIS funds.</p>	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
<ul style="list-style-type: none"> If the LEA applies for use of the High-Cost Grant, it must be for students with disabilities with costs more than three times the average statewide regular education pupil expenses. The reported costs are allowable and due to excess costs of direct special education and related services identified in the student's IEP. LEA ensures that high-cost funds will not be used to pay costs otherwise reimbursed by the Medicaid program. LEA ensures high-cost funds are not used for administrative purposes. <p>LEA ensures all costs are proportional to personnel working with the student and the class as a whole.</p>	<p>2. High-cost grant evidence shall include:</p> <p>A. Records of cost details and expenditure reports of costs for high cost.</p> <p>B. Medicaid reimbursement account expenditures as applicable.</p> <p>C. Student Eligibility Reports and Individualized Education Plans.</p> <p>D. Evidence of High-Cost expenditure.</p>	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
<ul style="list-style-type: none"> The LEA shall conduct annually the Excess Cost calculation for 	<p>3. Excess costs evidence shall include:</p>	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
<ul style="list-style-type: none"> base and final calculations. The LEA monitors and maintains Excess Cost documentation. <p>34 CFR 300.16; 34 CFR 300.202; Appendix A to Part 300 of IDEA</p>	<ul style="list-style-type: none"> A. Excess Cost Expenditure reports for special education expenditures on the results calculations tab. B. Supporting documentation for “other special education expenses”. C. Supporting documentation for student enrollment. 		
<ul style="list-style-type: none"> The LEA shall budget a minimum of \$14,400 salary for a parent mentor. The LEA shall provide evidence of matching services to total a minimum of \$12,500 which may address salary, travel/conference costs, professional learning opportunities, and in-kind contributions. 	4. Parent mentor partnership grant evidence shall include: <ul style="list-style-type: none"> A. Supporting documentation such as detailed expenditure reports, logs, invoices, or any other detailed documentation for matching services of \$12,500 which may include salary, travel/conference costs, professional development of in-kind contributions. 	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
20. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – RESULTS-BASED MONITORING PROGRAM INDICATORS			
The LEA IDEA Due Process Checklist has required components. 2 CFR 200.328 ; 34 CFR 300.300 - 300.306 ; 34 CFR 300.320 - 300.324 ; 34 CFR 300.160 ; 34 CFR 300.106 ; State Rule 160-4-7-.04 ; State Rule 160-4-7-.06	Link to Due Process Checklist 1. IDEA Results- Based Monitoring will be conducted in the Portal Special Education Dashboard. Additional information will be shared with the LEA Special Education Director.	Not Applicable	<ul style="list-style-type: none"> LEA requirement; not impacted by CoF.
21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) CONSOLIDATION OF FUNDS IN A SCHOOLWIDE PROGRAM			
THIS INDICATOR ONLY APPLICABLE TO LEAs CONSOLIDATING IDEA <ul style="list-style-type: none"> The amount of funds consolidated may not exceed the amount received by the LEA under part B of IDEA for that fiscal year, divided by the number of children with disabilities in the jurisdiction of the LEA, and multiplied by the number of children with disabilities participating in the schoolwide program. Must comply with all other requirements of part B of IDEA, to the same extent it would if it did not consolidate funds under part B of IDEA or section 7003(d) of the ESEA in the schoolwide program. <p>34 CFR 200.29 a, b, c (3), d, e</p>	1. IDEA funds must be counted as Federal funds for IDEA’s excess cost and supplement not supplant calculations, which includes special education maintenance of effort (MOE). The Excess Cost Calculation is reported annually in the Consolidated Application portal by the LEA. The special education MOE calculation is reported on the DE046 report annually and uploaded to the Special Education MOE portal within the Consolidated Application. Both calculations will be reviewed to see that IDEA funds are reported as Federal funds. 2. Schoolwide programs may not exceed what is allowed by the IDEA. First, the LEA determines the amount of funds it received under the IDEA section 611 and 619 programs. Secondly, the LEA must divide the total amount of its IDEA grants by the number of children with disabilities in the jurisdiction of the LEA. Finally, the LEA then multiplies this figure by the number of children with disabilities who will be participating in the schoolwide program. This will be reviewed and approved initially at the time of consolidation budget approval. The formula calculation and expenditures will be reviewed during monitoring, to ensure that each schoolwide program does not exceed what is allowed by the IDEA. 3. Student services are being implemented according to the IEP of each student.	Not Applicable	THIS INDICATOR IS ONLY APPLICABLE TO LEAs CONSOLIDATING IDEA
22. CORONAVIRUS RESPONSE & RELIEF SUPPLEMENTAL APPROPRIATIONS (CRRSA) & AMERICAN RESCUE PLAN (ARP)			
<ul style="list-style-type: none"> The LEA submitted all required documentation complying with state law regarding Public Works Construction Projects, O.C.G.A. 36-91-20, 36-91-21, and 36-91-22 The LEA revised or withdrew any state capital outlay funded projects where ESSER funding was utilized. The construction project is on schedule to be completed or is completed by the end of the grant period. 	1. This applies to LEAs that utilized Elementary and Secondary School Emergency Relief funding for construction costs. Evidence shall include: <ul style="list-style-type: none"> A. Written procedures in the LEA’s Federal Programs Manual describing school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs and inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality 	Not Applicable	<ul style="list-style-type: none"> CRRSA & ARP are not eligible for CoF

GaDOE Cross-Functional Monitoring Indicators 2022-2023



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	NOTES ABOUT TRANSFERABILITY	NOTES ABOUT CONSOLIDATION OF FUNDS
<ul style="list-style-type: none"> The LEA submitted required documentation adhering to the Davis Bacon Wage Requirement for all federal contracts and subcontract over \$2,000 for construction, alterations, repairs, painting and decorating. The LEA submitted applicable required documents that followed federal construction regulations. 34 CFR 75.600-617 The LEA provided a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under the CRRSA Act and ARP Act. 2 CFR 200.322 	<p>in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. CRRSA Act SEC. 313 (d) and ARP Act SEC. 2001 (e).</p> <ul style="list-style-type: none"> B. Source documents for all expenditures, such as copies of purchase orders, invoices, contracts, inventory reports, T/E reports, travel expense reports, stipends, contracts/MOU for services as applicable. C. Supporting documentation that demonstrates the LEAs required written contract; advertising; competitive sealed bidding; timing of addendums; prequalification. D. Supporting documentations that indicates no facility included in the District's Facility Plan includes construction work described in the submitted construction proposal utilizing ESSER funds. E. Supporting documentation that demonstrates the LEA's written construction contracts using laborers and mechanics financed by federal education funds over \$2,000 includes language that all contractors and subcontractors must pay wages that are not less than those established for the locality of the project (prevailing wage rates). Forms: (1) If applicable, a Standard Form (SF)308 to obtain an applicable wage determination for a construction project not covered by a published wage determination. (2) Form WH-347 has been made available for the convenience of contractors and subcontractors required by their Federal or Federally aided construction-type contracts and subcontracts to submit weekly payrolls. Properly filled out, this form will satisfy the requirements of the Regulations, Parts 3 and 5 (29 CFR Subtitle A), as to payrolls submitted in connection with contracts subject to the Davis-Bacon and related Acts. F. Supporting documentation from the LEA, architectures and, or contractors that the grantee holds the full title to the site, including rights of access, that is sufficient to ensure the grantee's undisturbed use and possess of the facilities for 50 years or the useful life of the facilities, whichever is longer; ensure sufficient funds are available to meet any non-Federal share of the cost of constructing the facility; the construction began/completed within a reasonable time after the grant for the construction is made; compliance with all safety and health standards; handicapped accessibility; and avoidance of flood hazards. 		

The following documentation is already on file with GaDOE and is also reviewed by each federal program as applicable, during cross-functional monitoring:

<ul style="list-style-type: none"> My GaDOE Portal/SLDS <ul style="list-style-type: none"> Corrective Action Plans from Prior Years 	<ul style="list-style-type: none"> GaDOE Student Record Reports Memorandum of Agreements (MOA) Local System Application for Children in Delinquent Institutions
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GaDOE Cross-Functional Monitoring Indicators 2022-2023



<ul style="list-style-type: none"> ○ Comprehensive LEA Improvement Plan (CLIP) from Prior Years, including Equity Action Plans ○ Consolidated Application – Budgets, Worksheets, Drawdown Reports, Grant Award Notifications ○ Resource Allocation Methodology/Plan ○ Completion Reports ○ Program Assurances ○ ES4PS 	<ul style="list-style-type: none"> ● GaPSC In-Field Reports ● MSIX Usage Information and MEP Eligibility Information – MIS2000 Reports ● MEP Local Identification and Recruitment Plan ● Title I, Part D, Subpart 2 Grantee Application ● Student Success Template ● State Audit Reports ● Teacher and Leader Support Development (TLSD) Platform ● Title I, Part C – Consolidation of Funds Plan ● CARES, CRRSA, ARP Plans/Applications ● Title IV, Part B – Approved Grant Application ● McKinney-Vento – Approved Grant Application ● 1003 School Improvement Document of Expenditures
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