Cross-Functional Monitoring Training

FY19

August 21, 2018
CFM Document

- We will be following the most recent and updated version on our website.
  - [http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Title%20Programs%20Monitoring.aspx](http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Title%20Programs%20Monitoring.aspx)

**Monitoring Resources**

- Monitoring Cycles FY18 - FY22
- FY19 Cross Functional Monitoring Document
- FY19 Cross Functional Monitoring Training
- FY19 Cross Functional Monitoring Training Recording
### Presenters

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<th>Office of Federal Programs</th>
<th>Title I, Part A – Improving Academic Achievement of the Disadvantaged</th>
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<td>Title IV, Part A - Student Support and Academic Enrichment</td>
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<td>Title V, Part B - Rural Education Achievement Program (REAP)</td>
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<td>Title IX, Part A - McKinney - Vento Homeless Assistance Act</td>
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Presenters

| School & District Effectiveness Division | School Improvement Grants - 1003(a)  
School Improvement Grants (SIG) - 1003(g) |
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<td>Teaching and Learning Division</td>
<td>Title II, Part A – Supporting Effective Instruction</td>
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<td>Special Education Division</td>
<td>Individuals with Disabilities Education Act of 2004 (IDEA)</td>
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<tr>
<td>District Flexibility and Charter School Division</td>
<td>Charter School Program Grant</td>
</tr>
</tbody>
</table>
Schedule

8:30  Monitoring Overview - Overarching Indicators that Apply to All Programs
9:30  Individuals with Disabilities Education Act (IDEA)
10:00 Title I, Part A
10:45 Title I, Part A – Parent and Family Engagement
11:15 Title I, Part A – Notice to Parents
11:30 School Improvement Grants
11:45 LUNCH BREAK
12:15 McKinney-Vento and Foster Care
12:45 Neglected and Delinquent and Rural Education Initiative
1:15  Title IV, Part A
1:45  Title II, Part A
2:00  Equity, Professional Qualifications
2:30  Title III, Part A
3:00  Title I, Part C
3:30  Charter School Program Grant

8/21/2018
Agenda

• Setting the Context for Monitoring
• Monitoring Process
• Procedures for Submission of Documentation Prior to Visit
• Local Educational Agency (LEA) Preparation for Monitoring
• Review Monitoring Document
  • Review of Descriptors and Required Documentation
  • Overarching Requirements
• Questions and Answers
Setting the Context
Setting the Context
Purpose of Monitoring

• Monitoring of federal programs is conducted to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

• Monitoring emphasizes accountability for using federal resources wisely.

• Monitoring serves as a vehicle for the Department to help LEAs achieve high quality implementation of educational programs utilizing the LEAs’ federal allocations.

§200.331
Department Cross-Functional Monitoring (CFM) Process
CFM Cycle

1. CFM requirements identified; LEAs trained
2. LEAs identified for CFM – cyclical or risk
3. LEA creates and implements corrective action plan, if needed
4. Department provides report of visit via GaDOE portal
5. LEAs collect documentation
6. Department visit – onsite or desktop
7. LEA creates and implements corrective action plan, if needed
Federal Programs Monitored

- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Parent and Family Engagement
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title I, School Improvement - 1003(a)
- Title I, School Improvement Grants (SIG) - 1003(g)
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment (SSAE)
- Title V, Part B - Rural Education Achievement Programs (REAP)
- Title IX, Part A - Education for Homeless Children & Youth
- Individuals with Disabilities Education Act of 2004 (IDEA)
- Charter School Program Grants
7 Ways the Department Monitors

1. Review of program compliance requirements (CLIP)
2. Monitoring of budgets & expenditures
4. On-site monitoring
5. Self-monitoring
6. Desktop monitoring
7. Inventory monitoring
The On-Site Monitoring Selection Process

• LEAs monitored on a four-year cycle (approximately 1/4 each year)  
  Note: Some federal programs monitor more frequently. McKinney-Vento grant and the 21st CCLC grant recipients are monitored annually.

• Office of Federal Programs is currently on cycle 1 of the four-year monitoring schedule.

• High-Risk LEAs added to current cycle  
  ▪ Risk assessment is completed to determine if an LEA falls into the high-risk category.
The On-Site Monitoring Selection Process

• The Department’s Office of Federal Programs defines high-risk as:
  ▪ LEAs showing evidence of serious or chronic compliance problems.
  ▪ LEAs with previous financial monitoring/audit findings.
  ▪ LEAs with a high number of complaints from parents and other stakeholders about program implementation.

• LEAs identified by FBO and State Audit Department

• Other LEAs as deemed necessary.
Preparing for Federal Programs
Cross-Functional Monitoring
Federal Programs Handbooks

FEDERAL PROGRAMS HANDBOOK
Information Applicable to All Federal Programs
Fiscal Year

• FY19 CFM Rubric will be used for all monitoring.
• In general, CFM Teams will review documents for FY19; payroll and expenditure reports will be from FY18 and FY19.
• CFM Teams will review documents for FY18 when FY19 documents are not available.

Example:
LEA has a monitoring date in December; however, FY19 time and effort documents have not been completed yet. The LEA will provide FY18 time and effort documentation.
Documentation for Monitoring of Federal Programs

1. Emails
2. Memos
3. Dated meeting agendas
4. Dated sign-in sheets
5. Checklists with comments
6. Record of physical inventory of equipment and real property
7. Fiscal documentation
8. Websites
9. Other forms of documentation
Receiving CFM Results
LEA Preparation Prior to On-Site Monitoring Visit

- LEAs are required to provide supporting documentation that is not already available to the Department’s Cross-Functional monitoring team.

- The Department’s federal programs will provide a list of LEA documentation that will be provided by the LEA prior to the on-site monitoring visit (2 weeks).
  - FY18 and 19 detailed expenditure report for each federal program being monitored
  - FY18 and 19 payroll history report by account code for each federal program being monitored
  - Other documents requested by a specific federal program
LEA Preparation Prior to On-Site Monitoring Visit

• LEAs will upload the requested documentation to a web-based application and will place the documentation by program:
  ▪ LEAs will be notified by each federal program if uploaded files need to be listed as a specific file name
  ▪ Do not upload any personal identifying information

• Upload links will be posted on the Office of Federal Programs website by October 1.

• Due to FERPA regulations some information cannot be submitted via internet; therefore, these programs will utilize alternate submission protocols (when needed):
  • IDEA
  • Title III, Part A; Title I, Part C
LEA Documentation Submission Prior to On-Site Monitoring Visit

- Documents requested for Desktop Monitoring are due by 9 AM the same day that the remainder of the CFM Team is visiting the district.
- All uploaded files must be in PDF format.
- File names need to be as close to a limit of 24 characters as possible and reference the indicator number. *Ex: Indicator 8.3 Distribution Checklist*
- File names with “%” will not open.
LEA Documentation Submission Prior to On-Site Monitoring Visit

FY19 Federal Programs Cross-Functional Monitoring
Document Upload Title I Part A

Please upload required documents in PDF format only. All uploaded document file names must be limited to 24 characters.

Local Educational Agency (LEA)

Files Submitted by: *
First Name
Last Name

Phone Number *
Area Code
Phone Number

E-mail *
ex: myname@example.com

FY19 and FY19 Detail Expenditures Report
Upload a File

FY19 and FY19 Payroll Report
Upload a File

Other Documents
Upload a File

REMEMBER: Do not submit FERPA protected documents. If you have a question about a document you need to provide, please contact the Program Manager directly.

Submit

Two (2) Weeks Prior to your CFM Date!
LEA Preparation Prior to On-Site Monitoring Visit

• Current year documentation not sent for prior review by the Department for each required descriptor should be placed in a folder for team review; organize according to the CFM document
• Items too large to be placed in folders should be readily available and with required items clearly identified
• Items too large for printing to be placed in folders should be made available to the Department’s Cross-Functional monitoring team via Internet and/or website links and/or flash drive
• Digital files are permitted
LEA Preparation Prior to On-Site Monitoring Visit

• LEAs must provide:
  ▪ A room large enough to accommodate the entire monitoring team. If need be, more than one room can be used.
  ▪ Interview rooms (2 is sufficient - Title III and IDEA)
  ▪ Internet access for the monitoring team to be able to review district and schools’ web site information. IT staff should be available to assist with connectivity.

• LEA staff need to be on-site and/or available during the monitoring visit. *It is important that other meetings requiring LEA staff are not scheduled during the monitoring visit.*
LEA Preparation Prior to On-Site Monitoring Visit

LEA staff to be present/available during monitoring include:

- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Parent and Family Engagement
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title I School Improvement - 1003(a)
- Title I School Improvement Grants (SIG) - 1003(g)
- Title II, Part A - Improving Teacher Achievement Program
- Title III, Part A - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment (SSAE)
- Title V, Part B - Rural Education Achievement Programs (REAP)
- Title X, Part C - Education for Homeless Children & Youth
- Individuals with Disabilities Education Act of 2004 (IDEA)
- Charter School Program Grant
LEA Preparation Prior to On-Site Monitoring Visit

Other LEA staff that also may need to be present are:

▪ Federal program director/coordinator
▪ LEA program staff assigned specific duties in any given federal program
▪ Financial persons responsible for federal grant budgets
▪ Human Resources designee
Preparation is Important!

Your district should:

• Meet with key LEA personnel and discuss programs and areas that will be reviewed; review CFM indicator document
• Organize monitoring documentation
• Conduct a mock monitoring visit ahead of time
• Review old monitoring reports
• Review LEA plans
  • Did you complete everything you said you would?
• Review audits - Including Single Audit (formerly known as the A-133 Compliance Audit)
• Be prepared to address any corrective action plans already created or implemented
Logistics

- GaDOE Onsite Coordinator will work with the LEA main contact person frequently in the days/weeks leading up to the visit
- Visits will last between 1-3 days
- Start time = 9:00 AM; lunch on our own but LEA can help identify options in the area
- No exit conference; results of monitoring will be delivered via the portal in 30 days.
CFM Next Steps

• Recording of this webinar will be posted on our website by August 23
• Document upload links will be available on our website by October 1
• Monitoring dates and on-site/desktop status (by program) will be finalized on or before September 1
• Director of Federal Programs will notify the LEA’s main contact person on or before September 10
• GaDOE Onsite Coordinator will then contact LEAs as the monitoring date approaches
# GaDOE Cross-Functional Monitoring Indicators
## 2018-2019

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**Note:** Green boxes provide additional information for LEAs in the consolidations of funds initiative. This additional information applies only to those federal programs funds that are being consolidated in the school year. All remaining federal funds and other federal funds not being consolidated are subject to the full monitoring document, as applicable.

**Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.**

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8/21/2018
The Monitoring Document

A reference to our use of ESEA and ESSA:

Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

A note for LEAs consolidating federal funds in schoolwide programs:

Green boxes provide additional information for LEAs in the consolidation of funds initiative. This additional information applies only to those federal program funds that are being consolidated at the school level. All remaining federal funds and other federal funds not being consolidated are subject to the full monitoring document, as applicable.

Citations have active weblinks:

**ESEA:** Sec. 1117 and 1120; 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)

8/21/2018
FY19 Monitoring Indicators and Documentation

Overarching Requirements
Overarching Requirements

• Each Federal program will review their program specific sections within the overarching requirement sections

• Documentation for each program should be collected and organized in the overarching section files

• Each program will determine compliance with their program specific requirements in that overarching section
Overarching Requirements

Section 1
LEA Monitoring Of Schools And Programs
Overarching Indicator 1.1- LEA Monitoring of Schools and Programs

**Requirement**

Sec. 9304; 2 CFR Sec. 200.328; 2 CFR Sec. 200.330; 34 CFR Sec. 300

The LEA conducts monitoring of its programs and subgrantees (if applicable) sufficient to ensure compliance with 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; (Only if allocating to school level); Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A--McKinney-Vento Act; and IDEA).

**Documentation**

Evidence shall include:

a. Written description of the process used to monitor all critical ESEA/IDEA requirements of all programs (Title I, Part A; School Improvement 1003(a); School Improvement 1003(g) (SIG); Title I, Part C; Title I, Part, D; Title III, Part A; Title IV, Part A; Title V, Part B, Title IX, Part A-McKinney-Vento Act; and IDEA) and its implementation at the district and schools (where applicable), including procedures that delineate the steps the LEA will use to monitor and provide technical assistance for the implementation of all federal programs.
Overarching Indicator 1.1 - LEA Monitoring of Schools and Programs

Requirement

Sec. 9304; 2 CFR Sec. 200.328; 2 CFR Sec. 200.330; 34 CFR Sec. 300

The LEA conducts monitoring of its programs and subgrantees (if applicable) sufficient to ensure compliance with 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; (Only if allocating to school level); Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A--McKinney-Vento Act; and IDEA).

Documentation

These procedures shall specify how the district will monitor each federal program to include:

1. position(s) responsible for the implementation and monitoring
2. frequency of monitoring (timeline)
3. list of documentation that will be maintained to verify the Title programs have been monitored
4. needed corrective actions at schools (identified by the LEA)
5. follow-up/verification of corrective actions at schools and district (identified by the LEA)
6. review of applicable federal program budgets (development)
7. description the LEA uses to identify high risk schools within the district
8. IDEA procedures to include: SST, Child Find, Evaluation/Re-evaluation, Eligibility and Discipline
Overarching Indicator 1.1- LEA Monitoring of Schools and Programs

**Requirement**

Sec. 9304; 2 CFR Sec. 200.328; 2 CFR Sec. 200.330; 34 CFR Sec. 300

The LEA conducts monitoring of its programs and subgrantees (if applicable) sufficient to ensure compliance with 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; (Only if allocating to school level); Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A–McKinney-Vento Act; and IDEA).

**Documentation**

b. Evidence shall include implementation of the LEAs written procedures. LEAs may provide the following types of documentation:

1. Copies of the LEA’s schedule for monitoring of school
2. Data collection instruments used to monitor the federal programs and budgets (interview guides, program review checklists, monitoring reports)
3. Samples of communications to schools
4. Evidence of technical assistance provided by the LEA as a result of issues identified through the monitoring process (monitoring reports, corrective actions from the schools visited)
5. Minutes of board meeting approving the annual Grant Award Notification-SIG
6. Policies on Federal Grant Administration-SIG
Overarching Requirements

Section 2
Comprehensive LEA Improvement Plan (CLIP)
# Overarching Indicator 2.1
## Comprehensive LEA Improvement Plan (CLIP) and Schoolwide/Targeted Assistance Plans (SWP/TAP)

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<tr>
<td>Sec. 1112; Sec. 1003; Sec. 1306; Sec. 1423; Sec. 122; Sec. 3116; Sec. 4106; Sec. 5223; Sec. 5224; Sec. 6223; Sec. 6722; Sec. 9305</td>
<td><strong>CLIP evidence shall include:</strong></td>
</tr>
<tr>
<td>The LEA ensures that it complies with the provision for submitting an annual application to the SEA and revising the LEA's plans as necessary to reflect substantial changes in the direction of the LEA's program. (Title I, Part A; School Improvement 1003(a); Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A—McKinney-Vento Act; and IDEA)</td>
<td>a. Written procedures for creating, reviewing, and approving the CLIP.</td>
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<td>b. Resolution procedures for unapproved CLIP.</td>
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<td>c. Documentation to support the selection of evidence-based action steps in CLIP</td>
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<td>d. CLIP preparation</td>
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<td>1. Evidence shall include samples to verify participation of required stakeholders</td>
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<td></td>
<td>2. Evidence may include review checklists, established schedule, samples of correspondences with schools and other LEA departments.</td>
</tr>
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</table>
Overarching Indicator 2.1
Comprehensive LEA Improvement Plan (CLIP) and Schoolwide/Targeted Assistance Plans (SWP/TAP)

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<td>Schoolwide/Targeted Assistance (SWP/TAP) evidence shall include:</td>
</tr>
<tr>
<td>The LEA ensures that it complies with the provision for submitting an annual application to the SEA and revises the LEA's plans as necessary to reflect substantial changes in the direction of the LEA's program. (Title I, Part A; School Improvement 1003(a); Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A—McKinney-Vento Act; and IDEA)</td>
<td>a. Written procedures for creating, reviewing, and approving the SWP/TAP plans. (Review checklists, established schedule, copies of SWP and TAP plans, and samples of correspondence with schools.)</td>
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<tr>
<td></td>
<td>b. Documentation to support the selection of evidence-based action steps in SWP/TAP plans</td>
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<td></td>
<td>c. Resolution procedures for unapproved SWP and TAP plans</td>
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<td></td>
<td>d. Evidence of timely guidance to schools on submission of plan amendments</td>
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<td></td>
<td>e. Evidence of timely SWP and TAP plan approval and release of funds</td>
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<td>f. Source documentation verifying stakeholder involvement in SWP/TAP plans</td>
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</table>

Schools where funds are being consolidated are not required to provide the documentation of this best practice.
Overarching Requirements

Section 3
Services to Eligible Private School Children
### Overarching Indicator 3.1
Services to Eligible Private School Children - ESSA

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<td>a. Copies of all DE1111 forms submitted to LEA for the FY18 and FY19 school years (Title I, Part A and Title III, Part A)</td>
</tr>
<tr>
<td>a. Evidence that the LEA provides for the equitable provision of services to eligible private school children, their teachers, principals and other school leaders</td>
<td>b. Copies of private school invitations for FY18 and FY19 inviting private school participation. (All Federal Programs)</td>
</tr>
<tr>
<td>b. Evidence that LEA provided initial consultation to private schools on their participation</td>
<td>1. Title I – Invitations to schools serving students whose residence is within Title I eligible attendance areas</td>
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<tr>
<td>c. Evidence that participating private schools engage in ongoing consultation around the equitable provision services</td>
<td>2. Title II, Title III and Title IV – Invitation to schools whose physical location is within geographic boundaries</td>
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## Overarching Indicator 3.1

**Services to Eligible Private School Children - ESSA**

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<td>c. Evidence that initial and ongoing consultation has occurred between the LEA and private school officials or its representatives regarding services for private school children prior to the LEA making any decision. (All Federal Programs)</td>
</tr>
<tr>
<td>a. Evidence that the LEA provides for the equitable provision of services to eligible private school children, their teachers, principals and other school leaders</td>
<td></td>
</tr>
<tr>
<td>b. Evidence that LEA provided initial consultation to private schools on their participation</td>
<td></td>
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<tr>
<td>c. Evidence that participating private schools engage in ongoing consultation around the equitable provision services</td>
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### Overarching Indicator 3.1
**Services to Eligible Private School Children – ESSA**
*(ONLY FOR LEAs with PARTICIPATING PRIVATE SCHOOLS)*

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</tr>
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<tbody>
<tr>
<td>Sec. 1117; Sec. 1120; 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) USDE Non-Regulatory Guidance Title IX, Part E (2009)</td>
<td>d. The written affirmation and documentation of on-going consultation from officials of private school or a representative. (All Federal Programs). In addition to the required affirmation form(s), consultation documentation may include:</td>
</tr>
<tr>
<td>a. Evidence that the LEA provides for the equitable provision of services to eligible private school children, their teachers, principals and other school leaders</td>
<td>1. Meeting agendas and/or minutes with sign-in rosters</td>
</tr>
<tr>
<td>b. Evidence that LEA provided initial consultation to private schools on their participation</td>
<td>2. Results of assessment of private school student, teacher and leader needs</td>
</tr>
<tr>
<td>c. Evidence that participating private schools engage in ongoing consultation around the equitable provision services</td>
<td>3. Evidence of planning and budgeting</td>
</tr>
<tr>
<td></td>
<td>4. Provision of services, programs, materials and resources</td>
</tr>
</tbody>
</table>
**Overarching Indicator 3.1**
*Services to Eligible Private School Children – ESSA*

*(ONLY FOR LEAs with PARTICIPATING PRIVATE SCHOOLS)*

<table>
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<tr>
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<td>d. The written affirmation and documentation of on-going consultation from officials of private school or a representative. (All Federal Programs). In addition to the required affirmation form(s), consultation documentation may include:</td>
</tr>
<tr>
<td>a. Evidence that the LEA provides for the equitable provision of services to eligible private school children, their teachers, principals and other school leaders</td>
<td>5. Evaluation of programs and services for effectiveness</td>
</tr>
<tr>
<td>b. Evidence that LEA provided initial consultation to private schools on their participation</td>
<td>6. If applicable, evidence of adequately addressing problems and complaints raised by private school officials</td>
</tr>
<tr>
<td>c. Evidence that participating private schools engage in ongoing consultation around the equitable provision services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Overarching Indicator 3.1
Services to Eligible Private School Children – ESSA

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</tr>
<tr>
<td>a. Evidence that the LEA provides for the equitable provision of services to eligible private school children, their teachers, principals and other school leaders</td>
</tr>
<tr>
<td>b. Evidence that LEA provided initial consultation to private schools on their participation</td>
</tr>
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<td>c. Evidence that participating private schools engage in ongoing consultation around the equitable provision services</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>e. Evidence that the LEA regularly supervises the provision of Title I and Title VIII (IC, IIA, IIIA, IVA, IVB) services to private schools.</td>
</tr>
<tr>
<td>f. Evidence that the LEA has documentation that each participating private school has non-profit status</td>
</tr>
</tbody>
</table>
## Requirement – IDEA

34 CFR 300.130 – 144; ESEA 612 (a) (10)(A)

- a. The LEA substantiates the number of private and home school students with disabilities that do not have Individual Educational Plans (IEPs).
- b. The LEA enters its Child Find count into the Proportionate Share tab in the Consolidated Application.
- c. The LEA tracks proportionate share funds.

## Documentation - IDEA

Evidence shall include:

- a. Copy of procedures that the LEA uses to determine that the required consultation occurred.
- b. Evidence that the LEA has met the requirement for consultation, written affirmation, and evaluation of the program.
- c. Evidence that consultation has occurred between the LEA and stakeholders for eligible private and home school children.
### Requirement – IDEA

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 CFR 300.130 – 144; ESEA 612 (a) (10)(A)</td>
</tr>
<tr>
<td>d. The LEA spends required Proportionate Share amount within grant period. If the correct amount was not expended, the LEA carries over that portion to be spent during the subsequent fiscal year.</td>
</tr>
<tr>
<td>e. The LEA maintains controls of control of any property, equipment and supplies from IDEA used for Proportionate Share.</td>
</tr>
<tr>
<td>f. If the LEA provided services, it was beyond the existing level of instruction at the private schools.</td>
</tr>
</tbody>
</table>

### Documentation - IDEA

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence shall include:</td>
</tr>
<tr>
<td>d. The written affirmation from officials of private school or a representative or home school representatives.</td>
</tr>
<tr>
<td>e. Evidence that the LEA has met the requirement for financial record keeping related to services to private and home school children that facilitate an effective or programmatic audit.</td>
</tr>
<tr>
<td>f. Evidence that the LEA has documentation that each participating private school has non-profit status</td>
</tr>
</tbody>
</table>
### Overarching Indicator 3.2
### Services to Eligible Private School Children - IDEA

#### Requirement – IDEA

- 34 CFR 300.130 – 144; ESEA 612 (a) (10)(A)
  
  - g. If private school personnel were contracted, services were outside the regular duty hours of the teacher unless explicit time was set aside and funded.
  - h. The LEA used state and local funds to supplement, not supplant, the required federal funds to be expended.
  - i. The LEA completes the consultation process to include advertising of process.

#### Documentation - IDEA

**Evidence shall include:**

- f. Evidence that the LEA has documentation when serving private school or home school children through contracts with a third party that ensures the third party is providing services to eligible private school children in accordance with all IDEA requirements.
- g. Evidence that the LEA regularly supervises the provision of IDEA services to private and home school children.
- h. Evidence of service plans if applicable.
- i. Evidence of Child Find activities to private schools.
**Overarching Indicator 3.2**
**Services to Eligible Private School Children - IDEA**

<table>
<thead>
<tr>
<th>Requirement – IDEA</th>
<th>Documentation - IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 CFR 300.130 – 144; ESEA 612 (a) (10)(A)</td>
<td>Evidence shall include:</td>
</tr>
<tr>
<td>j. The LEA provides Child Find activities for private schools similar to the LEA schools.</td>
<td>f. Evidence that the LEA has documentation when serving private school or home school children through contracts with a third party that ensures the third party is providing services to eligible private school children in accordance with all IDEA requirements.</td>
</tr>
<tr>
<td>k. The LEA states the amount of funds available and type of services to be provided prior to the start of the new school year</td>
<td>g. Evidence that the LEA regularly supervises the provision of IDEA services to private and home school children.</td>
</tr>
<tr>
<td></td>
<td>h. Evidence of service plans if applicable.</td>
</tr>
<tr>
<td></td>
<td>i. Evidence of Child Find activities to private schools.</td>
</tr>
</tbody>
</table>
Overarching Requirements

- Prior year elements no longer monitored during Federal Programs CFM
  - Complaints
  - Fraud
  - Waste
  - Abuse
  - Corruption
- White House Executive Order addresses the Executive Branch at the Federal level; not states
- LEAs are required to have a Complaint Policy under O.C.G.A. §§20-2-989.5 and 20-2-989.8
Fiduciary Responsibility

Section 4
Maintenance of Effort
Comparability
Assessment Security
## Overarching Indicator 4.1
### Maintenance of Effort (MOE):

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance of Effort</td>
<td>Documentation for ensuring maintenance of effort (MOE) as outlined in Sec. 1120A and 8521 of the ESEA:</td>
</tr>
</tbody>
</table>
| Sec. 1120A and 8521; Sec. 1114 and 1118; 34 CFR 300.203, 34 CFR 300.204, 34 CFR 300.205 | a. If MOE is **MET** during the current fiscal year, no evidence is required as evidence is on file at the GaDOE.  
b. If MOE is **NOT MET** during the current fiscal year, the evidence shall include: |
| The LEA ensures that it complies with the procedures for ensuring MOE as outlined in §§1120A and 9021 of the ESEA for Title I, Title II, and Title III and for IDEA. | 1. Source data to support the request to the Department to seek waiver.  
2. Procedures for determining maintenance of effort (MOE), including funds to be excluded from MOE calculations. |
## Overarching Indicator 4.1
### Maintenance of Effort (MOE):

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maintenance of Effort</strong>&lt;br&gt;Sec. 1120A and 8521; Sec. 1114 and 1118; 34 CFR 300.203, 34 CFR 300.204, 34 CFR 300.205&lt;br&gt;The LEA ensures that it complies with the procedures for ensuring MOE as outlined in §§1120A and 9021 of the ESEA for Title I, Title II, and Title III and for IDEA.</td>
<td>Documentation for ensuring maintenance of effort (MOE) for IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205.&lt;br&gt;a. If MOE is <strong>MET</strong>, the required evidence would be a detailed expenditure report from the DE046 for program codes 2011 and 2081.&lt;br&gt;b. If MOE is <strong>NOT MET</strong> the required evidence is as follows:&lt;br&gt;1. MOE Eligibility Form with projected expenditures for current year.&lt;br&gt;2. Exception requirement forms with supporting evidence verifying expenditures (usually this is expenditure report) maintained by LEA for LEAs that did not meet or LEAs who reduce effort optionally.&lt;br&gt;3. Correction forms if applicable with supporting evidence verifying expenditures maintained by LEA.</td>
</tr>
</tbody>
</table>
### Overarching Indicator 4.2
### Comparability: Title I, Part A Only

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparability</strong>&lt;br&gt;Sec. 1114 and 1118(3)(A)</td>
<td><strong>Evidence shall include:</strong>&lt;br&gt;In cases where Title I schools are <strong>not comparable:</strong>&lt;br&gt;a. documentation showing adjustments (including dates of hires or staff reassignment to meet comparability) to the allocation of resources that the LEA made to ensure that Title I and non-Title I schools are comparable.&lt;br&gt;b. Documentation to affirm LEA has fully and correctly implemented its approved RAM/P in order to establish comparability if student/teacher ratio methodology fails to demonstrate comparability.&lt;br&gt;▪ Evidence will include payroll records, detailed school expenditure reports, school based budgets.&lt;br&gt;c. Written procedures for meeting comparability requirement</td>
</tr>
</tbody>
</table>
| The LEA ensures that it complies with—<br>a. The procedures for meeting the comparability requirement as outlined in Sec. 1118(3)(A) of the ESEA.<br>b. The LEA is monitoring comparability at least every two years. GaDOE requires that LEAs must meet comparability requirements annually. | }
### Overarching Indicator 4.3
Assessment Security & Reporting of Accountability (Title I, Part A ONLY)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Security &amp; Reporting of Accountability</strong>&lt;br&gt;Sec. 1111</td>
<td>Evidence shall include:</td>
</tr>
<tr>
<td></td>
<td>a. Copies of communication to local educators regarding the LEA’s test security policy/plan and consequences for violation.</td>
</tr>
<tr>
<td></td>
<td>b. The LEA’s test security policy/plan and consequences for violation are made available to local educators.</td>
</tr>
<tr>
<td></td>
<td>c. District/School State Report Card provided for public access on district and school level website(s).</td>
</tr>
</tbody>
</table>

The LEA has a system for ensuring and maximizing the quality, objectivity, utility, and integrity of assessment and accountability information disseminated by the LEA. The LEA has a system for monitoring and improving the ongoing data quality of its assessment system.
Fiduciary Responsibility

Section 5
Internal Control/Expenditures
Inventory
Cash Management
Cost Principles
(ALL PROGRAMS)
Overarching Indicator 5.1 and 5.2
Internal Controls/Expenditures

A Note for LEAs Consolidating Federal Funds:

Districts consolidating state, local and federal funds are only required to provide District level expenditures for review. However, school level expenditures that demonstrate the intent and purpose of each consolidated federal fund should be presented to the CFM team.

Time and Effort Documentation is not required for personnel paid 100% through Fund 150 of the Consolidated Funds Pilot LEAs.
## Overarching Indicator 5.1a
Internal Controls/Expenditures

<table>
<thead>
<tr>
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</table>

### Internal Controls
2 CFR Part 200

Evidence that all LEA Internal Controls specific to LEA expenditures required to be in writing by 2 CFR Part 200 (Allowability, Procurement, Time and Effort, Travel, Segregation of Duties, Stipends) are present and meet requirements for internal controls:

1. Effectiveness and efficiency of operations;
2. Reliability of reporting for internal and external use;
3. Compliance with applicable laws and regulations

### Evidence shall include:

1. Written Allowability Procedures
2. Segregation of Duties
3. Written Procurement Procedures
5. Written Conflict of Interest Policy
6. Written Personal Compensation
7. Written Stipend Policy
8. Written Travel Policy

*Evidence may include other recommended procedures not required in writing*
## Overarching Indicator 5.1
### Internal Controls/Expenditures

<table>
<thead>
<tr>
<th>Requirement</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Controls (cont.)</strong></td>
<td>i. Procedures to support suspension and debarment is checked prior to making purchases above $25,000 threshold from single vendor (34 CFR 85.110)</td>
</tr>
<tr>
<td>4. Ability to meet the following objectives for Federal Awards:</td>
<td></td>
</tr>
<tr>
<td>A. Transactions are properly recorded and accounted for, in order to</td>
<td></td>
</tr>
<tr>
<td>1. Permit the preparation of reliable financial statements and Federal reports;</td>
<td></td>
</tr>
<tr>
<td>2. Maintain accountability over assets</td>
<td></td>
</tr>
<tr>
<td>B. Transactions are executed in compliance with</td>
<td></td>
</tr>
<tr>
<td>1. Federal statutes, regulations, and the terms and conditions of the Federal award that could have a direct and material effect on a Federal program; and</td>
<td></td>
</tr>
<tr>
<td>2. Any other Federal statutes and regulations that are identified in the Compliance Supplement</td>
<td></td>
</tr>
</tbody>
</table>
### Overarching Indicator 5.1b
**Internal Controls/Expenditures**

<table>
<thead>
<tr>
<th>Requirement</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditures</strong></td>
<td>Evidence shall include:</td>
</tr>
<tr>
<td>2 CFR Part 200</td>
<td>a. Copy of FY18 and FY19 Payroll &amp; Expenditure Detail Reports for every program organized by site, function and object (if applicable, with LEA Chart of Accounts crosswalk).</td>
</tr>
</tbody>
</table>

Evidence that 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:

1. Segregation of duties in review and authorization (must include Program Coordinator).
### Overarching Indicator 5.1b
Internal Controls/Expenditures

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditures (cont.)</strong></td>
<td>b. Copy of Source Documentation for all requested expenditures (purchase orders, invoices, contracts/contract deliverables, agendas, receipts, travel authorizations, pre-approval, Title IIIA-funded instructors/ tutors, administrative costs), all capital expenditures, all competitive procurement.</td>
</tr>
<tr>
<td>2. Reconciles all applicable reports – expenditure, budget, etc.</td>
<td></td>
</tr>
<tr>
<td>3. Allowable under applicable laws and regulations.</td>
<td></td>
</tr>
<tr>
<td>4. Prove necessary, reasonable, and allocable.</td>
<td></td>
</tr>
<tr>
<td>5. Supported by source documentation.</td>
<td></td>
</tr>
<tr>
<td>6. Supplement not supplant non-federal funds. Title II and Title III use 3 Prong Test for Supplanting.</td>
<td></td>
</tr>
</tbody>
</table>
## Overarching Indicator 5.1b
### Internal Controls/Expenditures

<table>
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<tr>
<td><strong>Expenditures (cont.)</strong></td>
<td>c. Copy of FY18 and FY19 Time and Effort Records.</td>
</tr>
<tr>
<td>7. Align with approved Federal budget.</td>
<td>d. Copy of special approval documentation (capital expenses, etc.).</td>
</tr>
<tr>
<td>8. <strong>Occur within the Period of Performance and benefits students in the current grant period.</strong></td>
<td>e. Copy of A-133 audit reports for two years.</td>
</tr>
<tr>
<td>9. Comply with standards of documentation of personnel expenditures (Time and Effort).</td>
<td>f. Copy of Resource Allocation Methodology/Plan (RAM/P) to meet Title I supplement not supplant.</td>
</tr>
<tr>
<td>10. Maintain oversight of contracts/purchase orders for contracted services.</td>
<td></td>
</tr>
</tbody>
</table>
Documentation for Supplement Not Supplant: Title I, Part A only

- To ensure that federal funds have the opportunity to make a difference, a Title I, Part A program relies on the equitable distribution of non-federal funds.
- Equitable distribution of non-federal funds requires that:
  A Title I program school shall use Title I funds only to supplement the amount of funds that would, in the absence of Title I funds, be available from non-federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English Learners.

**Note:** Supplement in a Title I, Part A program is no longer determined at the expenditure level. It is determined at the LEA level and looks to ensure non-federal funds are distributed to all schools across the LEA in equitable ways. (i.e. RAM/P)
## Overarching Indicator 5.1b
### Internal Controls/Expenditures

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Expenditures (cont.)</strong></td>
<td><strong>g.</strong> Copy of FY18 Completion Report and FY18 general ledger for each federal program.</td>
</tr>
<tr>
<td>12. Provides time stamped documentation of verifying vendors against suspension and disbarment database</td>
<td><strong>h.</strong> Copy of completed Class Size Reduction Worksheet and teacher/grade level/content schedules (if applicable).</td>
</tr>
<tr>
<td>13. Follow federal, state and local standards and policies related to competition and methods of procurement.</td>
<td><strong>i.</strong> Copy of signed and time stamped documentation verifying vendors against suspension and debarment database.</td>
</tr>
</tbody>
</table>
Time & Effort: Standards for Documentation of Personnel Expenses §200.430

Charges for salaries must be based on records that accurately reflect the work performed

- Must be supported by a system of internal controls which provides reasonable assurance charges are accurate, allowable and properly allocated
- Be incorporated into official records
- Reasonably reflect total activity for which employee is compensated - not to exceed 100-percent
- Encompass all activities (federal and non-federal)
- Comply with established accounting polices and practices
- Support distribution among specific activities or cost objectives
Time and Effort: Standards for Documentation of Personnel Expenses §200.430

If records meet the standards: the non-federal entity will NOT be required to provide additional support or documentation for the work performed § 200.430(i)(2)

BUT, if “records” of grantee do not meet new standards, the Department may require PARs §200.430(i)(8)

PARs are not defined!!
Time and Effort

1. Upon Legal Consultation, in 2017-2018 GaDOE is allowing increased flexibility with time and effort

2. Type 1: Period Certification
   a. Single Cost Objective
   b. May be completed twice a year OR once a year as detailed in your district’s written procedures
   c. Supporting documentation is still required
   d. Signed after the fact by employee or supervisor with knowledge of the work performed
   e. May be completed by for an individual or group (both forms available on the GaDOE Website)

3. Type 2: Personnel Activity Report (PAR) also known as time logs
   a. Multiple Cost Objectives
   b. Can be submitted to supervisor quarterly or monthly as detailed in your district’s written procedures

4. Flexibility for time and effort **must** be addressed in the district’s internal controls

Updated 8.25.17
Overarching Indicator 5.3 and 5.4
Internal Controls/Expenditures

A Note for LEAs Consolidating Federal Funds:

Inventory controls and documentation are only required for items purchased with federal funds prior to consolidation or for items purchased with funds outside of Fund 150.
## Overarching Indicator 5.2a

### Inventory Controls

<table>
<thead>
<tr>
<th>Requirement</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Inventory Internal Controls</strong></td>
<td>Evidence shall include:</td>
</tr>
</tbody>
</table>
| 2 CFR Sec. 200.62(c); Sec.200.313(d) | - Acquisition of equipment  
- Method of entering information into the LEA’s inventory management system  
- Off-site use of equipment  
- Physical inventory  
- District Equipment Disposition Procedures  
- Adequate safeguards related to loss, damage, or theft of equipment  
- Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.  
- Equipment use for Title I, Part A TA programs  
- Equipment use for private schools  
- Maintenance procedures to keep the property in good condition. |

Evidence that all LEA inventory internal controls required to be in writing by 2 CFR Part 200 are present and meet requirement for internal controls:

1. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.  
2. Maintenance procedures to keep the property in good condition.
## Overarching Indicator 5.2b
### Inventory Controls

<table>
<thead>
<tr>
<th>Requirement</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Inventory Management</strong>&lt;br&gt;2 CFR Sec.200.313(d)&lt;br&gt;a. Evidence that the LEA manages equipment in a way that meets the following conditions&lt;br&gt;1. 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.&lt;br&gt;2. 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, vendor professional, serial number or other identification number, location, use, condition of property, and disposition data including date of disposal.</td>
<td>Evidence shall include:&lt;br&gt;1. Copies of all purchase orders documenting purchases of equipment with federal funds.&lt;br&gt;2. Copy of inventory records with all required components.&lt;br&gt;3. Records/logs of dates that physical inventories were conducted at LEA and schools with date, and signatures of person conducting inventory.</td>
</tr>
</tbody>
</table>
Overarching Indicator 5.2b
Inventory Controls

<table>
<thead>
<tr>
<th>Requirement</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Inventory Management (cont.)</strong></td>
<td><strong>Inventory Management</strong></td>
</tr>
<tr>
<td>3. Annual physical inventories and reconciliation of physical inventory with property records.</td>
<td>4. Copy of District Equipment Disposition Policy</td>
</tr>
<tr>
<td>4. Adequate safeguards to prevent loss, damage, or theft of the property to include investigation if loss, damage, or theft occur.</td>
<td></td>
</tr>
<tr>
<td>5. Sale of property procedures to ensure the highest possible return.</td>
<td></td>
</tr>
<tr>
<td>6. Disposition of equipment in accordance with state laws and procedures.</td>
<td></td>
</tr>
</tbody>
</table>
# Overarching Indicator 5.3a
## Cash Management - Drawdowns

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| **Cash Management - Internal Controls**
2 CFR Sec. 200.313(b)(6) |

a. Evidence that all LEA 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 |

Evidence shall include:
Written internal controls to segregate duties associated with cash management, to monitor cash management activities (including reconciliations), to ensure reimbursements are made only after costs have been incurred, or cash advances are made as close as is administratively possible (not more than 3 days) to actual cash outlay, and to implement the requirements of §200.305-Payment (includes regulations regarding earning interest, standards governing the use of banks, etc.).
## Overarching Indicator 5.3b
### Cash Management - Drawdowns

<table>
<thead>
<tr>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td><strong>Drawdown Records</strong></td>
<td></td>
</tr>
<tr>
<td>b. Evidence that LEA minimizes the time elapsing between the transfer of funds and disbursement by the grantee or subgrantee.</td>
<td>Copies of all FY18 and FY19 DE0147s for every federal program with supporting accounting records</td>
</tr>
<tr>
<td>c. Evidence that LEA’s requests for federal funds are evaluated, and drawdowns of federal cash are only for immediate needs.</td>
<td>Evidence that the LEA reconciles drawdown requests as needed and maintains supporting documentation.</td>
</tr>
<tr>
<td>d. Evidence that LEA reconciles drawdown requests as needed and maintain supporting documentation</td>
<td></td>
</tr>
</tbody>
</table>
Next Section: IDEA
Individuals with Disabilities Education Act of 2004 (IDEA)

FY19 Monitoring Indicators and Documentation
Indicator 21: IDEA Fiscal Compliance

- CEIS Expenditures
- High Cost Fund Pool
- LEA Excess Cost Calculation
Indicator 21.1
Coordinated Early Intervening Services (CEIS)

Indicator 21.1 Requirement

• The LEA is compliant in grant management procedures for use of IDEA CEIS funds.

34 CFR 300.208
34 CFR 300.226

Documentation

• Detailed CEIS expenditure reports
  ▪ Grand total must equal required amount, including carryover.
  ▪ All expenditures must align with the approved CEIS plan.

• CEIS log
  ▪ Student list
  ▪ Log of activity
Indicator 21.2
IDEA High Cost Fund

Indicator 21.2 Requirement

- The LEA is compliant in grant management procedures for use of IDEA for High Cost Fund.

34 CFR 300.704

Documentation

- Detailed HCF expenditure report
  - Grand total must equal or exceed the grant amount.
  - All expenditures must align with the approved HCF application.

- Student IEP/Eligibility
- Invoices, receipts, etc.
- Medicaid reimbursement documentation, if applicable
## Indicator 21.3
### Excess Cost

<table>
<thead>
<tr>
<th>Indicator 21.3 Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA only uses IDEA for the excess costs of students with disabilities.</td>
<td>• Portal Results and Base signed off.</td>
</tr>
<tr>
<td>34 CFR 300.16</td>
<td>• Excess Cost Expenditure reports for special education expenditures on the results calculations tab.</td>
</tr>
<tr>
<td>34 CFR 300.202</td>
<td>• Supporting evidence for “other special education expenses”.</td>
</tr>
<tr>
<td>Title I A 602.8</td>
<td>• Supporting evidence for student enrollment.</td>
</tr>
</tbody>
</table>
Cross Functional Monitoring
Technical Assistance

District Liaisons will provide additional technical assistance through Collaborative Communities in September.
# IDEA Monitoring Staff Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amber McCollum</td>
<td>(404) 463-0535</td>
<td><a href="mailto:amccollum@doe.k12.ga.us">amccollum@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Program Manager Budgets and Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kachelle White</td>
<td>(404) 657-9970</td>
<td><a href="mailto:kawhite@doe.k12.ga.us">kawhite@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Program Manager Senior RDA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Next Section: Title I, Part A
Title I, Part A
Improving the Academic Achievement of the Disadvantaged

FY19 Monitoring Indicators and Documentation
Federal Programs Indicator 6.1 - General LEA Selection and Allocation Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1 General LEA Selection and Allocation Requirements</strong></td>
<td><strong>6.1 Evidence shall include:</strong></td>
</tr>
<tr>
<td>Sec. 1113; 34 CFR Sec. 200.70; 200.71</td>
<td>a. Documentation, if applicable, that the LEA has a waiver of requirements for the determination of eligible school attendance area and allocations under a state-ordered or court-ordered desegregation plan.</td>
</tr>
<tr>
<td>The LEA complies with the requirements with regard to:</td>
<td>b. LEA provides copy of free/reduced lunch count and directed certified report from the LEA School Food Nutrition department for participating CEP schools. LEAs using the CEP option must provide the procedures for determining rank order for the LEA's schools.</td>
</tr>
<tr>
<td>a. Reserving funds for the various set-asides either required or allowed under the statute, and</td>
<td></td>
</tr>
<tr>
<td>b. 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.</td>
<td></td>
</tr>
</tbody>
</table>
## Federal Programs Indicator 6.1 - General LEA Selection and Allocation Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1 General LEA Selection and Allocation Requirements</strong></td>
<td><strong>6.1 Evidence shall include: (cont.)</strong></td>
</tr>
<tr>
<td>Sec. 1113; 34 CFR Sec. 200.70; 200.71</td>
<td>c. Residential treatment facilities (previously called Senate Bill 618 schools) showing the referring entity for each student: Parent/guardian, Department of Human Services (DHS), Department of Juvenile Justice (DJJ), or another LEA. For those students referred by a parent/guardian or another LEA, documentation regarding poverty must be on file (example: TANF, school lunch application, etc.)</td>
</tr>
<tr>
<td>The LEA complies with the requirements with regard to:</td>
<td></td>
</tr>
<tr>
<td>a. Reserving funds for the various set-asides either required or allowed under the statute, and</td>
<td></td>
</tr>
<tr>
<td>b. Allocating funds to eligible attendance areas or schools in rank order of poverty</td>
<td></td>
</tr>
<tr>
<td>Requirement</td>
<td>Documentation</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| **6.2 Rank Ordering and Allocation Procedures**  
34 CFR Sec. 200.70 and 200.71  
Sec. 1113 | **2. Evidence shall include:** |
| The LEA ensures that it complies with the requirements for allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area. | a. Verification of correct ranking of schools being served  
b. Copy of written procedures for identifying eligible students for TA schools or TA like programs within a Schoolwide program  
c. If applicable, list of 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: |
| | 1. Targeted Assistance Programs  
2. School-wide Programs where participation is offered to a select group of eligible Title I students |
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.3 LEA Reservation of Funds</strong></td>
<td><strong>6.3 Evidence shall include:</strong></td>
</tr>
<tr>
<td>Sec. 1113; 34 CFR Sec. 200.70; 200.71</td>
<td>a. The LEA has procedures to ensure that it has correctly calculated the amount of funds for the following required set-asides: Parent and Family Engagement, Homeless, Neglected and Delinquent, Private School Proportionate Share.</td>
</tr>
<tr>
<td>The LEA has procedure(s) to ensure that it meets reservation requirements annually.</td>
<td>b. Written Procedures for calculating Parent and Family Engagement Carryover and accompanying calculation worksheet (if applicable).</td>
</tr>
</tbody>
</table>
Federal Programs Indicator 6.4 - LEA Equitable Services for Private School

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.4 Equitable Services for Private School Participants</strong></td>
<td><strong>6.4 Evidence shall include:</strong></td>
</tr>
<tr>
<td>Sec. 1113; 34 CFR Sec. 200.70; 200.71</td>
<td>a. Amount reserved for parent and family engagement--Families of private school</td>
</tr>
<tr>
<td>The LEA has procedure(s) to ensure that it has correctly calculated the</td>
<td>participants</td>
</tr>
<tr>
<td>amount of funds for equitable services to private school participants and</td>
<td>b. Amount reserved for administrative costs for private school equitable</td>
</tr>
<tr>
<td>their teachers and families.</td>
<td>services (optional)</td>
</tr>
<tr>
<td></td>
<td>c. Amount reserved for instructional and professional development services--</td>
</tr>
<tr>
<td></td>
<td>Private school students and teachers</td>
</tr>
</tbody>
</table>
Title I, Part A – Inventory Monitoring

• Inventory on-site monitoring (monitored by your Title I Area Specialist not during the CFM visit)

• Process will begin at Central Office (CO) with a procedural and record review and spot check of items on CO Inventory

• School Visits
  ▪ Specialist will inform LEA of schools to be visited well in advance of visit – usually 2-3 schools
  ▪ Someone from CO should accompany Title I Specialist to selected schools to locate school and items on inventory
  ▪ Please provide up-to-date copies of school specific inventory

• Schedule
  ▪ Typically 1 FULL Day
# Title I, Part A Program Specialists’ Contact Information

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Office Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro 1</td>
<td>Robyn Planchard</td>
<td>(404) 985-3808</td>
<td><a href="mailto:rplanchard@doe.k12.ga.us">rplanchard@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Metro 2</td>
<td>Olufunke Osunkoya</td>
<td>(678) 704-3557</td>
<td><a href="mailto:oosunkoya@doe.k12.ga.us">oosunkoya@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Metro 3</td>
<td>Sherri Minshew</td>
<td>(770) 324-1965</td>
<td><a href="mailto:sminshew@doe.k12.ga.us">sminshew@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NW 1</td>
<td>Anne Marie Wiseman</td>
<td>(678) 986-0435</td>
<td><a href="mailto:amwiseman@doe.k12.ga.us">amwiseman@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NW 2</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NW 3</td>
<td>Clarice Howard</td>
<td>(470) 230-1533</td>
<td><a href="mailto:choward@doe.k12.ga.us">choward@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NE 1</td>
<td>Tammy Wilkes</td>
<td>(478) 237-2873</td>
<td><a href="mailto:twilkes@doe.k12.ga.us">twilkes@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NE 2</td>
<td>Grace McElveen</td>
<td>(912) 334-0802</td>
<td><a href="mailto:gmcelveen@doe.k12.ga.us">gmcelveen@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NE 3</td>
<td>Kathy Pruett</td>
<td>(706) 540-8959</td>
<td><a href="mailto:kpruett@doe.k12.ga.us">kpruett@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
# Title I, Part A Program

Specialists’ Contact Information

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Office Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE 1</td>
<td>JaBra Harden Fuller</td>
<td>(229) 563-6269</td>
<td><a href="mailto:jharden@doe.k12.ga.us">jharden@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SE 2</td>
<td>Marijo Pitts-Sheffield</td>
<td>(912) 269-1216</td>
<td><a href="mailto:mpitts@doe.k12.ga.us">mpitts@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SE 3</td>
<td>Elaine Dawsey</td>
<td>(478) 971-0114</td>
<td><a href="mailto:edawsey@doe.k12.ga.us">edawsey@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SW 1</td>
<td>Kim Ezekiel</td>
<td>(229) 848-5917</td>
<td><a href="mailto:kezekiel@doe.k12.ga.us">kezekiel@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SW 2</td>
<td>Bobby Trawick</td>
<td>(229) 246-1976</td>
<td><a href="mailto:btrawick@doe.k12.ga.us">btrawick@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
Title I, Part A
Program Managers

Randy Phillips, Ed.D.
Title I, Part A Program Manager
Federal Programs
rphillips@doe.k12.ga.us
(404) 463-1955 – Desk Phone
(404) 693-6666 – Cell Phone

Ken Banter, Ed.D.
Title I, Part A Program Manager
Federal Programs
kbanter@doe.k12.ga.us
(404) 463-3467 – Desk Phone
(404) 673-2372 – Cell Phone
Next Section: Parent and Family Engagement
Title I, Part A
Parent and Family Engagement

FY19 Monitoring Indicators and Documentation
Parent and Family Engagement FY19 Monitoring Indicators

• For Title I, Part A parent and family engagement requirements, please refer to Family-School Partnership Program’s Monitoring webpage at http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Monitoring-Family-Engagement.aspx

• Another resource is the **Systemic Family Engagement Guide** (aka “The Handbook”) http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Handbook.aspx
Title I, Part A
Parent and Family Engagement
FY19 Monitoring Process

• LEAs selected for Cross-Functional Monitoring will either be monitored on-site or by desktop monitoring.

• The GaDOE monitoring team will notify LEAs whether on-site or desktop monitoring will occur.

• The GaDOE monitor will be monitoring six (6) indicators for parent and family engagement in FY19.
Title I, Part A
Parent and Family Engagement
FY19 Monitoring Process

- **On-site monitoring** will take place on the same day as the Cross-Functional Monitoring and consist of a **document review**.
- Interviews will not be conducted.
- LEAs with **more than five (5) schools** will be notified **two (2) weeks** prior to on-site monitoring by the GaDOE monitor of Parent and Family Engagement indicators with regard to **which schools** will need to provide documentation.
Title I, Part A
Parent and Family Engagement
FY19 Monitoring Process (Cont.)

- LEAs with **five (5) or fewer schools** will need to provide documentation for all Title I schools.
- During the on-site visit, the GaDOE monitor of Parent and Family Engagement indicators will review the LEA’s monitoring of selected schools but will randomly select **one Title I school’s documents** to review.
Title I, Part A
Parent and Family Engagement
Desktop Monitoring Process

- **Two (2) weeks** prior to desktop monitoring, the GaDOE monitor of Parent and Family Engagement indicators will randomly select **up to 3 Title I schools** and request documents from the LEA.

- **Desktop monitoring** will take place on the same day as the cross-functional monitoring and consist of an online **document review**.

- LEAs will have until **9:00 a.m.** on the day of their cross-functional monitoring to **upload parent and family engagement documentation**.
Title I, Part A
Parent and Family Engagement
Desktop Monitoring Process (Cont.)

• The GaDOE monitor will review the LEA’s monitoring of Title I schools; however—as a sample—review documentation of one out of the three Title I schools’ documents.

• Those LEAs participating in desktop monitoring will be required to upload documentation to a webpage similar to what they typically would do for on-site monitoring.

• When uploading documentation, please name each file with the indicator number the documentation refers to, the content the file contains, and either the LEA or school name.

• For example, 8.3_Distribution of School-Parent Compact_ABC Elementary School
Federal Programs Indicator 8.1 - Title I, Part A: Meaningful Consultation with Parents, Families, & Community

Requirement

- Evidence of input in **multiple ways** for each of the following:
  - School Parent and Family Engagement Policy/Plan
  - School-Parent Compact
  - Building School Staff Capacity with the assistance of parents
  - 1% set-aside for parent and family engagement activities, if LEA receives more than $500,000 in Title I, Part A funds
- The Annual Title I Parent Meeting in the fall **cannot** be used as an input opportunity.

Refer to [FY19 Cross Functional Monitoring Document](https://gadoe.org), p. 9
Federal Programs Indicator 8.1 -
Title I, Part A: Meaningful Consultation with
Parents, Families, & Community

“Look For”

• Did the LEA use the GaDOE Checklist for Input / district-developed checklist to document evidence of **more than one opportunity** for input?

  1. At least one Primary Method of an **in-person or online meeting**: Did the checklist document multiple invitations, agenda, sign-in sheet, minutes/notes/summary/presentation/talking points, and that the meeting was offered at a flexible time?

  2. **What was the second opportunity?** Did the checklist show another meeting or a Secondary Method such as parent surveys, feedback form, or other LEA developed method?

• Was there sample documentation for the selected school(s)?

Refer to **FY19 Cross Functional Monitoring Document**, p. 9
Federal Programs Indicator 8.1 - Title I, Part A: Meaningful Consultation with Parents, Families, & Community

Common Findings

• Only one input opportunity

• The Parent Input Meeting was held after the revision date on the School-Parent Compact or the Parent and Family Engagement Policy.

• The Annual Title I Meeting held in the fall was used as an input opportunity to make revisions on the School-Parent Compact and Parent and Family Engagement Policy.

• Lack of evidence in asking for parent input into building school staff capacity

Refer to FY19 Cross Functional Monitoring Document, p. 9
Federal Programs Indicator 8.1-Meaningful Consultation with Parents, Families, & Community

Annual Evaluation of Title I, Part A Parent and Family Engagement

Input

- Summary of Evaluation Tools
- Assessing the Findings
- Checklist for Input
- Annual Evaluation & Parent Surveys

http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Input.aspx
Federal Programs Indicator 8.2 - Title I, Part A: LEA Technical Assistance to Schools

“Look For”

- Did the LEA provide a copy of written procedures and timelines regarding parent and family engagement requirements?
- Did the LEA have multiple meetings with dated agendas and dated sign-in sheets with roles of attendees?
- Did the LEA have meeting minutes / notes / summary / presentation / handouts to document technical assistance topics?
- Did the LEA provide multiple sample emails or other communications to Title I funded staff regarding Sections 1112(e)(3) and 1116 requirements?
- If the LEA is a single school system, the LEA may provide evidence of technical assistance to Title I funded staff.

Refer to FY19 Cross Functional Monitoring Document, p. 9
Federal Programs Indicator 8.3 -
Title I, Part A: Distribution in Multiple Ways
and Accessibility

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence of distribution in <strong>multiple ways</strong> for each of the following:</td>
</tr>
<tr>
<td>▪ LEA Parent and Family Engagement Policy/Plan</td>
</tr>
<tr>
<td>▪ School Parent and Family Engagement Policy/Plan</td>
</tr>
<tr>
<td>▪ School-Parent Compact</td>
</tr>
<tr>
<td>• The completed and revised documents <strong>must be distributed by November 1st</strong> and available to the local community</td>
</tr>
</tbody>
</table>

Refer to [FY19 Cross Functional Monitoring Document](#), p. 9
Federal Programs Indicator 8.3 - Title I, Part A: Distribution in Multiple Ways and Accessibility

“Look For”

• Did the LEA use the GaDOE Checklist for Distribution/ district-developed checklist to document evidence of more than one distribution method?

• Did the checklist indicate an Annual Title I Meeting in the fall with dated agendas, dated sign-in sheets with roles of attendees, and meeting minutes / notes / summary / presentation / handouts?

• For the school–parent compact, were samples of signed and dated compacts prior to November 1st provided?

• Was the information in a format and language the parent can understand?

• Is there a copy of the notification in English for the GaDOE monitor to review?

Refer to FY19 Cross Functional Monitoring Document, p. 9
Federal Programs Indicator 8.3 - Title I, Part A: Distribution in Multiple Ways and Accessibility

Common Findings

• Only one method of distribution
• Samples of signed and dated compacts missing or signatures missing
• The Parent and Family Engagement Policies/Plans and the School-Parent Compact were not in a format and language all parents can understand

Refer to FY19 Cross Functional Monitoring Document, p. 9
Federal Programs Indicator 8.3 – Distribution in Multiple Ways and Accessibility

Distribution
pp. 181-199

• Distribution Checklist
• Annual Title I Parent Meeting Samples
• Notifications to Parents

http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Distribution.aspx

8/21/2018
Federal Programs Indicator 8.4 -
Title I, Part A: School Parent and Family Engagement Policy/Plan

“Look For”

• Does the School Parent and Family Engagement Policy / Plan have the following required content?
  ❑ Jointly Developed
  ❑ Annual Title I Parent Meeting
  ❑ Communications
  ❑ How the school will provide information, to the extent practicable, in a format and language that parents can understand
  ❑ School-Parent Compact
  ❑ Revision Date (month, day, year)
  ❑ Current School Year (2018-2019)

• If the LEA is a single school system and addressed required content, the LEA may refer to the LEA Parent and Family Engagement Policy / Plan submitted with its CLIP.

Refer to FY19 Cross Functional Monitoring Document, p. 9-10
Federal Programs Indicator 8.4 - Title I, Part A: School Parent and Family Engagement Policy/Plan

“Look For” (Cont.)

• Does the School Parent and Family Engagement Policy / Plan have the following required content (Cont.)?

  - For LEAs that receive more than $500,000 in Title I, Part A funds and distributes a percentage of the 1% set-aside for parent and family engagement
  - To the extent feasible and appropriate, coordination and integration of parent and family engagement programs and activities
  - Strategies / activities / trainings the school will provide to build school staff capacity
  - Strategies / activities / trainings the school will provide to build parent capacity

Refer to FY19 Cross Functional Monitoring Document, p. 9-10
Federal Programs Indicator 8.4 - Title I, Part A: School Parent and Family Engagement Policy/Plan

Common Findings

• Missing description of how the school will provide strategies / activities / trainings to **build school staff capacity**

• Missing description of the **school-parent compact**

Recommendation when...

• Revision date is missing the day; only shows month/year (Note to LEAs: the revision date helps the GaDOE monitor know that the Parent and Family Engagement Policy / Plan was finalized after the date of the input meeting for parents to jointly develop the policy / plan.)

Refer to [FY19 Cross Functional Monitoring Document](#), p. 9-10
Federal Programs Indicator 8.4 - School Parent and Family Engagement Policy/Plan

School Parent and Family Engagement Policy/Plan pp. 112-137

• Checklist
• Traditional Template
• Innovative Template

http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Policies.aspx
Federal Programs Indicator 8.5 - Title I, Part A: School-Parent Compact

“Look For”

• Does the School-Parent Compact have the following required content?
  ❑ Jointly Developed
  ❑ District Goal from the Consolidated LEA Improvement Plan (CLIP)
  ❑ School Academic Goals (e.g., S.M.A.R.T. goal from the District / School Improvement Plan)
  ❑ School/Teacher Responsibilities aligned to School Academic Goals
  ❑ Parent Responsibilities aligned to School Academic Goals
  ❑ Student Responsibilities aligned to School Academic Goals
  ❑ Communications
  ❑ Partnerships
  ❑ Revision Date (month, day, year)

Refer to FY19 Cross Functional Monitoring Document, p. 10
Federal Programs Indicator 8.5 - Title I, Part A: School-Parent Compact

Common Findings

- School/Teacher Responsibilities are not aligned to School Academic Goals
- Parent Responsibilities are not aligned to School Academic Goals
- Student Responsibilities are not aligned to School Academic Goals

Recommendation when...

- Revision date is missing the day; only shows month/year (Note to LEAs: The revision date helps the GaDOE monitor know that the School-Parent Compact was finalized after the date of the input meeting for parents to jointly develop the compact.)

- School year is out of date or missing

Refer to **FY19 Cross Functional Monitoring Document**, p. 10
Federal Programs Indicator 8.5 - School-Parent Compact

Compacts pp. 138-171
- Checklist
- Focus Area Suggestions
- Traditional Template
- Innovative Template

http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Compacts.aspx
Federal Programs Indicator 8.6 - Title I, Part A: Building Capacity

Requirement

• Evidence that the LEA and schools have carried out the requirement to build capacity:
  ▪ **School Staff** Capacity
  ▪ **Parent** Capacity

• For schools trained in Academic Parent-Teacher Teams (APTT), documentation of implementing APTT with fidelity will have met the requirements for building both **school staff and parent capacity**.

Refer to [FY19 Cross Functional Monitoring Document](#), p. 10-11
Federal Programs Indicator 8.6.a - Title I, Part A: Building Capacity

“Look For” **School Staff** Capacity

• Did the LEA use the GaDOE Checklist for Building Capacity of School Staff / district-developed checklist to document evidence?

• Did the checklists show at least 2 or more options per semester for school staff? *(Note to LEAs: At least one primary method of an in-person or online session. The secondary method is continuous communications with staff.)*

• Did the checklists show that teachers, specialized instructional support personnel, principals, other school leaders, and other school staff attended?

• Did the checklists document the required topics?

Refer to [FY19 Cross Functional Monitoring Document](#), p. 10-11
Federal Programs Indicator 8.6.a - Title I, Part A: Building Capacity

Common Findings for **School Staff** Capacity

- Only school principals and Family Engagement Coordinators participated; Teachers, specialized instructional support personnel, and other school staff were not included.

- Meetings were focused on District Staff providing technical assistance on complying with general Title I requirements.

- Topics were not related to the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs; or build ties between parents and the school.

Refer to [FY19 Cross Functional Monitoring Document](#), p. 10-11
Federal Programs Indicator 8.6.a - Title I, Part A: Building Capacity

Richard Woods, Georgia’s School Superintendent
“Educating Georgia’s Future”
gadoe.org

http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/School-Staff-Capacity.aspx
Federal Programs Indicator 8.6.b - Title I, Part A: Building Capacity

“Look For” **Parent** Capacity

• Did the LEA use the GaDOE Checklist for Building Capacity of Parents / district-developed checklist to document evidence?

• Did the checklists document the required topics such as academic standards, curriculum, assessments, what is Title I, how to monitor child’s progress, how to work with educators to improve the achievement of children?

Refer to [FY19 Cross Functional Monitoring Document](#), p. 10-11
Federal Programs Indicator 8.6.b - Title I, Part A: Building Capacity

Common Findings for Parent Capacity

• Topics were not related to understanding such topics as:
  ▪ the challenging State academic standards
  ▪ State and local academic assessments
  ▪ Title I requirements
  ▪ how to monitor a child’s progress
  ▪ work with educators to improve the achievement of their children

• Lack of outreach efforts to parents of English Learners regarding how to be active participants in assisting their children to attain English proficiency

Refer to FY19 Cross Functional Monitoring Document, p. 10-11
Federal Programs Indicator 8.6.b - Title I, Part A: Building Capacity

The Georgia Department of Education

The National PTA Standards for Family-School Partnerships provide strategies for Title I schools to build parent capacity as required by the Every Student Succeeds Act (ESSA). The Crosswalk for Parent and Family Engagement tool puts this work in context and is easy to use. The standards for parent involvement in the Georgia Standards of Excellence (GSE) are built around the same principles. The PTA Standards for Family-School Partnerships state that families and schools work together to provide higher-quality education in order to meet the needs of all students. The Georgia Standards of Excellence (GSE) are designed to help teachers and parents understand the skills and knowledge students need to succeed.

Federal Programs Indicator 8.6.b - Title I, Part A: Building Capacity

Title I Parental Involvement - Section 1116

Building Parent Capacity: A Crosswalk for Parent and Family Engagement

Federally mandated requirements for parental involvement include:

- **Title I Parental Involvement**
- **Building Parent Capacity**
- **Building Capacity Through Communication**
- **Building Capacity Through Parent Leadership**
- **Building Capacity Through Collaboration**
- **Building Capacity Through Professional Development**
- **Building Capacity Through Technology**
- **Building Capacity Through Program Management**
- **Building Capacity Through Program Evaluation**
- **Building Capacity Through Program Advocacy**

Federal Programs Indicator 8.6.b - Title I, Part A: Building Capacity

http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Capacity.aspx
# Team for Title I, Part A – Parent and Family Engagement Monitoring Indicators

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandi Griffin, Family Engagement Specialist</td>
<td>404-232-1148</td>
<td><a href="mailto:mgriffin@doe.k12.ga.us">mgriffin@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Susan Holcomb, Family Engagement Specialist</td>
<td>404-326-4395</td>
<td><a href="mailto:sholcomb@doe.k12.ga.us">sholcomb@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Dawn Scott, Family Engagement Specialist</td>
<td>404-694-4209</td>
<td><a href="mailto:dscott@doe.k12.ga.us">dscott@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>

GaDOE Contact Information by LEA at [http://www.gadoe.org/Pages/Support.aspx](http://www.gadoe.org/Pages/Support.aspx)

[http://partnerships.gadoe.org](http://partnerships.gadoe.org)

@GaDOEPartners
Title I, Part A
Notice to Parents

FY19 Monitoring Indicators and Documentation
Federal Programs Indicator 7 - Title I, Part A: Notice to Parents

Parents of English Learners Webpage
- Visual for Determining Support for ELs
- FAQs
- Templates
- Recorded Webinars
- Videos
- Tool Kit

http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx
Federal Programs Indicator 7 - Title I, Part A: Notice to Parents

[Diagram showing the process of determining support for English Learners]

Download the Visual at

http://http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx
Federal Programs Indicator 7 - Title I, Part A: Notice to Parents

Parents of English Learners

Frequently Asked Questions (FAQs)

Click here to read frequently asked questions regarding the support of English Learners (ELs) under Title I, Part A and Title III, Part A Parent, Family, and Community Engagement. Click here to read Questions & Answers regarding outreach to parents of ELs, as described by Section 1112(e)(3)(C) of the Every Student Succeeds Act. To discuss the use of Title I funds for parent and family engagement, please contact your Title I Area Specialist. For information about Title III, please contact your Title III Regional Specialist.

http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx
Federal Programs Indicator 7 - Title I, Part A: Notice to Parents

Parents of English Learners Webpage

- Notification templates in English and 14 Other Languages

Title I Notification of Supplemental Language Program Form [ENGLISH]

Arabic version
Traditional Chinese version
Creole version
French version
German version
Gujarati version
Hmong version
Korean version
Lao version
Portuguese version
Russian version
Spanish version
Urdu version
Vietnamese version

http://http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx
Federal Programs Indicator 7 - Title I, Part A: Notice to Parents

Requirement

• Written procedures in the LEA's Federal Programs Manual describing how Title I staff will monitor the distribution of the notice to parents of participating ELs only.

• Copies of the notification with date of distribution in English and in a format and language the parents can understand. (This notice is not for all ELs and their parents.)

• Names of EL students must be redacted for GaDOE review per the Family Educational Rights and Privacy Act (FERPA).

Refer to FY19 Cross Functional Monitoring Document, p. 8
Federal Programs Indicator 7 - Title I, Part A: Notice to Parents

Required Content of the Notice

i. The reasons for the identification of their child as an EL and in need of placement in a supplemental language instruction educational program;

ii. The child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;

iii. The methods of instruction used in the supplemental language program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

Refer to FY19 Cross Functional Monitoring Document, p. 8
Federal Programs Indicator 7 - Title I, Part A: Notice to Parents

Requirement

iv. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;

v. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;

Refer to FY19 Cross Functional Monitoring Document, p. 8
### Federal Programs Indicator 7 - Title I, Part A: Notice to Parents

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>vi. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from high school (including four year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;</td>
</tr>
<tr>
<td>vii. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and</td>
</tr>
</tbody>
</table>

Refer to [FY19 Cross Functional Monitoring Document](#), p. 8
Federal Programs Indicator 7 - Title I, Part A: Notice to Parents

Requirement

viii. Information pertaining to parental rights that includes written guidance—

I. detailing the right that parents have to have their child immediately removed from such program upon their request;

II. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

III. assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

Refer to FY19 Cross Functional Monitoring Document, p. 8
Federal Programs Indicator 7 - Title I, Part A: Notice to Parents

“Look For”

- Was the notification sent to parents of English Learners (ELs) participating in Title I or Title III supplemental English language support?
- Was the notification sent to parents not later than 30 (calendar) days after the beginning of the school year?
- For newly identified ELs, was the notification sent to parents during the first two weeks of the EL being placed in a supplemental language program?
- Was the notification in a format and language the parent can understand?
- Is there a copy of the notification in English for the GaDOE monitor to review? Are there written procedures in the Federal Programs Manual?

Refer to FY19 Cross Functional Monitoring Document, p. 8
The notification must contain all of the content required under the ESSA, Section 1112(e)(3) and 1112(e)(4).
**Federal Programs Indicator 7 - Title I, Part A: Notice to Parents**

“Look For”

Distribution of notification using at least one of the following methods:

a. Signed and dated district or school staff dissemination statement indicating the language(s) and the date(s) the notification was distributed.

b. Parent-Teacher Conference(s) with a sign-in sheet of parents’ signatures, dates, and names of documents discussed.

c. Copy of secure email with date and email address of parent.

d. Mailed letter with a dated postage receipt and list of mailing addresses.

e. Picture of student record folder with name of document and date of when document was distributed.

f. Screenshot of notification in a secure parent portal with date of when notification was available to individual parents.

g. Other secure method that the LEA has used to effectively notify parents of participating ELs.

Refer to [FY19 Cross Functional Monitoring Document](#), p. 8
Federal Programs Indicator 7 - Title I, Part A: Notice to Parents

Common Findings

- Parent Notification of ESOL Services rather than the Title I Notification of Supplemental Language Program Form
- Missing required content as described in Section 1112(e)(3) and 1112(e)(4)
- No dates in documentation to verify parents were notified later than 30 days from the beginning of the school year
- Student names, their assessment results, and other personally identifiable information were included and not redacted

Refer to **FY19 Cross Functional Monitoring Document**, p. 8
Federal Programs Indicator 7 - Title I, Part A: Notice to Parents

Additional Resources!

Parents of English Learners Webpage
• Videos
• Recorded Webinars
• Tool Kit

http://http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx
# Team for Title I, Part A – Notice to Parents Monitoring Indicator

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandi Griffin, Family Engagement Specialist</td>
<td>404-232-1148</td>
<td><a href="mailto:mgriffin@doe.k12.ga.us">mgriffin@doe.k12.ga.us</a></td>
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<td>Susan Holcomb, Family Engagement Specialist</td>
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<td><a href="mailto:dscott@doe.k12.ga.us">dscott@doe.k12.ga.us</a></td>
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</table>

GaDOE Contact Information by LEA at [http://www.gadoe.org/Pages/Support.aspx](http://www.gadoe.org/Pages/Support.aspx)

[http://partnerships.gadoe.org](http://partnerships.gadoe.org)


[@GaDOEPartners](http://twitter.com/GaDOEPartners)
Title I, Part A Program Specialists’ Contact Information

To discuss the use of Title I funds for supplemental English language supports and family engagement activities, please contact your [Title I Area Specialist](http://www.gadoe.org/Pages/Support.aspx).

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Office Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro 1</td>
<td>Robyn Planchard</td>
<td>(404) 985-3808</td>
<td><a href="mailto:rplanchard@doe.k12.ga.us">rplanchard@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Metro 2</td>
<td>Olufunke Osunkoya</td>
<td>(678) 704-3557</td>
<td><a href="mailto:oosunkoya@doe.k12.ga.us">oosunkoya@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Metro 3</td>
<td>Sherri Minshew</td>
<td>(770) 324-1965</td>
<td><a href="mailto:sminshew@doe.k12.ga.us">sminshew@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NW 1</td>
<td>Anne Marie Wiseman</td>
<td>(678) 986-0435</td>
<td><a href="mailto:amwiseman@doe.k12.ga.us">amwiseman@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NW 2</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>NW 3</td>
<td>Clarice Howard</td>
<td>(470) 230-1533</td>
<td><a href="mailto:choward@doe.k12.ga.us">choward@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
# Title I, Part A Program Specialists’ Contact Information

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Office Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>NE 1</td>
<td>Tammy Wilkes</td>
<td>(478) 237-2873</td>
<td><a href="mailto:twilkes@doe.k12.ga.us">twilkes@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NE 2</td>
<td>Grace McElveen</td>
<td>(912) 334-0802</td>
<td><a href="mailto:gmcelveen@doe.k12.ga.us">gmcelveen@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NE 3</td>
<td>Kathy Pruett</td>
<td>(706) 540-8959</td>
<td><a href="mailto:kpruett@doe.k12.ga.us">kpruett@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SE 1</td>
<td>JaBra Harden Fuller</td>
<td>(229) 563-6269</td>
<td><a href="mailto:jharden@doe.k12.ga.us">jharden@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SE 2</td>
<td>Marijo Pitts-Sheffield</td>
<td>(912) 269-1216</td>
<td><a href="mailto:mpitts@doe.k12.ga.us">mpitts@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SE 3</td>
<td>Elaine Dawsey</td>
<td>(478) 971-0114</td>
<td><a href="mailto:edawsey@doe.k12.ga.us">edawsey@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SW 1</td>
<td>Kim Ezekiel</td>
<td>(229) 848-5917</td>
<td><a href="mailto:kezekiel@doe.k12.ga.us">kezekiel@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SW 2</td>
<td>Bobby Trawick</td>
<td>(229) 246-1976</td>
<td><a href="mailto:btrawick@doe.k12.ga.us">btrawick@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>

To discuss the use of Title I funds for supplemental English language supports and family engagement activities, please contact your [Title I Area Specialist](mailto:twilkes@doe.k12.ga.us).
To discuss the use of Title III allocations for supplemental English language supports, please contact your Title III Area Specialist.

**Title III Program Specialists**

<table>
<thead>
<tr>
<th>Northeast Region</th>
<th>Northwest Region</th>
<th>Mid Region</th>
<th>South Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Adria Griffin</td>
<td>Dr. Meg Baker</td>
<td>Ms. Dely Roberts</td>
<td>Ms. Tammie Smith</td>
</tr>
<tr>
<td><a href="mailto:agriffin@doe.k12.ga.us">agriffin@doe.k12.ga.us</a></td>
<td><a href="mailto:mbaker@doe.k12.ga.us">mbaker@doe.k12.ga.us</a></td>
<td><a href="mailto:droberts@doe.k12.ga.us">droberts@doe.k12.ga.us</a></td>
<td><a href="mailto:tsmith@doe.k12.ga.us">tsmith@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>678-416-1273</td>
<td>678-794-3695</td>
<td>470-421-9976</td>
<td>678-794-3667</td>
</tr>
</tbody>
</table>

For questions about the local or state funded English to Speakers of Other Languages (ESOL) program, please contact the state ESOL Program Specialist.

**ESOL Program Specialist**

- Dr. Jacqueline Ellis
  - jellis@doe.k12.ga.us
  - 404-463-1858

GaDOE Contact Information by LEA at [http://www.gadoe.org/Pages/Support.aspx](http://www.gadoe.org/Pages/Support.aspx)
Next Section:
School Improvement Grants
School Improvement 1003(a)

FY19 Monitoring Indicators and Documentation
**Federal Programs Indicator 9.1 - School Improvement 1003(a)**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence that the LEA has provided written guidance and technical support to schools in developing, revising, implementing and coordinating targeted assistance, school-wide and school improvement plans</td>
<td>• Written procedures detailing reviewing SIPs, providing technical assistance and support, and providing professional learning; dated agendas, sign-in sheets, training materials, correspondence between LEA and schools</td>
</tr>
</tbody>
</table>
Federal Programs Indicator 9.2 - School Improvement 1003(a)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence that the LEA provides assistance to schools identified as</td>
<td>• Written procedures detailing reviewing SIPs, providing technical</td>
</tr>
<tr>
<td>Comprehensive Support and Improvement and Targeted Support and Improvement</td>
<td>assistance and support, and providing professional learning; dated agendas, sign-in sheets,</td>
</tr>
<tr>
<td>Schools, including implementing required actions</td>
<td>training materials, correspondence between LEA and schools</td>
</tr>
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</table>
### Federal Programs Indicator 9.3 - School Improvement 1003(a)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
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</thead>
<tbody>
<tr>
<td>• Evidence that the LEA/school has designed teacher professional development to ensure that teacher learning opportunities are sustained, job embedded, collaborative, data-driven, and focused on student instructional needs</td>
<td>• Agendas, sign-in sheets, training materials of teacher/leader Professional Learning Trainings</td>
</tr>
<tr>
<td></td>
<td>• Email communications between Title I office, schools and GaDOE and/or RESA</td>
</tr>
</tbody>
</table>
**Federal Programs Indicator 9.4 - School Improvement 1003(a)**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| - Evidence that where a school is both a school-wide and a school identified for improvement and develops a single plan, that the LEA ensures that the single plan contains the school-wide requirements | - Needs assessment for schools  
- School Improvement and school-wide revised plans and school profile data  
- School faculty meeting agendas and sign-in sheets  
- Data analysis to determine targeted areas of needs improvement |
# Federal Programs Indicator 9.5 - School Improvement 1003(a)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence that the LEA and schools use school level data to make decisions about the use of 1003 (a) funds for school improvement</td>
<td>• Written description of LEA budgeting procedures and use of 1003 (a) funding</td>
</tr>
<tr>
<td></td>
<td>• School Improvement trainings with dated agendas, sign-in sheets, and training materials</td>
</tr>
<tr>
<td></td>
<td>• Email communications between Title I office, schools and GaDOE and/or RESA</td>
</tr>
</tbody>
</table>
### Federal Programs Indicator 9.6 - School Improvement 1003(a)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence of the process the LEA uses for monitoring or reviewing how schools are using 1003 (a) funds to ensure the on-going quality of school improvement activities</td>
<td>• LEA written procedures outlining monitoring and reviewing School Improvement Plans and support to schools</td>
</tr>
<tr>
<td></td>
<td>• School Improvement trainings with dated agendas, sign-in sheets, and training materials</td>
</tr>
<tr>
<td></td>
<td>• Email communications between Title I office, schools and GaDOE and/or RESA</td>
</tr>
</tbody>
</table>
School Improvement Grant (SIG) 1003(g)

FY19 Monitoring Indicators and Documentation
### Federal Programs Indicator

**10.1 - School Improvement Grant (SIG) 1003(g)**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA/school has designed teacher professional learning to ensure that</td>
<td>• Expenditure detail reports reflecting professional learning activities</td>
</tr>
<tr>
<td>teacher learning opportunities are sustained, job-embedded, collaborative,</td>
<td>• Agendas, schedules, meeting minutes, meeting summary reports, sign-in sheets, and training</td>
</tr>
<tr>
<td>data-driven, and focused on student instructional needs</td>
<td>materials of job-embedded professional learning for SIG 1003 (g)</td>
</tr>
</tbody>
</table>
Federal Programs Indicator
10.2 - School Improvement Grant (SIG) 1003(g)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIG 1003 (g) requires 300 hours of Increased Learning Time (ILT) for all SIG schools except for schools using the Evidence Based Whole School Reform model which still requires 60 hours of ILT for ALL students</td>
<td>Increased Learning Time (ILT) schedules noting time, and staff compensation when applicable</td>
</tr>
</tbody>
</table>
Helpful Resources

SIG Guidance:

http://www2.ed.gov/programs/sif/legislation.html
<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary Wenzel</td>
<td>(404) 656-4152 <a href="mailto:gwenzel@doe.k12.ga.us">gwenzel@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Operational Support Specialist</td>
<td></td>
</tr>
</tbody>
</table>
Title I, School Improvement Grants (SIG) 1003(g)  
Staff Contact Information

<table>
<thead>
<tr>
<th>Patty Rooks</th>
<th>(404) 656-2572</th>
<th><a href="mailto:prooks@doe.k12.ga.us">prooks@doe.k12.ga.us</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Manager</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

08/25/2017
Next Section: McKinney-Vento; Foster Care
Grants Programs – Services for Homeless Children and Youth and Children in Foster Care

FY19 Monitoring Indicators and Documentation
Documentation for Federal Programs - Services for Education of Homeless Children and Youth (EHCY)

GaDOE will conduct onsite visits for all EHCY grantees. Grantees that are part of the cross-functional monitoring (CFM) will be monitored with the GaDOE CFM team. Grantees not part of the CFM will receive a separate onsite monitoring. For all other LEAs that are part of the CFM, GaDOE will notify these LEAs if they will be monitored onsite or if a desktop monitoring will occur. LEAs should be prepared to provide evidence for the following monitoring indicators:

1.1 – LEA Monitoring of Programs
2.1 – CLIP
5.1a and 5.1b – Internal Controls
5.2a and 5.2b – Inventory
5.3a and 5.3b – Cash Management
6.3.a. – LEA Reservation of Funds
11 (All indicators) – Services for Homeless Children and Youth
### 11.1 Grants Programs - Services for Homeless Children and Youth

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| - The LEA has written procedures for the education of homeless children and youth that identify and remove any barriers. The written procedures must include:  
  a) Identification  
  b) School Selection  
  c) Enrollment  
  d) Transportation  
  e) Disputes  
  f) Full or Partial Coursework Credit | - Copy of LEA written procedures for Education for Homeless Children and Youth indicating annual revision and/or review date (month, date, and year). |
## 11.2 Grants Programs - Services for Homeless Children and Youth

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA records the schools in which homeless children and unaccompanied youth experiencing homelessness are enrolled.</td>
<td>• List of schools and the number of homeless children and unaccompanied youth experiencing homelessness enrolled.</td>
</tr>
<tr>
<td></td>
<td>• Student roster by student identifier and/or name and school location.</td>
</tr>
</tbody>
</table>
11.3 Grants Programs - Services for Homeless Children and Youth

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA designates a liaison for homeless children and youth that has sufficient training, resources and time to carry out the duties of the Act.</td>
<td>• Copies of agendas, meeting minutes, emails and/or sign-in sheets for professional development activities received by the LEA homeless liaison and other LEA personnel responsible for the implementation of the McKinney-Vento grant program.</td>
</tr>
</tbody>
</table>
## 11.4 Grants Programs - Services for Homeless Children and Youth

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA has procedures for providing awareness and contact information of Homeless Liaison to parents, guardians, and all school personnel.</td>
<td>Copy of flyers, handouts, written procedures for notifying stakeholders, program brochure, posters that identify Homeless Liaison with contact information. List of community locations where information is posted.</td>
</tr>
<tr>
<td>Requirement</td>
<td>Documentation</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• 11.4 (continued)</td>
<td>• Training session schedules, emails, minutes, sign-in sheets, agendas, materials (including the LEA homeless policy) for all school personnel.</td>
</tr>
<tr>
<td>• The LEA has procedures for providing awareness and contact information of Homeless Liaison to parents, guardians, and all school personnel.</td>
<td></td>
</tr>
</tbody>
</table>
### 11.5 Grants Programs - Services for Homeless Children and Youth

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| • The LEA shall ensure that parents or guardians are fully informed of all transportation services, including to and from school of origin, and that appropriate assistance to access transportation is provided. | Include schedules, agendas, training materials, sign-in sheets, emails, and request forms:  
  a) Evidence of joint trainings and/or meetings with LEA Transportation Department personnel to inform and facilitate coordination.  
  b) Evidence of meetings with parents/guardians, unaccompanied youth regarding transportation options. |
# 11.6 Grants Programs - Services for Homeless Children and Youth

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEAs shall provide services comparable to services offered to all children in the district including, but not limited to, programs for Title I, special education, English language learners, gifted and talented, vocational/technical, and before and after school programs.</td>
<td>• Evidence (student rosters, meeting minutes, emails, agendas, sign-in sheets) should include comparable services provided (ex. Title I, 21st Century, ESOL, IDEA, Voc. Ed., gifted and talented programs).</td>
</tr>
</tbody>
</table>
11.7 Grants Programs - Services for Homeless Children and Youth

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• LEAs will collaborate with state, local, non-profit and social service</td>
<td>• List of additional coordinating agencies, their missions, and services</td>
</tr>
<tr>
<td>agencies or programs to ensure that services are available for homeless</td>
<td>provided to homeless children and youth required. Copies of memoranda of</td>
</tr>
<tr>
<td>children and youth.</td>
<td>agreements, contracts, etc. with coordinating agencies, if applicable.</td>
</tr>
</tbody>
</table>
### 11.8 Grants Programs - Services for Homeless Children and Youth – Grantees Only

| Requirement                                                                 | Documentation                                                                 |
|                                                                            |                                                                              |
| • The LEA shall identify the educational needs of the homeless children and youth, including unaccompanied youth. | • Copy of the most recently completed needs assessment instrument used by the LEA to determine needs of homeless children and youth, including unaccompanied youth, and the process for conducting this needs assessment (ex: surveys, pre/post test scores, CRCT/GA Milestones scores). |
11.9 Grants Programs - Services for Homeless Children and Youth – Grantees Only

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA is required to conduct an annual evaluation of the effectiveness of local grant funded services.</td>
<td>• Summary of the activities and services provided and the outcome measures achieved demonstrating impact on identified needs. Copies of agendas, meeting minutes, and sign-in sheets of meetings to determine program outcomes and grant continuation activities based on evaluation conclusions.</td>
</tr>
</tbody>
</table>
## McKinney-Vento Staff Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Region</th>
<th>Position</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erica Glenn</td>
<td>North GA</td>
<td>Grants Program Consultant</td>
<td>(404) 295-4705</td>
<td><a href="mailto:eglenn@doe.k12.ga.us">eglenn@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Deirdre Lynch Smith</td>
<td>South GA</td>
<td>Grants Program Consultant</td>
<td>(404) 656-2004</td>
<td><a href="mailto:desmith@doe.k12.ga.us">desmith@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Eric McGhee</td>
<td></td>
<td>Grants Program Manager</td>
<td>(404) 651-7555</td>
<td><a href="mailto:emcghee@doe.k12.ga.us">emcghee@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
Grants Programs – Services for Foster Children and Youth

FY19 Monitoring Indicators and Documentation
14.1 Grants Programs - Services for Foster Children and Youth

**Requirement**

- The LEA collaborates with state or local child welfare agencies to designate points of contact and develop procedures to address school stability and transportation to school for children and youth in care.

**Documentation**

- Collaborative planning agendas, minutes, attendance sheets, phone logs, emails or other correspondence between the LEA and local child welfare agency.
Services for Foster Care Youth and Children Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whittney Mitchell</td>
<td>(404) 656-4148</td>
<td><a href="mailto:wmitchell@doe.k12.ga.us">wmitchell@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Grants Program Consultant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eric McGhee</td>
<td>(404) 651-7555</td>
<td><a href="mailto:emcghee@doe.k12.ga.us">emcghee@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Grants Program Manager</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Next Section:
Neglected and Delinquent; REAP

12:45
Grants Programs – Services for Neglected and Delinquent Children (Neglected Set-Aside)

FY19 Monitoring Indicators and Documentation
Federal Programs - Services for Neglected and Delinquent Children

GaDOE will conduct onsite visits for all N&D grantees. Grantees that are part of the CFM will be monitored with the GaDOE CFM team. Grantees not part of the CFM will receive a separate onsite monitoring. For all other LEAs that are part of the CFM, GaDOE will notify these LEAs if they will be monitored onsite or if a desktop monitoring will occur. LEAs should be prepared to provide evidence for the following monitoring indicators:

1.1 – LEA Monitoring of Programs
2.1 – CLIP
5.1a and 5.1b – Internal Controls
5.2a and 5.2b – Inventory
5.3a and 5.3b – Cash Management
6.3.a. – LEA Reservation of Funds
12 (All indicators) – Services for Neglected and Delinquent (N&D) Children
13 – (All Indicators; Title I, Part D, Subpart 2 Grantees only) – Prevention and Intervention Programs for Children Who are Neglected, Delinquent or At-Risk
12.1 Grants Programs - Services for N&D (Neglected Set-Aside)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA identifies children in local institutions for neglected and delinquent children.</td>
<td>• Copy of source data for Annual Survey of Institutions for Neglected and Delinquent Children for previous and current year with student list from each facility.</td>
</tr>
</tbody>
</table>
# 12.2 Grants Programs - Services for N&D (Neglected Set-Aside)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA describes Title I services and educational programs that are year round.</td>
<td>• Class schedules and calendar confirming that Title I services and educational program are year round; List of staff at neglected or delinquent institution(s) funded with Title I neglected reservation.</td>
</tr>
</tbody>
</table>
12.3 Grants Programs - Services for N&D (Neglected Set-Aside)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA provides high quality instruction based on evidence-based research.</td>
<td>Sample curriculum plan based on evidence-based research for institutions operating a school onsite.</td>
</tr>
</tbody>
</table>
## 12.4 Grants Programs - Services for N&D (Neglected Set-Aside)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA provides special education services, as needed.</td>
<td>• Number of students receiving special education services and other evidence that special education services are provided to students residing in an institution (e.g. sample IEPs).</td>
</tr>
</tbody>
</table>
### 12.5 Grants Programs - Services for N&D (Neglected Set-Aside)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA consults with institutions regarding educational plans and budget.</td>
<td>• Collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and N or D facility.</td>
</tr>
</tbody>
</table>
### 12.6 Grants Programs - Services for N&D (Neglected Set-Aside)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| • The LEA ensures that institutions implement a parent and family engagement policy/plan in order to increase student achievement and, if appropriate, decrease delinquent behavior. | • Parental involvement correspondence and parent and family engagement policy/plan:  
  ▪ If students are being educated at LEA schools, the LEA schools' parent and family engagement policy/plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities.  
  ▪ If students are being educated at an N or D facility, then the facility must have a parent and family engagement policy/plan, correspondence, and activities to the extent feasible. |
Prevention and Intervention Programs for Children Who are Neglected, Delinquent or At-Risk (Title I, Part D, Subpart 2-Grantees)

FY19 Monitoring Indicators and Documentation
Federal Programs - Services for Neglected and Delinquent Children (Title I, Part D)

GaDOE will conduct onsite visits for all N&D grantees. Grantees that are part of the CFM will be monitored with the GaDOE CFM team. Grantees not part of the CFM will receive a separate onsite monitoring. For all other LEAs that are part of the CFM, GaDOE will notify these LEAs if they will be monitored onsite or if a desktop monitoring will occur. LEAs should be prepared to provide evidence for the following monitoring indicators:

1.1 – LEA Monitoring of Programs
2.1 – CLIP
5.1a and 5.1b – Internal Controls
5.2a and 5.2b – Inventory
5.3a and 5.3b – Cash Management

12 (All indicators) – Services for Neglected and Delinquent (N&D) Children
13 – (All Indicators; Title I, Part D, Subpart 2 Grantees only) – Prevention and Intervention Programs for Children Who are Neglected, Delinquent or At-Risk
### Requirement

- The LEA annually surveys delinquent institutions. The LEA completes an annual data report.
- The LEA collects and uses data to drive planning and instruction.
- The LEA creates program specific evaluation reports that include the Title I, Part D, Subpart 2 program.

### Documentation

- Copy of the source data for the Annual Survey of Institutions for Delinquent Children for previous and current year with student list from each facility.
- Evidence of longitudinal tracking of annual outcome data.
- Copy of the most recent program specific evaluation reports.
13.4 & 13.5 Grants Programs - Title I, Part D, Subpart 2 Grantees

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA provides high quality instruction based on evidence-based interventions.</td>
<td>• Sample curriculum plan using evidence-based interventions in institution operating a school on-site.</td>
</tr>
<tr>
<td>• The LEA provides special education services, as needed.</td>
<td>• Number of students receiving special education services and other evidence that special education services are provided to students residing in an institution (e.g. sample IEPs).</td>
</tr>
</tbody>
</table>
### 13.6 Grants Programs - Title I, Part D, Subpart 2 Grantees

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA consults with institutions regarding educational plans and budgets.</td>
<td>• Collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and N or D facility.</td>
</tr>
</tbody>
</table>
### 13.7 Grants Programs - Title I, Part D, Subpart 2 Grantees

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| • The LEA ensures that institutions implement a parental involvement policy/plan in order to increase student achievement and, if appropriate, decrease delinquent behavior. | • Parental involvement correspondence and parent and family engagement policy/plan:  
  ▪ If students are being educated at LEA schools, the LEA schools' parent and family engagement policy/plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities.  
  ▪ If students are being educated at an N or D facility, then the facility must have a parent and family engagement policy/plan, correspondence, and activities to the extent feasible. |
<table>
<thead>
<tr>
<th>Requirement</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The LEA describes Title I services and educational programs that are year round.</td>
<td>Class schedules and calendar confirming that Title I services and educational program are year round; list of staff at neglected or delinquent institution(s) funded with Title I neglected reservation.</td>
</tr>
</tbody>
</table>
### Requirement
- The LEA maintains documentation of any formal agreements between an LEA, an N or D facility or alternative school program governing the use of Subpart 2 funds when they are subcontracted to a facility or program.

### Documentation
- Copies of formal agreements and/or memorandum of understanding (MOU) for services paid for with Title I, Part D, Subpart 2 grant funding.
### 13.10 Grants Programs - Title I, Part D, Subpart 2 Grantees

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA provides evidence that the LEA or facility is implementing planned and approved activities.</td>
<td>• Copy of planned and approved activities, including budget reports, records of expenditures, carryover and other summary reports.</td>
</tr>
</tbody>
</table>
## Neglected & Delinquent Staff Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whittney Mitchell</td>
<td>(404) 656-4148</td>
<td><a href="mailto:wmitchell@doe.k12.ga.us">wmitchell@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Grants Program Consultant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eric McGhee</td>
<td>(404) 651-7555</td>
<td><a href="mailto:emcghee@doe.k12.ga.us">emcghee@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Grants Program Manager</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Title V, Part B – Rural and Low-Income Schools Program

FY19 Monitoring Indicators and Documentation
Federal Programs - Services for Title V, Part B, RLIS

The Department will notify RLIS Grantees that are part of the cross-functional monitoring (CFM) if they will be monitored with the CFM team or if a desktop monitoring will occur. LEAs should be prepared to provide evidence for the following monitoring indicators:

1.1 – LEA Monitoring of Programs
2.1 – CLIP
5.1a and 5.1b – Internal Controls
5.2a and 5.2b – Inventory
5.3a and 5.3c – Cash Management
16 (All indicators) – Title V, Part B RLIS Program
16.1 Grants Programs - Rural and Low-Income Schools (RLIS) Program

**Requirement**

- The LEA targets funds to schools for specified activities, and activities authorized in Section 5222.

**Documentation**

- Copy of current LEA budget detailed report of expenditures for Title V, Part B.
- Source documents for expenditures such as copies of purchase orders, contracts, travel expense reports as applicable.

**NOTE**: Consolidation of Funds LEAs – This section applies to any funds that are not consolidated. Consolidation of Funds LEAs must provide evidence that expenditures adhere to schoolwide plan and intents and purposes.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA shall submit an Annual Evaluation Report reporting use of grant funds provided.</td>
<td>Department provides - Copy of the Annual Evaluation Report.</td>
</tr>
</tbody>
</table>
## Title V, Part B – Rural Education Staff Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cathy Buescher</td>
<td>Education Program Specialist</td>
<td>(229) 561-4499</td>
<td><a href="mailto:cbuesche@doe.k12.ga.us">cbuesche@doe.k12.ga.us</a></td>
</tr>
<tr>
<td></td>
<td>Rural Education Achievement Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eric McGhee</td>
<td>Grants Program Manager</td>
<td>(404) 651-7555</td>
<td><a href="mailto:emcghee@doe.k12.ga.us">emcghee@doe.k12.ga.us</a></td>
</tr>
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<td></td>
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<td></td>
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</tbody>
</table>
Next Session:
Title IV, Part A
Title IV, Part A – Student Support and Academic Enrichment Program

FY19 Monitoring Indicators and Documentation
15.1 - Student Support and Academic Enrichment Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA targets funds, as required, for specified activities to support well-rounded educational opportunities. (ESEA Sec. 4107)</td>
<td>• Evidence shall include source documents for expenditures, such as copies of purchase orders, invoices, contracts, travel expense reports, as applicable.</td>
</tr>
</tbody>
</table>
### 15.2 - Student Support and Academic Enrichment Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA targets funds, as required, for specified activities to support safe and healthy students. (ESEA Sec. 4108)</td>
<td>• Evidence shall include source documents for expenditures, such as copies of purchase orders, invoices, contracts, travel expense reports, as applicable.</td>
</tr>
</tbody>
</table>
### 15.3 - Student Support and Academic Enrichment Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA targets funds, as required, for specified activities to support the effective use of technology. (ESEA Sec. 4109)</td>
<td>• Evidence shall include source documents for expenditures, such as copies of purchase orders, invoices, contracts, travel expense reports, as applicable.</td>
</tr>
</tbody>
</table>
## 15.4 - Student Support and Academic Enrichment Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA reserves not more than 2 percent for the direct administrative costs of carrying out the LEA’s grant administration responsibilities.</td>
<td>• Evidence shall include source documents for expenditures, such as copies of purchase orders, contracts, travel expense reports, as applicable.</td>
</tr>
<tr>
<td>ESEA: Sec. 4105(c)</td>
<td></td>
</tr>
</tbody>
</table>
### 15.5 - Student Support and Academic Enrichment Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA engages in continued consultation with local stakeholders, partners or other agencies with relevant and demonstrated expertise in programs and activities to meet the purpose of SSAE. ESEA: Sec. 4106(c)(1-2)</td>
<td>• Evidence shall include meeting agendas, dated sign-in sheets with representatives title and organization, meeting minutes, and stakeholder feedback.</td>
</tr>
</tbody>
</table>
### 15.6 - Student Support and Academic Enrichment Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The LEA utilizes an allowed method to prioritize the distribution of Title IV, A funds to school(s) served by the LEA. ESEA: Sec. 4106(e)(2)(A)</td>
<td>• Evidence shall include the criteria used to prioritize the distribution of Title IV, A funds, such as a list of schools identified for CSI/TSI, schools with highest percentage or number of children under section 1124(c), and/or a list of schools determined by the LEA based upon greatest need with a description of the identified need(s).</td>
</tr>
</tbody>
</table>
### 15.7 - Student Support and Academic Enrichment Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| • The LEA annually reports to the state how funds are being used and the degree to which the LEA has made progress toward meeting the objectives and outcomes described in its local plan for the use these funds.  
  ESEA: Sec. 4106(e)(2)(F) | • Evidence shall include a summary of the activities and programs provided and the outcome measures achieved demonstrating impact on identified needs. A description of the data (perception, process, or performance) that is collected to evaluate the effectiveness of funds used under Title IV, A (SSAE) |
Title IV-A – SSAE Program Contacts

Nathan Schult
Program Manager
nschult@doe.k12.ga.us
404-232-1197

Dawna Hatcher
Program Specialist
dhatcher@doe.k12.ga.us
404-293-1490
Next Session:
Title II, Part A
Title II, Part A
Supporting Effective Instruction
FY19 Monitoring Indicators and Documentation
Title II, Part A Supporting Effective Instruction
Indicator 5.1 - Overarching

Title II, Part A LEA Expenditure and Time and Effort Samples

- Following the LEA upload of FY18 and FY19 Expenditure Detail and Payroll Reports, the assigned Title II, Part A Specialist will email the Title II, Part A LEA Coordinator with the selections. The Title II, Part A Specialist will identify:
  - A selection of 2-3 expenditures across function and object code combinations from the expenditure detail reports. LEAs are asked to prepare these selections and allowability documentation.
  - A selection of 2-3 payroll entries across function and object code combinations from the payroll report, including salaries, stipends and substitutes. LEAs are asked to prepare these selections, allowability documentation, and time and effort documentation.
  - A selection of 2 financial incentive entries from the payroll report. LEAs are asked to prepare these selections and allowability documentation.
Title II, Part A Supporting Effective Instruction
Indicator 5.1 - Overarching

Title II, Part A LEA Expenditure and Time and Effort Samples

• For the selections requested the Title II, Part A Specialist will:
  ▪ Request across different function and object code combination
  ▪ Request expenditures that reflect application of internal controls
  ▪ Use current year expenditure and payroll documents. Selections are made if expenditures are not available in the current year for each function and object code combination or if expenditures appear unallowable in previous year
  ▪ Vary vendors, dates and amount when possible
  ▪ Ensure that selections do not overlap for LEAs monitored in consecutive years
### Title II, Part A LEA Effectiveness Plan

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence that the LEA is monitoring the effectiveness of Title II, Part A Grant funded activities in improving teacher, principal, and school leader effectiveness as aligned with purpose of the title</td>
<td>• Copy of FY18 Title II, Part A Effectiveness Budget Attachment with summary data and analysis that explains the effectiveness of each Title II, Part A funded activity in addressing one or more of the LEA’s FY18 prioritized needs</td>
</tr>
<tr>
<td></td>
<td>• Source documentation to support summary data and analysis</td>
</tr>
</tbody>
</table>
Maximizing Title II, Part A Budget Flexibility
Budget Requirement Chart

Title II, Part A Allocation

Regular Use of Funds
PY19

Transfer or Consolidate 100% of Funds in PY19

PY18 Effectiveness
PY18 Assertions/Effectiveness

Consolidation: PY19 School Level Allocations

If Applicable: Equitable Services Not Applicable: CSHA Documents EA Job Descriptions

Transfer or Consolidate <100% of Funds in PY19

PY18 Effectiveness
PY18 Assertions/Effectiveness

Regular Use of Funds
PY18

Transfer or Consolidate 100% in PY18

PY18 Effectiveness
PY18 Assertions/Effectiveness

Transfer or Consolidate <100% of Funds in PY18

PY18 Effectiveness
PY18 Assertions/Effectiveness

Transfer or Consolidate <100% of Funds in PY18

PY18 Effectiveness
PY18 Assertions/Effectiveness

Transfer or Consolidate <100% of Funds in PY18

PY18 Effectiveness
PY18 Assertions/Effectiveness

Transfer or Consolidate <100% of Funds in PY18

PY18 Effectiveness
PY18 Assertions/Effectiveness

Transfer or Consolidate <100% of Funds in PY18

PY18 Effectiveness
PY18 Assertions/Effectiveness

Transfer or Consolidate <100% of Funds in PY18

PY18 Effectiveness
PY18 Assertions/Effectiveness

Transfer or Consolidate <100% of Funds in PY18

PY18 Effectiveness
PY18 Assertions/Effectiveness

Transfer or Consolidate <100% of Funds in PY18

PY18 Effectiveness
PY18 Assertions/Effectiveness

Transfer or Consolidate <100% of Funds in PY18
Next Session:
Equity, Professional Qualifications
Equity, Professional Qualifications, Data Validation, PLP/PLGs

FY19 Monitoring Indicators and Documentation
## Equity, PQ, Data Validation, and PLP/PLGs

### Indicator 18.1

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| • Evidence that the LEA is implementing its FY19 LEA Equity Action Plan for the two equity gaps and each corresponding equity intervention selected for improvement in FY19. | • A summary of the LEA’s progress in implementing and monitoring the implementation of the FY19 LEA Equity Action Plan.  
• Source documentation verifying implementation of selected equity interventions in the equity action plan. |
## Equity, PQ, Data Validation, and PLP/PLGs

### 18.2-18.5

<table>
<thead>
<tr>
<th>LEA Samples</th>
<th>18.2 Prof. Qualifications</th>
<th>18.4 Data Validation</th>
<th>18.5 PLPs/PLGs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraprofessionals</td>
<td>ES, MS, HS, GNETS Clearance Certs</td>
<td>Not Applicable</td>
<td>Use Samples from 18.2</td>
</tr>
<tr>
<td>Teachers</td>
<td>ES, MS, HS, GNETS, Alternative, Charters, Gifted, ESOL, Sp. Ed., Various Content Areas (CTAE, PE, Core, etc), Clearance Certs</td>
<td>Use Samples from 18.2</td>
<td>Use Samples from 18.2</td>
</tr>
<tr>
<td>Administrators</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>ES, MS, HS, Alternative, Charters</td>
</tr>
</tbody>
</table>
### Equity, PQ, Data Validation, and PLP/PLGs

#### Indicator 18.2

<table>
<thead>
<tr>
<th>Professional Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>● Requirement</strong></td>
</tr>
</tbody>
</table>
| • Evidence that the LEA ensures that paraprofessionals meet the professional qualifications required by the State on the day before ESSA was enacted.  
• Evidence that the LEA ensures teachers meet state certification/licensure requirements |
| **● Documentation**         |
| • Alphabetical list of LEA schools/program  
• Evidence paraprofessionals and teachers have met State and LEA professional qualification requirements. |
## Professional Qualifications

### Requirement

- Evidence that 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.

### Documentation

- 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.
### Parents Right to Know Notification

#### Requirement

- 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.

#### Documentation

- 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.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence that course and teacher assignment data provided to the state in regards to teacher qualifications is accurate. Specifically, the use of CPI Certificate Field Codes, Student Class Coding, Disputation Assertions and IEP verification.</td>
<td>Verification of documentation supporting the use of CPI Field Codes 101, 102, 104, 105 (In-Field &amp; PQ)</td>
</tr>
<tr>
<td></td>
<td>Verification of completion of AP/IB Training and Gifted Course Hours</td>
</tr>
<tr>
<td></td>
<td>Verification of inclusion of Adapted PE in student IEPs</td>
</tr>
<tr>
<td></td>
<td>Verification of documentation supporting LEA disputation assertions of equivalent credentials for gifted and ESOL</td>
</tr>
</tbody>
</table>
**Equity, PQ, Data Validation, and PLP/PLGs**

**Indicator 18.5**

<table>
<thead>
<tr>
<th>Professional Learning Goals/Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>● Requirement</strong></td>
</tr>
<tr>
<td>• Evidence that the LEA ensures teachers, administrators, and contributing professionals develop professional goals/plans</td>
</tr>
<tr>
<td><strong>● Documentation</strong></td>
</tr>
<tr>
<td>• Copy of requested PLPs/PLGs for contributing paraprofessionals, teachers, and administrators.</td>
</tr>
</tbody>
</table>
### LEA Samples

- GaDOE staff will select samples using the In-Field Portal located on [www.gapsc.org](http://www.gapsc.org).
- GaDOE staff will access all required documentation for indicator 18.5 from the GaDOE TLSD Electronic Platform. If your LEA does not include contributing professionals (paraprofessionals) in the TLSD Electronic Platform, please contact the assigned staff member prior to monitoring.

- LEAs should prepare:
  - 18.2 & 18.4 – schedule for each educator
  - 18.2 – Any documentation that supports how the sample of paraprofessionals and teachers meets federal, state, and/or LEA professional qualification requirements. This may include transcripts, coursework, etc.
  - 18.4 - Any documentation that supports how the sample of teachers meet Federal and State in-field criteria as asserted by the LEA through the use of CPI Codes 101, 102, and 105. This may include transcripts, coursework, etc.
  - 18.2, 18.4, 18.5 – Any documentation verifying educators are not employed by the LEA (GNETS, Virtual, Termination). This does not negate LEA PQ/In-Field accountability.
Next Session: Title III, Part A
Title III, Part A
Language Instruction for English Learner & Immigrant Students

FY19 Monitoring
Process, Indicators, and Documentation
Title III, Part A General Monitoring Info & Indicators

1. Will it be an **Onsite** or **Desktop** Review?
   - In September: Title III-A Regional Specialist will notify LEA whether Onsite or Desktop
   - Regional Specialist will also provide [individual](#) & [group](#) LEA monitoring training.

2. **Which** Indicators will be monitored?
   - CFM Overarching Indicators: 1, 3, & 5
   - Title III, Part A-specific Indicators: **19.1 – 19.5**
General Onsite Monitoring Process

• **Same day** as CFM Team Onsite review

• LEA submits **documentation 4 weeks prior** on digital files via Portal message system **OR** on a flash drive (snail mail)

• **Group interviews** (1 week advance notice):
  1. Selected classroom teachers with EL & Immigrant students
  2. Selected ESOL teachers
  3. Selected Administrators of schools with EL & Immigrant students
  4. Any Title III-funded staff, when applicable
Onsite Monitoring Process (Cont.)

- **Individual Interview** with Program Director
- **Review** of selected EL student records, fiduciary documentation, & any other documentation as necessary
- **Phone interview** with selected EL parents 2 weeks before/after onsite visit
General Desktop Monitoring Process

• LEA submits documentation on digital files via Portal message system or on a flash drive (snail mail)
• Files are **DUE same day** as CFM onsite review
• Does **not** include staff interviews, EL Parent interview, or EL records review
• **Does** include **phone interview** with Program Director.
STEP #1: Downloading Forms and Resources

Download appropriate Monitoring Documents from GaDOE Title III, Part A Monitoring Forms and Resources: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III-Monitoring-Documents.aspx

1. FY19 Cross-Functional Monitoring Indicators (This is a link to FP site where you can download the CFM Rubric.)
2. Title III-A Program Overview Form
3. Guiding Questions for Monitoring
4. Organization for Monitoring (Sample)
5. Optional: LEA Monitoring Data Rosters
6. Onsite Only: Staff Interview Sign-In Sheet
7. Onsite Only: Parent Interview Letter
Step #2 – Preparing the Data Rosters

**Option #1 - DIY**
- Create your own LEA Monitoring Data Rosters
- Must use Excel spreadsheet template on Title III, Part A monitoring website.
- Somewhat time-consuming

**Option #2 – New!**
- Review & update LEA Monitoring Data Rosters created by Data Collections (DC).
- DC Rosters will not be available for review before November.
  - Data from Oct FTE will be used.
Step #3: Preparing Monitoring Digital Files

- Follow the *Organizational Sample* to create digital file folders in which to upload monitoring documentation.
- Name the File Folders with the names of the 8 Indicators on the *FY19 Cross-Functional Monitoring Indicators* document.
  - Create sub-folders for each relevant element within each Indicator.
  - Create sub-sub-folders for the documentation by Fiscal Year (FY18 & FY19).

*Note:* Title III-A Regional Specialists will provide in-depth training on this step. Thank you.
Step #4: Putting Documentation in the Digital File Folders

1. Scan & upload documentation listed on each CFM Rubric Indicator (1, 3, 5, and 19.1-5) in the corresponding folder, sub-folder, and sub-sub-folder!
   - Follow naming conventions. *Do not use long names please.* *(See information on CFM Webinar Slide #24)*

2. Use the *Title III-A Documentation Guiding Questions* to ensure the documentation is relevant and complete.

3. Use the *Organization for Monitoring (Sample)* to ensure files are uploaded in the appropriate/relevant folders.

**Note:** Title III-A Regional Specialists will provide in-depth training on this step. Thank you.
# Title III, Part A Program Indicators: 19.1. Entrance/Exit Procedures

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>19.1</strong> The LEA follows standardized statewide entrance and exit procedures and screens all potential English Learners within 30 days of school enrollment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>19.1.</strong> Evidence shall include:</td>
</tr>
<tr>
<td>a. A copy of LEA’s policy, procedures and processes related to following standardized statewide entrance and exit procedures for identifying English Learners within 30 days of school enrollment.</td>
</tr>
<tr>
<td>b. Data Rosters for EL-Y, EL-M and Immigrant students pulled from Student Record Data and LEA Student Information System</td>
</tr>
<tr>
<td>c. Copies of attendance records, travel records, agendas indicating student-information or ESOL staff’s participation in state or local ESOL data entry trainings.</td>
</tr>
<tr>
<td>d. Staff interview responses and onsite review of requested EL-Y and EL-M student files.*</td>
</tr>
</tbody>
</table>

*During Onsite CFM visit*
### 19.2. Language Instruction Programs

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>19.2.</strong> The LEA’s Title III, Part A language programs are effective and demonstrate success in increasing the English language proficiency and student academic achievement of students participating in such programs.</td>
</tr>
</tbody>
</table>

**ESEA:**
- Sec. 3115 (c)(1), Sec. 3121 (a)(2)
- Sec. 3121 (a)(3), Sec. 3121 (a)(4)
- Sec. 3121 (a)(5), Sec. 3121 (a)(6)

<table>
<thead>
<tr>
<th>Evidence of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>19.2.</strong> Evidence shall include:</td>
</tr>
<tr>
<td>a. Narrative describing the LEA’s Title III-A language programs, including instructional goals and effectiveness evidence for each Title IIIA-funded language program implemented by the LEA.</td>
</tr>
<tr>
<td>b. Data analyses demonstrating the success of Title IIIA-funded language programs in increasing EL students’ English language proficiency (may be derived from CNA);</td>
</tr>
<tr>
<td>c. Data analyses demonstrating the success of Title IIIA-funded language programs in increasing EL students’ academic achievement (may be derived from CNA).</td>
</tr>
</tbody>
</table>
19.3. Professional Development

**Requirement**

19.3. Evidence of the LEA staff (including ESOL teachers, non-ESOL teachers, and administrative staff) attending professional development sessions that are:

a. Designed to improve the instruction and assessment of ELs;

b. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;

c. Effective in increasing EL students’ English proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and

d. Of sufficient intensity and duration (does not include one-day workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom.

**Evidence of Implementation**

19.3. Evidence shall include:

a. Narrative describing the LEA’s Title III-A professional development plan offerings and their levels of effectiveness related to the requirement in 19.3.c.

b. LEA Title III-A professional development (PD) plan, including a needs assessment and long-range PD goals (may be drawn from CNA).

c. Documents indicating trainings provided were designed:
   a. To improve the instruction and assessment of ELs; and
   b. To enhance the ability of teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs.

d. Participation documentation including meeting dates, agendas, handouts, conference materials, expense statements, dated sign-in sheets with participant roles notes, etc.
19.4. Other Activities and Strategies

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Evidence of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>19.4. Evidence that:</strong></td>
<td><strong>19.4. Evidence shall include:</strong></td>
</tr>
<tr>
<td>a. The LEA performs other effective activities and strategies that supplement and enhance the language instruction educational programs for EL students.</td>
<td>a. Narrative describing the parent, family and community engagement activities (including their effectiveness) performed by the LEA to enhance or supplement the Title III-A language programs.</td>
</tr>
<tr>
<td>b. The LEA engages parents, family and the community in those activities, and</td>
<td>b. Copies of communications to EL families regarding EL parent, family and community engagement activities and opportunities.</td>
</tr>
<tr>
<td>c. If activities are held in coordination with Title I EL parent engagement and outreach, the LEA ensures that these activities include elements that fulfill the Title III-A requirement to “enhance or supplement” the Title III-A language programs.</td>
<td>c. Records of EL parent, family and community engagement activity agendas, invoices, presentations, notes, handouts, dated sign-in sheets, etc.</td>
</tr>
</tbody>
</table>

---

*Phone interviews*
## 19.5. Immigrant Programs

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Evidence of Implementation</th>
</tr>
</thead>
</table>
| *For LEAs receiving Immigrant funding:*  
19.5. The LEA shall use the funds to pay for activities that provide enhanced instructional opportunities for Immigrant children and youth.  
ESEA: Sec. 3115(e) | **19.5.** Evidence shall include:  
a. Narrative describing the LEA’s specific plan to support the unique, non-linguistic needs of its immigrant students.  
b. Percent of Immigrant allocation carried over for each of the past two years (as applicable).  
c. Record of system detail expenditures using Immigrant funds for FY18 and FY19 to date.  
d. List of activities performed/materials purchased with Immigrant funds. |
**Step #5: Submitting Digital Files**

**Submission Options:**

1. Send 8 Zipped files and *Monitoring Data Rosters* to Regional Specialist using the Portal messaging systems.
   - Can be 9 separate messages – one for each Zipped File for the 8 Indicators and 1 for the Data Rosters.

2. Upload all files to a flash drive and snail-mail to Regional Specialist.
   - **Desktop** – on CFM Date
   - **Onsite** – 4 weeks prior to CFM Date

**Note:** Title III-A Regional Specialists will provide in-depth training on this step, including instructions how to Zip files. Thank you.
Step #6: Final Onsite Preparations – 1-2 weeks prior

• Mail *EL Parent Interview Letter* to all parents of ELs.
  • 2 weeks prior – NOT earlier, please!
  • Prepare letter in parents’ chosen language of communication.
• Submit *Title III-A Program Overview form* to Title III-A Program Regional Specialist. (email)

Note: Title III-A Regional Specialists will provide in-depth training on this step. Thank you.
Title III, Part A Onsite Monitoring Timeline

- **4 weeks**
  - Submit 8 Digital Folders
  - Submit LEA Data Rosters

- **2 weeks**
  - Send EL Parents the Invitation to Interview Letter

- **1 week**
  - Submit Title III, Part A Program Overview
  - Receive List of Staff selected for interview
  - Receive List of selected EL student records
Any final questions?

<table>
<thead>
<tr>
<th>Northeast Region</th>
<th>Northwest Region</th>
<th>Mid Region</th>
<th>South Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Adria Griffin</td>
<td>Dr. Meg Baker</td>
<td>Ms. Dely Roberts</td>
<td>Ms. Tammie Smith</td>
</tr>
<tr>
<td><a href="mailto:agriffin@doe.k12.ga.us">agriffin@doe.k12.ga.us</a></td>
<td><a href="mailto:mbaker@doe.k12.ga.us">mbaker@doe.k12.ga.us</a></td>
<td><a href="mailto:droberts@doe.k12.ga.us">droberts@doe.k12.ga.us</a></td>
<td><a href="mailto:tsmith@doe.k12.ga.us">tsmith@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>678-416-1273</td>
<td>678-794-3695</td>
<td>470-421-9976</td>
<td>678-794-3667</td>
</tr>
</tbody>
</table>

**NOTE:**
Each Title III-A Regional Specialist will be providing additional, in-depth monitoring preparation training and technical assistance to the LEAs in their region that are on the monitoring cycle.
Next Session:
Title I, Part C
Title I, Part C
Education of Migratory Children (MEP)

FY19 Monitoring Indicators and Documentation
Federal Programs Indicator 20.1
Title I, Part C: Education of Migratory Children Services

Records Maintenance and Transfer

- Evidence that student enrollment, withdrawal, demographic, academic, and health data are reviewed, entered and updated in the LEA student information system according to information provided by the student, family, and/or state or regional Migrant Education Program office.

Documentation

- SIS report of current K-12 migrant coded participants (alphabetical order by last name).
  - Desktop only: Email to Israel Cortez on GaDOE portal on the day of monitoring.
  - (CONSORTIUM: This is required. If no migrant students are enrolled, the SIS report will have no names listed.)
Federal Programs Indicator 20.1  
Title I, Part C: Education of Migratory Children Services

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| Records Maintenance and Transfer | • Signed verification forms for the following MEP reports:  
  ▪ current enrollment report  
  ▪ current participant report  
  ▪ new participant report  
  ▪ evidence of corrected current enrollment reports |
| • Evidence that student enrollment, withdrawal, demographic, academic, and health data are reviewed, entered and updated in the LEA student information system according to information provided by the student, family, and/or state or regional Migrant Education Program office. | • Samples of completed submitted information change forms and departure forms |
**Federal Programs Indicator 20.2**

**Title I, Part C: Education of Migratory Children Services**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Records Maintenance and Transfer</strong></td>
<td><strong>Local school level communication (letters, memoranda, fax transmittals notification and a sample of types of records transmitted, if applicable, phone logs, transfer documents for students leaving the US for other countries and within the US school districts, copies of email MSIX move notifications, etc.) between the LEA and receiving schools relating to the sharing of educational and student health data. (CONSORTIUM: This applies only if migrant students have enrolled or withdrawn since the first day of school.)</strong></td>
</tr>
<tr>
<td>• Evidence that the LEA has sent and/or received education and health data involving children migrating either in or out of state, country. Evidence of use of the Migrant Student Information Exchange (MSIX), where appropriate.</td>
<td>• Desktop only: Email to Israel Cortez on the GaDOE portal on the day of monitoring.</td>
</tr>
</tbody>
</table>
Migrant Student Information Exchange (MSIX)

Sending move notifications is an important part of the records transfer and ID&R process in the MEP. Local staff must send these notices as soon as they are aware of a move.

<table>
<thead>
<tr>
<th>Move Notice</th>
</tr>
</thead>
<tbody>
<tr>
<td>This student is moving from our area to your area</td>
</tr>
<tr>
<td>Your student has recently moved to our area</td>
</tr>
<tr>
<td>Recipient</td>
</tr>
<tr>
<td>Select the State, District and School to ensure the move notification is sent to the appropriate Data Administrator.</td>
</tr>
<tr>
<td>Cancel</td>
</tr>
</tbody>
</table>

To protect the student's privacy, do not include any sensitive information such as Social Security Numbers or other Personally Identifiable Information in Comments fields. Comments entered will be shared unedited and in their entirety with other MSIX Users.

8/21/2018
### Federal Programs Indicator 20.3
#### Title I, Part C: Education of Migratory Children Services

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
</table>

**Identification and Recruitment**
- Evidence that the LEA has ID & R certified staff or operational procedures in place to carry out identification and recruitment functions (including use of the Occupational Survey) throughout the school year and summer months as required in the Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook.

**Documentation**
- List of MEP funded staff (full or part time, or contracted).
- Travel reimbursement for recruitment, phone logs, and weekly schedule showing recruitment.
- Completed occupational surveys (10) from various schools selected by the Department showing completion by new students and returning students.
  - *(CONSORTIUM: This is required.)*
- Desktop only: Occupational surveys to be emailed to Israel Cortez via the GaDOE portal on scheduled monitoring date.]
Occupational Survey

Available languages:
- English
- Spanish
- French
- Karen
- Haitian Creole
- Korean
- Vietnamese
- Somali
- Nepali
- Chinese
- Burmese
- Arabic
- Ahmaric
Federal Programs Indicator 20.4
Title I, Part C: Education of Migratory Children Services

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority for Services</strong></td>
<td>• Current or updated documentation of instructional and/or support services being provided to PFS participants:</td>
</tr>
<tr>
<td>• Evidence that the migrant students identified on the LEA Priority for Services (PFS) reports, supplied by the state or regional Migrant Education Program office, are being provided the opportunity for MEP funded services before other migrant students are served during regular and/or summer programs.</td>
<td>• ALL migrant staff tutoring schedules for the current academic year with PFS students names highlighted and participant’s first name and last name initial.</td>
</tr>
<tr>
<td></td>
<td>• Documentation addressing why PFS students (K-12 and DO/OSY) are not being served.</td>
</tr>
<tr>
<td></td>
<td>• Electronic file (emailed to Israel Cortez, Margarita Munoz or Marisela Trejo on the GaDOE portal or provided on a flash drive on the day of monitoring).</td>
</tr>
</tbody>
</table>
### Federal Programs Indicator 20.4
#### Title I, Part C: Education of Migratory Children Services

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority for Services</strong></td>
<td>• Evidence of dissemination of PFS reports, adjustments to services based on PFS reports</td>
</tr>
<tr>
<td>• Evidence that updated Priority for Services reports are verified and reviewed on a regular basis to ensure appropriate students are receiving service priority and that PFS reports are completed as required in the Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook.</td>
<td>▪ Documentation to teachers and principals explaining what PFS means, who are the PFS students, and migrant staff tutoring schedules.</td>
</tr>
</tbody>
</table>
Sample PFS memo to teachers and principals

---

COUNTY MIGRANT EDUCATION PROGRAM
PRIORITY FOR SERVICE
REQUIREMENTS FOR STUDENTS

School Year: __________
Teacher(s)/Principal: ____________________________
________________________________________________
________________________________________________

The following student(s) at ________________ qualify(ies) for Priority for Services (PFS) in the Migrant Education Program:

1. ____________________________
2. ____________________________
3. ____________________________

What is a Priority for Service Student?
Migrant children who have made a qualifying move within the previous 1-year period and who—at (1) are failing, or at risk of failing, to meet the challenging State academic standards or (2) have dropped out of school. These students will receive support in their classes or during tutoring sessions provided by the Migrant Education Program Student Support Provider (SSP).

Here are the indicators for PFS:

- Migrant children who have made a qualifying move within the previous 1-year period.
- Scored below established proficiency level on one or more of the Georgia Testing Program assessments.
- During most recent and/or current semester has failing grades in one or more core academic content areas (K-8) or course(s) required for graduation (9-12).
- Insufficient credits for promotion or graduation.
- Is working at grade level below grade placement.
- Is over age for grade placement by one or more year (has been retained, started school late, under-schooled, etc.)
- Is identified as an English Learner (EL).
- Is a DO and OSY Profile form completed.

Should you have any questions about the academic needs of the migrant children in your classroom, please contact me or the Migrant SSP: ________________

Sincerely,

Name

---

8/21/2018
# Federal Programs Indicator 20.5

**Title I, Part C: Education of Migratory Children Services**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
</table>

**Migrant Services Coordination**

- Evidence that the LEA plans for and consistently monitors its migrant students, OSY and DOs to ensure that their needs are being met by all applicable LEA instructional and/or support services during regular school year, intersession, and summer periods.

- Evidence that preschool migrant children (ages 3-5) are served in early childhood programs offered by the MEP, LEA or other community agency.

**Documentation**

- Supplemental Services Tracking Form [same electronic file as 20.4] and documentation with marked codes of services provided and/or explanation why preschool age, K-12, OSY, and DO participants are not being served through the Implementation Plans (IPs) and other program, community, social, health, and educational services.

- ALL current year migrant tutoring schedules [same as in file 20.4]

- ALL OSY profile forms

- OSY pre/posttest

- Evidence of coordination with other community, social, and educational services.
### Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY)

#### OSY STUDENT PROFILE

<table>
<thead>
<tr>
<th>Date:</th>
<th>MEP Project Region:</th>
<th>COE# or MEP ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>Address/Camp:</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has access to transportation:</th>
<th>MEP Project Region:</th>
<th>COE# or MEP ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language proficiency:</th>
<th>Last grade attended:</th>
<th>When?</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health needs:</th>
<th>Advocacy Needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical</td>
<td>Legal</td>
</tr>
<tr>
<td>Vision</td>
<td>Childcare</td>
</tr>
<tr>
<td>Dental</td>
<td>Translation/Interpretation</td>
</tr>
<tr>
<td>Urgent</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Youth lives:</th>
<th>Reason for leaving school:</th>
</tr>
</thead>
<tbody>
<tr>
<td>With a crew</td>
<td>Lacking credits</td>
</tr>
<tr>
<td>With friends outside of work</td>
<td>Needed to work</td>
</tr>
<tr>
<td>With his/her parents/family</td>
<td>Missed State test</td>
</tr>
<tr>
<td>With spouse &amp; kids</td>
<td>Other</td>
</tr>
<tr>
<td>With kids</td>
<td>Other</td>
</tr>
<tr>
<td>Alone</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expressed interests in:</th>
<th>Availability: (Check)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning English</td>
<td>Su M T W Th F Sa</td>
</tr>
<tr>
<td>Job training</td>
<td>Morning</td>
</tr>
<tr>
<td>GED</td>
<td>Afternoon</td>
</tr>
<tr>
<td>Earning a diploma</td>
<td>Evening</td>
</tr>
<tr>
<td>Not sure</td>
<td></td>
</tr>
<tr>
<td>No interests</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments:</th>
<th>Youth is a candidate for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HS diploma</td>
</tr>
<tr>
<td></td>
<td>Pre GED/GED</td>
</tr>
<tr>
<td></td>
<td>Job training</td>
</tr>
<tr>
<td></td>
<td>Career exploration</td>
</tr>
<tr>
<td></td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td></td>
<td>Health education</td>
</tr>
<tr>
<td></td>
<td>Life skills</td>
</tr>
<tr>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td>GPA</td>
</tr>
<tr>
<td></td>
<td>MP3 player</td>
</tr>
<tr>
<td></td>
<td>ESL</td>
</tr>
<tr>
<td></td>
<td>CAMP</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

8/21/2018
OSY English Language Screener

About the Screener

The OSY English Language Screener (ELS) is a short, easy-to-administer assessment tool that can be used with minimal training. The purpose of the screener is to help educators make informed decisions about:

- where to begin English language instruction
- what language skills to focus on during instruction
- what instructional materials to use

Language screeners are designed to make broad, initial decisions about where to begin instruction upon entry into a program. Because screeners are brief and limited in scope, they are not designed to provide detailed information about a student’s academic needs, nor are they designed to provide valid measures of learner progress. For these purposes, a standardized diagnostic assessment should be given.

The following chart details the major differences between the ELS and standardized assessment instruments:

<table>
<thead>
<tr>
<th>OSY ENGLISH LANGUAGE SCREENER</th>
<th>STANDARDIZED ASSESSMENTS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Brief</td>
<td>• Typically one hour or longer</td>
</tr>
<tr>
<td>▶ Basic English level: 5 minutes</td>
<td></td>
</tr>
<tr>
<td>▶ Beyond a basic English level: 15-20 minutes</td>
<td></td>
</tr>
</tbody>
</table>
Federal Programs Indicator 20.6
Title I, Part C: Education of Migratory Children Services

**Requirement**

**Migrant Services Coordination**
- Evidence that the LEA plans for and consistently monitors its migrant students, OSY and DOs to ensure that their needs are being met by all applicable LEA instructional and/or support services during regular school year, intersession, and summer periods.

**Early Childhood Education**
- Evidence that preschool migrant children (ages 3-5) are served in early childhood programs offered by the MEP, LEA or other community agency.

**Documentation**
- **ALL preschool assessments and screeners**
- **Home visit documentation**
- Evidence of coordination with other community, social, and educational services.
**MEP Preschool Checklist**

**Preschool Checklist of Basic School Readiness Skills**

**Child’s Name:**
**County:**

*Note: Child may say the answer in Spanish, English, or other language if translator present.*

**READING/LANGUAGE DEVELOPMENT**

Using cut-out letters, show the child letters in random order. Mark all letters that the child correctly identifies (1 pt each).

<table>
<thead>
<tr>
<th>Letter</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q</td>
<td></td>
<td>q</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>w</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td>e</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>r</td>
</tr>
<tr>
<td>T</td>
<td></td>
<td>t</td>
</tr>
<tr>
<td>Y</td>
<td></td>
<td>y</td>
</tr>
<tr>
<td>U</td>
<td>u</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>i</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>s</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>f</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>g</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>h</td>
<td></td>
</tr>
</tbody>
</table>

Using color cut-outs, show to the child in random order. Circle all colors that the child correctly identifies (1 pt each).

<table>
<thead>
<tr>
<th>Color</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purple</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using any book, hand book to child and ask the following: (1 pt each).
1. “Point to the front of the book.”
2. (Open book) “Point to the words.”

<table>
<thead>
<tr>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>/2</td>
<td>/2</td>
</tr>
</tbody>
</table>
# Preschool Home Visit Plan

<table>
<thead>
<tr>
<th>Academic Focus</th>
<th>Visit Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At the end of the lesson, the child was able to:</td>
</tr>
<tr>
<td>Books</td>
<td>Books Left at Home</td>
</tr>
<tr>
<td>Supplies, Materials</td>
<td>Activities Left at Home</td>
</tr>
<tr>
<td>Notes</td>
<td>Notes for Next Visit</td>
</tr>
</tbody>
</table>

Signatures:

Parent/Guardian Date

8/21/2018
Federal Programs Indicator 20.7
Title I, Part C: Education of Migratory Children Services

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parental Involvement/PAC</strong></td>
<td>• List of dates for 3 migrant PAC meetings</td>
</tr>
<tr>
<td>• Evidence that the LEA consults with a migrant PAC on the planning, implementation, and evaluation of its migrant program and projects of one school year in duration and evidence that the migrant PAC is predominantly made up of parents of migrant children.</td>
<td>• Documentation for 2 of 3 meetings to include agendas, sign-in sheets showing that (highlight) migrant parents represent over 50% of the PAC membership and minutes showing consultation with parents regarding planning, implementing, and evaluating migrant projects; if required, language of communication, and evidence of interpreting.</td>
</tr>
<tr>
<td></td>
<td>• Documentation to show outreach and efforts to coordinate parent attendance to regional and/or state PAC meetings (Invitation letters, memos, reminders, flyers, phone log, home-visit log, travel log.)</td>
</tr>
</tbody>
</table>
Federal Programs Indicator 20.8
Title I, Part C: Education of Migratory Children Services

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Development</strong></td>
<td><strong>Documentation</strong></td>
</tr>
</tbody>
</table>
|  • Evidence that migrant education program staff or other LEA staff, if applicable, attended required Migrant Education Program training provided by the Department, or other non-local professional development opportunities, i.e., identification and recruitment (ID&R) trainings or workshops, and/or national/state/local migrant education program conferences aligned to the needs of migrant students. |  • Documentation for MEP staff involved in/attending local school district, RESA and/or other trainings, workshops, or conferences (face to face or online) directly related to the local CNA, District Improvement Plans, the instructional or support services they are providing to migrant participants.  
• Documentation showing completed online courses from PD Now.  
(No need to provide documentation for migrant trainings) |

(No need to provide documentation for migrant trainings)
Federal Programs Indicator 20.9
Title I, Part C: Education of Migratory Children Services

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Program Evaluation.</strong></td>
<td>• As of the monitoring date, a current written evaluation summary of the</td>
</tr>
<tr>
<td>Evidence that the LEA evaluates the effectiveness</td>
<td>local Migrant Education Program:</td>
</tr>
<tr>
<td>of the migrant program (ongoing and annually)</td>
<td>• Interpretation of the MEP participant progress within the MEP implementation</td>
</tr>
<tr>
<td>throughout the LEA.</td>
<td>plans</td>
</tr>
<tr>
<td></td>
<td>• Classroom performance</td>
</tr>
<tr>
<td></td>
<td>• Local benchmark scores (if any)</td>
</tr>
<tr>
<td></td>
<td>• The most recent state assessment scores disaggregated by Migrant compared</td>
</tr>
<tr>
<td></td>
<td>to Non-Migrant; and Migrant PFS compared to Migrant Non-PFS.</td>
</tr>
<tr>
<td></td>
<td>• Tutors or SSPs performance via IP observations,</td>
</tr>
<tr>
<td></td>
<td>• Adjustment to academic services &amp; schedules.</td>
</tr>
</tbody>
</table>

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Title I, Part C
Education of Migratory Children

Use of Title I, Part C Funds (Section 5)

- Current year expenditure report.
- Supporting documentation for items selected for review (prior authorization, invoice, sign in sheets, agenda, purchase orders).
- Current school year’s after-the-fact periodic certifications.
- Copy of draw downs made from Title I, Part C.
- Records of inventory (learning resources, property, and technology) purchased within the last two (2) years with Title I, Part C funds.
- Federal programs monitoring policies and procedures document showing Title I, Part C.
MEP Resources

MEP Information
Forms and documents

http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Migrant-Education-Program.aspx
## Title I, Part C
### Staff Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Israel Cortez, Program Manager</td>
<td>(404) 272-8780</td>
<td><a href="mailto:jcortez@doe.k12.ga.us">jcortez@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Margarita Munoz, Region 1 Coordinator</td>
<td>(404) 272-8762</td>
<td><a href="mailto:mmunoz@doe.k12.ga.us">mmunoz@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Marisela Trejo, Region 2 Coordinator</td>
<td>(404) 561-7819</td>
<td><a href="mailto:mtrejo@doe.k12.ga.us">mtrejo@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
Next Session:
Charter School Program Grant

3:30
Charter School Program Grant

FY19 Monitoring Indicators and Documentation
Grant Monitoring and the Monitoring Visit

What To Expect

The Monitoring Visit

The Grant Binder

The Monitoring Tool
## Grant Monitoring and What to Expect

<table>
<thead>
<tr>
<th>Mission - Ensure stewardship over Federal funds awarded by conducting:</th>
<th>Desk-based financial reviews</th>
<th>Approval of budgets and invoices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolution of audit reports</td>
<td></td>
<td>Audit reports are due to CSD by November 1 each year</td>
</tr>
<tr>
<td>On-site financial and programmatic reviews</td>
<td></td>
<td>Monitoring visit within the first 6 months of the grant with follow-up visits as needed</td>
</tr>
<tr>
<td>Technical assistance to grantees</td>
<td></td>
<td>As needed</td>
</tr>
</tbody>
</table>
The Monitoring Visit

Within the first 6 months and as needed
CSD will contact you to schedule your visit
Who should be present at the visit?
How should you prepare?
The Grant Binder
The Monitoring Tool
After the visit

The Monitoring Visit
Who should be present at the visit?

<table>
<thead>
<tr>
<th>Required Attendees</th>
<th>Preferred Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Board Chair</td>
<td>• Representative from local district</td>
</tr>
<tr>
<td>• Treasurer</td>
<td>• Representative from management company (if applicable)</td>
</tr>
<tr>
<td>• School Leader</td>
<td></td>
</tr>
<tr>
<td>• School's Business Manager</td>
<td></td>
</tr>
</tbody>
</table>
How should you prepare?

Review and place the following documents in your grant binder:

• Budget and Invoices
• Most recent audit report
• Grant application
• Internal Control and Business Policies
• Conflict of Interest Policy
• Code of Conduct
The Grant Binder

Should contain your complete set of grant records

Separate Grants, Separate Binders

Binders should include:

- Charter Contract
- Grant application, award letter and approved budget
- Invoices for which the school received reimbursement and accompanying backup documentation
- Academic performance data related to the project goals
- Any previous monitoring reports
- Inventory
- Applicable policies and procedures
The Grant Binder - Guidance

Organization is key

Source documentation is your friend

• Example 1: If a school is reimbursed for professional development, in addition to the invoice, the binder should include itineraries or course descriptions.

• Example 2: Invoices should be accompanied by a PO, proof and method of payment, and documentation showing shipment and receipt of goods.

Timely academic data

Inventory Management is crucial
Inventory Management

Subgrantees must track their inventory

Subgrantees must implement internal controls to track and manage equipment

- Where is it, who has access, and how do you determine if equipment is missing or damaged?
Common Issues

- Incomplete records in grant binder
- Unallowable expenses
- Poor inventory management
  - Salary and taxes
  - EMO fees
  - Office furniture v. classroom furniture
  - Cafeteria equipment
  - Extracurricular activities
  - Leases
# Table of Contents

I. List of Attendees

II. Budget and Expenses  
   A. Budget Amendment Submission  
   B. Submitted Procurement Forms

III. Performance Information  
   A. Update on goals

IV. Policies, Procedures and Control Activities  
   A. Procurement Flow Charts  
   B. Procurement Form  
   C. Purchasing Policy  
   D. Charter Financial Management Statement  
   E. School Operations Manuals  
   F. Sage Inventory Manual

V. Internal Documentation  
   A. 2012 Audit

VI. Original Grant Copy
Grant Binder Examples

Budget and Purchase Order

[Image of grant binder examples]

[Image of budget and purchase order form]
Grant Binder Examples

Invoice and Proof of Payment

[Image of invoice and check details]
Grant Binder Examples
Consultant Resume

Catalina

Experience

July 2006 – June 2012

Interim, Principal-in-Residence – Department for Learning Excellence – Central Office

- Informed, developed and implemented professional learning for district teachers and leaders.
- Coordinated Teach for America Summer Institute program.
- Coordinated district aspiring leadership program – Superintendent’s Academy for Building Leaders in Education (SABLE).
- School board appointed representative to the [unknown] for Affordable Housing Advisory Board.
- Coordinated district leadership certification program development.


Principal, [Redacted]

- Instructional leader of an urban public school with 850 students and ninety staff members.
- Awarded a 2005 Georgia School of Excellence in student achievement having test scores in the top 10% of the state. Earned a Georgia Platinum Award ranking for having 98.2% of students meeting or exceeding expectations on state testing. Named a High Performance Principal by the state for a proven record of improving student achievement in 2006 and 2007.
- Met 87% of the school system academic and attendance targets for two consecutive years.
- Developed systems for accountability including: student achievement, teacher evaluation, internal and external communications and building operations.
- Coordinated the implementation of Core Knowledge a comprehensive school reform model.
- Managed construction renovations and planning for use of instructional space.
- Participated in the school system’s long range planning.
- Coordinated public relations and built relationships with parents and community stakeholders.
- Managed instructional budget.
- Guided leadership team in the evaluation of school’s mission, vision, values and goals.
Grant Binder Examples
Consultant Agreement and Statement of Work

INDEPENDENT CONTRACTOR AGREEMENT 0412-6577

THIS AGREEMENT is made and entered into as of the 4th day of January 2013 (the “Effective Date”) by and between Drew Charter School (hereinafter referred to as “School”), located at 301 E Lake Boulevard, Atlanta, GA 30317, and Catalyst, Inc. (hereinafter referred to as “Contractor”), located at 6421 Peachtree Road NE, Atlanta, GA 30342.

RECITALS

WHEREAS, School desires to retain Contractor to provide certain services on behalf of or for the benefit of School described in Section 2 below; and

WHEREAS, Contractor desires to be retained by School and torender certain services described in Section 2 below to School in connection with the business of School; and

WHEREAS, the parties desire to set forth the terms and conditions of the Agreement under which Contractor shall provide the services described in Section 2 below.

NOW, THEREFORE, in consideration of the mutual promises and covenants herein provided, and for other good and valuable consideration, the receipt and adequacy of which is hereby acknowledged, and as a condition to, and in consideration of, the engagement of Contractor by School, the parties hereto, intending to be legally bound, agree as follows:

Recitals.

Each of the foregoing recitals is true and correct and is incorporated herein by reference.

Engagement.

School shall retain Contractor to perform work described in the Schedule A, Statement of Work, attached hereto (hereinafter the “Contracted Services”), to commence on and be completed by dates in Schedule A (hereinafter the “Term”) upon the terms and conditions set forth in this Agreement.

Contracted Services

Contractor is hereby engaged to provide the following Contracted Services:

- Connect the work between Principal Collaboration Cohort and the Instructional Support Collaboration Cohort.
- Coordinate all logistics for the grant including managing grant budget, communications with all grant participants and stakeholders, securing and distributing materials, event logistics related to all professional learning sessions and receptions, travel, etc.
- Coordinate development and distribution of all grant products.
- Facilitate monthly Grant Management Team meetings and execute Grant Management Team requests including monthly report to grant partners.
- Attend Principal and Instructional Support cohort meetings (when appropriate) to facilitate documentation of all activities and development of grant products.
- Collaborate with grant evaluator to align and implement all assessment measures.
- Manage grant implementation timeline activities.
- Assist with relationship development among schools.

Deliverables:

- January 2013
  - Grant Management Team Meeting
  - Grant Management Team Monthly report to partners
  - Set up dissemination grant information on the Drew Charter School website
  - Develop budget processes for access to grant funds
  - Purchase all instructional materials for schools, Principal and Instructional cohorts
  - Secure all in-kind locations for professional learning sessions
  - Finalize grant implementation calendar for all participants
  - Establish systems for documentation and product development
  - Secure and schedule all outside vendors for product development (video, etc.)
  - Attend initial meeting of Principal cohort
  - Attend initial meeting of Instructional cohort
  - Meet with Grant evaluator to develop systems for collecting data
  - Train all grant participants on grant implementation systems
  - Develop comprehensive product distribution plan with timeline

- February 2013
  - Grant Management Team meeting
  - Grant Management Team monthly report to partners
  - Develop comprehensive list of all products for dissemination; Set timeline and budget for production; Secure approval from Grant Management Team
Grant Binder Examples

Compensation Clause

- March 2013
  - Grant Management Team meeting
  - Grant Management Team monthly report to partners
  - Monthly documentation of products and process update
  - Facilitate initial conversation with grant partners and Charter School Programs on applying for second dissemination grant
  - Attend meeting of Principal cohort
  - Attend meeting of Instructional cohort
  - Finalize product distribution plan with Grant Management Team approval
  - Begin sustainability strategy planning
- April 2013
  - Grant Management Team meeting
  - Grant Management Team monthly report to partners
  - Monthly documentation of products and process update
  - Draft versions of all products provided to Grant Management Team for review
- May 2013
  - Grant Management Team meeting
  - Grant Management Team monthly report to partners
  - First versions of approved products
  - Attend monthly meeting of Principal cohort
  - Attend monthly meeting of Instructional cohort
- June 2013
  - Coordinate all aspects of Partners’ “Share Our Celebration”
  - Grant Management Team meeting
  - Grant Management Team monthly report to partners
  - Sustainability implementation plan commences

Contract Term:

Compensation:
As compensation performing the Contracted Services under this Agreement, the Contractor shall be compensated as indicated below:

- Project Management Services not to exceed $21,000
- Materials, Documentation and Supplies not to exceed $8,000

Total compensation not to exceed a maximum of $29,000.00 all inclusive.
Grant Binder Examples

Invoices
Grant Binder Examples

Checks
Grant Binder Examples

Inventory List

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<th>Inventory ID</th>
<th>Custodian Name</th>
<th>Description</th>
<th>Unique ID</th>
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- **Asset tag (Inv. Sys.)**
- **Tied to location (N-325)**
- **Serial Number**
- **Tied to a PO**
Grant Binder Examples
Policies and Procedures

Outline of Policies and Procedures

I) Procurement Guidelines
   1) Procurement Process Overview
   2) Purchasing Thresholds
   3) Roles and Responsibilities
   4) Standards of Conduct

II) Procurement Process Under $25,000
    1) Needs Identification and Assessment
    2) Solicitation and Vendor Selection

III) Procurement Process $25,000 and Above
     1) Needs Identification and Assessment
     2) Solicitation
     3) Vendor Selection

IV) Procurement Process: Contract Finalization

V) Procurement Process: Support and Maintenance
   1) Inventory Management
   2) Federal Grant Management – Special Considerations
   3) Documentation and Reporting Tools
After the Monitoring Visit

- Each school receives a summary of findings and recommendations.
- If the findings of the first visit warrant a follow-up visit, CSD will determine the appropriate time for a follow-up visit.
- If issues are not corrected, CSD will take steps to recoup grant money.
Can you spot the potential issues?

Question: Achievement Charter School (ACS) wishes to purchase 15 computers at $300/each for a total of $4,500. ACS budgeted $7,000 for computers and plans to use the money they saved on Professional Development. After purchasing the computers, ACS submits the quote to their local district for reimbursement. The district reimburses ACS.
Can you spot the potential issues?

Answers:

1.) $7,000 \times 10\% = $700 and ACS is requesting to move $2,500 from the function code. Therefore, a budget amendment is required.

2.) A quote and not an invoice was submitted to the district.

3.) Refer to slide 10
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Helpful Resources

- Georgia Department of Education – Division of Federal Programs
- Office of Management and Budget (OMB) Circulars (Omni Circular December 2013)
- Uniform Grants Guidance, 2 C.F.R., Part 200 which includes Education Department General Administrative Regulations (EDGAR)
## Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Federal Programs</td>
<td>404-657-1793</td>
<td><a href="mailto:cgeers@doe.k12.ga.us">cgeers@doe.k12.ga.us</a></td>
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<tr>
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<td>404-463-1857</td>
<td><a href="mailto:jwright@doe.k12.ga.us">jwright@doe.k12.ga.us</a></td>
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