

# GaDOE Cross-Functional Monitoring Indicators 2018-2019



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## FY19 Cross-Functional Monitoring of LEA Programs

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<b>OVERARCHING REQUIREMENTS FOR ALL FEDERAL PROGRAMS</b>	
<b>1. LEA MONITORING OF SCHOOLS AND PROGRAMS</b>	
<p>1. 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).  <a href="#">ESEA: Sec. 9304</a>; <a href="#">2 CFR Sec. 200.328</a>; <a href="#">2 CFR Sec. 200.330</a>; <a href="#">34 CFR Sec. 300</a></p>	<p>1. Monitoring Schools and Programs</p> <p>a. Evidence shall include written procedures used to monitor all critical ESEA/IDEA requirements of all programs (Title I, Part A; School Improvement 1003(a); School Improvement 1003(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. These procedures shall specify how the district will monitor each federal program to include:</p> <ol style="list-style-type: none"> <li>1. position(s) responsible for the implementation and monitoring</li> <li>2. frequency of monitoring (timeline)</li> <li>3. list of documentation that will be maintained to verify the Title programs have been monitored</li> <li>4. needed corrective actions at schools (identified by the LEA)</li> <li>5. follow-up/verification of corrective actions at schools and district (identified by the LEA) review of applicable federal program budgets (development)</li> <li>6. description the LEA uses to identify high risk schools within the district</li> <li>7. IDEA procedures to include: SST, Child Find, Evaluation/Re-evaluation, Eligibility and Discipline</li> <li>8. For LEAs consolidating funds in 150, written procedures for monitoring intent and purposes.</li> </ol> <p>b. Evidence shall include implementation of the LEA's written procedures. LEAs may provide the following types of documentation or other types of documentation:</p> <ol style="list-style-type: none"> <li>1. Copies of the LEA's schedule for monitoring of school</li> <li>2. Data collection instruments used to monitor the federal programs and budgets (interview guides, program review checklists, monitoring reports)</li> <li>3. Samples of communications to schools</li> <li>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)</li> <li>5. Minutes of board meeting approving the annual Grant Award Notification-SIG</li> <li>6. Policies on Federal Grant Administration-SIG</li> </ol>
<b>2. CONSOLIDATED LEA IMPROVEMENT PLAN (CLIP) and SCHOOLWIDE/TARGETED ASSISTANCE PLAN(S) (SWP/TAP)</b>	
<p>1. 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).  <a href="#">ESEA: Sec. 1112, 1114, 1115; Sec. 1003; Sec. 1306; Sec. 1423; Sec. 122; Sec. 3116; Sec. 4106; Sec. 5223; Sec. 5224; Sec. 6223; Sec. 6722; Sec. 9305</a></p>	<p>1. CLIP evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Written procedures for creating, reviewing, and approving the CLIP.</li> <li>b. Resolution procedures for unapproved CLIP.</li> <li>c. Documentation to support the selection of evidence-based action steps in CLIP</li> <li>d. CLIP preparation               <ol style="list-style-type: none"> <li>1. Evidence shall include documentation to verify participation of required stakeholders</li> <li>2. Evidence may include review checklists, established schedule, samples of correspondences with schools and other LEA departments.</li> </ol> </li> </ol> <p>2. Schoolwide/Targeted Assistance (SWP/TAP) evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Written procedures for creating, reviewing, and approving the SWP/TAP. (Review checklists, established schedule, and samples of correspondence with schools, and copies of SWP/TAP plans.)</li> <li>b. Documentation to support the selection of evidence-based action steps in SWP/TAP Plans.  <span style="background-color: #e0ffe0;">Schools where funds are being consolidated are not required to provide the documentation of this best practice.</span></li> <li>c. Resolution procedures for unapproved SWP and TAP plans.</li> <li>d. Evidence of timely guidance to schools on submission of plan amendments.</li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
	<ul style="list-style-type: none"> <li>e. Evidence of timely SWP and TAP plan approval and release of funds.</li> <li>f. Source documentation verifying stakeholder involvement in SWP/TAP Plans</li> </ul>
<b>3. SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN</b>	
<p>1. ESSA:</p> <ul style="list-style-type: none"> <li>a. Evidence that the LEA provides for the equitable provision of services to eligible private school children, their teachers, principals and other school leaders</li> <li>b. Evidence that LEA provided initial consultation to private schools on their participation</li> <li>c. Evidence that participating private schools engage in ongoing consultation around the equitable provision services</li> </ul> <p><u><a href="#">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)</a></u></p> <p><u><a href="#">USDE Non-Regulatory Guidance Title IX, Part E (2009): D-11 Consultation Documentation; D-12 Consultation Meeting Notes; D-16 Program Design; D-17 Timely and Meaningful; D-18 Ongoing Consultation; E-2 Private School Status</a></u></p>	<p>1. ESSA – evidence shall include:</p> <ul style="list-style-type: none"> <li>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)</li> <li>b. Copies of private school invitations for FY18 and FY19 inviting private school participation. (All Federal Programs) <ul style="list-style-type: none"> <li>1. Title I – Invitations to schools serving students whose residence is within Title I eligible attendance areas</li> <li>2. Title II, Title III and Title IV – Invitation to schools whose physical location is within geographic boundaries</li> </ul> </li> <li>c. Evidence that initial 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)</li> </ul> <p><u><a href="#">ONLY FOR LEAs WITH PARTICIPATING PRIVATE SCHOOLS</a></u></p> <ul style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>1. Meeting agendas and/or minutes w sign-in rosters</li> <li>2. Results of assessment of private school student, teacher and leader needs</li> <li>3. Evidence of planning and budgeting</li> <li>4. Provision of services, programs, materials and resources</li> <li>5. Evaluation of programs and services for effectiveness</li> <li>6. If applicable, evidence of adequately addressing problems and complaints raised by private school officials</li> </ul> </li> <li>e. Evidence that the LEA regularly supervises the provision of Title I, and Title VIII (IC, IIA, IIIA, IVA, IVB) services to private schools.</li> <li>f. Evidence that the LEA has documentation that each participating private school has non-profit status.</li> </ul>
<p>2. IDEA:</p> <ul style="list-style-type: none"> <li>a. The LEA substantiates the number of private and home school students with disabilities that do not have Individual Educational Plans (IEPs).</li> <li>b. The LEA enters its Child Find count into the Proportionate Share tab in the Consolidated Application.</li> <li>c. The LEA tracks proportionate share funds.</li> <li>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.</li> <li>e. The LEA maintains controls of control of any property, equipment and supplies from IDEA used for Proportionate Share.</li> <li>f. If the LEA provided services, it was beyond the existing level of instruction at the private schools.</li> <li>g. If private school personnel were contracted, services were outside the regular duty hours of the teacher unless explicit time was set aside</li> </ul>	<p>2. IDEA – evidence shall include:</p> <ul style="list-style-type: none"> <li>a. Copy of procedures that the LEA uses to determine that the required consultation occurred.</li> <li>b. Evidence that the LEA has met the requirement for consultation, written affirmation, and evaluation of the program.</li> <li>c. Evidence that consultation has occurred between the LEA and stakeholders for eligible private and home school children.</li> <li>d. The written affirmation from officials of private school or a representative or home school representatives.</li> <li>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.</li> <li>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.</li> <li>g. Evidence that the LEA regularly supervises the provision of IDEA services to private and home school children.</li> <li>h. Evidence of service plans if applicable.</li> <li>i. Evidence of Child Find activities to private schools.</li> <li>j. Evidence that the LEA has documentation that each participating private school as non-profit status.</li> </ul>

## FY19 Cross-Functional Monitoring of LEA Programs

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>and funded.</p> <p>h. The LEA used state and local funds to supplement, not supplant, the required federal funds to be expended.</p> <p>i. The LEA completes the consultation process to include advertising of process.</p> <p>j. The LEA provides Child Find activities for private schools similar to the LEA schools.</p> <p>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.</p> <p><b>IDEA: 34 CFR 300.130 – 144; 612 (a) (10)(A)</b></p>	
FIDUCIARY RESPONSIBILITY	
4. MAINTENANCE OF EFFORT (MOE) AND COMPARABILITY, ASSESSMENT SECURITY – ALL FEDERAL PROGRAMS (EXCEPT TITLE I, PART C; TITLE IV, PART A; 1003(g); AND 1003(a))	
<p><b><u>Maintenance of Effort</u></b></p> <p>1. The LEA ensures that it complies with-- The procedures for ensuring maintenance of effort (MOE) as outlined in Sec. 1120A and 8521 of the ESEA and for IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205. <b><u>ESEA: Sec. 1120A; Sec. 1114, 1118; 34 CFR 300.203, 34 CFR 300.204, 34 CFR 300.205</u></b></p>	<p><b><u>Maintenance of Effort for ESSA and IDEA</u></b></p> <p>1. <b><u>ESEA</u></b> documentation for ensuring maintenance of effort (MOE) as outlined in Sec. 1120A and 8521 of the <b><u>ESEA</u></b> shall include:</p> <p>a. If MOE is MET during the current fiscal year, no evidence is required.</p> <p>b. If MOE is NOT MET during the current fiscal year, the following is required: \</p> <ol style="list-style-type: none"> <li>1. Source data to support the request to the Department to seek waiver</li> <li>2. Procedures for determining maintenance of effort (MOE), including funds to be excluded from MOE calculations.</li> </ol> <p><b><u>IDEA</u></b> Documentation for ensuring maintenance of effort (MOE) for <b><u>IDEA</u></b> as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205.</p> <p>a. If MOE is MET, the required evidence would be a detailed expenditure report from the DE046 for the following special education program codes for the current compliance year: 2011 and 2081. Note: There are several additional state and local special education program codes on the DE046, however we will only be reviewing expenditures reported in those two codes.</p> <p>b. If MOE is NOT MET, documentation would consist of:</p> <ol style="list-style-type: none"> <li>1. MOE Eligibility Form with projected expenditures for current year.</li> <li>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.</li> <li>3. Correction forms if applicable with supporting evidence verifying expenditures maintained by LEA.</li> </ol>
<p><b><u>Comparability</u></b></p> <p>2. The LEA ensures that it complies with--</p> <p>a. The procedures for meeting the comparability requirement as outlined in Sec. 1118(3)(A) of the ESEA.</p> <p>b. The LEA is monitoring comparability at least every two years. GaDOE requires that LEAs must meet comparability requirements annually. <b><u>ESEA: Sec. 1118(3)(A)</u></b></p>	<p><b><u>Comparability</u></b></p> <p>2. Evidence shall include:</p> <p>a. In cases where Title I schools are not comparable, 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.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Evidence may include payroll records, detailed school expenditure reports, school-based budgets.</li> </ul> <p>c. Written procedures for meeting comparability requirement as outlined in Sec. 1118(3)(A)</p>
<p><b><u>Assessment Security, Reporting of Accountability</u></b></p> <p>3. The LEA has a system for ensuring and maximizing the quality, objectivity, utility, and integrity of assessment and accountability</p>	<p><b><u>Assessment Security and Reporting of Accountability</u></b></p> <p>3. Evidence shall include:</p> <p>a. Copies of communication to local educators regarding the LEA’s test security policy/plan and consequences for violation.</p> <p>b. The LEAs test security policy/plan and consequences for violation are made available to local educators.</p>

## FY19 Cross-Functional Monitoring of LEA Programs

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>information disseminated by the LEA. The LEA has a system for monitoring and improving the on-going data quality of its assessment system. <a href="#">ESEA: Sec. 1111</a></p>	<p>c. District/School State Report Card provided for public access on district and school level website(s).</p>
<b>5. INTERNAL CONTROLS, EXPENDITURES, INVENTORY, DRAWDOWNS, COST PRINCIPLES – ALL PROGRAMS</b>	
<p>1a. Evidence that all LEA Internal Controls specific to LEA expenditures required to be in writing by 2 CFR Part 200 (Allowability, Segregation of Duties, Procurement, Technical Evaluations of Competitive Proposals, Conflict of Interest, Time and Effort, Stipends, Travel) are present and meet requirements for internal controls:</p> <ol style="list-style-type: none"> <li>a. Effectiveness and efficiency of operations;</li> <li>b. Reliability of reporting for internal and external use;</li> <li>c. Compliance with applicable laws and regulations.</li> <li>d. Ability to meet the following objectives for Federal Awards: <ol style="list-style-type: none"> <li>1. Transactions are properly recorded and accounted for, in order to 1) Permit the preparation of reliable financial statements and Federal reports; 2) Maintain accountability over assets</li> <li>2. Transactions are executed in compliance with 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 2) Any other Federal statutes and regulations that are identified in the Compliance Supplement</li> </ol> </li> </ol> <p><a href="#">2 CFR Sec. 200.61</a>; <a href="#">2 CFR Sec.200.62(a)</a>; <a href="#">2 CFR Sec.200.62(b)(1-2)</a>; <a href="#">2 CFR Sec.200.303</a>; <a href="#">2 CFR 200.318-320</a>; <a href="#">2 CFR 200.430</a>; <a href="#">2 CFR 200.47(b)</a>; <a href="#">GAO-14-704G</a>; <a href="#">GaDOE Rule 160-3-3</a></p>	<p>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 Consolidated Funds.</p> <p>1a. Evidence shall include internal controls required to be in writing by 2 CFR Part 200:</p> <ol style="list-style-type: none"> <li>a. Written Allowability Procedures - 2 CFR Sec. 200.302(b)(7)</li> <li>b. Segregation of Duties - GAO-14-704G</li> <li>c. Written Procurement Procedures - 2 CFR Sec. 200.319(c)</li> <li>d. Written Method for Conducting Technical Evaluations of Competitive Proposals and Selecting Recipients - 2 CFR Sec. 200.320(d)(3)</li> <li>e. Written Conflict of Interest Policy - 2 CFR Sec. 200.318(c)(1)</li> <li>f. Written Personal Compensation Policies (Time and Effort to include salaries, substitutes, and stipends)- 2 CFR Sec. 200.430</li> <li>g. Written Stipend Policy – GaDOE Rule 160-3-3.04</li> <li>h. Written Travel Policy - 2 CFR Sec. 200.474(b)</li> </ol> <p>* Evidence may include other recommended procedures not required in writing</p> <ol style="list-style-type: none"> <li>i. Procedures to support suspension and debarment is checked prior to making purchases above \$25,000 threshold from single vendor (34 CFR 85.110)</li> </ol>
<p>1b. 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:</p> <ol style="list-style-type: none"> <li>a. Segregation of duties in review and authorization (must include Program Coordinator).</li> </ol>	<p>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 Consolidated Funds.</p> <p>1b. Evidence shall include:</p> <ol style="list-style-type: none"> <li>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).</li> <li>b. Copy of Source Documentation for all requested expenditures (purchase orders, invoices, contracts/ contract deliverables, agendas, receipts, travel authorizations, pre-approval, Title III funded instructors/ tutors, administrative costs), all capital</li> </ol>

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<p>b. Reconciles all applicable reports – expenditure, budget, etc.</p> <p>c. Allowable under applicable laws and regulations.</p> <p>d. Prove necessary, reasonable, and allocable.</p> <p>e. Supported by source documentation.</p> <p>f. Supplement not supplant</p> <p>g. Align with approved Federal budget.</p> <p>h. Occur within the grant Period of Performance and benefits current grant period.</p> <p>i. Comply with standards of documentation of personnel expenditures (Time and Effort).</p> <p>j. Maintain oversight of contracts/purchase orders for contracted services.</p> <p>k. Avoid conflict of interest.</p> <p>l. Provides time stamped documentation of verifying vendors against suspension and debarment database</p> <p>m. Follow federal procedures and/or policies related to competition and methods of procurement.</p> <p><a href="#">ESEA: Sec. 1118, 1306, 1411, 1601; Sec. 2212; Sec. 3115; Sec. 4110; Sec. 5232</a>  <a href="#">2 CFR Sec. 200.77; 2 CFR Sec. 200.213; 2 CFR Sec. 200.302(b)(3); 2 CFR Sec. 200.302(b)(4); 2 CFR Sec. 200.302 (b)(5); 2 CFR Sec.200.302(b)(7); 2 CFR Sec. 200.309; 2 CFR Sec. 200.318; 2 CFR Sec. 200.319; 2 CFR Sec. 200.320; 2 CFR Sec. 200.320(d)(3); 2 CFR Sec. 200.403; 2 CFR Sec. 200.403(c); 2 CFR Sec. 200.403(g); 2 CFR Sec. 200.404; 2 CFR Sec. 200.405; 2 CFR Sec. 200.430; 2 CFR Sec. 200.430 (i); 2 CFR Sec. 200.474(a); 2 CFR Sec. 200.508(d); GAO-14-704G; GaDOE Rule 160-3-3-.04; 34 CFR Sec. 81.31(c); 34 CFR Sec. 76.707; WHEO 12549, 12689;</a>  <a href="#">ESEA Equitable Services; 2003 Title I Equitable Services Non-Regulatory Guidance; 2009 Title IX, Part E Non-Regulatory Guidance; 2016 Fiscal Changes Non-Regulatory Guidance</a></p>	<p>expenditures, all competitive procurement.</p> <p>c. Copy of FY18 and FY19 Time and Effort Records.</p> <p>d. Copy of special approval documentation (capital expenses, transfer of funds, consolidation of administrative funds, etc).</p> <p>e. Copy of single audit reports for last two years available.</p> <p>f. Copy of Resource Allocation Method/Plan (RAM/P) to meet Title I supplement not supplant.</p> <p>g. Copy of FY18 Completion Report and FY18 general ledger for each federal program</p> <p>h. Copy of completed class size reduction worksheet and teacher/grade level/content area schedule (if applicable – Title II Only)</p> <p>i. Copy of signed and time stamped documentation verifying vendors against suspension and debarment database.</p>
<p>2a. 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:</p> <p style="padding-left: 20px;">a. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.</p> <p style="padding-left: 20px;">b. Maintenance procedures to keep the property in good condition.</p> <p><a href="#">2 C.F.R. Sec. 200.62(c); 2 C.F.R. Sec. 200.313(d)</a></p>	<p>LEAs Consolidating Funds: Inventory controls and documentation only required for items purchased with federal funds prior to consolidation or for items purchased with funds outside of Fund 150.</p> <p>2a. Evidence shall include written procedures for managing equipment - (including replacement equipment) until disposition takes place</p> <p style="padding-left: 20px;">a. Acquisition of equipment</p> <p style="padding-left: 20px;">b. Method of entering information into the LEA’s inventory management system</p> <p style="padding-left: 20px;">c. Off-site use of equipment</p> <p style="padding-left: 20px;">d. Physical inventory</p> <p style="padding-left: 20px;">e. District Equipment Disposition Procedures</p> <p style="padding-left: 20px;">f. Adequate safeguards related to loss, damage, or theft of equipment</p>

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	<ul style="list-style-type: none"> <li>g. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.</li> <li>h. Equipment use for Title I, Part A TA programs</li> <li>i. Equipment use for private schools</li> <li>j. Maintenance procedures to keep the property in good condition.</li> </ul>
<p>2b. Evidence that the LEA manages equipment in a way that meets the following conditions</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. 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, serial number or other identification number, location, use, condition of property, and disposition data including date of disposal.</li> <li>c. Annual physical inventories and reconciliation of physical inventory with property records.</li> <li>d. Adequate safeguards to prevent loss, damage, or theft of the property to include investigation if loss, damage, or theft occur.</li> <li>e. Sale of property procedures to ensure the highest possible return.</li> <li>f. Disposition of equipment in accordance with state laws and procedures.</li> </ul> <p><a href="#">2 CFR Sec. 200.313</a></p>	<p>LEAs Consolidating Funds: Inventory controls and documentation only required for items purchased with federal funds prior to consolidation or for items purchased with funds outside of Fund 150.</p> <p>2b. Evidence shall include:</p> <ul style="list-style-type: none"> <li>a. Copies of all purchase orders documenting purchases of equipment with federal funds.</li> <li>b. Copy of inventory records with all required component [CFR 200.313(d)]</li> <li>c. Records/logs of dates that physical inventories were conducted at LEA and schools with date, and signatures of person conducting inventory.</li> </ul>
<p>3a. 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 and as outlined in the <a href="#">Federal Programs Handbook, Sec. 200.302(b)(6); Sec. 2 CFR 200.305</a></p>	<p>3a. Evidence shall include written cash management (payment) procedures</p>
<p>3b. Evidence that LEA minimizes the time elapsing between the transfer of funds and disbursement by the grantee or subgrantee; Evidence that LEA's requests for federal funds are evaluated, and drawdowns of federal cash are only for immediate needs; Evidence that LEA</p>	<p>3b. Copies of all FY18 &amp; FY19 DE0147s for each federal program being monitored. Include supporting accounting records.</p> <ul style="list-style-type: none"> <li>a. Evidence that LEA reconciles drawdown requests as needed and maintains supporting documentation</li> </ul>

## FY19 Cross-Functional Monitoring of LEA Programs

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
reconciles drawdown requests as needed and maintain supporting documentation and as outlined in the <a href="#">Federal Programs Handbook</a> , <a href="#">2 CFR 200.305</a> ; <a href="#">2 CFR 200.302 (b)(6)</a> ; <a href="#">Sec. 2 CFR 200.303(a)</a> , <a href="#">GAO-14-704G -10.03, 10.12-10.14</a> ,	
<b>INDIVIDUAL FEDERAL PROGRAMS</b>	
<b>6. TITLE I, PART A - WITHIN DISTRICT ALLOCATION PROCEDURES</b>	
<p>1. The LEA complies with the requirements with regard to:</p> <ul style="list-style-type: none"> <li>a. Reserving funds for the various set-asides either required or allowed under the statute, and</li> <li>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.</li> </ul> <p><a href="#">ESEA: Sec. 1113</a>; <a href="#">34 CFR Sec. 200.70</a>; <a href="#">200.71</a></p>	<p>1. Evidence shall include:</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Free/reduced lunch count and/or direct certified report from the LEA School Food Nutrition department for participating CEP schools.</li> <li>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.).</li> </ul>
<p>2. 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.</p> <p><a href="#">ESEA: Sec. 1113</a>; <a href="#">34 CFR Sec. 200.70</a>; <a href="#">200.71</a></p>	<p>2. Evidence shall include:</p> <ul style="list-style-type: none"> <li>a. Verification of correct ranking of schools being served.</li> <li>b. Copy of written procedures for identifying eligible students for TA schools or TA like programs within a Schoolwide program</li> <li>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:  <ul style="list-style-type: none"> <li>Targeted Assistance Programs</li> <li>School-wide Programs where participation is offered to a select group of eligible Title I students.</li> </ul> </li> </ul>
<p>3. The LEA has procedure(s) to ensure that it meets reservation requirements annually.</p> <p><a href="#">ESEA: Sec. 1113</a>; <a href="#">34 CFR Sec. 200.70</a>; <a href="#">200.71</a></p>	<p>3. Evidence shall include:</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Written Procedures for calculating Parent and Family Engagement Carryover and accompanying calculation worksheet (if applicable).</li> </ul>
<p>4. The LEA has correctly calculated the amount of funds for equitable services to private school participants and their teachers and families.</p> <p><a href="#">ESEA: Sec. 1113</a>; <a href="#">34 CFR Sec. 200.70</a>; <a href="#">200.71</a></p>	<p>4. Evidence shall include:</p> <ul style="list-style-type: none"> <li>a. Amount reserved for parent and family engagement—Families of private school participants</li> <li>b. Amount reserved for administrative costs for private school equitable services (Optional).</li> <li>c. Amount reserved for instructional and professional development services--Private school students and teachers.</li> </ul>
<b>7. TITLE I, PART A - NOTICE TO PARENTS</b>	
<p>1. Notice to parents of participating English Learners (ELs) not later than 30 days after the beginning of the school year. For those children who have not been identified as ELs during such school year, the LEA shall notify the children’s parents during the first 2 weeks of the EL being placed in a supplemental language program funded by Title I or Title III with the required content outlined in the ESEA.</p>	<p>1. Evidence shall include the written procedures in the LEA’s Federal Programs Manual describing how Title I staff will monitor the distribution of the notice to parents of <u>participating</u> ELs only. Evidence must include copies of the notification in English and in a format and language the parents can understand. The notification must include the date of distribution. (This notice is not for all ELs and their parents.) <i>Names of EL students must be redacted for SEA review per FERPA.</i></p> <p>2. Distribution of notification using at least one of the following methods:</p> <ul style="list-style-type: none"> <li>a. Signed and dated district or school staff dissemination statement indicating the language(s) and the date(s) the notification was distributed.</li> <li>b. Parent-Teacher Conference(s) with a sign-in sheet of parents’ signatures, dates, and names of documents discussed</li> <li>c. Copy of secure email with date and email address of parent</li> </ul>



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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p><a href="#">ESEA: Sec. 1112(e)(3)(A); Sec. 1112(e)(3)(B); Sec. 1112(e)(3)(D); Sec. 1112(e)(4);</a> ; <a href="#">FSP Parents of English Learners Website</a></p>	<p>d. Mailed letter with a dated postage receipt and list of mailing addresses            e. Picture of student record folder with name of document and date of when document was distributed            f. Screenshot of notification in a secure parent portal with date of when notification was available to individual parents            g. Other secure method that the LEA has used to effectively notify parents of participating ELs</p>
<p><b>8. TITLE I, PART A - PARENT AND FAMILY ENGAGEMENT</b></p>	
<p>1. The LEA must provide evidence of parent input for each of the following required compliance components, a-d:</p> <p>a. Input into the School Parent and Family Engagement Policy            b. Input into the School-Parent Compact            c. Input into Building School Staff Capacity with assistance of parents            d. Input into the 1% set-aside for parent and family engagement activities, if LEA receives more than \$500,000 in Title I, Part A funds</p> <p><a href="#">ESEA: Sec. 1116(a)(2)(D); Sec. 1116(b); Sec. 1116(c); Sec. 1116(d); Sec. 1116(f); Sec. 1112(e)(3)(C); Sec. 1112(e)(4); FSP Input Website</a></p>	<p>1. Evidence shall include:</p> <p>a. District developed monitoring checklist of Title I School’s required documentation or the Georgia Department of Education’s <i>Checklist of Parent and Family Engagement Input</i> - signed by the LEA.            b. Multiple opportunities for parents to have meaningful input into the revision and development of each compliance component: School Policy, Compact, School Staff Capacity, 1% set-aside            c. At least two separate opportunities for input must be provided to parents and documented.</p> <p>1. Primary: In-person or online (2 invitations, agenda, sign-in sheet, minutes, notes/slides/summary in a language and format parents can understand – see <a href="#">website</a>)            2. Secondary: for those not in-person or online (parent survey questions, summary of results, and 2 distribution method or Feedback Form and 2 distribution methods – see <a href="#">website</a>)</p> <p>Evidence may include other LEA developed methods for providing parent input into compliance requirements. (<i>Annual Title I meeting in the fall should not be used.</i>)</p>
<p>2. Evidence that the LEA provides technical assistance to schools in planning and implementing effective parent and family engagement practices inclusive of school parent and family engagement policies/plans, school-parent compacts, all Title I, Part A, Section 1116 requirements, outreach to parents of English Learners (ELs), and the notice to parents of participating ELs in supplemental language instruction programs as described in Section 1112(e)(3).</p> <p><a href="#">ESEA: Sec. 1116(a)(2)(B); Sec. 1116(h); Sec. 1112(e)(3); Sec. 1112(e)(4)</a></p>	<p>2. Evidence shall include the LEA’s written procedures on how it will deliver ongoing technical assistance to schools on all Title I, Part A, Section 1116 and Section 1112(e)(3) requirements and all of the following as evidence of compliance:</p> <p>a. Multiple meetings with dated meeting agendas and dated sign-in sheets with roles of attendees. In addition, provide meeting minutes, meeting notes/summary, presentation slides, or sample handouts such as a copy of the LEA procedures to show evidence of topics discussed were focused on the procedures for implementing Title I requirements            b. Multiple sample emails or other communications from LEA to Title I funded staff regarding Title I, Part A, Section 1116 and Section 1112(e)(3) requirements, e.g., guidance on the school parent and family engagement policy/plan, school-parent compact, outreach to parents of ELs, and notice to parents of participating ELs</p>
<p>3. Evidence of distributing in more than one way the:</p> <p>a. LEA/District Parent and Family Engagement Policy by November 1st            b. School Parent and Family Engagement Policy by November 1st            c. School-Parent Compact by November 1<sup>st</sup></p> <p><a href="#">ESEA: Sec. 1116; Sec. 1116(f); FSP Distribution Website</a></p>	<p>3. Evidence shall include the District developed monitoring checklist of Title I School’s required documentation or the Georgia Department of Education’s <i>Checklist for Distribution</i> - signed by the district level monitoring official.</p> <p>a. Evidence must include <b>at least two</b> methods of distribution (see <a href="#">website</a>):</p> <ul style="list-style-type: none"> <li>• Screenshot of school website, school social media, signed teacher statements, email/text messages, student registration packet, parent-teacher conference, mailed letter with dated receipt, pictures throughout school.</li> <li>• Annual Title I Parent Meeting with the following documents:               <ul style="list-style-type: none"> <li>○ Methods (<b>2 or more</b> such as flyer, text message, email, school website, social media post, marquee, etc.) of invitation to all Title I parents, family members, and the community                   <ul style="list-style-type: none"> <li>– Agenda with agenda items clearly indicating that document(s) was distributed to parents / attendees, sign-in sheet with roles of attendees, meeting minutes/notes/presentation slides/talking points.</li> </ul> </li> </ul> </li> </ul> <p>b. Evidence <b>must</b> also be provided that the District Parent and Family Engagement Policy, School Parent and Family Engagement Policy, and School-Parent Compact were distributed in a format and, to the extent practicable, in a language parents understand.</p> <p>c. For School-Parent Compact distribution, the LEA / School <b>must also</b> provide samples of completed signature sheets or</p>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
	sections of the school-parent compact signed and dated by November 1 <sup>st</sup> as the primary evidence of distribution. Samples should be provided from each selected Title I school. The school representative's signature does not have to be the original. One other method of distribution must be used to provide evidence.
<p>4. Evidence that the School Parent and Family Engagement Policy / Plan includes the required content</p> <p><a href="#">ESEA: Sec. 1116(b); Sec. 1116(c); Sec. 1116(d); Sec. 1116(e); Sec. 1116(f); FSP Policies Website</a></p>	<p>4. Evidence shall include the LEA/School's documentation that the School Parent and Family Engagement Policy / Plan includes all the following required content:</p> <ol style="list-style-type: none"> <li>a. A revision date (month, day, year) and current school year (2018-2019)</li> <li>b. Jointly developed</li> <li>c. Annual Title I Parent Meeting</li> <li>d. Communications</li> <li>e. Accessibility (How the school provides information throughout the school year, to the extent practicable, in a language and format parents can understand)</li> <li>f. School-Parent Compact</li> <li>g. For LEAs that receive more than \$500,000 in Title I, Part A funds and distributes a percentage of the 1% set-aside to Title I schools, parent input regarding the 1% set-aside for parent and family engagement</li> <li>h. To the extent feasible and appropriate, coordination and integration of parent and family engagement programs and activities (e.g., public preschool programs, transitions between school levels, college/career preparation)</li> <li>i. Strategies/activities/trainings the school will provide to build school staff capacity</li> <li>j. Strategies/activities/trainings the school will provide to build parent capacity</li> </ol>
<p>5. Evidence of content that the school-parent compact includes the required components</p> <p><a href="#">ESEA: Sec. 1116(d); FSP Compact website</a></p>	<p>5. Evidence shall include documentation that the school-parent compact contains <b>all of the following</b> content:</p> <ol style="list-style-type: none"> <li>a. A revision date (month, day, year) and current school year (2018-2019)</li> <li>b. Description of how the school-parent compact was developed jointly</li> <li>c. District goals from the Consolidated LEA Improvement Plan (CLIP)</li> <li>d. School academic achievement goals from the School Improvement Plan</li> <li>e. Specific, academic-focused shared responsibilities between the school/teacher, parents, and students for improved student academic achievement. The responsibilities <b>must</b> be aligned with the school academic achievement goals.</li> <li>f. List the activities/strategies the school will provide to build partnerships with parents to help children achieve the challenging State academic standards.</li> <li>g. In addition to the school/teacher responsibilities, the compact addresses the importance of communication between teachers and parents on an ongoing basis through, <b>at a minimum</b>, the following: <ol style="list-style-type: none"> <li>i. Parent-teacher conferences in the elementary schools at least annually, during which the compact is addressed</li> <li>ii. Frequent reports to parents on their child's progress</li> <li>iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities</li> <li>iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand</li> </ol> </li> <li>h. Section of the school-parent compact or a separate signature sheet for the school representative, parent, and student to sign and date in agreement of the compact</li> </ol>
<p>6. Evidence that the LEA and schools have carried out the requirement to build capacity for involvement:</p> <ol style="list-style-type: none"> <li>a. <b>School Staff Capacity</b> - The LEA and schools, assisted under this part, shall educate teachers, specialized instructional support personnel, principals, other school leaders, and other school staff, with the assistance of parents, in the value and utility of</li> </ol>	<p>6. Evidence shall include the district developed monitoring checklists of each Title I School's required documentation or the Georgia Department of Education's <i>Checklist for Building the Capacity of School Staff</i> and <i>Checklist for Building the Capacity of Parents</i> for each Title I school. The checklist must contain all of the following as supporting documentation of each capacity building opportunity and be signed by the district level monitoring official. (Title I schools implementing Academic Parent-Teacher Teams (APTT) and showing documentation of implementing APTT with fidelity will have met the requirements of building capacity for both school staff and parents.)</p> <ol style="list-style-type: none"> <li>a. School Staff Capacity - At least 2 or more options per semester at each Title I school that includes evidence of: <ol style="list-style-type: none"> <li>i. Primary Method (at least one per semester) - In person or online faculty meetings as primary method of building school staff capacity</li> </ol> </li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.</p> <p>b. <b>Parent Capacity</b> - The LEA and schools assisted under this part shall provide assistance to parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.</p> <p><a href="#">ESEA: Sec. 1116(e); Sec. 1116(f); Sec. 1112(e)(3)(C); Sec. 1112(e)(4); GFSP Parent Capacity website; FSP School Staff Capacity website</a></p>	<ul style="list-style-type: none"> <li>○ Agendas, sign-in sheets with date, roles of attendees, and signatures of teachers, specialized instructional support personnel, principals, other school leaders, and other school staff</li> <li>○ Presentation slides, training materials, handouts, or meeting minutes/notes that show evidence of topics listed in Sec. 1116(c)(3)</li> <li>ii. Secondary Method - Continuous communications with faculty such as emails with links to articles, social media posts, online training videos, tip sheets, flyers, handouts, brochures, website screenshots, and other online resources that show evidence of topics listed in section Sec. 1116(e)(3)</li> <li>b. Parent Capacity – Opportunities for all parents at each Title I school to build their capacity in supporting the education of their child. <ul style="list-style-type: none"> <li>i. In Person meetings such as the Annual Title I meeting or online options as the primary method of building parent capacity <ul style="list-style-type: none"> <li>○ Agendas in a format and language parents can understand with required topics</li> <li>○ Presentation slides, training materials, handouts, or meeting minutes / notes that show evidence of topics listed in Sec. 1116(e)(3)</li> <li>○ Sign-in sheets with date, roles of attendees, and signatures of parents and interpreters</li> <li>○ Methods (2 or more such as flyer, text message, email, school website, social media posts, marquee, etc.) of invitation to all Title I parents and family members in a language and format parents can understand</li> </ul> </li> <li>ii. Continuous communications with parents such as using the parent portal, social media posts, text messages, or links to articles, videos, newsletters, tip sheets, flyers, handouts, brochures, website screenshots, and other online resources relevant to the topics described in Sec. 1116(e)(3), in a language and format parents can understand</li> <li>iii. For parents of English Learners, inform parents how they can be involved in the education of their children and be active participants in assisting their children to <ul style="list-style-type: none"> <li>○ attain English proficiency (such as meetings or communications about English Language Development Standards and WIDA Assessments)</li> <li>○ achieve at high levels within a well-rounded education</li> <li>○ meet the challenging State academic standards expected of all students</li> </ul> </li> </ul> </li> </ul> <p><i>Documentation must include holding and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III per Sec. 1112(e)(3)(C)</i></p>
<b>9. SCHOOL IMPROVEMENT 1003(a) (84.010)</b>	
<p>1. 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.</p> <p><a href="#">ESEA: Sec. 1116 (b)(3); Sec. 1116 (b)(3)(A)</a></p>	<p>1. Evidence shall include:</p> <ul style="list-style-type: none"> <li>a. written procedures detailing reviewing SIPs, providing technical assistance and support, and providing professional learning.</li> <li>b. dated agendas and/or minutes, sign-in sheets of professional development meetings.</li> <li>c. correspondence between LEA and schools</li> <li>d. training materials</li> </ul>
<p>2. Evidence that the LEA provides assistance to schools identified as Comprehensive Support and Improvement and Targeted Support and Improvement Schools, including implementing required actions.</p> <p><a href="#">ESEA: Sec. 1112(c)(1)(D); Sec. 1116 (b)(4)-(6)</a></p>	<p>2. Evidence shall include:</p> <ul style="list-style-type: none"> <li>a. written procedures detailing reviewing SIPs, providing technical assistance and support, and providing professional learning.</li> <li>b. dated agendas and/or minutes, sign-in sheets of professional development meetings.</li> <li>c. correspondence between LEA and schools</li> <li>d. training materials</li> </ul>
<p>3. 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</p>	<p>3. Evidence shall include:</p> <ul style="list-style-type: none"> <li>a. agendas, sign-in sheets, and training materials of teacher/leader PL Trainings;</li> <li>b. email communications between Title I office, schools, and GaDOE/RESA</li> </ul>

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<p>on student instructional needs.  <a href="#">ESEA: Sec. 1116(b)(3)(A)(iii); Sec. 9101(34)</a></p>	
<p>4. Evidence that where a school is both a school-wide school and a school identified for improvement and develops a single plan, that the LEA ensures that the single plan contains the school-wide requirements.  <a href="#">ESEA: Sec. 1114(b)(1); Sec. 1116(b)(3)(A)</a></p>	<p>4. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. needs assessments for schools;</li> <li>b. school improvement and school wide revised plans, school profile data;</li> <li>c. school faculty meeting sign-in sheets, agendas, and materials and documentation related to school level data gathering;</li> <li>d. analysis to determine targeted areas of needs improvement on an on-going basis</li> </ol>
<p>5. Evidence that the LEA and schools use school level data to make decisions about the use of 1003 (a) funds for school improvement.  <a href="#">ESEA: Sec. 1116(b)(3)(A); Sec. 1116(b)(4)(B)</a></p>	<p>5. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. written description of LEA budgeting procedures and use of 1003 (a) funding</li> <li>b. school improvement trainings with dated agendas/minutes and sign-in sheets</li> <li>c. email communications between Title I office, schools, and GaDOE/RESA regarding 1003 (a) funding</li> </ol>
<p>6. Evidence of the process the LEA uses for monitoring or reviewing how schools are using section 1003(a) funds to ensure the on-going quality of school improvement activities.  <a href="#">ESEA: Sec. 1116(c)(7)</a></p>	<p>6. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. LEA written procedures outlining monitoring and reviewing SIPs and support to schools</li> <li>b. school improvement trainings with dated agendas/minutes and sign-in sheets</li> <li>c. email communications between Title I office, schools, and GaDOE/RESA regarding 1003 (a) funding</li> </ol>
<b>10. SCHOOL IMPROVEMENT 1003(g) SIG (84.377)</b>	
<p>1. The LEA/school has designed teacher professional learning to ensure that teacher learning opportunities are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs.</p> <p>2. 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.  <a href="#">ESEA: Sec. 1112(c)(1)(D); Sec. 1116(b)(3)(A); Sec. 1116(b)(3)(A)(iii); Sec. 1116(b)(4)(B)(i); Sec. 1116(b)(7)(C); Sec. 1116(b)(8)(B); Sec. 1116(c)(7); Sec. 9101(34)</a></p>	<p>1. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. expenditure detail reports reflecting professional learning activities (2210). Copies of agendas, schedules, meeting minutes, meeting summary reports, sign-in sheets, training materials, etc. of job embedded professional learning for SIG 1003(g).</li> <li>b. increased learning time (ILT) schedules noting time and (when applicable) staff compensation.</li> </ol>
<b>11. SERVICES FOR HOMELESS CHILDREN AND YOUTH</b>	
<p>1. The LEA has written procedures for the education of homeless children and youth that identify and remove any barriers. The written procedures must include identification, school selection (including feeder school protocol if applicable), enrollment, transportation, disputes, and credit for full or partial coursework.  <a href="#">ESEA: Sec. 1112 (a)(1) and (O);MV Sec. 722(g)(B); 722(g)(3)(E); 722(g)(3)(C); 722(g)(1)(F)</a></p>	<p>1. Evidence shall include a copy of LEA written procedures for Education for Homeless Children and Youth indicating annual revision and/or review date (month, date, and year). The written procedures must include</p> <ol style="list-style-type: none"> <li>a. identification,</li> <li>b. school selection (including feeder school protocol if applicable),</li> <li>c. enrollment,</li> <li>d. transportation,</li> <li>e. disputes, and</li> <li>f. <u>credit for full or partial coursework.</u></li> </ol>
<p>2. The LEA records the schools in which homeless children and unaccompanied youth experiencing homelessness are enrolled.  <a href="#">MV Sec. 722(g)(1)(D)</a></p>	<p>2. Evidence shall include the list of schools and the number of homeless children and unaccompanied youth experiencing homelessness enrolled.                      (Student roster by student identifier and/or name and school location.)</p>

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<p>3. 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. <a href="#">MV Sec. 722(g)(i)(J)</a></p>	<p>3. Evidence may include 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.</p>
<p>4. The LEA has procedures for providing awareness and contact information of Homeless Liaison to parents, guardians, and all school personnel. <a href="#">MV Sec. 722(g)(i)(D)</a></p>	<p>4. Evidence may include copies 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. Training session schedules, emails, minutes, sign-in sheets, agendas, materials (including the LEA homeless policy) for <u>all</u> school personnel training.</p>
<p>5. 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. <a href="#">MV Sec. 722(g)(i)(J)</a></p>	<p>5. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. collaborative planning and McKinney-Vento training meeting agendas, sign in sheets with the LEA transportation department personnel, to inform and facilitate coordination, include schedules, agendas, training materials, sign-in sheets, emails, and request forms.</li> <li>b. <u>copies of trainings and/or meetings with parents/guardians, unaccompanied youth regarding transportation options.</u></li> </ol>
<p>6. 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. <a href="#">MV Sec. 722(g)(f)(A)</a></p>	<p>6. Evidence may include student rosters, meeting minutes, emails, agendas, sign-in sheets and should include comparable services provided (ex. Title I, 21st Century, ESOL, IDEA, Voc. Ed., gifted and talented programs).</p>
<p>7. LEAs will collaborate with state, local, non-profit and social service agencies or programs to ensure that services are available for homeless children and youth. <a href="#">MV Sec. 722(g)(6)(C)</a></p>	<p>7. Evidence shall include lists of additional coordinating agencies, their mission, and services provided to homeless children and youth required. Copies of memoranda of agreements, contracts, etc. with coordinating agencies, if applicable.</p>
<p>8. The LEA shall identify the educational needs of the homeless children and youth, including unaccompanied youth. <a href="#">Sec. 9103 (McKinney-Vento Grantees Only)</a></p>	<p>8. Evidence shall include a 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 scores).</p>
<p>9. LEA is required to conduct an annual evaluation of the effectiveness of local grant funded services. (N/A for first-time grantees in their first year.) <a href="#">MV Sec. 722(c)(3)(E) (McKinney-Vento Grantees Only)</a></p>	<p>9. Evidence shall include a 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.</p>
<p><b>12. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)</b></p>	
<p>1. The LEA identifies children in local institutions for neglected and delinquent children. <a href="#">ESEA: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401</a></p>	<p>1. Evidence shall include a 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.</p>
<p>2. The LEA describes Title I services and educational programs that are year round <a href="#">ESEA: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401</a></p>	<p>2. Evidence shall include 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</p>
<p>3. The LEA provides high quality instruction grounded on evidence-based research. <a href="#">ESEA: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401</a></p>	<p>3. Evidence shall include sample curriculum plan grounded on evidence-based research for institutions operating a school on-site.</p>
<p>4. The LEA provides special education services as needed. <a href="#">ESEA: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401</a></p>	<p>4. Evidence may include the number of students receiving special education services and other evidence that special education services are provided to students residing in an institution. (e.g. sample IEPs, student schedules)</p>

## FY19 Cross-Functional Monitoring of LEA Programs

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
5. The LEA consults with institutions regarding educational plans and budget. <b>ESEA: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401</b>	5. Evidence may include collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and neglected or delinquent facility.
6. The LEA ensures that institutions implement a parental involvement plan in order to increase student achievement and, if appropriate, decrease delinquent behavior. <b>ESEA: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401</b>	6. Evidence shall include parental involvement correspondence and parent and family engagement policy/plan. a. If students are being educated at LEA schools, the LEA schools' parental involvement plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities. b. If students are being educated at a neglected or delinquent facility, then the facility must have a parental involvement plan, correspondence, and activities to the extent feasible.
<b>13. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK (TITLE I, PART D, SUBPART 2 GRANTEEES)</b>	
1. The LEA annually surveys delinquent institutions. <b>ESEA: Sec. 1421-1432</b>	1. Evidence shall include a 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.
2. LEA collects and uses data to drive planning and instruction. <b>ESEA: Sec. 1421-1432</b>	2. Evidence shall include longitudinal tracking of annual outcome data.
3. The LEA creates program specific evaluation reports that include the Title I, Part D, Subpart 2 Program. <b>ESEA: Sec. 1421-1432</b>	3. Evidence shall include a copy of the most recent program specific evaluation reports.
4. The LEA provides high quality instruction grounded on evidence-based research. <b>ESEA: Sec. 1421-1432</b>	4. Evidence shall include sample curriculum plan grounded on evidence-based research or institution operating a school on-site.
5. The LEA provides special education services as needed. <b>ESEA: Sec. 1421-1432</b>	5. Evidence may include the number of students receiving special education services and other evidence that special education services are provided to students residing in an institution. (e.g. sample IEPs, student schedules).
6. The LEA consults with institutions regarding educational plans and budgets. <b>ESEA: Sec. 1421-1432</b>	6. Evidence shall include collaborative planning agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and neglected or delinquent facility.
7. The LEA ensures that institutions implement a parental involvement plan in order to increase student achievement and, if appropriate, decrease delinquent behavior. <b>ESEA: Sec. 1421-1432</b>	7. Evidence shall include parental involvement correspondence and parent and family engagement policy/plan. a. If students are being educated at LEA schools, the LEA schools' parental involvement plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities. b. If students are being educated at a neglected or delinquent facility, then the facility must have a parental involvement plan, correspondence, and activities to the extent feasible.
8. The LEA describes Title I services and educational programs that are year round. <b>ESEA: Sec. 1421-1432</b>	8. Evidence shall include 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.
9. The LEA maintains documentation of any formal agreements between an LEA, a Neglected or Delinquent facility or alternative school program governing the use of subpart 2 funds when they are subcontracted to a facility or program. <b>ESEA: Sec. 1421-1432</b>	9. Evidence shall include copies of formal agreements and/or memorandum of understanding (MOU) for services paid for with Title I, Part D, Subpart 2 grant funding.
10. The LEA provides evidence that the LEA or facility is implementing planned and approved	10. Evidence shall include a copy of planned and approved activities, including budget reports, records of expenditures, carryover and other summary reports.

## FY19 Cross-Functional Monitoring of LEA Programs

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
activities. <a href="#">ESEA: Sec. 1421-1432</a>	
<b>14. SERVICES FOR CHILDREN IN FOSTER CARE</b>	
1. The LEA collaborates with the state or local child welfare agencies to designate points of contact and develop procedures to address school stability and transportation to school for children and youth in care. <a href="#">ESEA Sec. 1112(c)(5)</a>	1. Evidence may include collaborative planning agendas, meeting minutes, attendance sheets, phone logs, email, or other correspondence between the LEA and local child welfare agency.
<b>15. TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT</b>	
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 Consolidated Funds.	
1. The LEA targets funds for specified activities, as required, to support well-rounded educational opportunities. <a href="#">ESEA: Sec. 4107</a>	1. Evidence shall include source documents for expenditures, such as copies of purchase orders, invoices, contracts, travel expense reports, as applicable.
2. The LEA targets funds for specified activities, as required, to support safe and healthy students. <a href="#">ESEA: Sec. 4108</a>	2. Evidence shall include source documents for expenditures, such as copies of purchase orders, invoices, contracts, travel expense reports, as applicable.
3. The LEA targets funds for specified activities, as required, to support the effective use of technology. <a href="#">ESEA: Sec. 4109</a>	3. Evidence shall include source documents for expenditures, such as copies of purchase orders, invoices, contracts, travel expense reports, as applicable.
4. The LEA reserves not more than 2 percent for the direct administrative costs of carrying out the LEA's grant administration responsibilities. <a href="#">ESEA: Sec. 4105(c)</a>	4. Evidence shall include source documents for expenditures, such as copies of purchase orders, contracts, travel expense reports, as applicable.
5. 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 <a href="#">ESEA: Sec. 4106(c)(1-2)</a>	5. Evidence shall include meeting agendas, dated sign-in sheets with representatives title and organization, meeting minutes, and stakeholder feedback (Consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives, charter school teachers, principals, and other school leaders and others with relevant and demonstrated expertise in programs and activities under Title IV-A.)
6. The LEA utilizes an allowed method to prioritize the distribution of Title IV, A funds to school(s) served by the LEA <a href="#">ESEA: Sec. 4106(e)(2)(A)</a>	6. 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).
7. 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. <a href="#">ESEA: Sec. 4106(e)(2)(F)</a>	7. 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).
<b>16. TITLE V, PART B- RURAL AND LOW-INCOME SCHOOLS PROGRAM</b>	
1. The LEA targets funds to schools for specified activities, and activities authorized in Section 5222. <a href="#">ESEA: Sec. 5222</a>	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. 1. Evidence shall include source documents for expenditures such as copies of purchase orders, contracts, travel expense reports, as applicable.

## FY19 Cross-Functional Monitoring of LEA Programs

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>2. The LEA shall submit an Annual Evaluation Report reporting use of grant funds provided. <a href="#">ESEA: Sec. 5224-5225</a></p>	<p>2. Evidence may include the procedures the LEA follows to create and submit the report.</p>
<b>17. TITLE II, PART A - SUPPORTING EFFECTIVE INSTRUCTION</b>	
<p>1. 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 the purpose of the title. <a href="#">ESEA: Sec. 2104(a)(1); 2 C.F.R. 200.301; 2 C.F.R. 200.328(a); Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments (2016)</a></p>	<p>LEAs Consolidating Funds should speak to effectiveness of funds budgeted at LEA level. Effectiveness does not apply to any funds transferred or consolidated in FY18.</p> <p>1. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. The Title II, Part A Effectiveness Budget Attachment from FY18 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 prioritized needs from the FY18 District Improvement Plan.</li> <li>b. Source documentation to support summary data and analysis.</li> </ol>
<b>18. ESSA: EQUITY, PROFESSIONAL QUALIFICATIONS, DATA VALIDATION and PLPs/PLGs</b>	
<p>1. Evidence that the LEA is implementing its FY19 LEA Equity Action Plan plan for the two equity gaps and each corresponding equity intervention selected for improvement in the current fiscal year. <a href="#">ESEA: Sec. 1111(g)(1)(B), 1112(b)(2), 2101(d)(2)(E), Georgia EAEE</a></p>	<p>1. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. A summary of the LEA’s progress in implementing and monitoring the implementation of the FY19 LEA Equity Action Plan. The summary must address each LEA selected equity gap and corresponding equity intervention.</li> <li>b. Source documentation verifying implementation of selected equity interventions in the FY19 LEA Equity Action Plan (sign-in sheets, agendas, training documents, contracts/ agreements, purchase orders, reports - <i>discipline, staffing, attendance</i>, etc.).</li> </ol>
<p>2. Professional Qualifications</p> <ol style="list-style-type: none"> <li>a. Evidence that the LEA ensures that <u>paraprofessionals</u> meet the professional qualifications required by the State on the day before ESSA was enacted. (Paraprofessional certification or the equivalent.)</li> <li>b. Evidence that the LEA ensures <u>teachers</u> meet state certification/ licensure requirements (GaPSC or minimum requirements determined by LEA in alignment with approved charter or SWSS application)</li> <li>c. Evidence that the LEA provides parents <u>notification</u> 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</li> </ol> <p><a href="#">O.C.G.A. Sec. 20-2-984; Clearance Certificate O.C.G.A. Sec. 20-2-211.1; ESEA: Paraprofessionals Sec. 1111 (g)(2)(M); O.C.G.A. Sec. 20-2-204; ESEA/ ESEA: Teachers Sec. 1112 (c)(6); O.C.G.A. Sec. 20-2-200; O.C.G.A. Sec. 20-2-206; O.C.G.A. Sec. 20-2-216; ESEA: Notification Sec. 1112 (e)(1)(B)(ii); GaDOE ESSA PQ &amp; In-Field Implementation Guide; GaDOE Board Rules</a></p>	<p>2. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Alphabetical list of LEA schools/programs</li> <li>b. Evidence paraprofessionals and teachers have met Federal, State and LEA professional qualification requirements.</li> <li>c. If applicable, original notification(s) verifying the LEA has disseminated 20 Day notification(s) to parents in a timely manner and in compliance with all applicable laws and guidance.</li> </ol>



## FY19 Cross-Functional Monitoring of LEA Programs

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	
<p>3. 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 &amp; In-Field Implementation Guide.</p> <p><a href="#">ESEA: Sec. 1112 (e)(1)(A); GaDOE ESSA PQ &amp; In-Field Implementation Guide</a></p>	<p>3. Evidence shall include the original notification for each LEA school/ program verifying the LEA has provided notification to parents of their “Right to Know” the professional qualifications of their child’s teachers and paraprofessionals</p>	
<p>4. 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, In-Field Portal, Disputation Assertions and IEP verification.</p> <p><a href="#">ESEA: Sec. 1111 (g)(2)(J); Sec. 1111 (h)(1)(C)(ix); Special Examination Report No. 15-11 conducted by the Georgia Department of Audits and Accounts Performance Audit Division as requested by the Georgia House Appropriations Committee</a></p>	<p>4. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Verification of documentation supporting the use of CPI Certificate Field Codes 101, 102, 104, 105 (In-Field and PQ)</li> <li>b. Verification of completion AP/IB Training and Gifted Course Hours</li> <li>c. Verification of inclusion of Adapted PE in student IEPs</li> <li>d. Verification of documentation supporting LEA In-Field Portal disputation assertions of equivalent credentials for gifted and ESOL</li> </ol>	
<p>5. Evidence that the LEA ensures teachers and administrators initiate professional goals (PLGs) or professional learning plans for applicable contributing professionals (paraprofessionals only), teachers, and administrators in the current school year. Evidence that the LEA ensures administrators assert progress on PLPs/PLGs for educators with PLPs/PLGs.</p> <p><a href="#">ESEA: Paraprofessionals Sec. 1111 (g)(2)(M); Teachers Sec. 1112 (c)(6); GaPSC Rule 505-2-.36; 505-20.36 Guidance Document for Monitoring Professional Learning Renewal</a></p>	<p>5. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Copy of requested PLPs/PLGs for contributing professionals, teachers, and administrators.</li> </ol>	
<b>19. TITLE III, PART A – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS</b>		
<p>1. Evidence that the LEA follows standardized statewide entrance and exit procedures and screens all potential English learners within 30 days of school enrollment.</p> <p><a href="#">ESEA: SEC. 3113</a></p>	<p>1. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. A copy of LEA’s policy, procedures, and processes related to following standardized statewide entrance and exit procedures for identifying English Learners and Immigrant children and youth.</li> <li>b. Data Rosters for EL-Y, EL-M, and Immigrant students pulled from Student Record Data and LEA Student Information System.</li> <li>c. Copies of attendance records, travel records, agendas indicating student-information or ESOL staff’s participation in state or local ESOL data entry trainings.</li> <li>d. Staff interview responses and onsite review of requested EL-Y and EL-M student files.</li> </ol>	
<p>2. Evidence that the LEA’s Title III language programs are effective and demonstrate successes in increasing the English language proficiency and student academic achievement of students participating in such programs.</p> <p><a href="#">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)</a></p>	<p>2. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Narrative describing the LEA’s Title III language programs, including instructional goals and effectiveness evidence for each Title III-funded instructional program implemented by the LEA.</li> <li>b. Data analyses demonstrating the success of Title III-</li> </ol>	<p>This applies to the schools where LEAs are consolidating funds in schoolwide programs (Fund 150):</p> <p>2. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Narrative describing how each school receiving these funds are providing English Learners with a supplemental language instruction program and how the</li> </ol>

## FY19 Cross-Functional Monitoring of LEA Programs

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	
	<p>funded language instruction educational programs in increasing ELs' English language proficiency (may be derived from CNA);</p> <p>c. Data analyses demonstrating the success of Title III-funded language instruction educational programs in increasing ELs' academic achievement (may be derived from CNA).</p>	<p>LEA ensures that these programs are assisting ELs achieve English language proficiency and meet state academic standards.</p> <p>b. Sample documentation demonstrating the implementation of 19.2.a. in the previous and current school years.</p> <p>*LEA may include data demonstrating effectiveness of LEA's supplemental language programs to increase English Learner students' English language proficiency and academic achievement.</p>
<p>3. Evidence of the LEA staff (<i>including ESOL and non-ESOL teachers and administrative staff</i>) attending professional development sessions that are:</p> <p>a. designed to improve the instruction and assessment of ELs;</p> <p>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;</p> <p>c. effective in increasing ELs' English proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such educators; and</p> <p>d. of sufficient intensity and duration (does not include one-day workshops and conferences) to have a positive and lasting impact on the educators' performance in the classroom.</p> <p><b>ESEA: Sec. 3115 (c)(2)</b></p>	<p>3. Evidence shall include:</p> <p>a. Narrative describing the LEA's Title III professional development plan offerings and their levels of effectiveness.</p> <p>b. LEA Title III A professional development plan, including a needs assessment and long-range professional development goals (may be drawn from CNA).</p> <p>c. Documents indicating trainings provided and designed:</p> <ol style="list-style-type: none"> <li>1. to improve the instruction and assessment of English Learners and;</li> <li>2. to enhance the ability of teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for English learners.</li> </ol> <p>d. Participation documentation including meeting dates, agendas, handouts, conference materials, expense statements, dated sign-in sheets with participant roles noted, etc.</p>	<p>This applies to the schools where LEAs are consolidating funds in schoolwide programs (Fund 150):</p> <p>3. Evidence shall include:</p> <p>a. Narrative describing how each school receiving these funds are providing effective EL-focused professional learning as stated in Intents/Purposes Statement to teachers, administrators, and other school leaders designed to improve the instruction and assessment of English Learners and enhance the ability of their teachers, principals and other school leaders to understand and implement instructional strategies for English Learners.</p> <p>b. Sample documentation demonstrating the implementation of 19.3.a. in the previous and current school years.</p>

## FY19 Cross-Functional Monitoring of LEA Programs

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION	
<p>4. Evidence that:</p> <ol style="list-style-type: none"> <li>a. The LEA performs activities supplementary or as an enhancement to the language support program,</li> <li>b. The LEA engages parents, family and the community in those activities, and</li> <li>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 requirement to “enhance or supplement” the Title III language program.</li> </ol> <p><u>ESEA</u>: Sec. 3115 (c)(3)</p>	<p>4. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Narrative describing the parent, family and community engagement activities (including their effectiveness) performed by the LEA to enhance or supplement the Title III language programs.</li> <li>b. Copies of communications to EL families regarding EL parent, family and community engagement activities and opportunities.</li> <li>c. Records of EL parent, family and community engagement activity agendas, invoices, presentations, meeting notes, handouts, dated sign-in sheets.</li> <li>d. EL parent interview responses, including LEA Invitation-to-Interview letter sent to EL parents listed on LEA’s EL Parent Interview Roster.</li> </ol>	<p>This applies to the schools where LEAs are consolidating funds in schoolwide programs (Fund 150):</p> <p>4. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Narrative describing how each school receiving these funds are engaging parents of English Learners in such a way to enhance or supplement the language instruction program as stated in the Intents/Purposes statement.</li> <li>b. Sample documentation demonstrating the implementation of 19.4.a. in the previous and current school years.</li> </ol>
<p>5. For LEAs receiving <i>Immigrant</i> funding: Evidence that the LEA expends immigrant funds in compliance with Sec. 3115(e).</p> <p><u>ESEA</u>: Sec. 3115 (e)</p>	<p>5. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Narrative describing the LEA’s specific plan to support the unique, non-linguistic needs of its immigrant students.</li> <li>b. Percent of Immigrant allocation carried over for each of the past two years (as applicable).</li> <li>c. Record of system detail expenditures using Immigrant funds for FY18 and FY19 to date.</li> <li>d. List of activities performed/materials purchased with Immigrant funds.</li> </ol>	<p>This applies to the schools where LEAs are consolidating funds in schoolwide programs (Fund 150):</p> <p>5. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Narrative describing how each school receiving these funds are supporting the unique, non-linguistic needs of Immigrant students as stated in the Intents/Purposes statement.</li> <li>b. Sample documentation demonstrating the implementation of 19.6.a. in the previous and current school years, as applicable.</li> </ol>
<b>20. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES</b>		
<p>1. 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 the state or regional Migrant Education Program office.</p> <p><u>ESEA</u>: Sec. 1301(2); Sec. 1304 (b)(3); Sec. 1308 (b)(1) – (3)</p>	<p>1. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Local SIS report of current K-12 migrant coded participants;</li> <li>b. Signed verification forms for the following MEP reports: current enrollment report; current participant report; new participant report;</li> <li>c. Evidence of corrected current enrollment reports;</li> <li>d. Samples of completed information change forms and departure forms</li> </ol> <p>[Consortium/Desktop only: SIS report to be emailed to Israel Cortez via the GaDOE portal on the scheduled monitoring date.]</p>	
<p>2. 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.</p> <p><u>ESEA</u>: Sec. 1301(2); Sec. 1304 (b)(3); Sec. 1308 (b)(1) – (3)</p>	<p>2. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Copies of 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.</li> </ol> <p>[Consortium/Desktop only: Documents emailed to Israel Cortez via the GaDOE portal on scheduled monitoring date.]</p>	
<p>3. Evidence that the LEA has ID &amp; R certified staff or operational procedures in place to carry out identification and recruitment functions (including the use of the Occupational Survey) throughout the school year and summer months as required in the Georgia Migrant Education Program Identification,</p>	<p>3. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. A list of MEP funded staff (full or part time, or contracted),</li> <li>b. Travel reimbursement for recruitment, phone logs, and weekly schedules showing recruitment;</li> <li>c. Completed occupational surveys (10) from various schools selected by the Department showing completion by new students and returning students.</li> </ol> <p>[Consortium/Desktop only: Occupational surveys to be emailed to Israel Cortez via the GaDOE portal on scheduled monitoring</p>	

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>Recruitment, and Data Collections Handbook.  <b>ESEA: Sec. 1301(2); Sec. 1304 (b)(3); Sec. 1308 (b)(1) – (3)</b></p>	<p>date.]</p>
<p>4. 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.</p> <p>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.  <b>ESEA: Sec. 1304(d)</b></p>	<p>4. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Current or updated documentation of instructional and/or support services being provided to PFS participants:</li> <li>b. All Migrant staff tutoring schedules for the current academic year with PFS names highlighted and participant’s first name and last name initial.</li> <li>c. Documentation addressing why PFS student (K-12 and DO/OSY) is not being served.</li> <li>d. Evidence of dissemination of PFS reports, adjustments to services based on PFS reports and documentation to teachers and principals explaining PFS, PFS students, and migrant staff tutoring schedules.</li> </ol>
<p>5. Evidence that the LEA plans for and consistently monitors its migrant students (K-12, OSY, and DO) 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.</p> <p>Evidence that preschool migrant children (ages 3-5) are served in early childhood programs offered by the MEP, LEA or other community agency.  <b>ESEA: Sec. 1112(b)(1)(E); Sec. 1304(b)(1); Sec. 1304 (c)(4)</b></p>	<p>5. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Supplemental Services Tracking Form [Email tracking form on portal or provide electronic file] 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;</li> <li>b. All preschool assessments and screeners, home visit documentation, all OSY profile forms, OSY pre/posttest, evidence of coordination with other community, social, and educational services.</li> </ol>
<p>6. 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.  <b>ESEA: Sec. 1304(c)(3); ; Sec. 1306(a)(1)(B)(ii); Sec. 1118</b></p>	<p>6. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. List of dates for 3 migrant PAC meetings;</li> <li>b. 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;</li> <li>c. If required, language of communication, and evidence of interpreting.</li> <li>d. 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.)</li> </ol>
<p>7. 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&amp;R) trainings or workshops, and/or national/state/local migrant education program conferences aligned to the needs of migrant students.  <b>ESEA: Sec. 1304(c)(6)(B)</b></p>	<p>7. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Documentation for MEP staff involved in/attending local school district and/or RESA and/or other trainings, workshops, or conferences (face to face or online) directly related to the local CNA, District Improvement Plans, the instructional or support services they are providing to migrant participants.</li> <li>b. Documentation showing completed online courses from PD Now.</li> </ol>

## FY19 Cross-Functional Monitoring of LEA Programs

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>8. The LEA evaluates and improves the effectiveness of the migrant program (on-going and annually) using the same approaches and standards that are used to assess the performance of students under Title I, Part A, specifically, to enable all migrant students to meet the same challenging state content and performance standards that all Georgia children are expected to meet.</p> <p><a href="#">ESEA: Sec. 1304 (b)(1); Sec. 1304 (b)(2); Sec. 1304 (c)(5)</a></p>	<p>8. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. As of the monitoring date, a current written evaluation summary of the local Migrant Education Program</li> <li>b. Interpretation of the MEP participant progress within the MEP implementation plans, classroom performance, local benchmark scores (if any),</li> <li>c. most recent state assessment scores disaggregated by Migrant compared to Non-Migrant; and Migrant PFS compared to Migrant Non-PFS.</li> <li>d. Tutors or SSPs performance via IP observations, adjustment to academic services &amp; schedules, etc.</li> </ol>
<b>21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – FISCAL INDICATORS</b>	
<p>1. Evidence that:</p> <ol style="list-style-type: none"> <li>a. The LEA completes CEIS tab if applicable, has CEIS plan, and reserves the required 15% for 611 and 619 CEIS funds within the grant period.</li> <li>b. CEIS funds are used for allowable activities and intervention services for K-12 regular education students.</li> <li>c. The LEA has timely and accurately reported to the State the number of students who received CEIS services and the number of students who were placed in special education.</li> <li>d. The LEA expended any and all unspent CEIS required funds during the fiscal year directly following the initial CEIS requirement year.</li> </ol> <p><a href="#">34 CFR 300.208; 34 CFR 300.226</a></p>	<p>1. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Expenditure reports for CEIS funds.</li> <li>b. CEIS logs or GTID numbers for students served.</li> </ol>
<p>2. Evidence that:</p> <ol style="list-style-type: none"> <li>a. If the LEA applies for use of the High Cost Grant, it must be for students with disabilities with costs more than three times the average statewide regular education pupil expenses.</li> <li>b. The reported costs are allowable and due to excess costs of direct special education and related services identified in the student’s IEP.</li> <li>c. LEA ensures that high cost funds will not be used to pay costs otherwise reimbursed by the Medicaid program.</li> <li>d. LEA ensures high cost funds are not used for administrative purposes.</li> <li>e. LEA ensures all costs are proportional to personnel working with the student and the class as a whole.</li> </ol> <p><a href="#">34 CFR 300.704</a></p>	<p>2. Evidence shall include:</p> <ol style="list-style-type: none"> <li>a. Records of cost details and expenditure reports of costs for high cost</li> <li>b. Medicaid reimbursement account expenditures as applicable</li> <li>c. Student Eligibility Reports and Individualized Education Plans.</li> <li>d. Evidence of High Cost expenditures</li> </ol>
<p>3. Evidence that:</p> <ol style="list-style-type: none"> <li>a. The LEA shall conduct annually the Excess</li> </ol>	<p>3. Evidence shall include copies of:</p> <ol style="list-style-type: none"> <li>a. Excess Cost Expenditure reports for special education expenditures on the results calculations tab.</li> </ol>

## FY19 Cross-Functional Monitoring of LEA Programs

REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
Cost calculation for base and final calculations. b. The LEA monitors and maintains Excess Cost documentation. <b>34 CFR 300.16; 34 CFR 300.202; ESSA Sec. 602.8</b>	b. Supporting evidence for “other special education expenses”. c. Supporting evidence for student enrollment.

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

Grant Award Notifications
Corrective Action Plans from Prior Years
Comprehensive LEA Improvement Plan (CLIP) from Prior Years
Consolidated Application – Budgets, Worksheets, Drawdown Reports
Student Success Template
Resource Allocation Methodology/Plan
State Audit Reports
Completion Reports
GaDOE Student Record Reports
Memorandum of Agreements (MOA)
Program Assurances
Local System Application for Children in Delinquent Institutions
GaPSC In-Field Reports
MSIX Usage Information
MEP Eligibility Information – COEstar Reports
MEP Local Identification and Recruitment Plan