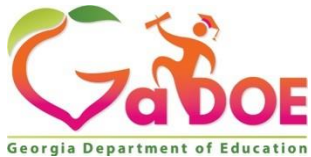


LEA's FY24 Title I Part A Cross Functional Monitoring Companion Guide



October 2023



LEA: _____

Date: _____

Team Member: _____

FY24 Title I Part A CFM Companion Guide for LEA's

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Purpose

The purpose of this document is to serve as a companion guide to the official FY24 Federal Programs Cross Functional Monitoring Checklist (FP CFM Checklist). All of the indicators to be reviewed for Title I, Part A are included in this document. Each indicator includes the information provided on the FP CFM Checklist (appears in black/white, with no highlight). Further explanation and suggested samples of documentation are included for each indicator and highlighted in gray.

Description of the Components

- Indicator Requirement and supporting citations – Blue rows at the beginning of each indicator
- Specific indicator number and evidence of implementation statement – Green row
- Detail explanation of evidence needed – White rows – Items not highlighted are from the FP CFM Checklist. Items highlighted in gray provided detail information
- Special Notes and Look Fors – Peach/Gold rows – Special notes have been provided to help explain review expectations
- Notes About Consolidation of Funds – Orange row
- Pre-work – Light Blue Row – Includes work that is required of reviewers before the day of monitoring
- Included in indicator 4 are charts to help guide the monitoring of expenditures

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Indicator 1 – LEA Monitoring of Schools and Programs

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; IDEA, and CARES/CRRSA/ARP.

Citations

Monitoring

[ESEA: Sec 1114\(b\)\(3\); Sec 1304; Sec. 1306; Sec. 2104\(a\)\(1\); 2 CFR 200.301, 34 CFR 300; McKinney Vento Sec. 722\(c\)\(3\)\(E\) 2 CFR 200.329; Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments \(2016\)](#)

The LEA is implementing its FY24 LEA Equity Action Plan for the two equity gaps and each corresponding equity intervention selected for improvement.

Implementation

[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\(e\)\(2\)\(A\)](#)

1.1 Written Procedures

Indicator 1.1	Written procedures used to monitor all critical ESEA/IDEA requirements and its implementation at the district and schools (where applicable).	Notes/Comments
	<p>Procedures will specify how the district will monitor each federal program to include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Steps the LEA will use to monitor and provide technical assistance for the implementation of all Federal programs. <input type="checkbox"/> Include the positions of the persons responsible for implementation and monitoring of program requirements. <input type="checkbox"/> Discuss the frequency of monitoring – could be a timeline or narrative. <input type="checkbox"/> Include a list of documentation that will be maintained to verify the Title I programs have been monitored. <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the methods for monitoring the implementation of your Title I program (meetings with schools/staff, classroom visits - agendas, sign-in sheets with positions). <input type="checkbox"/> Follow-up/verification of corrective actions at schools and district (identified by the LEA). <ul style="list-style-type: none"> <input type="checkbox"/> Explain how the LEA will identify any needed corrective actions at the district or schools. <input type="checkbox"/> Explain how the LEA will provide assistance for the identified corrective actions. 	

LEA: _____

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<ul style="list-style-type: none"><input type="checkbox"/> Explain how the LEA will verify corrective actions have been completed.<input type="checkbox"/> Review of applicable federal program budgets (development).<ul style="list-style-type: none"><input type="checkbox"/> Discuss the process for budget planning and development at the district and schools to support the implementation of the Title I program.<input type="checkbox"/> Other written procedures included, but not mentioned above:<input type="checkbox"/> Description of the process the LEA uses to identify high-risk schools within the district.<ul style="list-style-type: none"><input type="checkbox"/> Process for reviewing data that supports the identification of the high-risk schools. <p>Date Procedure Handbook revised: _____</p>	
Special Notes and Look Fors: <ul style="list-style-type: none">• N/A	
Notes About Consolidation of Funds <ul style="list-style-type: none">• Procedures are required for LEAs with CoF Schools.	

1.2 Monitoring Implementation

Indicator 1.2	Monitoring of Implementation Evidence shall include the implementation of the LEAs written procedures for monitoring federal programs.	Notes/Comments
	<p>LEAs MAY provide the following types of documentation or other types of documentation.</p> <ul style="list-style-type: none"><input type="checkbox"/> Data collection instruments used to monitor the implementation of all Title I funded activities/strategies and budgets. Documentation MAY include:<ul style="list-style-type: none"><input type="checkbox"/> Interview guides<input type="checkbox"/> Program review checklists<input type="checkbox"/> Monitoring reports<input type="checkbox"/> Training Documents (handouts, PPT)<input type="checkbox"/> Lesson plans with PL integration<input type="checkbox"/> Teacher feedback forms<input type="checkbox"/> Classroom observations<input type="checkbox"/> Tutoring schedules<input type="checkbox"/> Student Sign-in Sheets	

LEA: _____

Date: _____

Team Member: _____

<ul style="list-style-type: none"><input type="checkbox"/> Student Work samples<input type="checkbox"/> Software usage reports<input type="checkbox"/> Other: <p><input type="checkbox"/> A summary (narrative which includes a list of documentation) of the LEA's progress in monitoring the implementation of the FY24 Equity Action Plan (required) that addresses each identified Equity Gap and equity intervention (sign-in sheets, agendas, training documents, contracts/ agreements, purchase orders, reports - discipline, staffing, attendance, etc.). (Action Steps) Documentation MAY include:</p> <p>E-1 Provide Targeted Teacher Development Content, Pedagogy, Student Supports, and Intervention</p> <ul style="list-style-type: none"><input type="checkbox"/> Sign in sheets<input type="checkbox"/> Agendas<input type="checkbox"/> Meeting minutes<input type="checkbox"/> Observations<input type="checkbox"/> Lesson plans<input type="checkbox"/> Professional learning documents<input type="checkbox"/> PL schedules <p>E-2 Provide Targeted School Leader Development</p> <ul style="list-style-type: none"><input type="checkbox"/> Sign in sheets<input type="checkbox"/> Agendas<input type="checkbox"/> Meeting minutes<input type="checkbox"/> Professional learning documents<input type="checkbox"/> PL schedules <p>E-3 Providing Professional Learning Opportunities for Career Advancement of Teachers and School Leaders.</p> <ul style="list-style-type: none"><input type="checkbox"/> Sign in sheets<input type="checkbox"/> Agendas<input type="checkbox"/> Meeting minutes<input type="checkbox"/> Professional learning documents<input type="checkbox"/> PL schedules<input type="checkbox"/> GACE registration<input type="checkbox"/> Endorsement enrollment <p>E-4 Identify Recruit and Equitability Assign Effective Teachers and Effective School Leaders</p> <ul style="list-style-type: none"><input type="checkbox"/> Teacher/student schedules<input type="checkbox"/> Recruitment fairs<input type="checkbox"/> Recruitment incentives	
--	--

LEA: _____

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Student achievement data to show equitable assignment of teachers

Hiring incentives

E-5 Support the Retention of Effective Teachers and Effective School Leaders

Sign in sheets

Agendas

Meeting minutes

Professional learning documents

PL schedules

GACE registration

Endorsement enrollment

Extra support for teachers

Mentors

Teacher leader opportunities

E-6 Schedule Class Size Reduction Teachers at a Level that is Evidenced-Based

Class size reduction schedules

Observations of class size reduction teachers

TKES walkthroughs

E-7 Promote Equitable Access to Student Support Programs and Interventions

Intervention program data

Schedules

Observations

Purchase orders

Lesson plans

E-8 Promote the Engagement and Education of Parents, Families, Community and Business Partners

Meeting minutes

Sign in sheets

Agendas

Parent and family engagement documentation

E-9 Evaluate and Monitor the Working Environment in Support of a Positive School Climate

Discipline reports

Office referalls

PBIS data

SEL documentation

E-10 Equitable Allocation of Academic Resources to Students

LEA: _____

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<ul style="list-style-type: none"> <input type="checkbox"/> Allocation of resources <input type="checkbox"/> RAMP <input type="checkbox"/> Purchase orders <input type="checkbox"/> Copy of schedules for monitoring schools <input type="checkbox"/> Samples of communications to schools <ul style="list-style-type: none"> <input type="checkbox"/> Emails <input type="checkbox"/> Phone logs <input type="checkbox"/> Meeting agendas <input type="checkbox"/> Other: <input type="checkbox"/> Technical Assistance as a result of identified needs and corrective actions identified through the monitoring process: Documentation MAY include: <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring reports <input type="checkbox"/> Corrective actions from the schools visited. <input type="checkbox"/> Emails 	
Special Notes and Look Fors: <ul style="list-style-type: none"> • Remember this is the evidence/documentation of what the LEA said in their written procedures. • Documentation to demonstrate how the implementation of the 3 critical components of Title I-A (PFE, PL, Academic Achievement) are being monitored. • Look at the documentation uploaded in the Progress Monitoring Platform, if applicable. 	
Notes About Consolidation of Funds	
Monitoring COF CLIP Implementation <ul style="list-style-type: none"> • 	

1.3 Monitoring Effectiveness

Indicator 1.3	Monitoring Effectiveness Evidence shall include documentation of the effectiveness of grant funded activities for all applicable programs.	Notes/Comments
LEAs MAY provide the following type of documentation or other types of documentation: Title I, Part 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),		

LEA: _____

Date: _____

Team Member: _____

and the FY23 Equity Action Plan. (Monitoring Effectiveness of the FY23 CLIP/SWP/TAP, including the FY23 Equity Action Plan.)

- Effectiveness of FY23 CLIP. Documentation **MAY** include:
 - Narrative summary of the FY23 Equity Action Plan
 - Narrative summary of how effective the FY23 CLIP and what needs to be done next (adjust, abandon, etc)
 - Copy of the End of the year Progress Monitoring Report from FY23 CLIP
 - Other:

- Effectiveness of FY23 Equity Action Plan. Documentation **MAY** include:
 - SLDS CLIP:**
 - Data that supports the answer to Question 4.7 of the Required Questions in the FY24 CLIP.
 - Other:

 - SCLIP :**
 - Data to support the “*Intervention Effective-Adjust Activities/Strategies*” on the last page of the FY24 Equity Action Plan.
 - Other:

- Effectiveness of FY23 SWP/TAP (**Preselected Schools**). Documentation **MAY** include:
 - Narrative summary and supporting data of the effectiveness of the FY23 Action Steps in school plans
 - Evaluation of FY23 school level plans included in the FY24 plans
 - Other:

- Completed/annotated logic models (as outlined in FY23 budget)

Special Notes and Look Fors:

- Documentation should support the written procedures.
- Is there evidence data collection instruments were reviewed and used?
- Effectiveness is the degree to which LEA plans are successful; did the data show the desired results. In other words, source documentation that supports summary data and analysis.
- Per *Guidance for Completing the Follow-up Email* document:
 - LEA will provide effectiveness documentation for their FY23 Equity Plan.

LEA: _____

Date: _____

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- LEA will provide effectiveness/evaluation documentation for 1 school per grade span for the SWP/TAP Plan.
- LEA will provide logic models for 1 school per grade span and any district level activities.

Notes About Consolidation of Funds

Monitoring COF CLIP Effectiveness

-

Pre-Work (GaDOE Use ONLY)

- Review and/or make a list of the equity gaps, equity interventions and the methods for monitoring the implementation for the action steps marked “Yes” in the overarching needs and on the Equity Action Plan for the FY24 Equity gaps and interventions.
- Review and/or make a list of the Equity gaps and interventions on required question 4.7 “Reducing Equity Gaps” in the FY24 SLDS CLIP or on last page of the FY24 Equity Action Plan in the S-CLIP.
- Review and/or make a list of the logic models needed from FY23 budget.

LEA: _____

Date: _____

Team Member: _____

Indicator 2 – Consolidated LEA Improvement Plan (CLIP)

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 LEAs 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 Ac; and IDEA, CARES/CRRSA/ARP

Citations

[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

2.1 CLIP

Indicator 2.1	CLIP Evidence shall include:	Notes/Comments
	<p>Documentation SHALL include:</p> <ul style="list-style-type: none"><input type="checkbox"/> Written procedures for creating, reviewing, and approving the CLIP.<ul style="list-style-type: none"><input type="checkbox"/> Resolution procedures for unapproved CLIP.<input type="checkbox"/> Documentation to support the selection of evidence-based action steps in CLIP.<ul style="list-style-type: none"><input type="checkbox"/> Printout/screenshots of web-based evidence<input type="checkbox"/> Logic model to match budget descriptions of evidence-based action steps <p>CLIP Preparation includes:</p> <ul style="list-style-type: none"><input type="checkbox"/> Evidence to verify the participation of required stakeholders and community-based partners in CLIP preparation<ul style="list-style-type: none"><input type="checkbox"/> Sign-in sheets (digital google meets report, Teams report), with role of Title I required participants highlighted<input type="checkbox"/> AgendasRequired and additional stakeholders<ul style="list-style-type: none"><input type="checkbox"/> Title I Parent, required for Title I<input type="checkbox"/> LEA program administrators<input type="checkbox"/> LEA staff<input type="checkbox"/> Charter school leaders<input type="checkbox"/> School administrators<input type="checkbox"/> Principals<input type="checkbox"/> Other school leaders	

LEA: _____

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Team Member: _____

<ul style="list-style-type: none"><input type="checkbox"/> School staff, (if secondary)<input type="checkbox"/> Specialized instructional support personnel<input type="checkbox"/> Teachers, paraprofessionals<input type="checkbox"/> Students, (if applicable)<input type="checkbox"/> Community-based partners (technical assistance providers)<input type="checkbox"/> Evidence of CLIP preparation MAY include:<ul style="list-style-type: none"><input type="checkbox"/> CLIP Review Rubric/checklists<input type="checkbox"/> Established schedule of stakeholder meetings<input type="checkbox"/> Samples of correspondence with schools/LEA departments<input type="checkbox"/> Invitations<input type="checkbox"/> Sign-in sheets<input type="checkbox"/> Agendas	
Special Notes and Look Fors: <ul style="list-style-type: none">• The required and additional stakeholders listed on the CLIP are documented on a sign-in sheet (written or electronic).• Evidence that the LEA invited the stakeholders or explanation of why the stakeholder did not attend.	
Notes About Consolidation of Funds <ul style="list-style-type: none">• CLIP: The CLIP is an LEA Level responsibility that occurs before consolidation and is not waived under CoF.• LEAs are not required to provide evidence-based documentation for activities/interventions purchased with Fund 150 in CoF schools.	
Pre-Work (GaDOE Use ONLY) <ul style="list-style-type: none">• Review of most recent LEA Comprehensive LEA Improvement Plan (CLIP) within the CLIP Platform.• Check for approval of CLIP.• Create a list (from the CLIP) to verify the LEA has provided EB documentation for action steps; may be a duplicate of what is in 5.1	

LEA: _____

Date: _____

Team Member: _____

Indicator 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>Citations</p> <p><u>ESEA</u>: 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 VIII Equitable Services (2023) ED Non-Regulatory Guidance Title I, Part A Equitable Services (2019, Updated 2023)</p>

3.1 ESEA Equitable Services

Indicator 3.1	ESEA Equitable Services Evidence SHALL include:	Notes/Comments
<p><u>APPLICABLE TO ALL CITY AND COUNTY SCHOOL DISTRICTS</u></p> <p>ES4PS: 2023-2024 Invitations: Invitations (sent 2022-2023) to private schools for the provision of FY 2023-2024 equitable services to eligible private schools based on:</p> <ul style="list-style-type: none"> • DE1111 forms submitted by private schools to LEAs in FY2022-2023 and • 2022-2023 GaDOE Private School List (compiled from statewide DE1111 submissions) [<i>on file with GaDOE</i>]. <p><input type="checkbox"/> Invitations to private schools serving students whose residence is within Title I eligible attendance areas (based on DE1111 address, grade, age)</p> <p>Good Faith Effort: If the private school did not respond to the invitation in ES4PS, the LEA must provide a copy of the documentation demonstrating a good faith effort was made to contact each private school.</p> <p><input type="checkbox"/> If an LEA did not receive a 'No' response in ES4PS for each private school for which 2023-2024 (sent 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.</p>		

LEA: _____

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- For schools without responses the good faith effort must demonstrate contact through **multiple** methods. [LEA **MUST** provide]

A. Initial Consultation:

- A meeting was not required because LEA confirmed no participation for every eligible school prior to the scheduled meeting date.
- Evidence that initial consultation for 2023-2024 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, 2023). [LEA must provide].

Date of Initial Consultation: _____

- Documentation of initial consultation attendance. All participating private school(s) have representation on the sign-in sheet.
 - Agenda or PPT from State Ombudsman Website (must be customized with LEA name, date, time, location of meeting): LEA may create an agenda or PPT that is customized with LEA name, date, time and location of meeting.
 - Sign-in sheet

- All topics required by statute were covered (if LEA did not use the State Ombudsman PPT Template):

- | | | |
|---|---|--|
| <input type="checkbox"/> Identifying Children's Needs | <input type="checkbox"/> Services | <input type="checkbox"/> Timing |
| <input type="checkbox"/> Effectiveness | <input type="checkbox"/> Size and Scope | <input type="checkbox"/> Methods for Determining Poverty |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Disagreement | <input type="checkbox"/> Service Provider |
| <input type="checkbox"/> Delivery Model | <input type="checkbox"/> Coordination of Funds | <input type="checkbox"/> Documentation |
| <input type="checkbox"/> Control of Funds | <input type="checkbox"/> Reimbursement | <input type="checkbox"/> Regulatory Requirement |
| <input type="checkbox"/> Statutory Requirements | <input type="checkbox"/> Purchase of Equipment and Supplies | <input type="checkbox"/> Providing Equitable Services in the Event of Enrollment Changes |
| <input type="checkbox"/> Procurement | <input type="checkbox"/> Transfer of Student Records | |

***Directions for how to create a list of participating private schools in ES4PS**

ES4PS (School year 2023-2024, District, Section Invitations; "Export to Excel"; Is Participating? [select only; blank]).

These are the private schools where Good Faith Effort Documentation should be shown.

LEA: _____

Date: _____

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APPLICABLE TO ALL LEAs/SUBGRANTEES WITH PRIVATE SCHOOLS PARTICIPATING IN EQUITABLE SERVICES

In districts with **3 or more** participating schools, program staff will select a **sample of 3 schools**. LEAs should provide documentation listed below for the **3** identified schools.

- Form A: ES4PS: 2023-2024 Form A has been completed for all participating private schools *[on file with GaDOE]*.
- Form B: ES4PS: 2022-2023 Form B for all participating private schools *[on file with GaDOE]*.
- Nonprofit Status: Documentation of current year nonprofit status for every participating private schools using 1 of 4 allowable document types (**LEA MUST provide**).
 - Allowable document types to determine non-profit status:
 - 501(c)(3): Proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code.
 - State Nonprofit: A statement from a State taxing body or the State attorney general certifying that the organization is a nonprofit organization operating within the State; and No part of its net earnings may lawfully benefit any private shareholder or individual;
 - Nonprofit Incorporation Documents: A certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or
 - Nonprofit Under Parent Organization: Any item described in (1) through (3) if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.
- Proportionate Share Private School Counts: Documentation supporting 2023-2024 Form A Program Counts used to generate FY24 proportionate share. (**LEA MUST provide**)
 - Verification of student residency (address, grade, age).
 - Verification of poverty using one or more statutory methods (Same Measure as LEA, Poverty Data from Survey, Comparable Data from a Different Poverty Source, Proportionality, An Equated Measure).
- Equitable Services Eligibility: Documentation supporting 2023-2024 Student Eligibility for Services. (**LEA MUST provide**)
 - Verification of eligibility to receive Title I, Part A services.
 - Verification of student residency (address, grade, age)

LEA: _____

Date: _____

Team Member: _____

- Documentation of multiple, educationally related, objective criteria used to rank order eligible students for services.
 - List of all students by each content area served in rank order according to multiple, educationally related, objective selection criteria with students receiving services.
 - Documentation that students are being served according to the rank order list:
 - Class rosters
 - Tutoring schedules with student names
- Needs Assessment:
 - Needs assessment results of private school students and their families, teachers, and leaders . Must align with FY24 Plan Equitable Services for the 3 sampled schools (*LEA MUST provide*).
- Plan & Budget:
 - Documentation of FY24 Plan for Equitable Services (*LEA MUST provide*).
 - Aligned FY24 budget, including budget adjustments for 3 sampled schools (on file with GaDOE).
- Ongoing Consultation: Records of provision and oversight of FY24 services, materials and/or resources for 3 sampled schools. (*LEA MUST Provide*) Documentation **MUST** include:
 - Documentation of ongoing consultation and implementation oversight during 2023-2024, 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 FY23 carryover, documentation to demonstrate mitigation efforts.
- Inventory (FY20-FY24)
 - FY24 Private School Expenditures (LEA-selected; 3 per school. When applicable, sample must include items from different functional categories).
 - Documentation of reservation and implementation of required FY24 set asides (IA Parent and Family Engagement, Instruction and PD).
 - Evidence of evaluation of FY24 programs and services for effectiveness. If evaluation documentation is unavailable for FY24, FY23 should be provided.
- Disagreements & Complaints: (If applicable)
 - Evidence of adequately addressing disagreements and complaints raised by private school officials. (*LEA MUST Provide*).

LEA: _____

Date: _____

Team Member: _____

<p>Monitoring Clarifications for Pooling LEAs:</p> <ul style="list-style-type: none">• Contributing LEAs are responsible for invitations; good faith effort; initial consultation – including required topics, verifying school/student eligibility, disagreement & complaint documentation; and Form A and Form B submission.• Managing LEAs, in addition to the previously mentioned responsibilities, are responsible for needs assessment; IA multiple, educationally related, objective criteria; planning & budgeting; and ongoing consultation – including implementation oversight, inventory, expenditures, set-asides, and program evaluation.	
<p>Special Notes and Look Fors:</p> <ul style="list-style-type: none">• All DE1111 in the portal have an associated invitation.• LEA may have more invitations than DE1111.• Form B – (November and December monitoring) - verify Form B for FY23 (2021-2022 in ES4PS) has been completed for participating private schools before the current Form B is completed. (November and December monitoring).• Form B – (January through May monitoring) - verify that a Form B for FY24 (2022-2023 in ES4PS) has been completed for the present year for all participating private schools.	
<p>Notes About Consolidation of Funds</p>	
<ul style="list-style-type: none">• Equitable services requirements are an LEA responsibility and are not waived under CoF.	
<p>Pre-Work (GaDOE Use ONLY)</p> <ul style="list-style-type: none">• Does the LEA have Private School carryover? (Review 2022-2023 Form B) <input type="checkbox"/>Yes <input type="checkbox"/>No• Check for non-profit status of participating private schools (https://ecorp.sos.ga.gov/).• Check DE1111's to verify invitations have been sent (GaDOE Data Collections/private schools/select year/select the county/Signoff report).• Check for Form A completion for all participating private schools (if applicable) by looking at the Proportionate share Worksheet.• Check for Form B completion for all participating private schools (if applicable).	

LEA: _____

Date: _____

Team
Member: _____

Indicator 4 – Internal Controls, Expenditures, Inventory, Drawdowns, Cost Principles

Internal Controls

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:

- 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:
 - Transactions are properly recorded and accounted for, to:
 - Permit the preparation of reliable financial statements and Federal reports
 - Maintain accountability over assets.
 - Transactions are executed in compliance with
 - 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

Expenditures

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:

- 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.
- 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.

Inventory

Inventory internal controls required to be in writing by [2 CFR Part 200](#) are present and meet requirement for internal controls:

LEA: _____

Date: _____

Team
Member: _____

- Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.
- Maintenance procedures to keep the property in good condition.

The LEA manages equipment in a way that meets the following conditions:

- 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 Identification Number (FAIN), date of purchase, serial number or other identification number, location, use, condition of property, and disposition data including date of disposal.
- 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.

Cash Management

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.

Citations

Internal Controls

[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-ECFR20080eff2ea53/section-200.47>[GAO-14-704G](#); [GaDOE Rule 160-3-3](#); [2 CFR 200.403](#)

Expenditures

[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\(i\)](#); [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](#)

Inventory

[2 CFR 200.313](#); [2 CFR 200.439](#);

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Cash Management

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.

4.1 Internal Controls

Indicator 4.1	Internal controls required to be in writing by 2 CFR Part 200 NOTE: All documentation/evidence provided should follow processes outlined in your written procedures.	Notes/Comments
	<p>Written procedures for internal controls required to be in writing by 2 CFR Part 200 SHALL include:</p> <p>Allowability Procedures - 2 CFR 200.302(b)(7) 2 CFR 200.403</p> <ul style="list-style-type: none"><input type="checkbox"/> Explain the process (who, what, when, and how) used throughout the grant development, budget and claiming (invoice) process. Describe the process the LEA uses from purchase requisition to paying the invoice, including requisition request, purchase order approval, ordering of materials, and receiving of goods/material.<input type="checkbox"/> Describe the process the Federal Programs Director uses to review all expenditures to determine allowability prior to the authorization of charges to the grant. Consider the following:<ul style="list-style-type: none"><input type="checkbox"/> Aligns with program purpose and the LEA’s prioritized needs of the (SIP) (allowable if addresses need identified in CLIP and addressed in district/school plan. If not, it is not allowable).<input type="checkbox"/> Supplement does not supplant.<input type="checkbox"/> Aligns to cost principle allowability.<input type="checkbox"/> Include a reference to 2 CFR, Part 200.420-200.475 which addresses certain allowable items as charges to a grant.<input type="checkbox"/> Allocable to federal program (law and non-regulatory guidance) as referenced in 2 CFR 200.420-200.475 (Determining Allocability of costs for Federal Programs) which addresses certain allowable items as charges to a grant.<input type="checkbox"/> Necessary and reasonable<input type="checkbox"/> Adheres to period of performance (27 months).<input type="checkbox"/> Avoids conflict of interest<input type="checkbox"/> Be incurred during approved budget period (fiscal year of the budget)<input type="checkbox"/> Include the process for RAM/P development (method that equitably distributes state and local funds and resources to each of its schools before allocating federal funds) <p>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)</p>	

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- Explain how the LEA divides or segregates key duties and responsibilities among different positions to reduce the risk of error, misuse, or fraud. This includes:
 - Separating the responsibilities for authorizing transactions
 - Processing and recording them
 - Reviewing the transactions
 - Handling any related assets so that no one position controls all key aspects of a transaction or event

Procurement Procedures - Specific levels described in 2 CFR 200.317- 200.327; 2 CFR 200.318(a)

- How the LEA will maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of the contract to include payment after deliverables are received (including purchase orders)
- The purchasing process (purchase order creation).
 - Domestic Preferences for Procurements 200.322
 - "To the greatest extent practicable" must provide a preference for the purchase of goods and materials produced in the U.S.
 - Must include this section in all subawards, contracts and purchase orders
- The process for entering into a contract (object code 300). Contracts should be detailed enough to specify:
 - Service(s) being purchased/provided
 - When service must be delivered (date)
 - Names entering into contract, contract rate (total fee/per hour)
 - Timeframe of contract
 - Method of payment
 - Where services will be provided (location), signatures/date
 - Any other relevant information
- How to complete a cost or price analysis about every procurement action over \$250,000 [Cost analysis generally means evaluating the separate cost elements that make up the total price (including profit). Price analysis generally means evaluating the total price]
- Gathering independent estimates before receiving bids or proposals
- Verification of services provided/delivered.
- How records are maintained to detail the history of procurement. (Rationale for the method of procurement, selection of contract type, contractor selection or rejection and the basis for the contract price. 200.318 (i)).

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- Multiple year contracts should include the opt-out clause to clearly state “if federal funds are no longer available the contract will be void”.

Method for Conducting Technical Evaluations of Competitive Proposals and Selecting Recipients -2 CFR 200.320(d)(3)

- Explain the LEA’s method (step-by-step process: who, what, when, how, where) of conducting technical evaluations of proposals received and for selecting recipients for the following three methods:
 - Informal Procurement Methods** to include delineation of the dollar range for micro-purchases and small purchases (Note: Procedures and documentation must reflect any changes in thresholds)
 - Micro-purchases: Up to \$10,000 (Federal Acquisition Register)**
 - An LEA may establish a lower threshold
 - An LEA may self-certify higher threshold (up to \$50,000) if considered low-risk for most recent audit
 - An LEA must submit to GaDOE for approval above threshold of \$50,000 if considered low-risk for most recent audit
 - Calculate the aggregate dollar amount for each purchase order of supplies or services
 - To the extent practicable, must distribute micro-purchases equitably among qualified suppliers
 - Take into consideration the price as to its reasonableness based on research, experience, purchase history (explain how)
 - Small purchases: Up to \$250,000 (Federal Acquisition Register)**
 - An LEA may establish a lower threshold but cannot exceed threshold in FAR (\$250,000)
 - Must obtain an adequate number (at least 2) of quotes from qualified sources. Number of quotes should be specified by the LEA and followed in purchasing practices
 - Formal Procurement Methods** to include delineation of the dollar range for sealed bids (200.329(b)) and proposals (200.320(c)) Used for purchases that exceed small purchase threshold (\$250,000, or lower, if set by the LEA)
 - Procedures that include position(s) responsible for obtaining the price/rate quotes and where the quotes are kept on file
 - Denote the position of the person who is responsible for ensuring technical evaluations are conducted in compliance with Federal regulations

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- Process for sealed bids, describing how bids are advertised and the position responsible
- Noncompetitive Proposals (2 CFR 200.320(c))** Explanation of the process for non-competitive proposals, including the 5 explanations for when sole sourcing is allowed (Limited use).
 - The aggregate dollar amount does not exceed the **micro-purchase threshold**
 - The item is available only from a single source
 - The public emergency for the requirement will not permit a delay resulting from publicizing competitive solicitation
 - The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to written requirements from non-federal entity
 - After soliciting a number of sources, competition is determined inadequate

Conflict of Interest Policy - 2 CFR 200.318(c)(1)

- Definition of conflict of interest
- Standards of conduct covering conflicts of interest and governing the actions of its employees engaged in selection, award and administration of contracts (c1)
- Include the statement “No employee, officer or agent may participate in selection, award or administration of a contract supported by a federal award if he/she has a real or apparent conflict of interest”
- Chain of command for reporting potential conflicts, including the alternate if the reporting employee is involved in the potential conflict
- Definitions and examples of nominal items (LEA defines nominal items)
- Best practice is to include:
 - Process for training on the policy
 - Process for dissemination of the policy
 - Process for collecting signed certification that employees received and understand the conflict policy
 - Process for collecting signed certification that employees received and understand the conflict policy

Personal Compensation Policies (Time and Effort to include salaries, substitutes, and stipends-any compensation paid with federal funds) 2 CFR 200.430(a)(1); SBOE 160-3-3-.04;

- Explanation that time and effort records are maintained for all employees whose salaries or other compensation are paid in whole or in part with federal funds, not to exceed 100%

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Team Member: _____

- Periodic Certifications details (who, what, when):**
 - The staff working on a single cost objective
 - Account for the total activity
 - Signed after-the-fact by the employee and/or supervisor
 - Completed on an individual or group form
 - The staff member responsible for collecting the forms
 - The supporting documentation collected
 - The timeline for collection (may be twice a year OR once a year, as detailed in the LEAs procedures)
- PARS (Time Logs) details (who, what, when):**
 - The staff working on multiple cost objectives
 - Account for the total activity
 - Signed after the fact by the employee and supervisor
 - Timeline for preparation and collection:
 - Are prepared at least monthly and coincide with one or more pay periods
 - Are submitted to the supervisor quarterly or monthly, as detailed in the LEAs written procedures
 - The staff member responsible for collecting the forms
 - The supporting documentation collected
- The process for at least an annual reconciliation (no more than 10% variance) (who, what, when):**
 - Staff responsible for checking the forms and completing reconciliations
 - Timeline for reconciliation and adjustments (must be completed by the end of the year so that the final amount charged to the Federal award is accurate, allowable and properly allocated)
- Stipend – GaDOE Rule 160-3-3.04**
 - Stipend procedures must include:**
 - Reference to Georgia Rule 160-3-3.04
 - Definition according to Georgia Rule: Funds awarded by an LEA to certified personnel and paraprofessionals for having successfully completed learning opportunities that have occurred at any time during the fiscal year outside of the employee’s normal contract/work hours.
 - Compensation for work on an award for performance for allowable activities
 - Must be reasonable and necessary to the federal program
 - Stipends may be awarded only if the following conditions exist:

LEA: _____

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Team Member: _____

- There is evidence that the knowledge, skills, practices, and dispositions gained from the professional learning activity are aligned to an approved individual plan, or a school or LEA initiative and/or product, and/or specific goals; and
- There is evidence that the knowledge, skills, practices, and dispositions developed through participation in or facilitation of professional learning have been implemented/ demonstrated in the classroom/work setting; and
- Participation occurs beyond regular contract hours, days, or school year.
- State and federal funds designated for professional learning shall not be used to pay stipends to school board members or to school council members who are not employees of the LEA.

Written 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. Must follow the Georgia Statewide Travel policy set by the State Accounting Office. The LEA policy may be more restrictive, but not less.

Written Travel Policy must include:

- A statement that travel costs must be reasonable and consistent with written travel policy/or follow GSA 48; CFR 31.205-46a
- A list of the documentation that is required to be maintained (travel authorizations, pre-approval, agendas, travel reimbursement form)
- Explanation that participation of individual in conference is necessary for the project (agenda)
- Position of staff member providing pre-approval
- A statement that the travel charges are consistent with the LEAs written reimbursement policies
Statement addressing expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-federal entity

Evidence **may** include other recommended procedures not required in writing:

Suspension and Debarment 34 CFR 85.110 and 2 CFR 180.220

- Procedures should support how Suspension and Debarment is checked prior to making purchases above \$25,000 threshold (across programs) from single vendor. Including:
 - Timeline for checking prior to making purchases above \$25,000 threshold from single vendor (34 CFR 85.110 and 2 CFR 180.220)

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- LEAs required to check once and if vendor becomes suspended or debarred during the year, the LEA may choose to continue to use the vendor if the LEA was using the vendor before the vendor was excluded (2 CFR 180.315)
- The process for checking suspension and debarment may be from one of the acceptable methods:
 - SAM website: Include verification for suspension and debarment with a date/time stamped print screen (requires a SAM user account) or a signed and dated copy of the screen, person responsible for checking, and query criteria
 - Collecting a certification from the vendor/person to ensure they have not been suspended or debarred
 - Adding a clause or condition to the covered transactions with that vendor/person ensuring that they have not been suspended or debarred
- List of documentation that will be kept verifying the vendor has been checked

Written Transferability Procedures – ESEA Sec. 5103.

- Procedures for the process of receiving funds from Title II or Title IV that include the following information.
 - Indicate in the CLIP the funds have been transferred to Title I
 - Sending program budget is completed and approved
 - Title I budget is adjusted for 1% PFE, Private School Proportionate Share, and Indirect Cost
 - Title I Director in collaboration with the finance department and sending program review expenditures to determine which ones would be coded for Title I or the sending programs
 - Drawdown for the sending program is completed in the DE0147 for that program
 - Title I drawdown is completed in the DE0147 for Title I
 - Completion Report: The actual expenditures for both Title I and Title II or Title IV (the transferred-in amount) will be reported on the Title I completion report by function and object. Since the transfer-in amount was combined with the Title I itemized budget, the expenditures for both programs will be reported on Title I.

Title II and Title IV: The expenditure line items on the completion report for Title II or Title IV will show the transferred-out amount to Function 5000 and object 930

LEA: _____

Date: _____

Team Member: _____

4.1 Evidence of Internal Controls

Indicator 4.1	Evidence of Internal Controls NOTE: All documentation/evidence provided below should follow processes outlined in LEAs written procedures.	Notes/Comments
	<p>Evidence SHALL include:</p> <ul style="list-style-type: none"><input type="checkbox"/> Copy of FY23 and FY24 Payroll Reports organized by site, function and object; must include any personnel paid with Title I funds; include LEA Chart of Accounts crosswalk, if applicable. This is used to verify Time and Effort. If adequate sample is not provided for FY24, FY23 documentation will be requested and reviewed<ul style="list-style-type: none"><input type="checkbox"/> Make sure the payroll report shows the names<input type="checkbox"/> List of FY24 personnel funded, which includes job title, work site, and percent of job funded by Federal funds. <p>Special Notes and Look Fors:</p> <ul style="list-style-type: none">• Match the payroll report to the number of staff included on the School Allocation page for FY24. <p><input type="checkbox"/> Copy of FY23 and FY24 Expenditure Detail Reports organized by site, function, and object. Include LEA Chart of Accounts crosswalk, if applicable. (Uploaded at least 2 weeks prior to monitoring.) If adequate sample is not provided for FY24, FY23 documentation will be requested and reviewed</p> <p>Special Notes and Look Fors:</p> <ul style="list-style-type: none">• Expenditure Detail Report reflecting the most current approved budget, vendor, budgeted amount, expenditure amount, and balance.• LEA uses: McAleer Report: <u>Budget Detail Of Activity (Report Id is GLBMDA)</u>; PC Genesis Report: <u>Budget Detail Report</u>; Munis Report: <u>Account Detail Expenditure Report by Function, Object, Facility, Vendor; may also be called Journal Detail</u>; Crosspoint Report: <u>Account Activity Details Report</u>; Harris Report: <u>Detail Account Inquire</u>• Expenditure detail report should be detailed enough for CFM team to see the vendor, budgeted amount, how much the product or service cost, and balance in account.• Match the latest approved budget to the budget column in the expenditure detail report <p>Copy of Source Documentation for all requested expenditures (Purchase orders, invoices, contract/contract deliverables, agendas, receipts, travel authorizations, pre-approval, federally funded instructors/tutors, including part time, full time, and additional compensation and administrative costs), all</p>	

LEA: _____

Date: _____

Team Member: _____

capital expenditures, all competitive procurement for every grant. Documentation of job-embedded sustained professional learning

Purchase Order Packet – FY24	
Vendor	
Date	
Amount	
Activity	
PO #	
Budget Line Item	
<input type="checkbox"/>	Purchase allowable
<input type="checkbox"/>	Included in budget
<input type="checkbox"/>	Purchase requisition. Date:
<input type="checkbox"/>	Purchase order created. Date:
<input type="checkbox"/>	Invoice. Date:
<input type="checkbox"/>	Check providing payment. Date
<input type="checkbox"/>	Quotes/bids (if required)
<input type="checkbox"/>	Check for prior approval signature/date
<input type="checkbox"/>	Suspension/Debarment Check Required <input type="checkbox"/> Yes <input type="checkbox"/> No
Special Notes and Look Fors: <ul style="list-style-type: none"> • Informal Procurement <ul style="list-style-type: none"> ○ Micro: \$1-\$9,999 ○ Small: \$10,000-\$249,999 (2 quotes; Amazon - Jobber) • Formal Procurement Methods <ul style="list-style-type: none"> ○ Competitive sealed bids (>\$250,000) ○ Competitive proposals (>\$250,000; RFP) 	
Contract Packets – FY24	
Vendor	
Date	
Amount	
Activity	
Check #	
Budget Line Item	

LEA: _____

Date: _____

Team Member: _____

<input type="checkbox"/>	Contract and deliverables - include services that will be provided before invoice is paid
<input type="checkbox"/>	Contract with signatures for approval of contract
<input type="checkbox"/>	Quotes (if required)
<input type="checkbox"/>	Agendas
<input type="checkbox"/>	Time sheets
<input type="checkbox"/>	Sign-in sheets
<input type="checkbox"/>	Receipts
<input type="checkbox"/>	Included in the budget
<input type="checkbox"/>	Invoice from contractor
<input type="checkbox"/>	Check to provide payment to contractor
<input type="checkbox"/>	Suspension/Debarment Check Required <input type="checkbox"/> Yes <input type="checkbox"/> No

Instructors/Tutors (Employees) – FY24	
Staff	
Date	
Amount	
Activity	
Check #	
Budget Line Item	
<input type="checkbox"/>	Contract/agreement
<input type="checkbox"/>	Check for approval signature on contract/agreement
<input type="checkbox"/>	Time sheets for instructors/tutors
<input type="checkbox"/>	Roster of students served
<input type="checkbox"/>	Check providing payment to instructors/tutors
<input type="checkbox"/>	Included in the budget
<input type="checkbox"/>	Periodic Certification

Travel Authorization Packet – FY24	
Staff	
Date	
Amount	
Activity	

LEA: _____

Date: _____

Team Member: _____

Check #	
Budget Line Item	
<input type="checkbox"/>	Pre-approval – PL Request
<input type="checkbox"/>	Purchase Order, if required. Date:
<input type="checkbox"/>	Receipts
<input type="checkbox"/>	Expense report
<input type="checkbox"/>	Meals, mileage, hotel match allowable charges
<input type="checkbox"/>	Agenda
<input type="checkbox"/>	Sign-in sheet
<input type="checkbox"/>	Check providing payment for travel
<input type="checkbox"/>	Included in the budget

Registration Packet – FY24	
Staff	
Date	
Amount	
Activity	
Check #	
Budget Line Item	
<input type="checkbox"/>	Pre-approval – PL Request
<input type="checkbox"/>	Purchase Order
<input type="checkbox"/>	Receipts
<input type="checkbox"/>	Expense report
<input type="checkbox"/>	Agenda
<input type="checkbox"/>	Sign-in sheet
<input type="checkbox"/>	Check providing payment for registration
<input type="checkbox"/>	Included in the budget

Special Notes and Look Fors:

- If the teachers produce some documents, materials, etc. during the summer PD then that would allow for stipends to be paid.
- The district/school will have in writing what they will do to monitor continued implementation during the school year.

LEA: _____

Date: _____

Team Member: _____

Stipend Packet – FY24

Employee Name	
Date	
Amount	
Activity	
Check #	
Budget Line Item	
<input type="checkbox"/>	Sign-in sheets
<input type="checkbox"/>	Periodic Cert
<input type="checkbox"/>	Compensation for work on an award for performance for allowable activities
<input type="checkbox"/>	Must be reasonable and necessary to the federal program
<input type="checkbox"/>	Stipends may be awarded only if the following conditions exist:
<input type="checkbox"/>	There is evidence that the knowledge, skills, practices, and dispositions gained from the professional learning activity are aligned to an approved individual plan, or a school or LEA initiative and/or product, and/or specific goals
<input type="checkbox"/>	There is evidence that the knowledge, skills, practices, and dispositions developed through participation in or facilitation of professional learning have been implemented/ demonstrated in the classroom/work setting; and
<input type="checkbox"/>	Participation occurs beyond regular contract hours, days, or school year.

FY23 and FY24 Time and Effort Records (Time logs, periodic certification, fixed schedules, etc.)

Special Notes and Look Fors:

- From the FY23 and FY24 payroll history reports randomly select personnel across the district (include district and school level staff) in each of the various function codes in which staff were funded. Choose no more than 25 staff members.
- Periodic Certifications are completed 1 X per year – you need to review FY23
- Periodic Certifications are completed 2 X per year – you need Spring of FY23 and Fall of FY24

LEA: _____

Date: _____

Team Member: _____

FY23 Periodic Certification
Per LEA Procedures: 1x yr. 2 x yr.
Depending on LEA timeline PC from previous yr. may be requested

Payroll Report	Periodic Cert.	Function Code	Location	Employee Name
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			

FY24 Periodic Certification
Per LEA Procedures: 1x yr. 2 x yr.
Depending on LEA timeline PC from previous yr. may be requested

Payroll Report	Periodic Cert.	Function Code	Location	Employee Name
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			

LEA: _____

Date: _____

Team Member: _____

Special Notes and Look Fors:

- List of all Split funded staff from FY23
- List of all Split funded staff from FY24

FY23 Personal Activity Report (Time Log)

Payroll Report	Time Log w/ Percentages	Prepared Monthly or Qtr. Based on LEA Procedures	Reconciled based on LEA Procedures	Employee Name
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

LEA: _____

Date: _____

Team Member: _____

FY24 Personal Activity Report (Time Log)				
Payroll Report	Time Log w/ Percentages	Prepared Monthly or Qtr. Based on LEA Procedures	Reconciled based on LEA Procedures	Employee Name
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Special Approval Documentation
Copy of special approval documentation (email) for:
 Capital expenses
 Consolidation of administrative funds

Special Notes and Look Fors:

- Any anomalies with Federal Funds (usually found on the last page of the report)
<https://www.audits.ga.gov/rsaAudits/viewDivisionCate.aud?divisionCate=divisionCategoryId&filterDivisionValue=2>

Single Audit Reports for last two years available.
 Copy of single audit reports for the last two years available. (Federally Funded Issues)

LEA: _____

Date: _____

Team Member: _____

Date of Audit Report #1: _____

Date of Audit Report #2: _____

Special Notes and Look Fors:

When is a RAM/P NOT REQUIRED?

- When there is only one school
- When there are only Title I schools
- For grade spans that contain ONLY:
 - A single school
 - Non-Title I schools
 - Title I schools

NOTE: The RAM/P is not required for the qualifying grade span. (ex. If you had a middle school grade span where part were Title I and part non-Title I, you would need a ramp for the MS grade span.)

Resource Allocation Method/Plan (RAM/P) to meet Title I, Part A supplement not supplant, including documentation to demonstrate methodology that equitably distributes state and local funds and resources to each of its schools before allocating federal funds.

- Copy of Resource Allocation Method/Plan (RAM/P)
- Written description of how the RAM/P was implemented (check procedures)
- General ledger divided by school. (Detailed Expenditure Report by School – fund 100).
- Detailed Payroll reports by school, by grade/span, from a point in time - Fund 100.
- Enrollment numbers from the same point in time, by school, by grade/span.
 - RAM/P Implementation Report by School (GaDOE sample template or LEA developed form indicating:
 - Positions
 - Student enrollment by school, by grade/span, from a point in time.
 - RAM/P staff/student ratio.
 - Staff allocation Per RAM/P
 - Number of Staff Per Payroll Report (from fund 100)
 - Instructional Supplies Funding Allocation (by school and grade/span) [Check what is listed in RAM/P is on the general ledger]

LEA: _____

Date: _____

Team Member: _____

Special Notes and Look Fors:

- Complete for any vendor with expenditures equal to or exceeding \$25,000. (LEAs required to check once and if vendor becomes suspended or debarred during the year, the LEA may choose to continue to use the vendor if the LEA was using the vendor before the vendor was excluded (2 CFR 180.315)).

Suspension and Debarment Documentation to support how suspension and debarment is checked prior to making purchases above \$25,000 threshold (across programs) from single vendor.

- Copy of date and time stamped documentation verifying vendors against suspension and debarment database (SAMS website) SAMS website: Include verification for suspension and debarment with a date/time stamped print screen (requires a SAMS user account) or a signed and dated copy of the screen, OR
- Collecting a certification from the vendor/person to ensure they have not been suspended or debarred.
OR
- Adding a clause or condition to the covered transactions with that vendor/person ensuring that they have not been suspended or debarred.

Special Notes and Look Fors:

- Documentation should support the written procedures.
- A statement in procurement procedures for Academic Prerogative, where Superintendent states he/she is able to bypass procurement requirements
- Refer to *Guidance for Completing the Follow-up Email* document for:
 - Guidance on the selection of expenditures for further review.
 - Guidance on the selection of staff members for time and effort documentation.
 - RAM/P Verification.

Notes About Consolidation of Funds

- Written Policies and Procedures
 - 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.
- 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.
- Alignment between policies and purchasing practices will be checked for purchases made in Federal Funds .
- Alignment between policies and purchasing practice will NOT be checked by GaDOE for purchases made in Fund 150.

LEA: _____

Date: _____

Team Member: _____

- Time and effort records not checked for staff paid out of Fund 150.
- Special approval documentation not checked for items paid out of Fund 150.
- Single Audit reports are an LEA requirement and are not waived under CoF.
- The RAM/P (when applicable) is an LEA requirement and is not waived under CoF.
- Completion reports and corresponding GL are an LEA requirement impacted by Fund 150 – checked for CoF.
- Suspension and debarment not checked for purchases made in Fund 150.
- Source documentation to support administrative cost charges per grant are an LEA requirement and not waived under CoF.

Pre-Work (GaDOE Use ONLY)

Internal Controls

- Read the latest copy of LEA Federal Programs Handbook (may choose to use Handbook Checklist).
- Use the RAM/P required/not required sheet (located on the U drive) to verify if the LEA is required to have a RAM/P.
- Review the LEA RAM/P to determine what staff numbers should be reported.
- Compare payroll report submitted by the LEA to the completed staff allocation worksheet (numbers come from budget detail and school allocation).
- Use the Staff Comparison Worksheet to verify the correct number of Title I paid staff are on the school allocation page and the payroll report.
- Make a list of who expect to see either a time log or PAR based on the payroll report.
- Pull completion report and calculate indirect cost.
- Indirect Cost Worksheet (add link)..

4.2 Inventory Internal Controls

Indicator 4.2	Inventory	Notes/Comments
	<p>Evidence SHALL include: Written procedures for managing equipment (including replacement equipment) until disposition takes place. Procedures SHALL include:</p> <ul style="list-style-type: none"><input type="checkbox"/> Acquisition of equipment.<input type="checkbox"/> Method of entering information into the LEA's inventory management system, including:<ul style="list-style-type: none"><input type="checkbox"/> The person responsible for maintaining documentation.<input type="checkbox"/> Timeline for entering information.<input type="checkbox"/> All required components including:<ul style="list-style-type: none"><input type="checkbox"/> Item description<input type="checkbox"/> Cost	

LEA: _____

Date: _____

Team Member: _____

<ul style="list-style-type: none"><input type="checkbox"/> Source of funding for equipment including the Federal Award Identification Number (FAIN) Date of Acquisition<input type="checkbox"/> Vendor (not required but recommended)<input type="checkbox"/> Serial number or other identification number<input type="checkbox"/> Location<input type="checkbox"/> Use<input type="checkbox"/> Condition of property<input type="checkbox"/> Disposition data, including the date of disposal. <ul style="list-style-type: none"><input type="checkbox"/> Off-site use of equipment.<input type="checkbox"/> Process for conducting a physical inventory, including:<ul style="list-style-type: none"><input type="checkbox"/> The person(s) responsible for conducting the physical inventory.<input type="checkbox"/> The timeline for conducting the physical inventories at the schools and district.<input type="checkbox"/> District equipment disposition procedures for equipment no longer needed for the original program should include:<ul style="list-style-type: none"><input type="checkbox"/> Process for retaining equipment if not needed in another Title I or Federal program.<input type="checkbox"/> Process for determining when equipment should be disposed of, who is responsible for process, and the maintaining of appropriate records.<input type="checkbox"/> Description of equipment <\$5000 and more than 3 years old that can be retained, sold or disposed, with no obligation to GaDOE.<input type="checkbox"/> Description of equipment >\$5000 or more may be retained or sold and GaDOE (awarding agency) has rights to state's share at \$500 or 10-percent of sales.<input type="checkbox"/> Description of who is the person(s) responsible for carrying out the disposition procedures.<input type="checkbox"/> Implementing adequate safeguards related to loss, damage, or theft of equipment.<ul style="list-style-type: none"><input type="checkbox"/> Include how the investigation is carried out if loss, damage or theft occur.<input type="checkbox"/> Ensuring funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.<input type="checkbox"/> Equipment use for Title IA Targeted Assistance Programs.<ul style="list-style-type: none"><input type="checkbox"/> Allowability for use by identified students.<input type="checkbox"/> Use of Title I equipment for non-Title I students.<input type="checkbox"/> Equipment used for private schools.<ul style="list-style-type: none"><input type="checkbox"/> Allowability for use by identified students.<input type="checkbox"/> Process for maintenance and safeguarding of equipment.<input type="checkbox"/> Maintenance procedures to keep the property in good condition. Including:	
---	--

LEA: _____

Date: _____

Team Member: _____

- Explanation of how equipment is maintained on the inventory for as long as it is needed for the purposes of the project/program.
- How the equipment is maintained.
- The process followed when equipment is broken.
- Who is responsible for maintaining the equipment?
- Process for disseminating the inventory procedures to Title I staff, including allowable use of Title I purchased equipment.

Evidence **SHALL** include:

- Copies of all FY23 purchase orders documenting purchase of equipment with Title I funds.
- Copy of inventory records with all required components [CFR 200.313(d)]
 - Item description
 - Cost
 - Source of funding
 - Federal Award Identification Number (FAIN) required after July 1, 2016.
 - Date of acquisition
 - Vendor (not required but recommended)
 - Serial number/identification number
 - Location
 - Use
 - Condition of property
 - Disposition information (including date of disposal)
- Records/logs showing that physical inventories were conducted at LEA and schools (at least once every two years)
 - Dates that physical inventories were conducted
 - Signatures of person(s) conducting inventory

Special Notes and Look Fors:

- Documentation should support the written procedures.
- Refer to *Guidance for Completing the Follow-up Email* document for guidance on Inventory Review.
- DISPOSAL – should be on the inventory document for 3 years or if transferred to another program, listed for 3 years.

Notes About Consolidation of Funds

LEA: _____

Date: _____

Team Member: _____

- LEAs do not have to provide inventory records for items purchased with Fund 150 in alignment with schoolwide plans.
- Inventory records for any federal funds 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.

Pre-Work (GaDOE Use ONLY)

Inventory

- Collect and review the inventory report and FY23 purchase orders from the selected schools for LEA (submitted at least 2 weeks prior to monitoring).

4.3 Cash Management and Drawdowns

Indicator 4.3	Cash management and Drawdowns	Notes/Comments
	<p>Cash management internal controls evidence SHALL include:</p> <p>Written procedures for cash management (payment).</p> <ul style="list-style-type: none"><input type="checkbox"/> Segregation of duties for the drawdown.<input type="checkbox"/> Monitoring cash management, including reconciliations.<ul style="list-style-type: none"><input type="checkbox"/> Comparison of expenditures with budget amounts for each Federal award<input type="checkbox"/> Ensuring reimbursements (drawdowns) are only after costs have been incurred and they are only for immediate needs<ul style="list-style-type: none"><input type="checkbox"/> Include how the LEA evaluates what their immediate reimbursement needs are (typically done once a month for previous month.<input type="checkbox"/> Methods and procedures for payment to minimize the time elapsing between transfer and disbursement.<input type="checkbox"/> Method used to reconcile drawdown requests as needed including the position responsible and how the federal program director is included in the reconciliation process prior to requesting funds.<input type="checkbox"/> Supporting documentation is maintained, who is responsible, and ensuring that signatures and dates of reconciliation are included in the documentation.<input type="checkbox"/> Method of evaluating sub-recipient requests. (LEA) <p>Evidence SHALL include:</p> <ul style="list-style-type: none"><input type="checkbox"/> FY23 & FY24 DE0147s (upload the 3 most current DE0147s) selected by each Federal Program including supporting accounting records.	

LEA: _____

Date: _____

Team Member: _____

- LEA reconciliation of drawdown requests and supporting documentation.
 - Detailed general ledger reports totaling the amount requested on the DE0147
 - LEA's may use the Drawdown Worksheet to track percentage of funds drawn down
 - Verify the drawdown total is equal to or less than the expenditures for the same time period.
 - If funds are transferred into Title I, review the DE0147 to ensure those are drawn down before requesting Title I funds.
 - BEST PRACTICE: Signature/date of meeting between the finance department and appropriate federal programs director. (prior to drawdown occurring). This statement can be added to the possible evidence to show evidence of reconciliation, BUT it is NOT required anymore.
- FY23 completion report (GaDOE provided) and FY23 general ledger for each federal program.

FY23 General Ledger for Title I, Part A. (This is to compare the detailed expenditure report to the Completion Report).

- Include supporting documentation showing detailed expenditures at the time of Completion Report submission.
- Selected expenditures, salaries, and object codes match approved budget
- Salaries match
- Selected object codes match
- Transferred funds Transferred funds – will show up in the approved grant, but the drawdowns will show up in the Title IV or Title II completion report and drawdowns.
When calculating – Funds Received + Received Amount (Cash Shortage) = Total Expenditures – Funds Transferred In.
- Indirect costs expended based on LEA restricted indirect cost rate. LEA only claimed indirect cost amount based upon the percentage of Title I funds expended.

Pathway to Access Completion Reports:
Grants accounting>completion reports>LEA name> click on the pencil

Special Notes and Look Fors:

- LEA can only draw down their indirect cost budget based upon the percentage of Title I funds expended. During CFM checking to make sure the detailed account summary matches what is on the completion report
- Look for anomalies

LEA: _____

Date: _____

Team Member: _____

- Look closely at the salaries (110/140); Make sure they match.
- Spot check 2 or 3 object codes under each function code.
- Completion report will show the total amount transferred in under the approved grant.
- If a budget column is \$0, but there are expenditures – did they have a budget in the same object code listed separately? If no, could be an unapproved expenditure and finding.
- Transferred funds should be displayed under the column “transfer in” on the completion report for Title I; the amount should also show up under the completion report for the transferring program.

Notes About Consolidation of Funds

- 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.

Pre-Work (GaDOE Use ONLY)

Cash Management

- Review the CLIP to see if LEA has transferred funds.
- Review the DE0147 report(s) to see if funds have been drawn down..

LEA: _____

Date: _____

Team
Member: _____

Indicator 5 – Title I, Part A – Improving the Academic Achievement of the Disadvantaged

Schoolwide/Targeted Assistance Plans

The LEA ensures that it complies with the provision for submitting and revising the LEA's plans as necessary to reflect substantial changes in the direction of the LEAs program.

Allocating funds to attendance Areas

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.

Set Asides

The LEA complies with the requirements regarding reserving funds for the various set-asides either required or allowed under the statute.

Rank order within targeted assistance programs

The LEA ensures that it complies with the requirements for serving students in rank order within targeted assistance programs.

Assessment Security, Reporting of Accountability, and ELP Assessment Participation

The LEA has a system for:

- 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.***

Citations

Schoolwide/Targeted Assistance Plans

[ESEA](#); Sec. 1112, 1114, 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

Allocating Funds to Attendance Areas

[ESEA](#), [Sec. 1113](#); [34 CFR 200.78](#)

Set Asides

[ESEA](#), [Sec. 1113](#) and [1117](#), [34 CFR 200.77](#)

Rank Order Within Targeted Assistance Programs

[ESEA](#), [Sec. 1115](#)

Assessment Security, Reporting of Accountability, and ELP Assessment Participation

[ESEA](#); [Sec. 1111](#); [Sec.1111\(b\)\(2\)\(G\)](#)

LEA: _____

Date: _____

Team Member: _____

5.1 Schoolwide/Targeted Assistance

Indicator 5.1	Schoolwide / Targeted Assistance Evidence SHALL include:	Notes/Comments
	<p>Documentation SHALL include:</p> <ul style="list-style-type: none"><input type="checkbox"/> Written procedures for creating, reviewing, and approving the Schoolwide Program/Targeted Assistance Program Plans. Examples may include:<ul style="list-style-type: none"><input type="checkbox"/> Resolution Procedures for unapproved Schoolwide Program and Targeted Assistance Program Plans<input type="checkbox"/> Documentation to support the selection of evidence-based action steps in the Schoolwide Program/Targeted Assistance Program Plans. Documentation MAY include:<ul style="list-style-type: none"><input type="checkbox"/> Printout/screenshots of web-based evidence<input type="checkbox"/> Logic model documentation to match budget descriptions of evidence-based action steps<input type="checkbox"/> Timely guidance to schools on submission of plan amendments. Documentation MAY include:<ul style="list-style-type: none"><input type="checkbox"/> Emails<input type="checkbox"/> Memos<input type="checkbox"/> Meeting sign-in sheets<input type="checkbox"/> Meeting agenda<input type="checkbox"/> Evidence of timely Schoolwide Program and Targeted Assistance Program plan approval and release of funds. Documentation MAY include:<ul style="list-style-type: none"><input type="checkbox"/> SWP/TAP Plans and Checklists, include:<ul style="list-style-type: none"><input type="checkbox"/> Dates of approval and signatures<input type="checkbox"/> Corrective action steps listed<input type="checkbox"/> Schedule for development, approval, and revision of plans<input type="checkbox"/> Samples of correspondence with schools on plan development and approval<ul style="list-style-type: none"><input type="checkbox"/> Emails<input type="checkbox"/> Meeting agenda<input type="checkbox"/> Meeting sign-in<input type="checkbox"/> Notifications to schools that funds are available	

LEA: _____

Date: _____

Team Member: _____

	<p><input type="checkbox"/> Evidence that SWP/TAP Plans were approved prior to original ConApp budget approval</p> <p>Original budget approval date (should be submitted before Dec): _____</p> <p><input type="checkbox"/> Source documentation to verify stakeholder involvement in Schoolwide Program/Targeted Assistance Program Plan development. Documentation MAY include:</p> <ul style="list-style-type: none"><input type="checkbox"/> District-level personnel<input type="checkbox"/> Parents<input type="checkbox"/> Community members<input type="checkbox"/> Teachers<input type="checkbox"/> Principals<input type="checkbox"/> Paraprofessionals<input type="checkbox"/> High school students<input type="checkbox"/> Sign-in sheets, with role of participants highlighted<input type="checkbox"/> Agendas	
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Special Notes and Look Fors:

- Documentation should support the written procedures.
- Refer to *Guidance for Completing the Follow-up Email* document for guidance on the selection of Schoolwide plans and review process.

Notes About Consolidation of Funds

- Targeted Assistance Schools are not eligible for CoF. No requirements are waived.
- Procedures and documents may align with requirements in 1.1-1.3.
- Evidence-based action steps are not required for CoF schools.

Pre-Work (GaDOE Use ONLY)

- Create a list to verify the EB listed in the latest approved budget matches the actual EB documentation on file at the LEA. Ways to create the list may include (making a list; pull budget summary report, export to excel, search and sort for EB; highlight the budget from Consolidated Application).
- When was the budget approved? Check this date against the SWP/TAP date.
- Schoolwide waiver in place for any school that dropped below 40% AND
- EdFlex Waiver in place for any school that dropped below 35% or 125% rule calculation documentation; LEA may submit a screenshot of the public notification; looking for the public had an opportunity to comment;

LEA: _____

Date: _____

Team Member: _____

5.2 Allocating Funds to Attendance Areas

Indicator 5.2	Allocating Funds to Attendance Areas	Notes/Comments
	<p>Allocating funds to attendance areas evidence SHALL include:</p> <ul style="list-style-type: none"><input type="checkbox"/> Written procedures for allocating funds to Title I schools.<input type="checkbox"/> Eligible attendance area worksheet (available in the ConApp) to include:<ul style="list-style-type: none"><input type="checkbox"/> All schools are included<input type="checkbox"/> Residential Treatment Facilities are included (check by searching the following website: https://rcctrails.dhs.ga.gov/public/publicfacilitiessearch.aspx)<input type="checkbox"/> Enrollment and poverty numbers are aligned to:<ul style="list-style-type: none"><input type="checkbox"/> Student Enrollment report by Grade Level report<input type="checkbox"/> School nutrition report<input type="checkbox"/> FRL001<input type="checkbox"/> CEP Title I Data Sheet<input type="checkbox"/> School allocation worksheet.(available in ConApp)<ul style="list-style-type: none"><input type="checkbox"/> Reflects eligible attendance area worksheet numbers<input type="checkbox"/> N&D programs – enrollment and poverty numbers should all be zeros.<input type="checkbox"/> Rank Order<ul style="list-style-type: none"><input type="checkbox"/> Schools that are 75% or higher poverty receive the highest PPA<input type="checkbox"/> Remaining Title I schools are served in rank order or by rank order within grade span if grade span is checked<input type="checkbox"/> If serving schools below 40% a statement for Grandfather Rule or SW Poverty Waiver is attached in the Title I Attachments tab<input type="checkbox"/> Schools receive the correct PPA based on their rank order<input type="checkbox"/> Residential treatment facilities (previously called Senate Bill 618 schools) showing the referring entity for each student:<ul style="list-style-type: none"><input type="checkbox"/> Parent/guardian, Department of Human Services (DHS), Department of Juvenile Justice (DJJ), or another LEA.<input type="checkbox"/> For those students referred by a parent/guardian or another LEA, documentation regarding poverty must be on file (example: TANF, school lunch application, etc.).	

LEA: _____

Date: _____

Team Member: _____

Special Notes and Look Fors:

- Documentation should support the written procedures.

Notes About Consolidation of Funds

- LEA requirement; not impacted by CoF.

Pre-Work (GaDOE Use ONLY)

- Check eligible attendance area worksheet and school allocation page within the Consolidation Application to ensure the above items are correct and align with the enrollment and poverty attachments the school district submitted.

5.3 Reservation of Funds

Indicator 5.3	Reservation of Funds	Notes/Comments
	<p>Evidence SHALL include:</p> <ul style="list-style-type: none"><input type="checkbox"/> Written procedures for the calculation of the amount of funds for the following required set-asides:<ul style="list-style-type: none"><input type="checkbox"/> Homeless<input type="checkbox"/> Neglected and Delinquent<input type="checkbox"/> Parent and Family Engagement (if allocation is over \$500,000)<input type="checkbox"/> Parent and Family Engagement Carryover<input type="checkbox"/> Private School Proportionate Share including carryover. The procedures should include:<ul style="list-style-type: none"><input type="checkbox"/> How they collect and provide correct enrollment and poverty numbers to GaDOE so that the state provided Proportionate Share worksheet can be correctly completed.<input type="checkbox"/> Five methods for determining poverty have been utilized<input type="checkbox"/> Due date for required data<input type="checkbox"/> Process for determining/verifying student residence in Title I eligible attendance area.<input type="checkbox"/> Required Set Asides are included (in ConApp):<ul style="list-style-type: none"><input type="checkbox"/> Homeless: Required for all districts Homeless Method used to Calculate: _____<input type="checkbox"/> Neglected and Delinquent, (if applicable)	

LEA: _____

Date: _____

Team Member: _____

<input type="checkbox"/> Parent and Family Engagement (if allocation is over \$500,000). PFE Method used to Calculate: _____ <input type="checkbox"/> Parent and Family Engagement Carryover PFE Carryover Method used to Calculate: _____ <input type="checkbox"/> Expenditure detail from previous year for function code 2100 matches carryover worksheet <input type="checkbox"/> Private School Proportionate Share, including carryover – supporting documentation is included and reviewed in Indicator 3. <input type="checkbox"/> Optional Set Asides <input type="checkbox"/> Must be district wide activities	
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Special Notes and Look Fors:

- Documentation should support the written procedures.

Notes About Consolidation of Funds

- LEA requirement; not impacted by CoF.

Pre-Work (GaDOE Use ONLY)

- Check set asides within the Consolidation Application to ensure the above items are correct and align with the budget

5.4 Rank Ordering Within Schools

Indicator 5.4	Rank Ordering of Students Within Schools	Notes/Comments
Evidence SHALL include: <input type="checkbox"/> Written procedures for identifying eligible students using multiple, educationally related, objective criteria for Targeted Assistance Program schools.		

LEA: _____

Date: _____

Team Member: _____

<ul style="list-style-type: none"> <input type="checkbox"/> Targeted Assistance Program schools <input type="checkbox"/> 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. <input type="checkbox"/> 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 programs: <ul style="list-style-type: none"> <input type="checkbox"/> Targeted Assistance Program schools <input type="checkbox"/> Targeted Assistance-like programs where participation is offered to a select group of eligible Title I students (district wide activities). <input type="checkbox"/> Documentation that students are being served according to the rank order list: <ul style="list-style-type: none"> <input type="checkbox"/> Class rosters <input type="checkbox"/> Tutoring schedules with student names 	
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Special Notes and Look Fors:

- Documentation should support the written procedures.
Refer to Guidance for *Completing the Follow-up Email* document for guidance on monitoring Rank Order.

Notes About Consolidation of Funds

- LEA requirement; not impacted by CoF.

Pre-Work (GaDOE Use ONLY)

- Check eligible attendance area worksheet and school allocation page within the Consolidation Application to ensure rank order.

5.5 Assessment Security

Indicator 5.5	Assessment Security	Notes/Comments
<p>Assessment Security evidence SHALL include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The LEA’s test security policy/plan which includes consequences for violation. <input type="checkbox"/> Evidence of communication to local educators (local teachers being trained in the LEA) regarding the LEA’s test security policy/plan which includes consequences for violation. Documentation MAY include: 		

LEA: _____

Date: _____

Team Member: _____

<input type="checkbox"/> Sign-in sheets (sampling from schools) <input type="checkbox"/> Agendas <input type="checkbox"/> Video recording log-in <input type="checkbox"/> Other:	
Special Notes and Look Fors: ASSESSMENT SECURITY <ul style="list-style-type: none">• Sampling – not all schools – they define the size of the sample.	
Notes About Consolidation of Funds <ul style="list-style-type: none">• Assessment is an LEA responsibility and is not waived under CoF.	
Pre-Work (GaDOE Use ONLY) Assessment Security <ul style="list-style-type: none">• May be included in written procedures	

5.6 Reporting of Accountability

Indicator 5.6	Reporting of Accountability	Notes/Comments
	Reporting of Accountability evidence SHALL include: <ul style="list-style-type: none"><input type="checkbox"/> District State Report Card provided for public access on district level website.	
Special Notes and Look Fors: <ul style="list-style-type: none">•		
Notes About Consolidation of Funds <ul style="list-style-type: none">•		
Pre-Work (GaDOE Use ONLY) Reporting of Accountability <ul style="list-style-type: none">• Check the URL for the District State Report Card; should be found on the district website.		

LEA: _____

Date: _____

Team Member: _____

5.7 ELP Assessment Participation

Indicator 5.7	ELP Assessment Participation	Notes/Comments
<p>English language proficiency (ELP) Assessment Participation Rate evidence SHALL include:</p> <ul style="list-style-type: none"><input type="checkbox"/> Documentation of Spring 2023 ACCESS for ELLs assessment participation rate. EL Participation Rate: _____<input type="checkbox"/> Procedures for who is responsible for checking the participation rate and collecting the justification reasons if the percentage falls below 95%. Include a timeline.<ul style="list-style-type: none"><input type="checkbox"/> Corrective Action if participation rate is below 95% (An LEA Corrective Action Plan Template is available and can be found on the ELP Assessment Participation tab in the Portal.)		
<p>Special Notes and Look Fors:</p> <ul style="list-style-type: none">•		
<p>Notes About Consolidation of Funds</p>		
<ul style="list-style-type: none">• LEA requirement; not impacted by CoF.		
<p>Pre-Work (GaDOE Use ONLY) EL Participation Rate</p> <ul style="list-style-type: none">• Check the portal list for the EL Participation Rate for the LEA.		

LEA: _____

Date: _____

Team Member: _____

Indicator 6 – Professional Qualifications

20-Day Notifications

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.)

The LEA ensures teachers meet state certification/ licensure requirements (GaPSC or minimum requirements determined by LEA in alignment with approved charter or SWSS application)

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.

Parents Right to Know

Evidence that the LEA notifies parents of their “Right to Know” the professional qualifications of their child’s teachers and paraprofessionals.

Notifications meet the requirements outlined in the GaDOE ESSA PQ & In-Field Implementation Guide.

Data Verification

Evidence that course and teacher assignment data provided to the state regarding teacher qualifications is accurate. Specifically, the use of CPI Certificate Field Codes, Student Class Coding, In-Field Portal, Disputation Assertions and IEP verification.

Citations

20-Day Notifications

[O.C.G.A. Sec. 20-2-984; Clearance Certificate](#) [O.C.G.A. Sec. 20-2-211.1](#); [ESEA: Paraprofessionals Sec. 1111\(g\)\(2\)\(M\)](#); [O.C.G.A. Sec. 20-2-204](#); [O.C.G.A. Sec. 20-2-200](#); [O.C.G.A. Sec. 20-2-216](#); [ESEA: Notification Sec.1112 ©\(1\)\(B\)\(ii\)](#); [GaDOE ESSA PQ & In-Field Implementation Guide](#); [GaDOE Board Rules](#)

Parents Right to Know

[ESEA: Sec. 1112 \(e\)\(1\)\(A\)](#); [GaDOE ESSA PQ & In-Field Implementation Guide](#)

Data Verification

[ESEA: Sec. 1111 \(g\)\(2\)\(J\)](#); [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](#)

LEA: _____

Date: _____

Team Member: _____

6.1 Professional Qualifications/20-Day Notifications

Indicator 6.1	Professional Qualifications/20-Day Notifications	Notes/Comments
<p>Evidence SHALL include:</p> <ul style="list-style-type: none"><input type="checkbox"/> Alphabetical list of LEA schools/programs (sent to GaDOE 2 weeks before monitoring)<input type="checkbox"/> Evidence LEA staff meet Professional Qualification requirements – Paraprofessionals (Federal PQ), Special Education Teachers and EIP teachers (State PQ) (GaPSC SPED service certification - General and/or Adapted Certification and EIP teachers) and All other Teachers (LEA PQ)<ul style="list-style-type: none">• See FY24 Title I Indicator 6 Cross Functional Monitoring form<input type="checkbox"/> 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<ul style="list-style-type: none"><input type="checkbox"/> Copies of 20-Day Notifications sent for selected teachers who did not meet the LEAs PQ requirements (included on Chart).<ul style="list-style-type: none"><input type="checkbox"/> Sent 10 business days after the 4 consecutive weeks.<input type="checkbox"/> Contains:<ul style="list-style-type: none"><input type="checkbox"/> Day/month/year of notification<input type="checkbox"/> Name of teacher<input type="checkbox"/> Grade level and subject<input type="checkbox"/> LEA, school/program<input type="checkbox"/> Contain appropriate language from GaDOE website sample <p>(20-Day Notifications are not required for paraprofessionals and substitutes, including long-term substitutes).</p>		
Special Notes and Look Fors:		
Notes About Consolidation of Funds		
<ul style="list-style-type: none">• LEA requirement; not impacted by CoF.		

LEA: _____

Date: _____

Team Member: _____

6.2 Right to Know

Indicator 6.2	Right to Know	Notes/Comments
<p>Evidence SHALL include:</p> <ul style="list-style-type: none"><input type="checkbox"/> 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.<input type="checkbox"/> Notifications should include:<ul style="list-style-type: none"><input type="checkbox"/> Name of LEA/school<input type="checkbox"/> Contact name, including position and location<input type="checkbox"/> Month/day/year of dissemination<input type="checkbox"/> Contain the ESSA language of the law from sample on GaDOE webpage<input type="checkbox"/> Documentation showing dissemination by all LEAs school/programs within 30 calendar days from the start of school or upon enrollment<ul style="list-style-type: none"><input type="checkbox"/> Screenshot of website<input type="checkbox"/> LEA/school handbooks with tabbed location and date of dissemination<input type="checkbox"/> Copies of letters<input type="checkbox"/> LEA/school brochures with date of dissemination<input type="checkbox"/> Emails		
Special Notes and Look Fors:		
Notes About Consolidation of Funds		
<ul style="list-style-type: none">• LEA requirement; not impacted by CoF.		

6.3 Data Verification

Indicator 6.3	Data Verification	Notes/Comments
<p>Evidence SHALL include:</p> <ul style="list-style-type: none"><input type="checkbox"/> Documentation supporting the use of Student Class Charter Waiver Codes 101,102,105 (In-Field and PQ)		

LEA: _____

Date: _____

Team Member: _____

<ul style="list-style-type: none"><input type="checkbox"/> Documentation to show educator meets charter waiver in-field equivalent requirements (101) degree, (102) coursework or (105) CTAE equivalent (highlight applicable coursework)<input type="checkbox"/> Completion AP/IB Training and Gifted Course Hours asserted in CPI (if no gifted endorsement) (AP/IB training certificate and documentation of 10 clock hours of Characteristics for Gifted Students) (can be provided by RESA or district).<input type="checkbox"/> Documentation supporting LEA In-Field Portal disputation assertions.• See FY24 Title I Indicator 6 Cross Functional Monitoring form	
Special Notes and Look Fors:	
Notes About Consolidation of Funds	
<ul style="list-style-type: none">• LEA requirement; not impacted by CoF.	