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## GaDOE Cross-Functional Monitoring Indicators 2019-2020



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<b>OVERARCHING REQUIREMENTS FOR ALL FEDERAL PROGRAMS</b>	
<b>1. LEA MONITORING OF PROGRAMS</b>	
<p>The LEA conducts monitoring of its programs for both implementation and effectiveness of funded strategies/activities at the LEA, school and program levels to ensure compliance with Uniform Grant Guidance and Federal program requirements. (Title I, Part A; School Improvement 1003(a); School Improvement 1003(g); Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A--McKinney-Vento Act; and IDEA).</p> <p><a href="#">ESEA: Sec 1114(b)(3); Sec 1304; Sec. 1306; Sec. 9304; Sec. 2104(a)(1); 2 CFR Sec. 200.301, 200.328, 200.330, 200.26(c); 34 CFR Sec. 300; McKinney Vento Sec. 722(c)(3)(E)</a></p> <p><a href="#">Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments (2016)</a></p> <p>Evidence that the LEA is implementing its FY20 LEA Equity Action Plan for the two equity gaps and each corresponding equity intervention selected for improvement.</p> <p><a href="#">ESEA: Sec. 1111(g)(1)(B), 1112(b)(2), 2101(d)(2)(E), Georgia EAEE</a></p>	<ol style="list-style-type: none"> <li>1. Monitoring Programs               <p>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 II, Part A; 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). These procedures will specify how the district will monitor each federal program to include:</p> <ol style="list-style-type: none"> <li>A. Steps the LEA will use to monitor and provide technical assistance for the implementation of all Federal programs</li> <li>B. Position(s) responsible for the implementation and monitoring</li> <li>C. Frequency of monitoring (timeline)</li> <li>D. List of documentation that will be maintained to verify the Title programs have been monitored</li> <li>E. Needed corrective actions at schools (identified by the LEA)</li> <li>F. Follow-up/verification of corrective actions at schools and district (identified by the LEA) review of applicable federal program budgets (development)</li> <li>G. Description the LEA uses to identify high risk schools within the district</li> <li>H. IDEA procedures to include SST, Child Find, Evaluation/Re-evaluation, Eligibility and Discipline</li> </ol> </li>   <li>2. Monitoring Implementation               <p>Evidence shall include implementation of the LEAs written procedures for monitoring (Title I, Part A; School Improvement 1003(a); School Improvement 1003(g); (SIG); Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A - McKinney-Vento Act; and IDEA). LEAs may provide the following types of documentation or other types of documentation:</p> <ol style="list-style-type: none"> <li>A. Data collection instruments used to monitor the implementation of all federally funded activities/strategies and budgets (interview guides, program review checklists, monitoring reports,</li> <li>B. A summary and supporting documentation of the LEA's progress in monitoring the implementation of the FY20 LEA Equity Action Plan (required) that addresses each LEA selected equity gap and corresponding equity intervention. (sign-in sheets, agendas, training documents, contracts/ agreements, purchase orders, reports - discipline, staffing, attendance, etc.)</li> <li>C. Copies of the LEAs schedule for monitoring schools</li> <li>D. Samples of communications to schools</li> <li>E. Samples of on-going consultations with stakeholders and community-based partners that address implementation and progress towards meeting intended outcomes</li> <li>F. 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>G. Minutes of board meeting approving the annual Grant Award Notification – SIG</li> <li>H. Policies on Federal Grant Administration – SIG</li> <li>I. Title I Part C - Supplemental Services Tracking form (required), home visit documentation, OSY profiles (required), preschool assessments</li> </ol> </li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
	<p>3. Monitoring Effectiveness</p> <p>Evidence shall include documentation of the effectiveness of grant funded activities for all programs (Title I, Part A; School Improvement 1003(a); School Improvement 1003(g); (SIG); Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A - McKinney-Vento Act; and IDEA). LEAs may provide the following types of documentation:</p> <ul style="list-style-type: none"> <li>A. Source documentation to support summary data and analysis for determining the effectiveness of all federally funded activities/strategies from the CLIP, including the FY19 Equity Action Plan (required)</li> <li>B. Source documentation (summary data and analysis) to support effectiveness determination in the FY19 Title II, Part A Effectiveness Budget Attachment that explains the effectiveness of each Title II, Part A funded strategy/activity in addressing one or more of the LEA's prioritized needs from the FY19 District Improvement Plan (required).</li> <li>C. Title IV, Part A Progress Monitoring/Effectiveness Summary Document</li> <li>D. Title I, Part C Program Evaluation Template; data disaggregation of migrant compared to non-migrant; migrant PFS compared to migrant non-PFS</li> <li>E. Homeless Education Program Evaluation summary</li> <li>F. Completed/annotated logic models</li> </ul>
<b>2. CONSOLIDATED LEA IMPROVEMENT PLAN(CLIP) and SCHOOLWIDE/TARGETED ASSISTANCE PLAN(S) (SWP/TAP)</b>	
<p>The LEA ensures that it complies with the provision for submitting an annual application to the SEA and revising the LEA's plans as necessary to reflect substantial changes in the direction of the LEA's program. (Title I, Part A; School Improvement 1003(a); Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A—McKinney Vento Act; and IDEA)</p> <p><a href="#">ESEA</a>: Sec. 1112, 1114, 1115, 1116; Sec. 1003; Sec. 1306; Sec. 1423; Sec. 122; Sec. 3116; Sec. 4106; Sec. 5223; Sec. 5224; Sec. 6223; Sec. 6722; Sec. 9305</p>	<ul style="list-style-type: none"> <li>1. CLIP evidence shall include: <ul style="list-style-type: none"> <li>A. Written procedures for creating, reviewing, and approving the CLIP for all programs, which shall include resolution procedures for unapproved CLIPs, (Title I, Part A; School Improvement 1003(a); School Improvement 1003(g); (SIG); Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A - McKinney-Vento Act; and IDEA).</li> <li>B. Documentation to support the selection of evidence-based action steps in CLIP</li> <li>C. CLIP Preparation: <ul style="list-style-type: none"> <li>1. Evidence to verify the participation of required stakeholders and community-based partners in CLIP preparation</li> <li>2. Evidence of CLIP preparation may include review checklists (CLIP Review Rubric), established schedule, samples of correspondence with schools and other LEA departments</li> </ul> </li> </ul> </li> <li>2. Title I, Part A Schoolwide/Targeted Assistance evidence shall include: <ul style="list-style-type: none"> <li>A. Written procedures for creating, reviewing, and approving the Schoolwide Program/Targeted Assistance Program Plans which also includes resolution procedures for unapproved Schoolwide Program and Targeted Assistance Program Plans</li> <li>B. Documentation to support the selection of evidence-based action steps in the Schoolwide Program/Targeted Assistance Program Plans.</li> <li>C. Timely guidance to schools on submission of plan amendments</li> <li>D. Evidence of timely Schoolwide Program and Targeted Assistance Program plan approval and release of funds</li> <li>E. Source documentation verifying stakeholder involvement in Schoolwide Program/Targeted Assistance Program Plan development</li> </ul> </li> </ul>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<b>3. SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN</b>	
<p>ESSA:</p> <ul style="list-style-type: none"> <li>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>Evidence that LEA provided initial consultation to private schools on their participation</li> <li>Evidence that participating private schools engage in ongoing consultation around the equitable provision services</li> </ul> <p><a href="#">ESEA</a>: 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); <a href="#">34 CFR Part 200.62-200.67</a>; <a href="#">34 CFR Part 200.77 (f)</a></p> <p><a href="#">USDE Non-Regulatory Guidance Title IX, Part E (2009)</a>: 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</p>	<p>1. ESSA - evidence shall include:</p> <ol style="list-style-type: none"> <li>A. Copies of all DE1111 forms submitted to LEA for the FY19 and FY20 school years (Title I, Part A; Title III, Part A</li> <li>B. Copies of private school invitations and nonprofit status (including foundational documentation for private schools operating under the auspices of another organization) for FY19 (local records) and FY20 (SLDS Application: ES4PS) inviting nonprofit private school to participate in equitable services (All Federal Programs). Invitations for the provision of equitable services to eligible private schools:               <ol style="list-style-type: none"> <li>1. Title I, Part A - Invitations to private schools serving students whose residence is within Title I eligible attendance areas</li> <li>2. Title I, Part C, Title II, Part A, Title III, Part A, Title IV, Part A and Title IV, Part B - Invitation to private schools whose physical location is within geographic boundaries                   <ol style="list-style-type: none"> <li>a. Title I, Part C – to private schools with students officially identified as eligible for MEP services</li> <li>b. Title IV, Part B –to private schools whose physical location is within geographic boundaries of the service area of the proposed/approved grant application. Annual communication with same private school(s) regarding enrollment and services for the length of the approved application.</li> </ol> </li> </ol> </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> </ol> <p><u>ONLY FOR LEAs WITH PARTICIPATING PRIVATE SCHOOLS</u></p> <ol style="list-style-type: none"> <li>D. The written affirmation and documentation of ongoing consultation from officials of private school or a representative. (All Federal programs). In addition to the required affirmation forms – Form A and Form B - consultation documentation may include:               <ol style="list-style-type: none"> <li>1. Meeting agendas and/or minutes with 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. Records of provision of services, programs, materials and resources</li> <li>5. Evidence of 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> <li>7. Evidence that the LEA regularly supervises the provision of Title I, Part A and Title VIII (IC, IIA, IIIA, IVA, IVB) services to private schools                   <ol style="list-style-type: none"> <li>a. Annual Inventory Records</li> <li>b. Monitors the effectiveness of equitable services implementation in meeting the needs of students, staff and families</li> </ol> </li> </ol> </li> </ol>
<p>IDEA:</p> <ul style="list-style-type: none"> <li>The LEA substantiates the number of private and home school students with</li> </ul>	<p>2. IDEA - evidence shall include:</p> <ol style="list-style-type: none"> <li>A. Written Procedures that the LEA uses to determine that the required consultation occurred</li> <li>B. Evidence:               <ol style="list-style-type: none"> <li>1. LEA has met the requirement or consultation, written affirmation, and evaluation of the program</li> </ol> </li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>disabilities that do not have Individual Educational Plans (IEPs).</p> <ul style="list-style-type: none"> <li>• The LEA enters its Child Find count into the Proportionate Share tab in the Consolidated Application.</li> <li>• The LEA tracks proportionate share funds.</li> <li>• 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>• The LEA maintains controls of any property, equipment and supplies from IDEA used for Proportionate Share.</li> <li>• If the LEA provided services, it was beyond the existing level of instruction at the private schools.</li> <li>• If private school personnel were contracted, services were outside the regular duty hours of the teacher unless explicit time was set aside and funded.</li> <li>• The LEA used state and local funds to supplement, not supplant, the required federal funds to be expended.</li> <li>• The LEA completes the consultation process to include advertising of process.</li> <li>• The LEA provides Child Find activities for private schools similar to the LEA schools.</li> <li>• The LEA states the amount of funds available and the type of services to be provided prior to the start of the new school year.</li> </ul> <p>IDEA: <a href="#">34 CFR 300.130 – 144</a>; <a href="#">612 (a) (10)(A)</a></p>	<ol style="list-style-type: none"> <li>2. Consultation has occurred between the LEA and stakeholders for eligible private and home school children</li> <li>3. Of written affirmation from officials of private school or a representative or home school representatives</li> <li>4. 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>5. 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>6. LEA regularly supervises the provision of IDEA services to private and home school children</li> <li>7. Of service plans, if applicable</li> <li>8. Of Child Find activities to private schools</li> <li>9. LEA has documentation that each participating private school has non-profit status</li> </ol>
FIDUCIARY RESPONSIBILITY	

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<b>4. MAINTENANCE OF EFFORT (MOE) AND COMPARABILITY, ASSESSMENT SECURITY, REPORTING, EL PARTICIPATION - ALL FEDERAL PROGRAMS (EXCEPT TITLE I, PART C; TITLE IV, PART A; 1003(g); AND 1003(a))</b>	
<p>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 IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205. <a href="#">ESEA: Sec. 1120A; Sec. 1114, 1118; 34 CFR 300.203, 34 CFR 300.204, 34 CFR 300.205</a></p>	<ol style="list-style-type: none"> <li>1. Maintenance of Effort evidence shall include:               <ol style="list-style-type: none"> <li>A. ESSA Documentation for ensuring maintenance of effort (MOE) for ESSA programs:                   <ol style="list-style-type: none"> <li>1. Written Procedures (ONLY if MOE is NOT MET) for determining maintenance of effort (MOE), including funds to be excluded from MOE calculations</li> <li>2. ESEA documentation for ensuring maintenance of effort (MOE) as outlined in Sec. 1120A and 8521 of the ESEA shall include:                       <ol style="list-style-type: none"> <li>a. If MOE is Met during the current fiscal year, no evidence is required</li> <li>b. If MOE is NOT MET during the current fiscal year, the following is required:                           <ul style="list-style-type: none"> <li>• Source data to support the request to the Department to seek waiver</li> </ul> </li> </ol> </li> </ol> </li> <li>B. IDEA Documentation for ensuring maintenance of effort (MOE) for IDEA:                   <ol style="list-style-type: none"> <li>1. 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 2018. 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.</li> <li>2. If MOE is NOT MET, documentation would consist of:                       <ol style="list-style-type: none"> <li>a. MOE Eligibility Form with projected expenditures for the current year</li> <li>b. Exception requirement forms with supporting evidence verifying expenditures (usually this is expenditure report) maintained by LEA for LEAs that did not meet or LEAs who reduce effort optionally</li> <li>c. Adjustments, if applicable, should have supporting evidence verifying expenditures maintained by LEA</li> </ol> </li> </ol> </li> </ol> </li> </ol>
<p>The LEA ensures that it complies with--</p> <ul style="list-style-type: none"> <li>• The procedures for meeting the comparability requirement as outlined in Sec. 1118(3)(A) of the ESEA.</li> <li>• The LEA is monitoring comparability at least every two years. GaDOE requires that LEAs must meet comparability requirements annually.</li> </ul> <p><a href="#">ESEA: Sec. 1118(3)(A)</a></p>	<ol style="list-style-type: none"> <li>2. Comparability evidence shall include:               <ol style="list-style-type: none"> <li>A. Written procedures for meeting comparability requirement as outlined in Sec. 1118(3)(A)</li> <li>B. In cases where Title I schools are not comparable, documentation shall include evidence of 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</li> <li>C. Documentation to affirm LEA has fully and correctly implemented its RAM/P in order to establish comparability if student/teacher ratio methodology fails to demonstrate comparability.                   <ol style="list-style-type: none"> <li>1. Evidence may include payroll records, detailed school expenditure reports, school-based budgets</li> </ol> </li> </ol> </li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>The LEA has a system for ensuring and maximizing the quality, objectivity, utility, and integrity of assessment and accountability information disseminated by the LEA. The LEA has a system for monitoring and improving the on-going data quality of its assessment system. <a href="#">ESEA</a>: Sec. 1111</p>	<p>3. Assessment Security, Reporting of Accountability, and EL Participation Rate</p> <p>A. Assessment Security evidence shall include:</p> <ol style="list-style-type: none"> <li>1. LEA test security policy/plan which includes consequences for violation</li> <li>2. Evidence of communication to local educators regarding the LEAs test security policy/plan which includes consequences for violation</li> </ol> <p>B. Reporting of Accountability evidence shall include:</p> <ol style="list-style-type: none"> <li>1. District/School State Report Card provided for public access on district and school level website(s)</li> </ol> <p>C. English Learner (EL) ACCESS Participation rate evidence shall include:</p> <ol style="list-style-type: none"> <li>1. Documentation of EL participation rate on ACCESS for ELLs 2.0 assessment</li> <li>2. If participation rate is below 95%, justification providing reasons</li> </ol>
5. INTERNAL CONTROLS, EXPENDITURES, INVENTORY, DRAWDOWNS, COST PRINCIPLES - ALL PROGRAMS	
<p>1. 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> <ul style="list-style-type: none"> <li>• Effectiveness and efficiency of operations;</li> <li>• Reliability of reporting for internal and external use;</li> <li>• Compliance with applicable laws and regulations.</li> <li>• Ability to meet the following objectives for Federal Awards: <ul style="list-style-type: none"> <li>○ 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>○ Transactions are executed in compliance with 1) Federal statutes, regulations, and the terms and conditions of the Federal award that could have</li> </ul> </li> </ul>	<p>1. Evidence shall include:</p> <p>A. Internal controls required to be in writing by 2 CFR Part 200:</p> <ol style="list-style-type: none"> <li>1. Written Allowability Procedures - 2 CFR Sec. 200.302(b)(7)</li> <li>2. Segregation of Duties - GAO-14-704G</li> <li>3. Written Procurement Procedures - 2 CFR Sec. 200.319(c)</li> <li>4. Written Method for Conducting Technical Evaluations of Competitive Proposals and Selecting Recipients - 2 CFR Sec. 200.320(d)(3)</li> <li>5. Written Conflict of Interest Policy - 2 CFR Sec. 200.318(c)(1)</li> <li>6. Written Personal Compensation Policies (Time and Effort to include salaries, substitutes, and stipends)- 2 CFR Sec. 200.430</li> <li>7. Written Stipend Policy – GaDOE Rule 160-3-3.04</li> <li>8. Written Travel Policy - 2 CFR Sec. 200.474(b)</li> </ol> <p>B. Evidence may include other recommended procedures not required in writing</p> <ol style="list-style-type: none"> <li>1. 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>



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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>a direct and material effect on a Federal program; and 2) Any other Federal statutes and regulations that are identified in the Compliance Supplement</p> <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>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> <ul style="list-style-type: none"> <li>• Segregation of duties in review and authorization (must include Program Coordinator).</li> <li>• Reconciles all applicable reports – expenditure, budget, etc.</li> <li>• Allowable under applicable laws and regulations.</li> <li>• Prove necessary, reasonable, and allocable.</li> <li>• Supported by source documentation.</li> <li>• Supplement, not supplant</li> <li>• Align with approved Federal budget.</li> <li>• Occur within the grant Period of Performance and benefits current grant period.</li> <li>• Comply with standards of documentation of personnel expenditures (Time and Effort).</li> <li>• Maintain oversight of contracts/purchase orders for contracted services.</li> <li>• Avoid conflict of interest.</li> </ul>	<ul style="list-style-type: none"> <li>C. Copy of FY19 and FY20 Payroll &amp; Expenditure Detail Reports for every program organized by site, function and object (if applicable, with LEA Chart of Accounts crosswalk).</li> <li>D. 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 expenditures, all competitive procurement.</li> <li>E. Copy of FY19 and FY20 Time and Effort Records.</li> <li>F. Copy of special approval documentation (capital expenses, transfer of funds, consolidation of administrative funds, etc.).</li> <li>G. Copy of single audit reports for last two years available.</li> <li>H. Copy of Resource Allocation Method/Plan (RAM/P) to meet Title I supplement not supplant, including the process for RAM/P development (method equitably distributes state and local funds and resources to each of its schools before allocating federal funds)</li> <li>I. Copy of FY19 completion report and FY19 general ledger for each federal program</li> <li>J. Copy of time stamped documentation verifying vendors against suspension and debarment database.</li> </ul>



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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<ul style="list-style-type: none"> <li>• Provides time stamped documentation of verifying vendors against suspension and debarment database</li> <li>• Follow federal procedures and/or policies related to competition and methods of procurement.</li> </ul> <p><a href="#">ESEA</a>: Sec. 1118, 1306, 1411, 1601; Sec. 2212; Sec. 3115; Sec. 4110; Sec. 5232</p> <p><a href="#">2 CFR Sec. 200.77</a>; <a href="#">2 CFR Sec. 200.213</a>; <a href="#">2 CFR Sec. 200.302(b)(3)</a>; <a href="#">2 CFR Sec. 200.302(b)(4)</a>; <a href="#">2 CFR Sec. 200.302 (b)(5)</a>; <a href="#">2 CFR Sec.200.302(b)(7)</a>; <a href="#">2 CFR Sec. 200.309</a>; <a href="#">2 CFR Sec. 200.318</a>; <a href="#">2 CFR Sec. 200.319</a>; <a href="#">2 CFR Sec. 200.320</a>; <a href="#">2 CFR Sec. 200.320(d)(3)</a>; <a href="#">2 CFR Sec. 200.403</a>; <a href="#">2 CFR Sec. 200.403(c)</a>; <a href="#">2 CFR Sec. 200.403(g)</a>; <a href="#">2 CFR Sec. 200.404</a>; <a href="#">2 CFR Sec. 200.405</a>; <a href="#">2 CFR Sec. 200.430</a>; <a href="#">2 CFR Sec. 200.430 (i)</a>; <a href="#">2 CFR Sec. 200.474(a)</a>; <a href="#">2 CFR Sec. 200.508(d)</a>; <a href="#">GAO-14-704G</a>; <a href="#">GaDOE Rule 160-3-3-.04</a>; <a href="#">34 CFR Sec. 81.31(c)</a>; <a href="#">34 CFR Sec. 76.707</a>; <a href="#">WHEO 12549, 12689</a>;</p> <p><a href="#">ESEA Equitable Services</a>; <a href="#">2003 Title I Equitable Services Non-Regulatory Guidance</a>; <a href="#">2009 Title IX, Part E Non-Regulatory Guidance</a>; <a href="#">2016 Fiscal Changes Non-Regulatory Guidance</a></p>	
<p>2. 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> <ul style="list-style-type: none"> <li>• Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.</li> <li>• Maintenance procedures to keep the property in good condition.</li> </ul> <p><a href="#">2 C.F.R. Sec. 200.62(c)</a>; <a href="#">2 C.F.R. Sec. 200.313(d)</a></p>	<p>2. Evidence shall include:</p> <p style="margin-left: 40px;">A. Written procedures for managing equipment - (including replacement equipment) until disposition takes place</p> <ol style="list-style-type: none"> <li>1. Acquisition of equipment</li> <li>2. Method of entering information into the LEA’s inventory management system</li> <li>3. Off-site use of equipment</li> <li>4. Physical inventory</li> <li>5. District Equipment Disposition Procedures</li> <li>6. Adequate safeguards related to loss, damage, or theft of equipment</li> <li>7. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.</li> <li>8. Equipment use for Title I, Part A TA programs</li> <li>9. Equipment use for private schools</li> <li>10. Maintenance procedures to keep the property in good condition.</li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>Evidence that the LEA manages equipment in a way that meets the following conditions</p> <ul style="list-style-type: none"> <li>• 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>• Maintenance of property records to include person responsible for maintaining documentation. Purchase Orders and Inventory Records showing: item description, cost, source of funding for equipment including the Federal Award Identification Number (FAIN), date of purchase, serial number or other identification number, location, use, condition of property, and disposition data including date of disposal.</li> <li>• Annual physical inventories and reconciliation of physical inventory with property records.</li> <li>• Adequate safeguards to prevent loss, damage, or theft of the property to include investigation if loss, damage, or theft occur.</li> <li>• Sale of property procedures to ensure the highest possible return.</li> <li>• Disposition of equipment in accordance with state laws and procedures.</li> </ul> <p><a href="#">2 CFR Sec. 200.313</a></p>	<ul style="list-style-type: none"> <li>B. Copies of all purchase orders documenting purchases of equipment with federal funds.</li> <li>C. Copy of inventory records with all required components [CFR 200.313(d)]</li> <li>D. Records/logs of dates that physical inventories were conducted at LEA and schools with date, and signatures of person conducting inventory.</li> </ul>
<p>3. 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</a></p>	<p>3. Evidence shall include:</p> <ul style="list-style-type: none"> <li>A. Written cash management (payment) procedures</li> <li>B. Copies of all FY19 &amp; FY20 DE0147s for each federal program being monitored. Include supporting accounting records.</li> <li>C. Evidence that LEA reconciles drawdown requests as needed and maintains supporting documentation</li> </ul>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p><a href="#">Handbook. Sec. 200.302(b)(6); Sec. 2 CFR 200.305</a></p> <p>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 reconciles drawdown requests as needed and maintain supporting documentation and as outlined in the <a href="#">Federal Programs Handbook</a>.</p> <p><a href="#">2 CFR 200.305; 2 CFR 200.302 (b)(6); Sec. 2 CFR 200.303(a), GAO-14-704G -10.03, 10.12-10.14.</a></p>	
INDIVIDUAL FEDERAL PROGRAMS	
6. TITLE I, PART A - WITHIN DISTRICT ALLOCATION PROCEDURES	
<p>The LEA complies with the requirements regarding to allocating funds to eligible attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible attendance area.</p> <p><a href="#">ESEA: Sec. 1113; 34 CFR Sec. 200.70 and Sec. 200.71</a></p>	<ol style="list-style-type: none"> <li>1. Allocating Funds to Attendance Areas               <ol style="list-style-type: none"> <li>A. Evidence shall include:                   <ol style="list-style-type: none"> <li>1. Written procedures</li> <li>2. Eligible attendance area worksheet                       <ol style="list-style-type: none"> <li>a. All schools are included</li> <li>b. Residential Treatment Facilities are included <a href="https://rcctrails.dhs.ga.gov/public/publicfacilitiessearch.aspx">https://rcctrails.dhs.ga.gov/public/publicfacilitiessearch.aspx</a></li> </ol> </li> <li>3. Correct enrollment and poverty numbers based on previous year enrollment report and school nutrition report (FRL 001 or CEP Title I Data Sheet)</li> <li>4. School allocation worksheet                       <ol style="list-style-type: none"> <li>a. Reflects eligible attendance area worksheet numbers</li> <li>b. N&amp;D programs - enrollment and poverty numbers should all be zeros</li> </ol> </li> <li>5. Rank order                       <ol style="list-style-type: none"> <li>a. Schools that are 75% or higher poverty receive the highest PPA</li> <li>b. Remaining Title I schools are served in rank order or by grade span</li> <li>c. Schools are receiving the correct PPA</li> </ol> </li> <li>6. Residential treatment facilities (previously called Senate Bill 618 schools) showing the referring entity for each student:                       <ol style="list-style-type: none"> <li>a. 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 applications, etc.)</li> </ol> </li> </ol> </li> </ol> </li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>The LEA complies with the requirements regarding reserving funds for the various set-asides either required or allowed under the statute.</p> <p><a href="#">ESEA: Sec. 1113; 34 CFR Sec. 200.70 and Sec. 200.71</a></p>	<p>2. Reservation of Funds</p> <p>A. Evidence shall include:</p> <ol style="list-style-type: none"> <li>1. Written procedures for the calculation of the amount of funds for the following required set-asides:               <ol style="list-style-type: none"> <li>a. Homeless</li> <li>b. Neglected and Delinquent</li> <li>c. Parent and Family Engagement including carryover</li> <li>d. Private School Proportionate Share including carryover                   <ol style="list-style-type: none"> <li>1. The LEA should have written procedures to delineate how they collect and provide correct enrollment and poverty numbers to GaDOE so that the state provided worksheet can be correctly completed. This would include the agreed upon method poverty would be determined, what date data would be due, how to determine/verify student residence in Title I eligible attendance area.</li> </ol> </li> </ol> </li> <li>2. Required Set-Asides:               <ol style="list-style-type: none"> <li>a. Homeless: Required for all districts with method used to calculate set-aside</li> <li>b. Neglected and Delinquent (if applicable)</li> <li>c. Parent and Family Engagement, (if allocation is over \$500,000)</li> <li>d. Parent and Family Engagement Carryover</li> <li>e. Expenditure detail from previous year for function code 2100 matches carryover worksheet</li> </ol> </li> <li>3. Equitable services for private schools: Evidence shall include amount reserved for:               <ol style="list-style-type: none"> <li>a. Parent and Family Engagement for families of private school participants</li> <li>b. Instructional and professional development to private school students and teachers</li> <li>c. Administrative costs for private school equitable service (optional)</li> <li>d. Equitable services for private schools Carryover, (if applicable)                   <ol style="list-style-type: none"> <li>1. Approval from State Ombudsman</li> <li>2. Updated Proportional Share Worksheet</li> </ol> </li> </ol> </li> <li>4. Optional Set-Asides (must be district-wide activities)</li> </ol>
<p>The LEA ensures that it complies with the requirements for serving students in rank order within targeted assistance programs. <a href="#">ESEA: Sec. 1115</a></p>	<p>3. Rank Ordering Within Schools</p> <p>A. Evidence shall include:</p> <ol style="list-style-type: none"> <li>1. Written procedures for identifying eligible students (using multiple, educationally related, objective criteria) for Targeted Assistance schools, Targeted Assistance-like programs where participation is offered to a select group of eligible Title I students (district wide activities), and/or participating private schools.</li> <li>2. 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:               <ol style="list-style-type: none"> <li>a. Targeted Assistance Programs</li> <li>b. Targeted Assistance-like programs where participation is offered to a select group of eligible Title I students (district wide activities)</li> <li>c. Private Schools</li> </ol> </li> <li>3. Documentation that students are being served according to the rank order list</li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<b>7. PROFESSIONAL QUALIFICATIONS</b>	
<ul style="list-style-type: none"> <li>• Evidence that the LEA ensures that paraprofessionals meet the professional qualifications required by the State on the day before ESSA was enacted (Paraprofessional certification or the equivalent.)</li> <li>• Evidence that the LEA ensures teachers meet state certification/ licensure requirements (GaPSC or minimum requirements determined by LEA in alignment with approved charter or SWSS application)</li> <li>• Evidence that the LEA provides parents notification in a timely manner if the student has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification/ licensure requirements at the grade level and subject area in which the teacher has been assigned</li> </ul> <p><a href="#">O.C.G.A. Sec. 20-2-984; Clearance Certificate</a>  <a href="#">O.C.G.A. Sec. 20-2-211.1; ESEA: Paraprofessionals</a>  <a href="#">Sec. 1111(g)(2)(M); O.C.G.A. Sec. 20-2-204; ESEA/</a>  <a href="#">ESEA: Teachers Sec. 1112 (c)(6); O.C.G.A. Sec. 20-2-</a>  <a href="#">200; O.C.G.A. Sec. 20-2-206; O.C.G.A. Sec. 20-2-</a>  <a href="#">216; ESEA: Notification Sec.1112 (e)(1)(B)(ii);</a>  <a href="#">GaDOE ESSA PQ &amp; In-Field Implementation Guide;</a>  <a href="#">GaDOE Board Rules</a></p>	<ol style="list-style-type: none"> <li>1. Professional Qualifications/20-Day Notifications               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. Alphabetical list of LEA schools/programs</li> <li>2. Evidence LEA staff meet Professional Qualification requirements - Paraprofessionals (Federal PQ), Special Education Teachers (State PQ) and All Other Teachers (LEQ PQ)</li> <li>3. 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> </li> </ol> </li> </ol>
<p>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</p>	<ol style="list-style-type: none"> <li>2. Right to Know               <ol style="list-style-type: none"> <li>A. 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</li> </ol> </li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>Guide. <a href="#">ESEA: Sec. 1112 (e)(1)(A)</a>; <a href="#">GaDOE ESSA PQ &amp; In-Field Implementation Guide</a></p>	
<p>Evidence that course and teacher assignment data provided to the state regarding teacher qualifications is accurate. Specifically, the use of CPI Certificate Field Codes, Student Class Coding, In-Field Portal, Disputation Assertions and IEP verification.</p> <p><a href="#">ESEA: Sec. 1111 (g)(2)(J)</a>; <a href="#">Sec. 1111 (h)(1)(C)(ix)</a>; <a href="#">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>3. Data Verification</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Verification of documentation supporting the use of CPI Certificate Field Codes 101, 102, 105 (In-Field and PQ)</li> <li>2. Verification of completion AP/IB Training and Gifted Course Hours</li> <li>3. Verification of documentation supporting LEA In-Field Portal disputation assertions</li> </ol>
<p>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.</p> <p>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)</a>; <a href="#">Teachers Sec. 1112 (c)(6)</a>; <a href="#">GaPSC Rule 505-2-.36; 505-20.36 Guidance Document for Monitoring Professional Learning Renewal</a></p>	<p>4. PLP and PLG</p> <p>A. Evidence:</p> <ol style="list-style-type: none"> <li>1. GaDOE and GaPSC staff will access Teacher and Leader Support and Development (TLSD) Platform reports that capture the FY20 Creation of PLPs/PLGs and FY19 Progress Monitoring of PLPs/PLGs for a sample of contributing professionals, teachers and administrators. Samples will be selected in advance of monitoring. In the event that the LEA, in official agreement with TLSD staff, does not use the TLSD Platform for PLPs/PLGs, a hard copy of PLPs and PLGs for the selected sample must be provided onsite.</li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<b>8. TITLE I, PART A - NOTICE TO PARENTS</b>	
<p>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><a href="#">ESEA</a>: Sec. 1112(e)(3)(A); Sec. 1112(e)(3)(B); Sec. 1112(e)(3)(D); Sec. 1112(e)(4); <a href="#">FSP Parents of English Learners Webpage</a>; <a href="#">FSP Monitoring Webpage</a></p>	<p>1. Notice to Parents</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Written procedures in the LEA's Federal Programs Manual describing how Title I staff will monitor the distribution of the notice to parents of participating ELs only. 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.) Names of EL students must be redacted for SEA review per FERPA. An optional monitoring checklist for districts to complete is provided on the <a href="#">FSP Monitoring Webpage</a>.</li> <li>2. Distribution of notification using at least one of the following methods:               <ol 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> <li>d. Mailed letter with a dated postage receipt and list of mailing addresses</li> <li>e. Picture of student record folder with name of document and date of when document was distributed</li> <li>f. Screenshot of notification in a secure parent portal with date of when notification was available to individual parents</li> <li>g. Other secure method that the LEA has used to effectively notify parents of participating ELs</li> </ol> </li> </ol>
<b>9. TITLE I, PART A - PARENT AND FAMILY ENGAGEMENT</b>	
<p>LEA must provide evidence of parent and other stakeholder input for each of the following required compliance components, a-d:</p> <ol style="list-style-type: none"> <li>a. Input into the School Parent and Family Engagement Policy</li> <li>b. Input into the School-Parent Compact</li> <li>c. Input into Building School Staff Capacity with the assistance of parents</li> <li>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</li> </ol> <p><a href="#">ESEA</a>: 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); <a href="#">FSP Input Webpage</a></p>	<p>1. Stakeholder Input</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Either 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 and dated by the LEA               <ol style="list-style-type: none"> <li>a. At least two separate 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 must be provided to parents and documented                   <ol style="list-style-type: none"> <li>1. Primary: In-person or online (2 invitations, agenda, sign-in sheet, minutes/notes/slides/ summary, and in a language and format parents can understand--see <a href="#">webpage</a>)</li> <li>2. Secondary: For those not in-person or online (parent survey questions, summary of results, and 2 distribution methods in a language and format parents can understand or Feedback Form and 2 distribution methods--see <a href="#">webpage</a>)</li> </ol> </li> </ol> </li> </ol> <p>Evidence may include other LEA developed methods for providing parent input into compliance requirements (Annual Title I meeting at the beginning of the school year should not be used).</p>



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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>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, Sec. 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 Sec. 1112(e)(3).</p> <p><a href="#">ESEA</a>: Sec. 1116(a)(2)(B); Sec. 1116(h); Sec. 1112(e)(3); Sec. 1112(e)(4)</p>	<p>2. LEA Technical Assistance to Schools</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. LEA’s written procedures on how it will deliver ongoing technical assistance to schools on all Title I, Part A, Sec. 1116 and Sec. 1112(e)(3) requirements</li> <li>2. 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 parent and family engagement requirements</li> <li>3. Multiple sample emails or other communications from LEA to Title I funded staff regarding Title I, Part A, Sec. 1116 and Sec. 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</li> </ol>
<p>Evidence of distributing in more than one way the:</p> <ul style="list-style-type: none"> <li>• LEA/District Parent and Family Engagement Policy prior to November 1</li> <li>• School Parent and Family Engagement Policy prior to November 1</li> <li>• School-Parent Compact prior to November 1</li> </ul> <p><a href="#">ESEA</a>: Sec. 1116; Sec. 1116(f); <a href="#">FSP Distribution Webpage</a></p>	<p>3. Distribution in Multiple Ways and Accessibility</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Either a district developed monitoring checklist of Title I School’s required documentation or the Georgia Department of Education’s Checklist for Distribution—signed and dated by the district level monitoring official</li> <li>2. Evidence must include at least two methods of distribution (see <a href="#">webpage</a>):               <ol style="list-style-type: none"> <li>a. Examples such as a screenshot of school website, school social media, signed teacher statements, email/text messages, student registration packet, parent-teacher conferences, mailed letter with dated receipt, pictures throughout school, or other ways of distribution in a language and format parents can understand</li> <li>b. Annual Title I Parent Meeting at the beginning of the school year with the following documents:                   <ol style="list-style-type: none"> <li>1. Methods in a language and format parents can understand (2 or more such as flyers, text message, email, school website, social media posts, marquee, etc.) of invitation to all Title I parents, families, and the community</li> <li>2. 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 in a language and format parents can understand</li> </ol> </li> </ol> </li> <li>3. Evidence 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</li> </ol> <p><i>For School-Parent Compact distribution, the LEA / School must also provide samples of completed signature sheets or sections of the school-parent compact signed and dated prior to November 1 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.</i></p>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>Evidence that the School Parent and Family Engagement Policy/Plan includes the required content</p> <p><a href="#">ESEA</a>: Sec. 1116(b); Sec. 1116(c); Sec. 1116(d); Sec.1116(e); Sec. 1116(f); <a href="#">FSP Policies Webpage</a></p>	<p>4. School Parent and Family Engagement Policy/Plan</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. A revision date (month, day, year) and current school year (2019-2020)</li> <li>2. Jointly developed</li> <li>3. Annual Title I Parent Meeting at the beginning of the school year</li> <li>4. Communications</li> <li>5. Accessibility (how the school provides information throughout the school year, to the extent practicable, in a language and format parents can understand)</li> <li>6. School-Parent Compact</li> <li>7. 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>8. 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>9. Strategies/activities/trainings the school will provide to build school staff capacity</li> <li>10. Strategies/activities/trainings the school will provide to build parent capacity</li> </ol>
<p>Evidence of content that the school-parent compact includes the required components</p> <p><a href="#">ESEA</a>: Sec. 1116(d); <a href="#">FSP Compact Webpage</a></p>	<p>5. School-Parent Compact</p> <p>A. Evidence shall include documentation that the school-parent compact contains all of the following content:</p> <ol style="list-style-type: none"> <li>1. A revision date (month, day, year) and current school year (2019-2020)</li> <li>2. Jointly Developed: Description of how the school-parent compact was developed jointly</li> <li>3. District Goals: Goals from the Consolidated LEA Improvement Plan (CLIP)</li> <li>4. School Goals: School academic achievement goals from the School Improvement Plan</li> <li>5. Responsibilities: Specific, academic-focused shared responsibilities between the school/teachers, parents, and students for improved student academic achievement. The responsibilities must be aligned with the school academic achievement goals</li> <li>6. Partnerships: List the activities/strategies the school will provide to build partnerships with parents to help children achieve the challenging State academic standards</li> <li>7. Communications: Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:             <ol style="list-style-type: none"> <li>a. Parent-teacher conferences in elementary schools at least annually, during which the compact is addressed</li> <li>b. Frequent reports to parents on their child's progress</li> <li>c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities</li> <li>d. 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>8. Signatures: 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>Evidence that the LEA and schools have carried out the requirement to build capacity for involvement:</p>	<p>6. Building Capacity</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Either a district developed monitoring checklists of each selected 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</i></li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<ul style="list-style-type: none"> <li>• School Staff Capacity - The LEA and schools, assisted under this part, shall educate teachers, specialized instructional support personnel, principals, other school leaders, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.</li> <li>• Parent Capacity - The LEA and 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.</li> </ul> <p><a href="#">ESEA</a>: Sec. 1116(e); Sec. 1116(f); Sec. 1112(e)(3)(C); Sec. 1112(e)(4); <a href="#">FSP Parent Capacity Webpage</a>; <a href="#">FSP School Staff Capacity Webpage</a></p>	<p><i>Parents</i> for each selected Title I school. The checklist must contain all of the following as supporting documentation of each capacity building opportunity and be signed and dated 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>2. 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>a. Primary Method (at least one per semester during the past 12 months) - In-person or online faculty meetings as the primary method of building school staff capacity                 <ol style="list-style-type: none"> <li>1. 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>2. Presentation slides, training materials, handouts, or meeting minutes/notes that show evidence of topics listed in Sec. 1116(e)(3)</li> </ol> </li> <li>b. Secondary Method - Continuous communications during the past 12 months 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 Sec. 1116(e)(3)</li> </ol> </li> <li>3. Parent Capacity – Opportunities during the past 12 months for all parents at each Title I school to build their capacity in supporting the education of their child             <ol style="list-style-type: none"> <li>a. In-person or online meetings from the past 12 months as the primary method of building capacity on topics listed in Sec. 1116(e), known as the “shalls” (Annual Title I meeting may be used as one example of an in-person meeting)                 <ol style="list-style-type: none"> <li>1. Agendas in a format and language parents can understand with required topics</li> <li>2. Presentation slides, training materials, handouts, or meeting minutes / notes that show evidence of topics listed in Sec. 1116(e), known as the “shalls”</li> <li>3. Sign-in sheets with date, roles of attendees, and signatures of parents and interpreters</li> <li>4. Methods (2 or more such as flyers, 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> </ol> </li> <li>b. Continuous communications during the past 12 months 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), in a language and format parents can understand</li> <li>c. 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:                 <ol style="list-style-type: none"> <li>1. Attain English proficiency (such as meetings or communications about English Language Development Standards and WIDA Assessments)</li> <li>2. Achieve at high levels within a well-rounded education</li> <li>3. Meet the challenging State academic standards expected of all students</li> </ol> </li> </ol> <p style="text-align: center;"><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 English Learners assisted under Title I, Part A or Title III per Sec. 1112(e)(3)(C)</i></p> </li></ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<b>10. SCHOOL IMPROVEMENT 1003(a) (84.010)</b>	
<p>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</a>: Sec. 1116 (b)(3); Sec. 1116 (b)(3)(A)</p>	<p>1. Technical Assistance to Schools</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Written procedures detailing reviewing SIPs, providing technical assistance and support, and providing professional learning.</li> <li>2. Dated agendas and/or minutes, sign-in sheets of professional development meetings.</li> <li>3. Correspondence between LEA and schools</li> <li>4. Training materials</li> </ol>
<p>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</a>: Sec. 1112(c)(1)(D); Sec. 1116 (b)(4)-(6)</p>	<p>2. CSI/TSI Support</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Written procedures detailing reviewing SIPs, providing technical assistance and support, and providing professional learning</li> <li>2. Dated agendas and/or minutes, sign-in sheets of professional development meeting</li> <li>3. Correspondence between LEA and school</li> <li>4. Training materials</li> </ol>
<p>Evidence that the LEA/school has designed teacher professional development to ensure that teacher learning opportunities are sustained, job- embedded, collaborative, data-driven, and focused on student instructional needs.</p> <p><a href="#">ESEA</a>: Sec. 1116(b)(3)(A)(iii); Sec. 9101(34)</p>	<p>3. Professional Development</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Written procedures detailing reviewing SIPs, providing technical assistance and support, and providing professional learning</li> <li>2. Agendas, sign-in sheets, and training materials of teacher/leader PL Training</li> <li>3. Email communications between Title I office, schools, and GaDOE/RESA</li> </ol>
<p>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.</p> <p><a href="#">ESEA</a>: Sec. 1114(b)(1); Sec. 1116(b)(3)(A)</p>	<p>4. Plan Development</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Written procedures detailing reviewing SIPs, providing technical assistance and support, and providing professional learning</li> <li>2. Needs assessments for schools;</li> <li>3. School improvement and school wide revised plans, school profile data;</li> <li>4. School faculty meeting sign-in sheets, agendas, and materials and documentation related to school level data gathering;</li> <li>5. Analysis to determine targeted areas of needs improvement on an ongoing basis</li> </ol>
<p>Evidence that the LEA and schools use school level data to make decisions about the use of 1003 Funds for school improvement.</p> <p><a href="#">ESEA</a>: Sec. 1116(b)(3)(A); Sec. 1116(b)(4)(B)</p>	<p>5. Data Decisions</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Written description of LEA budgeting procedures and use of 1003 (a) funding</li> <li>2. School improvement trainings with dated agendas/minutes and sign-in sheets</li> <li>3. Email communications between Title I office, schools, and GaDOE/RESA regarding 1003 (a) funding</li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>Evidence of the process the LEA uses for monitoring or reviewing how schools are using Sec.1003(a) funds to ensure the on-going quality of school improvement activities.</p> <p><a href="#">ESEA</a>: Sec. 1116(c)(7)</p>	<p>6. Monitoring Process</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Written procedures outlining monitoring and reviewing SIPs and support to schools</li> <li>2. School improvement trainings with dated agendas/minutes and sign-in sheets</li> <li>3. Email communications between Title I office, schools, and GaDOE/RESA regarding 1003 (a) funding</li> </ol>
<b>11. SCHOOL IMPROVEMENT 1003(g) SIG (84.377)</b>	
<p>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>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 ILF for ALL students.</p> <p><a href="#">ESEA</a>: 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)</p>	<p>1. Professional Development</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Expenditure detail report reflecting professional learning activities (2210 and 2213). 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>2. Increased learning time (ILT) schedules noting time and (where applicable) staff compensation</li> </ol>
<b>12. SERVICES FOR HOMELESS CHILDREN AND YOUTH</b>	
<p>The LEA has written procedures for the education of homeless children and youth that identify and remove any barriers. The written procedures must include identification, school selection (including feeder school protocol if applicable), enrollment, transportation, disputes, and credit for full or partial coursework.</p> <p><a href="#">ESEA</a>: Sec. 1112 (a)(1) and (O); <a href="#">MV Sec. 722(g)(B); 722(g)(3)(E); 722(g)(3)(C); 722(g)(1)(F)</a></p>	<p>1. Written Procedures</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. 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:             <ol style="list-style-type: none"> <li>a. Identification,</li> <li>b. Selection (including feeder school protocol if applicable),</li> <li>c. Enrollment,</li> <li>d. Transportation,</li> <li>e. Disputes, and</li> <li>f. Credit for full or partial coursework</li> </ol> </li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>The LEA records the schools in which homeless children and unaccompanied youth experiencing homelessness are enrolled. <a href="#">MV Sec. 722(g)(l)(D)</a></p>	<p>2. Records A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. 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)</li> </ol>
<p>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. Liaison Training A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. 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</li> </ol>
<p>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. Awareness A. Evidence may include</p> <ol style="list-style-type: none"> <li>1. copies of flyers, handouts, program brochure, posters that identify Homeless Liaison with contact information.</li> <li>2. List of community locations where information is posted.</li> <li>3. Training session schedules, emails, minutes, sign-in sheets, agendas, materials (including the LEA homeless policy) for all school personnel training.</li> </ol>
<p>The LEA shall ensure that parents or guardians are fully informed of all transportation services, including to and from school of origin, and that appropriate assistance to access transportation is provided. <a href="#">MV Sec. 722(g)(i)(J)</a></p>	<p>5. Transportation A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Collaborative planning and McKinney-Vento training meeting agendas, sign-in sheets with the LEA transportation department personnel, to inform and facilitate coordination, including schedules, agendas, training materials, sign-in sheets, emails, and request forms</li> <li>2. Copies of trainings and/or meetings with parents/guardians, unaccompanied youth regarding transportation options</li> </ol>
<p>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)(l)(A)</a></p>	<p>6. Comparable Services A. Evidence may include</p> <ol style="list-style-type: none"> <li>1. 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)</li> </ol>
<p>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. Coordination A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. 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</li> </ol>
<p>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. Needs Identification A. Evidence shall include</p>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
	<ol style="list-style-type: none"> <li>1. 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, Ga. Milestones scores).</li> </ol>
<b>13. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)</b>	
<p>The LEA identifies children in local institutions for neglected and delinquent children. <a href="#">ESEA</a>: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401</p>	<ol style="list-style-type: none"> <li>1. Student Records               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. Copy of the source data for the Annual Survey of Institutions for Neglected and Delinquent Children for previous and current year with student list from each facility</li> </ol> </li> </ol> </li> </ol>
<p>The LEA identifies children in local institutions for neglected and delinquent children. <a href="#">ESEA</a>: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401</p>	<ol style="list-style-type: none"> <li>2. Schedules and Staff               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. Class schedules and calendar confirming that Title I services and educational program are year-round;</li> <li>2. List of staff at neglected or delinquent institution(s) funded with Title I neglected reservation</li> </ol> </li> </ol> </li> </ol>
<p>The LEA identifies children in local institutions for neglected and delinquent children. <a href="#">ESEA</a>: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401</p>	<ol style="list-style-type: none"> <li>3. Curriculum               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. Sample curriculum plan grounded on evidence-based research for institutions operating a school on-site</li> </ol> </li> </ol> </li> </ol>
<p>The LEA identifies children in local institutions for neglected and delinquent children. <a href="#">ESEA</a>: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401</p>	<ol style="list-style-type: none"> <li>4. Special Education Services               <ol style="list-style-type: none"> <li>A. Evidence may include                   <ol style="list-style-type: none"> <li>1. 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)</li> </ol> </li> </ol> </li> </ol>
<p>The LEA identifies children in local institutions for neglected and delinquent children. <a href="#">ESEA</a>: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401</p>	<ol style="list-style-type: none"> <li>5. Planning and Coordination               <ol style="list-style-type: none"> <li>A. Evidence may include                   <ol style="list-style-type: none"> <li>1. collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and neglected or delinquent facility.</li> </ol> </li> </ol> </li> </ol>
<p>The LEA identifies children in local institutions for neglected and delinquent children. <a href="#">ESEA</a>: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401</p>	<ol style="list-style-type: none"> <li>6. Parent Involvement               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. parental involvement correspondence and parent and family engagement policy/plan</li> <li>2. If students are being educated at LEA schools, the LEA schools' parent and family engagement policy/plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities</li> <li>3. If students are being educated at a neglected or delinquent facility, then the facility must have a parent and family engagement policy/plan, correspondence, and activities to the extent feasible</li> </ol> </li> </ol> </li> </ol>



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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<b>14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK (TITLE I, PART D, SUBPART 2 GRANTEES)</b>	
The LEA annually surveys delinquent institutions. <a href="#">ESEA: Sec. 1421-1432</a>	1. Survey A. Evidence shall include 1. 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
LEA collects and uses data to drive planning and instruction. <a href="#">ESEA: Sec. 1421-1432</a>	2. Data A. Evidence shall include 1. longitudinal tracking of annual outcome data
The LEA creates program specific evaluation reports that include the Title I, Part D, Subpart 2 Program. <a href="#">ESEA: Sec. 1421-1432</a>	3. Evaluation A. Evidence shall include 1. a copy of the most recent program specific evaluation reports
The LEA provides high quality instruction grounded on evidence-based research. <a href="#">ESEA: Sec. 1421-1432</a>	4. Curriculum A. Evidence shall include 1. sample curriculum plan grounded on evidence-based research or institution operating a school on-site
The LEA provides special education services as needed. <a href="#">ESEA: Sec. 1421-1432</a>	5. Special Education Services A. Evidence may include 1. 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)
The LEA consults with institutions regarding educational plans and budgets. <a href="#">ESEA: Sec. 1421-1432</a>	6. Consultation A. Evidence shall include 1. collaborative planning agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and neglected or delinquent facility
The LEA ensures that institutions implement a parent and family engagement policy/plan, in order to increase student achievement and, if appropriate, decrease delinquent behavior. <a href="#">ESEA: Sec. 1421-1432</a>	7. Parent Engagement A. Evidence shall include 1. parental involvement correspondence and parent and family engagement policy/plan 2. If students are being educated at LEA schools, the LEA schools' parent and family engagement policy/plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities 3. If students are being educated at a neglected or delinquent facility, then the facility must have a parent and family engagement policy/plan, correspondence, and activities to the extent feasible
The LEA describes Title I services and educational programs that are year-round.	8. Schedules A. Evidence shall include

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p><a href="#">ESEA</a>: Sec. 1421-143</p>	<ol style="list-style-type: none"> <li>1. 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</li> </ol>
<p>The LEA maintains documentation of any formal agreements between an LEA, Neglected or Delinquent facility or alternative school program governing the use of subpart 2 funds when they are subcontracted to a facility or program. <a href="#">ESEA</a>: Sec. 1421-1432</p>	<ol style="list-style-type: none"> <li>9. Agreements               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. copies of formal agreements and/or memorandum of understanding (MOU) for services paid for with Title I, Part D, Subpart 2 grant funding</li> </ol> </li> </ol> </li> </ol>
<p>The LEA provides evidence that the LEA or facility is implementing planned and approved activities. <a href="#">ESEA</a>: Sec. 1421-1432</p>	<ol style="list-style-type: none"> <li>10. Implementation               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. a copy of planned and approved activities, including budget reports, records of expenditures, carryover and other summary reports</li> </ol> </li> </ol> </li> </ol>
<b>15. SERVICES FOR CHILDREN IN FOSTER CARE</b>	
<p>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</a> Sec. 1112(c)(5)</p>	<ol style="list-style-type: none"> <li>1. Coordination               <ol style="list-style-type: none"> <li>A. Evidence may include                   <ol style="list-style-type: none"> <li>1. collaborative planning agendas, meeting minutes, attendance sheets, phone logs, email, or other correspondence between the LEA and local child welfare agency</li> </ol> </li> </ol> </li> </ol>
<b>16. TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT</b>	
<p>The LEA provided parents with written notice of and obtained consent for (or as in accordance with ESEA 4102 (C)) applicable mental health assessment and/or services administered to students under the age of 18, describing in detail the purpose, the provider and when and how long the assessment or service may last. <a href="#">ESEA</a>: Sec. 4001(A)(B)</p>	<ol style="list-style-type: none"> <li>1. Parent Notice (if applicable)               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. dated and signed as applicable source documents provided to parents</li> </ol> </li> </ol> </li> </ol>
<p>The LEA ensured that all applicable school-based mental health services provided to any student was administered by a State-licensed or State-certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health</p>	<ol style="list-style-type: none"> <li>2. Mental Health Services (if applicable)               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. appropriate and applicable certifications and/or licensures for personnel providing and/or administering assessments and/or services to students.</li> <li>2. source documents of payments for services rendered by service provider (Student information redacted)</li> </ol> </li> </ol> </li> </ol>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>professional qualified under State law to provide mental health services to children and adolescents. <a href="#">ESEA</a>: Sec. 4003</p>	
<p>The LEA used not less than 20% of funds during the allocated fiscal year for specified activities, as required, to support well-rounded educational opportunities. <a href="#">ESEA</a>: Sec. 4107</p>	<p>3. Well Rounded – 20%</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. source documents for all expenditures, such as copies of purchase orders, invoices, contracts, inventory reports (including highly pilferable items), T/E reports, travel expense reports, stipends, contract/MOU for services as applicable.</li> </ol>
<p>The LEA used not less than 20% of funds during the allocated fiscal year for specified activities, as required, to support safe and healthy students. <a href="#">ESEA</a>: Sec. 4108</p>	<p>4. Safe and Healthy – 20%</p> <p>A. Evidence shall include source</p> <ol style="list-style-type: none"> <li>1. source documents for all expenditures, such as copies of purchase orders, invoices, contracts, inventory reports (including highly pilferable items), T/E reports, travel expense reports, stipends, contract/MOU for services as applicable</li> </ol>
<p>The LEA used a portion funds during the fiscal year to which at least 85% of the portion was utilized for professional development in specified activities, as required, to support the effective use of technology. <a href="#">ESEA</a>: Sec. 4109</p>	<p>5. Effective Use of Technology</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. source documents for all expenditures, such as copies of purchase orders, invoices, contracts, inventory reports (including highly pilferable items), T/E reports, travel expense reports, stipends, contract/MOU for services as applicable.</li> </ol>
<p>The LEA used not more than 15% of total funds for the effective use of technology (85% portion) during the fiscal year for the purchase of technology specifically identified as infrastructure. <a href="#">ESEA</a>: Sec. 4109(b)</p>	<p>6. Technology Equipment</p> <p>A. Evidence shall include source</p> <ol style="list-style-type: none"> <li>1. Source documents for all expenditures, such as copies of purchase orders, invoices, contracts, inventory reports (including highly pilferable items), T/E reports, travel expense reports, stipends, contract/MOU for services as applicable.</li> </ol>
<p>The LEA reserves not more than 2% for the direct administrative costs of carrying out the LEA’s grant administration responsibilities. <a href="#">ESEA</a>: Sec. 4105(c)</p>	<p>7. 2% Administrative Costs</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. source documents for expenditures, such as copies of purchase orders, invoices, contracts, inventory reports (including highly pilferable items), T/E reports, travel expense reports, stipends, contract/MOU for services as applicable.</li> </ol>
<p>The LEA engages in initial and continuing systematic consultation with local stakeholders, community-based partners or other agencies with</p>	<p>8. Stakeholder and Community-based Partner Engagement</p> <p>A. Evidence shall include</p>

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REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
relevant and demonstrated expertise in programs and activities for the purposes of progress monitoring and programmatic effectiveness towards meeting intended objectives and outcomes and to include coordinating implementation with other related strategies, programs and activities being conducted in the community. <a href="#">ESEA</a> : Sec. 4106(c)(1-2)	<ol style="list-style-type: none"> <li>1. initial (during CLIP preparation) and continued (as described) consultation meeting agendas, dated sign-in sheets with representative’s title and organization, meeting minutes, and stakeholder feedback; source documents for programmatic implementation such as data collection tools demonstrating progress monitoring and effectiveness as indicated on FY20 CLIP and budget (applicable to supplies and/or materials supporting instruction or initiatives).</li> </ol>
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</a> : Sec. 4106(e)(2)(A)	<ol style="list-style-type: none"> <li>9. Prioritization               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. source documentation supporting that the LEAs current condition is reflective of programming/activities having been implemented as annotated in the FY20 CLIP and budget; criteria used to prioritize the distribution of Title IV, A funds, such as a list of schools identified for CSI/TSI, schools with the highest percentage or number of children under Sec.1124(c), and/or a list of schools determined by the LEA based upon greatest need with a description of the identified need(s)</li> </ol> </li> </ol> </li> </ol>
<b>17. TITLE V, PART B - RURAL AND LOW-INCOME SCHOOLS PROGRAM</b>	
The LEA shall submit an Annual Evaluation Report reporting use of grant funds provided. <a href="#">ESEA</a> : Sec. 5224-5225	<ol style="list-style-type: none"> <li>1. Evaluation Report               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. Written Procedures the LEA follows to create and submit the report</li> </ol> </li> </ol> </li> </ol>
The LEA targets funds to schools for specified activities, and activities authorized in Sec. 5222. <a href="#">ESEA</a> : Sec. 5222	<ol style="list-style-type: none"> <li>2. Targeting Funds               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. Source documents for expenditures such as copies of purchase orders, contracts, travel expense reports, as applicable</li> </ol> </li> </ol> </li> </ol>
<b>18. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS</b>	
The LEA follows standardized statewide entrance and exit procedures and screens all potential English learners (ELs) within 30 days of school enrollment. <a href="#">ESEA</a> : SEC. 3113	<ol style="list-style-type: none"> <li>1. Entrance and Exit Procedures               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. Written policy, written procedures, and processes, including timeline and persons in charge, related to following standardized statewide entrance and exit procedures for identifying EL students and Immigrant children and youth. Procedures should include differentiated processes for newly enrolled vs. transfer students, and how the information is shared with relevant staff making placement and coding decisions.</li> <li>2. Data Rosters for EL=Y, EL=1, and EL=2 students generated from Student Record Data and LEA Student Information System</li> </ol> </li> </ol> </li> </ol>

## GaDOE Cross-Functional Monitoring Indicators 2019-2020



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
	<ol style="list-style-type: none"> <li>3. Copies of attendance records, travel records, agendas indicating student-information (SIS) and/or EL staff’s participation in state and/or local EL data entry training/s</li> <li>4. Staff interview responses related to identification of ELs</li> <li>5. Onsite review of select EL student files</li> </ol>
<p>The LEA’s Title IIIA language instruction educational programs (LIEPs) are effective and demonstrate success in increasing the English language proficiency (ELP) and student academic achievement of English learner (EL) students participating in such programs.</p> <p><b>ESEA:</b> Sec. 3115 (c)(1); Sec. 3121 (a)(2); Sec. 3121 (a)(3); Sec. 3121 (a)(4); Sec. 3121 (a)(5); Sec. 3121 (a)(6)</p>	<ol style="list-style-type: none"> <li>2. Language Instruction Educational Programs (LIEPs) for English Learners (ELs)               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. Narrative describing the LEA’s supplemental Title IIIA language instruction educational programs (LIEPs), including instructional goals and evidence that each LIEP is effective in increasing students’ ELP and academic achievement. (Narrative may include procedures for determining which supplemental LIEP to provide, in which schools, and for which EL students, based on ELP and academic data and student needs as identified in the CNA and CLIP.)</li> <li>2. Data analyses demonstrating that the Title IIIA LIEPs are increasing EL students’ ELP (may be derived from CCRPI – Progress toward Proficiency data);</li> <li>3. Data analyses demonstrating the success of Title IIIA LIEPs are increasing ELs’ academic achievement (may be derived from CCRPI – Closing the Gaps data).</li> <li>4. Staff interview responses regarding implementation of LIEPs and their effectiveness.</li> </ol> </li> </ol> </li> </ol>
<p>LEA staff (including ESOL and non-ESOL teachers and administrative staff) participate in professional development sessions that are:</p> <ul style="list-style-type: none"> <li>• Designed to improve the instruction and assessment of ELs;</li> <li>• Designed to enhance the ability of such teachers, principals and other school</li> <li>• leaders to understand and implement curricula, assessment practices and measures and instructional strategies for ELs;</li> <li>• Effective in increasing ELs’ English proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such educators; and</li> <li>• 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.</li> </ul> <p><b>ESEA:</b> Sec. 3115 (c)(2)</p>	<ol style="list-style-type: none"> <li>3. EL-focused Professional Development               <ol style="list-style-type: none"> <li>A. Evidence shall include                   <ol style="list-style-type: none"> <li>1. Narrative describing the LEA’s Title IIIA professional development plan, implementation of plan and the effectiveness of the plan on increasing teachers’ and school leaders’ ability to teach and assess EL students. (Narrative may include procedures for determining which EL-focused PD to provide, in which schools, and for which staff, based on effectiveness data and teacher/leader needs as identified in the CLIP.)</li> <li>2. LEA’s Title IIIA professional development plan, including a needs assessment and long-range professional development goals (may be drawn from relevant CLIP sections).</li> <li>3. Documentation of PD plan implementation demonstrating that the PD was designed:                       <ol style="list-style-type: none"> <li>a. To improve the instruction and assessment of English Learners and;</li> <li>b. To enhance the ability of teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for English learners.</li> </ol> </li> <li>4. Participation documentation including meeting dates, agendas, handouts, conference materials, expense statements, dated sign-in sheets with participant roles noted, and feedback as evidence that the PD was of “sufficient intensity &amp; duration” and as evidence of “all staff participation, including non ESOL teachers and administrators”.</li> <li>5. Staff interview responses regarding implementation of PD plan and its effectiveness related to changing teacher and school leader practices with EL students’ instruction and assessment.</li> </ol> </li> </ol> </li> </ol>

## GaDOE Cross-Functional Monitoring Indicators 2019-2020



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>The LEA performs activities supplementary or as an enhancement to the Title IIIA language instruction educational program (LIEP),</p> <ol style="list-style-type: none"> <li>a. The LEA engages parents, family and the community in the above activities, and</li> <li>b. 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 IIIA language instruction educational (LIEP) program.</li> </ol> <p><a href="#">ESEA: Sec. 3115 (c)(3)</a></p>	<p>4. Parent Engagement to Enhance LIEPs</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Narrative describing the parent, family and community engagement activities (including their effectiveness) performed by the LEA to enhance or supplement the Title IIIA funded LIEPs. (Narrative may include procedures for determining how to engage EL parents in the students’ supplemental language program, in which schools, and for which parents.)</li> <li>2. Copies of communications to EL families regarding EL parent, family and community engagement activities and opportunities as related to the Title IIIA LIEPs.</li> <li>3. Records of EL parent, family and community engagement activity agendas, invoices, presentations, meeting notes, handouts, dated sign-in sheets as related to the Title IIIA LIEPs.</li> <li>4. EL parent interview responses related to schools’ outreach programs, including LEA Invitation-to-Interview letter sent to EL parents listed on LEA’s EL Parent Interview Roster.</li> </ol>
<p>The LEA receiving a Title IIIA Immigrant subgrant expends these funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, in one or more of the ways listed in Sec. 3115(e).</p> <p><a href="#">ESEA: Sec. 3115 (e)</a></p>	<p>5. Immigrant Funds</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Narrative describing the LEA’s specific plan to support the unique, socio-cultural adaption and possible linguistic needs of its immigrant students. (Narrative may include procedures for determining which immigrants have the greatest needs, whether needs are related to cultural adaption to US schools, language, or other, who was involved in the decision-making processes, and how final programs were established.)</li> <li>2. List of Immigrant students generated from Student Record Data and LEA Student Information System</li> <li>3. Record of Expenditure Detail Report and/or General Ledgers using Immigrant funds for FY19 and FY20 to date</li> <li>4. List of activities performed &amp; materials purchased with Immigrant funds</li> <li>5. Staff interview responses related to identifying immigrant students and programs designed to meet their needs.</li> </ol>
<p><b>19. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES</b></p>	
<p>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><a href="#">ESEA: Sec. 1301(2); Sec. 1304 (b)(3); Sec. 1308 (b)(1-3)</a></p>	<p>1. Data Collection</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Local SIS report of current K-12 migrant coded participants;</li> <li>2. Signed verification forms for the following MEP reports: current enrollment report; current participant report; new participant report.</li> </ol> <p>[Consortium/Desktop only: SIS report to be emailed to Israel Cortez via the GaDOE portal on the scheduled monitoring date.]</p>

## GaDOE Cross-Functional Monitoring Indicators 2019-2020



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>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. <a href="#">ESEA</a>: Sec. 1301(2); Sec. 1304 (b)(3); Sec. 1308 (b)(1) – (3)</p>	<p>2. Records Transfer            A. Evidence shall include            1. Copies of local school level communication (letters, memoranda, fax transmittals notification and a sample of the types of records transmitted, if applicable, phone logs, transfer documents for students leaving the US for other countries and within the US school districts, copies of email MSIX move notifications, etc.) between the LEA and receiving schools relating to the sharing of educational and student health data</p> <p>[Consortium/Desktop only: Documents emailed to Israel Cortez via the GaDOE portal on scheduled monitoring date.]</p>
<p>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, Recruitment, and Data Collections Handbook. <a href="#">ESEA</a>: Sec. 1301(2); Sec. 1304 (b)(3); Sec. 1308 (b)(1) – (3)</p>	<p>3. Identification and Recruitment            A. Evidence shall include            1. A list of MEP funded staff (full or part time, or contracted),            2. Travel reimbursement for recruitment, phone logs, and weekly schedules showing recruitment;            3. Completed occupational surveys (10) from various schools selected by the Department showing completion by new students and returning students</p> <p>[Consortium/Desktop only: Occupational surveys to be emailed to Israel Cortez via the GaDOE portal on scheduled monitoring]</p>
<p>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. <a href="#">ESEA</a>: Sec. 1304(d)</p>	<p>4. Priority for Services            A. Evidence shall include            1. Current or updated documentation of instructional and/or support services being provided to PFS participants:            a. All Migrant staff tutoring schedules for the current academic year with PFS names highlighted and participant’s first name and last name initial            b. Documentation addressing why PFS student (K-12 and DO/OSY) is not being served.            c. 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</p>



## GaDOE Cross-Functional Monitoring Indicators 2019-2020



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>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.</p> <p><a href="#">ESEA: Sec. 1304(c)(3); ; Sec. 1306(a)(1)(B)(ii); Sec. 1118</a></p>	<p>5. Parent and Family Engagement</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Written procedures for ensuring effective local migrant Parent Advisory Council</li> <li>2. List of dates for 3 migrant PAC meetings;</li> <li>3. 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>4. If required, language of communication, and evidence of interpreting</li> <li>5. 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>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.</p> <p><a href="#">ESEA: Sec. 1304(c)(6)(B)</a></p>	<p>6. Professional Learning</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Written procedures for ensuring that local MEP funded tutors participate in local school district professional development opportunities that are connected to the State MPOs.</li> <li>2. Documentation for MEP staff involved in/attending local school district and/or RESA and/or other trainings, workshops, or conferences (face to face or online) directly related to the local CNA, District Improvement Plans, instructional or support services they are providing to migrant participants.</li> </ol>
<p><b>20. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) - FISCAL INDICATORS</b></p>	
<p>Evidence that:</p> <ul style="list-style-type: none"> <li>• The LEA completes CCEIS tab if applicable, has CEIS plan, and reserves the required 15% for 611 and 619 CCEIS funds within the grant period.</li> <li>• CCEIS funds are used for allowable activities and intervention services for K-12 regular education students.</li> <li>• The LEA has timely and accurately reported to the State the number of students who received CCEIS services and the number of students who were placed in special education.</li> <li>• The LEA expended any and all unspent CCEIS required funds during the fiscal year directly following the initial CCEIS requirement year.</li> </ul> <p><a href="#">34 CFR 300.208; 34 CFR 300.226</a></p>	<p>1. Comprehensive Coordinating Early Intervening Services (CCEIS)</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>1. Expenditure reports for CCEIS funds.</li> </ol>

## GaDOE Cross-Functional Monitoring Indicators 2019-2020



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>Evidence that:</p> <ul style="list-style-type: none"> <li>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>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>LEA ensures that high cost funds will not be used to pay costs otherwise reimbursed by the Medicaid program.</li> <li>LEA ensures high cost funds are not used for administrative purposes.</li> <li>LEA ensures all costs are proportional to personnel working with the student and the class as a whole.</li> </ul>	<p>2. High Cost Grant</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>Records of cost details and expenditure reports of costs for high cost</li> <li>Medicaid reimbursement account expenditures as applicable</li> <li>Student Eligibility Reports and Individualized Education Plans</li> <li>Evidence of High Cost expenditures</li> </ol>
<p>Excess Costs</p> <p>Evidence that:</p> <ul style="list-style-type: none"> <li>The LEA shall conduct annually the Excess Cost calculation for base and final calculations.</li> <li>The LEA monitors and maintains Excess Cost documentation.</li> </ul> <p><a href="#">34 CFR 300.16</a>; <a href="#">34 CFR 300.202</a>; <a href="#">ESSA Sec. 602.8</a></p>	<p>3. Excess Costs</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>Excess Cost Expenditure reports for special education expenditures on the results calculations tab</li> <li>Supporting evidence for "other special education expenses"</li> <li>Supporting evidence for student enrollment</li> </ol>
<p>Evidence that:</p> <ul style="list-style-type: none"> <li>The LEA shall budget a minimum of \$14,400 salary for a parent mentor.</li> <li>The LEA shall provide evidence of matching services to total a minimum of \$12,500 which may address salary, travel/conference costs, professional learning opportunities, and in-kind contributions.</li> </ul>	<p>4. Parent Mentor Partnership Grant</p> <p>A. Evidence shall include</p> <ol style="list-style-type: none"> <li>Supporting evidence such as detailed expenditure reports, logs, invoices, or any other detailed documentation for matching services of \$12,500 which may include salary, travel/conference costs, professional development of in-kind contributions.</li> </ol>

## GaDOE Cross-Functional Monitoring Indicators 2019-2020



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<b>21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – RESULTS-BASED MONITORING PROGRAM INDICATORS</b>	
<p>Evidence that the LEA has IDEA Due Process Checklist required components.</p> <p><a href="#">2 CFR 200.328</a>  <a href="#">34 CFR 300.300 - 300.306</a>  <a href="#">34 CFR 300.320 - 300.324</a>  <a href="#">34 CFR 300.160</a>  <a href="#">34 CFR 300.106</a>  <a href="#">State Rule 160-4-7-.04</a>  <a href="#">State Rule 160-4-7-.06</a></p>	<p><a href="#">Link to Due Process Checklist</a></p> <p>IDEA Results- Based Monitoring will be conducted in the Portal Special Education Dashboard. Additional information will be shared with the LEA Special Education Director.</p>
<b>22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) CONSOLIDATION OF FUNDS IN A SCHOOLWIDE PROGRAM</b>	
<p>A. IDEA funds must be counted as Federal funds for IDEA’s excess cost and supplement not supplant calculations, which includes special education maintenance of effort (MOE). The Excess Cost Calculation is reported annually in the Consolidated Application portal by the LEA. The special education MOE calculation is reported on the DE046 report annually and uploaded to the Special Education MOE portal within the Consolidated Application. Both calculations will be reviewed to see that IDEA funds are reported as Federal funds.</p> <p>B. Schoolwide programs may not exceed what is allowed by the IDEA. First, the LEA determines the amount of funds it received under the IDEA section 611 and 619 programs. Secondly, the LEA must divide the total amount of its IDEA grants by the number of children with disabilities in the jurisdiction of the LEA. Finally, the LEA then multiplies this figure by the number of children with disabilities who will be participating in</p>	<p><i>This applies to the schools where LEAs are consolidating funds in schoolwide programs (Fund 150).</i></p> <p>Evidence shall include:</p> <ol style="list-style-type: none"> <li>A. Excess Cost Calculation Portal showing that IDEA funds are reported as federal funds.</li> <li>B. Schoolwide Program IDEA Formula is used at each participating school. Evidence would include IDEA expenditure total consolidated in each school. Detailed expenditure reports are not needed.</li> <li>C. Evidence for student IEP services may be teacher schedules, student schedules, FTE reporting, or any other supporting documentation that proves services have taken place. LEAs may choose the supporting documentation, as long as, it clearly shows that student services are being provided according to IEPs.</li> </ol>

## GaDOE Cross-Functional Monitoring Indicators 2019-2020



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<p>the schoolwide program. This will be reviewed and approved initially at the time of consolidation budget approval. The formula calculation and expenditures will be reviewed during monitoring, to ensure that each schoolwide program does not exceed what is allowed by the IDEA.</p> <p>C. Students must receive services in accordance with a properly developed individualized education plan (IEP); and be afforded all of the rights and services guaranteed to children with disabilities and their parents under the IDEA. A sampling of IEPs will be requested ahead of the monitoring review with three business days advance notice. The sampling size will be determined based on the size of the LEA and the number of schools participating. During the monitoring review, the LEAs must provide evidence that student services are being implemented according to the IEPs of each student.</p>	

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

<ul style="list-style-type: none"> <li>• Grant Award Notifications</li> <li>• Corrective Action Plans from Prior Years</li> <li>• Comprehensive LEA Improvement Plan (CLIP) from Prior Years, including Equity Action Plans</li> <li>• Consolidated Application – Budgets, Worksheets, Drawdown Reports</li> <li>• Student Success Template</li> <li>• Resource Allocation Methodology/Plan</li> <li>• State Audit Reports</li> <li>• Completion Reports</li> </ul>	<ul style="list-style-type: none"> <li>• GaDOE Student Record Reports</li> <li>• Memorandum of Agreements (MOA)</li> <li>• Program Assurances</li> <li>• Local System Application for Children in Delinquent Institutions</li> <li>• GaPSC In-Field Reports</li> <li>• MSIX Usage Information and MEP Eligibility Information – COEstar Reports</li> <li>• MEP Local Identification and Recruitment Plan</li> <li>• Title I, Part D, Subpart 2 Grantee Application</li> <li>• Teacher and Leader Support Development (TLSD) Platform</li> </ul>
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### APPENDIX – LEAs CONSOLIDATING LOCAL, STATE, AND FEDERAL FUNDS IN SCHOOLWIDE PROGRAMS

The Georgia Department of Education is dedicated to providing LEAs with the maximum flexibility and autonomy to best serve their schools, staff, students, parents and communities. The Consolidation of Funds initiative is one demonstration of this commitment. Any state and local education agency that receives federal funds under ESSA, McKinney-Vento and IDEA and chooses to consolidate the funds commits to meeting the intent and purpose of each program through the development, implementation and monitoring of a schoolwide plan. The requirements of the schoolwide plan may be found in Section 1114 of ESSA. The statutory requirements are supported by several regulatory and guidance documents that specifically speak to the implementation of a schoolwide program and consolidation. These include:

- ESSA and IDEA – some specific programs (like Migrant and IDEA) clarify specific requirements that an LEA must meet in order to be able to consolidate
- 34 CFR Part 200.25-29 – includes regulations on schoolwide programs and consolidation
- 2 CFR Part 200, Compliance Supplement – Published annually, this regulatory document provides guidance to auditors relevant to LEAs that consolidate funds in schoolwide programs
- 2004 Federal Register Notice 69 – discusses required components of schoolwide programs/plan and outlines intents and purposes for several programs
- 2008 Title I Fiscal Issues Non-Regulatory Guidance – contains a section of questions and answers relative to consolidation of funds
- 2016 Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program Non-Regulatory Guidance – contains narrative relative to the implementation of consolidation in schoolwide programs (also references all previously reference guidance documents)

The GaDOE is committed to a supportive and transparent monitoring process and is always looking for opportunities for continuous improvement. Any questions, suggestions or concerns specific to consolidation should be addressed to [consolidation@doe.k12.ga.us](mailto:consolidation@doe.k12.ga.us) and copied to the relevant program office(s).

## GaDOE Cross-Functional Monitoring Indicators 2019-2020



Relevant Excerpts from ESSA Section 1114:

- **Purpose:** A local educational agency may consolidate and use funds under ESSA Section 1114, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.
- **Supplement Not Supplant:** In accordance with the method of determination described in section 1118(b)(2), a school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English learners.
- **Other Requirements:** A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.
- **Records:** A school that chooses to consolidate and use funds from different Federal programs under this section shall not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program.
- **Requirements for Schoolwide Plan:** An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that
  1. is developed during a 1-year period
  2. is developed with the involvement of stakeholders listed in statute
  3. remains in effect for the duration of the school's participation in consolidation and is regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards
  4. is available to the local educational agency, parents, and the public in a format that is understandable and inform and
  5. is developed in coordination and integration with other Federal, State, and local services, resources, and programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)
  6. is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards
  7. includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—
    - (i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
    - (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
    - (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities

## GaDOE Cross-Functional Monitoring Indicators 2019-2020



REQUIREMENTS	EVIDENCE OF IMPLEMENTATION
<b>1. LEA MONITORING OF PROGRAMS</b>	
<p>The LEA conducts monitoring of its programs for both implementation and effectiveness of funded strategies/activities at the LEA, school and program levels to ensure compliance with Uniform Grant Guidance and Federal program requirements.</p>	<p><b>This indicator replaces the indicator in the primary monitoring document for consolidated programs. Any programs, funds, and set-asides not consolidated are subject to the rules and requirements of the original indicator.</b></p> <ol style="list-style-type: none"> <li>1. <b>Written Procedures for Monitoring Implementation</b> Evidence shall include written procedures used to monitor all critical ESEA/IDEA requirements of all programs and its implementation at the district and schools (where applicable). These procedures will specify how the district will monitor each federal program. <ul style="list-style-type: none"> <li>• IDEA – Must include procedures for SST, Child Find, Evaluation/RE-evaluation, Eligibility and Discipline</li> </ul> </li> <li>2. <b>Evidence of Monitoring Implementation</b> Evidence shall include administering the LEA’s written procedures for monitoring the implementation of all programs. Must include evidence of implementation of activities and strategies of schoolwide plan: <ul style="list-style-type: none"> <li>• Title I, Part A – Must include Implementation of the FY20 Equity Action Plan</li> <li>• SIG - Minutes of board meeting approving the annual Grant Award Notification and Policies on Federal Grant Administration</li> <li>• Title I, Part C – <ol style="list-style-type: none"> <li>a. Funds not consolidated (Preschool, OSY) - Supplemental Services Tracking Form, home visit documentation, OSY profiles (required), preschool assessments</li> <li>Funds consolidated (K-12) - Tutoring Schedules</li> </ol> </li> <li>• Title III, Part A- English Learners <ol style="list-style-type: none"> <li>a. Must include evidence of implementation of supplemental language instruction program(s) <i>[must be supplemental to language instruction program required by US Office of Civil Rights (OCR), Civil Rights Act of 1964, Equal Education Opportunities Act of 1974, and State/Local Laws]</i></li> <li>b. Must include evidence of implementation of EL focused professional learning for all classroom teachers, including teachers that are not ESOL teachers, principals and other school leaders, administrators and other school or community-based organizational personnel</li> <li>c. Must include evidence of EL parent, family and community engagement activities that enhance or supplement the school’s language instruction programs for ELs</li> </ol> </li> <li>• Title III, Part - Immigrant <ol style="list-style-type: none"> <li>a. Must include evidence of implementation of SWP activities that are related to socio-cultural adaptation and possible linguistic needs of immigrant students and their families.</li> </ol> </li> </ul> </li> <li>3. <b>Evidence of Monitoring Effectiveness</b> Evidence shall include documentation of the effectiveness of grant funded activities for all federal programs, including evidence of effectiveness of activities and strategies of schoolwide plan for all consolidated programs: <ul style="list-style-type: none"> <li>• Title I, Part A - Source documentation to support summary data and analysis for determining the effectiveness of all federally funded activities/strategies, including the FY19 Equity Action Plan</li> <li>• Title I, Part C - Program Evaluation Template; data disaggregation of migrant compared to non-migrant; migrant PFS compared to migrant non-PFS</li> <li>• Foster – Effectiveness of SWP in supporting Foster subgroup including comparison of Foster care subgroup performance with non-foster care subgroup</li> </ul> </li> </ol>



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	<ul style="list-style-type: none"> <li>• Homeless – Effectiveness of SWP in supporting homeless subgroup including comparison of homeless subgroup performance with non-homeless subgroup</li> <li>• Title II, Part A – For any funds not consolidated in FY19 - Source documentation (summary data and analysis) to support effectiveness determination in the FY19 Title II, Part A Effectiveness Budget Attachment that explains the effectiveness of each Title II, Part A funded strategy/activity in addressing one or more of the LEA’s prioritized needs from the FY19 District Improvement Plan.</li> <li>• Title III, Part A             <ul style="list-style-type: none"> <li>a. Evidence of increase in English Language proficiency and academic achievement of English Learners (Must include data from Access and Georgia Milestones - CCRPI: Progress Towards Proficiency Progress Points and Closing the Gaps). Additional data may be provided (MAP, digital language learning resources, etc.)</li> <li>b. Effectiveness of EL focused professional learning for all classroom teachers, including teachers that are not ESOL teachers, principals and other school leaders, administrators and other school or community-based organizational personnel</li> <li>c. Effectiveness of EL parent, family and community engagement activities that enhance or supplement the school’s language instruction programs for ELs</li> </ul> </li> <li>• Title IV, Part A – Evidence of ongoing consultation with required community-based partners</li> </ul>
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### 2. CONSOLIDATED LEA IMPROVEMENT PLAN(CLIP) and SCHOOLWIDE (SWP)

<p>The LEA ensures that it complies with the provision for submitting an annual application to the SEA and revising the LEA's plans as necessary to reflect substantial changes in the direction of the LEA's program.</p>	<p><b>This indicator replaces the indicator in the primary monitoring document for consolidated programs. Any programs, funds, and set-asides not consolidated are subject to the rules and requirements of the original indicator.</b></p> <ol style="list-style-type: none"> <li>1. CLIP evidence shall include:             <ol style="list-style-type: none"> <li>a. Written procedures for creating, reviewing, and approving the CLIP for all programs, which shall include resolution procedures for unapproved CLIPs</li> <li>b. SIG ONLY - Documentation to support the selection of evidence-based action steps in CLIP</li> <li>c. CLIP Preparation:                 <ol style="list-style-type: none"> <li>i. Evidence to verify the participation of required stakeholders and community-based partners in CLIP preparation                     <ol style="list-style-type: none"> <li>a. Title IV, Part A—Evidence of initial consultations with community-based partners with relevant and demonstrated expertise in programs and activities for the purposes of progress monitoring and programmatic effectiveness towards meeting intended objectives and outcomes and to include coordinating implementation with other related strategies, programs and activities. (Ongoing consultation checked in Indicator 1.3)</li> </ol> </li> <li>ii. Evidence of CLIP preparation</li> </ol> </li> </ol> </li> <li>2. Title I, Part A Schoolwide evidence shall include:             <ol style="list-style-type: none"> <li>a. Written procedures for creating, reviewing, and approving the Schoolwide Program Plans which also includes resolution procedures for unapproved Schoolwide Program</li> <li>b. Timely guidance to schools on submission of plan amendments</li> <li>c. Evidence of timely Schoolwide Program plan approval and release of funds</li> <li>d. Source documentation verifying stakeholder involvement in Schoolwide Program Plan development</li> </ol> </li> </ol>
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### 3. SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN

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3.1 & 3.2	LEA requirement – No variation	
<b>4. MAINTENANCE OF EFFORT (MOE) AND COMPARABILITY, ASSESSMENT SECURITY, REPORTING, EL PARTICIPATION</b>		
4.1, 4.2 & 4.3	LEA requirement – No variation	
<b>5. INTERNAL CONTROLS, EXPENDITURES, INVENTORY, DRAWDOWNS, COST PRINCIPLES</b>		
1a. Evidence that all LEA Internal Controls specific to LEA expenditures required to be in writing by 2 CFR Part 200, OCGA, GA Polices, SBOE Rules are present and meet requirements for internal controls:	<b>This indicator replaces the indicator in the primary monitoring document for consolidated programs. Any programs, funds, and set-asides not consolidated are subject to the rules and requirements of the original indicator.</b>	
	<b>CONTROL</b>	<b>FEDERAL REQUIREMENT</b>
		<b>GEORGIA REQUIREMENT</b>
a. Effectiveness and efficiency of operations; b. Reliability of reporting for internal and external use;	1a. Evidence shall include internal controls required to be in writing by 2 CFR Part 200 and/or State law, policy, or rule.	
c. Compliance with applicable laws and regulations.	Written Allowability Procedures	2 CFR Sec. 200.302(b)(7) Not Applicable
d. Ability to meet the following objectives for Federal Awards:	Segregation of Duties	GAO-14-704G SBOE Rule 160-5-2-.23 & Generally Accepted Accounting Principles (GAAP)
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	Written Procurement Procedures	2 CFR Sec. 200.319(c) SBOE Rule 160-5-2-.23 (Suspension and Debarment) Georgia Procurement Manual Authorized Under OCGA 50-5
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	Written Method for Conducting Technical Evaluations of Competitive Proposals and Selecting Recipients	2 CFR Sec. 200.320(d)(3) Georgia Procurement Manual Authorized Under OCGA 50-5
	Written Conflict of Interest Policy	2 CFR Sec. 200.318(c)(1) OCGA 45-10; Georgia Procurement Manual Authorized Under OCGA 50-5
	Written Personal Compensation Policies (Time and Effort to include salaries, substitutes, and stipends)	2 CFR Sec. 200.430 Not Applicable
	Written Stipend Policy	2 CFR Sec. 200.474(b) SBOE Rule 160-3-3.04 Written Travel Policy
	Procedures to support suspension and debarment is checked prior to making purchases above \$25,000 threshold from single vendor	(34 CFR 85.110) SBOE Rule 160-5-2-.23
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:	1b. Evidence shall include:	
a. Segregation of duties in review and authorization.	a. Copy of FY19 and FY20 Payroll & Expenditure Detail Reports for every program organized by site, function and object (if applicable, with LEA Chart of Accounts crosswalk).	
b. Reconciles all applicable reports – expenditure, budget, etc.	b. Sample Expenditure Packets to demonstrate that consolidated purchases were used to support activities and interventions included in the schoolwide plan. Samples should be comprehensive to show implementation of the schoolwide plan and labeled to indicate which program(s) intent and purpose is being demonstrated. Source Documentation may include: purchase orders, invoices, contracts/ contract deliverables, agendas, receipts, travel authorizations, pre-approval, etc.).	
c. Allowable under schoolwide plan	c. Copy of special approval documentation (capital expenses, transfer of funds, consolidation of administrative funds, etc.).	
d. Expenditures used to support Intent and	d. Copy of single audit reports for last two years available.	
	e. Copy of FY19 Completion Report and FY19 general ledger for each federal program	

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<p>Purpose/SWP are allocable and supported by source/implementation documentation.</p> <p>e. Align with approved Fund 150 budget.</p> <p>f. Maintain oversight of contracts/purchase orders for contracted services.</p> <p>g. Avoid conflict of interest.</p> <p>h. Provides time stamped documentation of verifying vendors against suspension and debarment database.</p> <p>i. Follow state/local procedures and/or policies related to competition and methods of procurement.</p>	<ul style="list-style-type: none"> <li>Title IV, Part A – Expenditures selected to demonstrate the intent and purpose of the program should also collectively across the LEA demonstrate equity in addressing 1) Well Rounded, 2) Safe and Healthy, 3) Effective Use of Technology. If using the purchase of technology to show equity and intent and purpose, PD for technology must also be included.</li> </ul> <p>Any funds not consolidated, including district level set-asides, are subject to the full indicator.</p>
<p>2.a Inventory Internal Control</p> <p>2.b Inventory</p>	<p>Inventory procedures and records must be maintained for equipment purchased in the last five years with non-consolidated funds.</p> <p><i>See 5.2 on original document if applicable.</i></p>
<p>3.a Cash Management Internal Controls</p> <p>3.b Cash Management</p>	<p>LEA requirement – No variation</p>
<p><b>6. TITLE I, PART A - WITHIN DISTRICT ALLOCATION PROCEDURES</b></p>	
<p>6.1 &amp; 6.2</p>	<p>LEA requirement – No variation</p>
<p>6.3</p>	<p>Not Applicable</p>
<p><b>7. PROFESSIONAL QUALIFICATIONS</b></p>	
<p>7.1, 7.2, 7.3 &amp; 7.4</p>	<p>LEA requirement – No variation</p>
<p><b>8. TITLE I, PART A - NOTICE TO PARENTS</b></p>	
<p>8.1</p>	<p>LEA requirement – No variation</p>
<p><b>9. TITLE I, PART A - PARENT AND FAMILY ENGAGEMENT</b></p>	
<p>9.1, 9.2, 9.3, 9.4, 9.5, 9.6</p>	<p>LEA requirement – No variation</p>
<p><b>10. SCHOOL IMPROVEMENT 1003(a) (84.010)</b></p>	
<p>10.1, 10.2, 10.3, 10.4, 10.5, 10.6</p>	<p>LEA requirement – No variation</p>
<p><b>11. SCHOOL IMPROVEMENT 1003(g) SIG (84.377)</b></p>	
<p>11.1</p>	<p>LEA requirement – No variation</p>
<p><b>12. SERVICES FOR HOMELESS CHILDREN AND YOUTH</b></p>	
<p>12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8</p>	<p>LEA requirement – No variation</p>
<p><b>13. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)</b></p>	
<p>13.1, 13.2, 13.3, 13.4, 13.5, 13.6</p>	<p>LEA requirement – No variation</p>
<p><b>14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK (TITLE I, PART D, SUBPART 2 GRANTEEES)</b></p>	
<p>14.1</p>	<p>Only applicable to Taylor County and Troup County</p>
<p><b>15. SERVICES FOR CHILDREN IN FOSTER CARE</b></p>	
<p>15.1</p>	<p>LEA requirement – No variation</p>

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<b>16. TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT</b>	
16.1, 16.2	LEA requirement – No variation
16.3-16.6	The contents of these indicators are checked in 5.1
16.7	LEA requirement – No variation
16.8	The contents of these indicators are checked in 1.3 and 2.1 <ul style="list-style-type: none"> <li>o Ongoing Stakeholder Communication Checked in 1.3</li> <li>o Initial Stakeholder Communication Checked in 2.1</li> </ul>
16.9	The contents of this indicator are checked in 1.2, 1.3
<b>17. TITLE V, PART B - RURAL AND LOW-INCOME SCHOOLS PROGRAM</b>	
17.1	LEA requirement – No variation
17.2	The contents of this indicator are checked in 5.1
<b>18. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS</b>	
18.1,	LEA requirement – No variation
18.2, 18.3, 18.4, 18.5	The contents of these indicators are checked in 1.2, 1.3
<b>19. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES</b>	
19.1, 19.2, 19.3, 19.5	LEA requirement – No variation
19.4, 19.6	The contents of these indicators are checked in 1.2 and 1.3 (Tutoring Schedules must be included in compliance with State Plan)
<b>20. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) - FISCAL INDICATORS</b>	
20.1, 20.2, 20.3, 20.4	LEA requirement – No variation
<b>21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) - RESULTS-BASED MONITORING PROGRAM INDICATORS</b>	
21.1	LEA requirement – No variation
<b>22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – CONSOLIDATION INDICATORS</b>	
<p>IDEA Consolidation of Funds in a Schoolwide Program</p> <p>Evidence that:</p> <ol style="list-style-type: none"> <li>1. IDEA funds must be counted as Federal funds for IDEA's excess cost and supplement not supplant calculations, which includes special education maintenance of effort (MOE). The Excess Cost Calculation is reported annually in the Consolidated Application portal by the LEA. The special education MOE calculation is reported on the DE046 report annually and uploaded to the Special Education MOE</li> </ol>	<p><b>This applies to the schools where LEAs are consolidating funds in schoolwide programs (Fund 150):</b></p> <ol style="list-style-type: none"> <li>1. IDEA Consolidation of Funds in a Schoolwide Program</li> </ol> <p>Evidence</p> <ol style="list-style-type: none"> <li>1. Excess Cost Calculation Portal showing that IDEA funds are reported as federal funds.</li> <li>2. Schoolwide Program IDEA Formula is used at each participating school. Evidence would include IDEA expenditure total consolidated in each school. Detailed expenditure reports are not needed.</li> <li>3. Evidence for student IEP services may be teacher schedules, student schedules, FTE reporting, or any other supporting documentation that proves services have taken place. LEAs may choose the supporting documentation, as long as, it clearly shows that student services are being provided according to IEPs.</li> </ol>

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<p>portal within the Consolidated Application. Both calculations will be reviewed to see that IDEA funds are reported as Federal funds.</p> <ol style="list-style-type: none"> <li>2. Schoolwide programs may not exceed what is allowed by the IDEA. First, the LEA determines the amount of funds it received under the IDEA section 611 and 619 programs. Secondly, the LEA must divide the total amount of its IDEA grants by the number of children with disabilities in the jurisdiction of the LEA. Finally, the LEA then multiplies this figure by the number of children with disabilities who will be participating in the schoolwide program. This will be reviewed and approved initially at the time of consolidation budget approval. The formula calculation and expenditures will be reviewed during monitoring, to ensure that each schoolwide program does not exceed what is allowed by the IDEA.</li> <li>3. Students must receive services in accordance with a properly developed individualized education plan (IEP); and be afforded all of the rights and services guaranteed to children with disabilities and their parents under the IDEA. A sampling of IEPs will be requested ahead of the monitoring review with three business days advance notice. The sampling size will be determined based on the size of the LEA and the number of schools participating. During the monitoring review, the LEAs must provide evidence that student services are being implemented according to the IEPs of each student.</li> </ol>	
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