



Cross-Functional Monitoring Training

FY20

August 26, 2019



CFM Document

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

Monitoring Resources

- Monitoring Cycles FY18 - FY22
- FY20 Cross Functional Monitoring Document

Presenters

Office of Federal Programs	Title I, Part A – Improving Academic Achievement of the Disadvantaged Title I, Part A - Family-School Partnership Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A – Supporting Effective Instruction Title III, Part A - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment Title V, Part B - Rural Education Achievement Program (REAP) Title IX, Part A - McKinney - Vento Homeless Assistance Act
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Presenters

School & District Effectiveness Division	School Improvement Grants - 1003(a) School Improvement Grants (SIG) - 1003(g)
Special Education Division	Individuals with Disabilities Education Act of 2004 (IDEA)

Schedule

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

Agenda

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

Setting the Context



Setting the Context



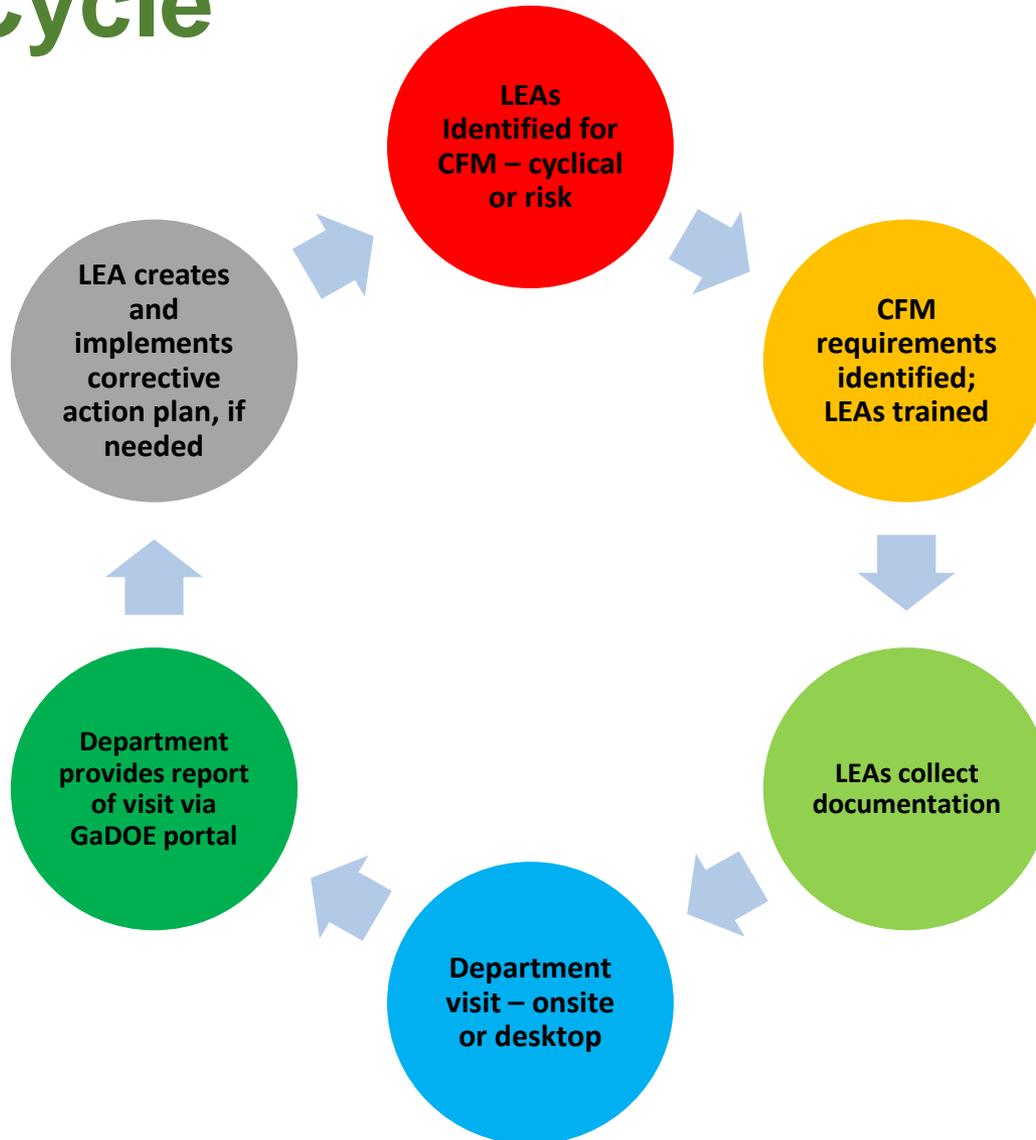
Purpose of Monitoring

- Monitoring of federal programs is conducted to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.
- Monitoring emphasizes accountability for using federal resources wisely.
- Monitoring serves as a vehicle for the Department to help LEAs achieve high quality implementation of educational programs utilizing the LEAs' federal allocations.

§200.331

Department Cross-Functional Monitoring (CFM) Process

CFM Cycle



Federal Programs Monitored

- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Parent and Family Engagement
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title I, School Improvement - 1003(a)
- Title I, School Improvement Grants (SIG) - 1003(g)
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment (SSAE)
- Title IV, Part B – 21st Century Community Learning Centers
- Title V, Part B - Rural Education Achievement Programs (REAP)
- Title IX, Part A - Education for Homeless Children & Youth
- Individuals with Disabilities Education Act of 2004 (IDEA)

7 Ways the Department Monitors

1. Review of program compliance requirements (CLIP)
2. Monitoring of budgets & expenditures
3. Single audit (2 C.F.R. 200.501)
4. On-site monitoring
5. Self-monitoring
6. Desktop monitoring
7. Inventory monitoring

The On-Site Monitoring Selection Process

- LEAs monitored on a four-year cycle (approximately 1/4 each year) *Note: Some federal programs monitor more frequently. McKinney-Vento grant and the 21st CCLC grant recipients are monitored annually.*
- GaDOE is currently on cycle 2 of the four-year monitoring schedule.
- High-Risk LEAs added to current cycle
 - Risk assessment is completed to determine if an LEA falls into the high-risk category.

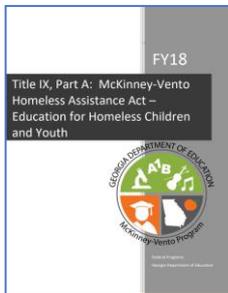
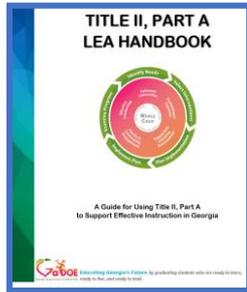
The On-Site Monitoring Selection Process

- The Department's Office of Federal Programs defines high-risk as:
 - LEAs showing evidence of serious or chronic compliance problems.
 - LEAs with previous financial monitoring/audit findings.
 - LEAs with a high number of complaints from parents and other stakeholders about program implementation.
- LEAs identified by FBO and State Audit Department
- Other LEAs as deemed necessary.



Preparing for Federal Programs Cross-Functional Monitoring

Federal Programs Handbooks



WHOLE CHILD

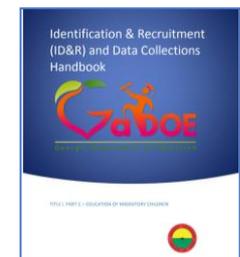
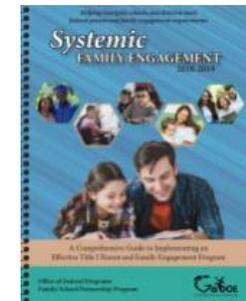
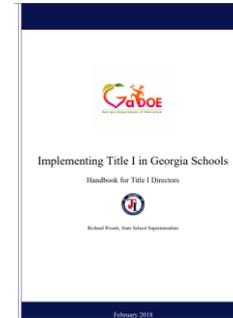
Identify Needs | Select Interventions | Plan Implementation | Examine Progress

Coherent Instruction | Effective Leadership | Family & Community Engagement | Supportive Learning Environment | Professional Capacity

**FEDERAL PROGRAMS
HANDBOOK**

Information Applicable to
All Federal Programs

GaDOE
Georgia Department of Education



Fiscal Year

- FY20 CFM Rubric will be used for all monitoring
- In general, CFM Teams will review documents for FY20; payroll and expenditure reports will be from FY19 and FY20
- CFM Teams will review documents for FY19 when FY20 documents are not available

Example:

LEA has a monitoring date in December; however, FY20 time and effort documents have not been completed yet. The LEA will provide FY19 time and effort documentation.

Documentation for Monitoring of Federal Programs

1. Emails
2. Memos
3. Dated meeting agendas
4. Dated sign-in sheets
5. Checklists with comments
6. Record of physical inventory of equipment and real property
7. Fiscal documentation
8. Websites
9. Other forms of documentation

Receiving CFM Results

Georgia Department of Education

Site Navigation

- Home
- Logout
- Consolidated Application
- Monitoring**

Cross Functional Monitoring

Search | Review | Indicators | Audit Trail

Summary - Search

School Year: * 2018 Federal Programs Cross Functional Monitoring

Program: * ALL

Phase: ALL

Summary - Result

School Year	District	Program
1		

LEA Preparation Prior to On-Site Monitoring Visit

- LEAs are required to provide supporting documentation that is not already available to the Department's Cross-Functional monitoring team.
- The Department's federal programs will provide a list of LEA documentation that will be provided by the LEA prior to the on-site monitoring visit (2 weeks).
 - FY19 and 20 detailed expenditure report for each federal program being monitored
 - FY19 and 20 payroll history report by account code for each federal program being monitored
 - Other documents requested by a specific federal program

LEA Preparation Prior to On-Site Monitoring Visit

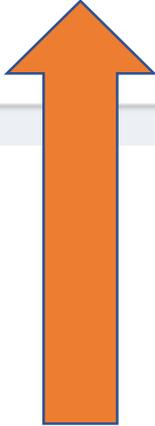
- LEAs will upload the requested documentation to the Monitoring application in the SLDS.
- Due to FERPA regulations some information cannot be submitted via internet; therefore, these programs will utilize the MyGaDOE Portal email (unless otherwise directed by the program):
 - IDEA
 - Title III, Part A; Title I, Part C

Monitoring Application for Sharing Documents - SLDS

 **Consolidated LEA Improvement Plan (CLIP)**

[Home](#) [CLIP](#) [SandBox](#) [Data Dashboard](#) [School SIP](#) [Cross Functional Monitoring](#)

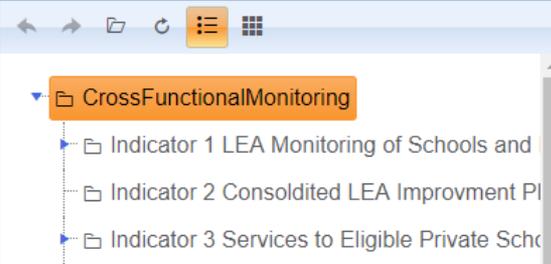
School Year : District : Appling County



Available by October 1

Monitoring Application for Sharing Documents - SLDS

Current Status: Submitted To State



The screenshot shows a file explorer window with a folder named 'CrossFunctionalMonitoring' selected. Inside this folder, there are three sub-folders: 'Indicator 1 LEA Monitoring of Schools and Programs', 'Indicator 2 Consolidated LEA Improvement Plan and SWP TAP Plans', and 'Indicator 3 Services to Eligible Private School Children'. A yellow arrow points from the text below to the 'Indicator 3' folder.

Filename	Size	Modified By	Modified Date
Indicator 1 LEA Monitoring of Schools and Programs			
Indicator 2 Consolidated LEA Improvement Plan and SWP TAP Plans			
Indicator 3 Services to Eligible Private School Children			

Indicators will mirror the FY20 CFM Document

Monitoring Application for Sharing Documents - SLDS

Current Status: Started

Filename
No records to display

Upload

Max file size allowed: 25.00 MB
File extensions allowed: *.*

Upload

LEA Documentation Submission Prior to On-Site Monitoring Visit

- Documents requested for Desktop Monitoring are due by **9 AM** the same day that the remainder of the CFM Team is visiting the district
- All uploaded files must be in PDF format
- File names should reference the indicator number.
Ex: Indicator 8.3 Distribution Checklist

LEA Preparation Prior to On-Site Monitoring Visit

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

LEA Preparation Prior to On-Site Monitoring Visit

- LEAs must provide:
 - A room large enough to accommodate the entire monitoring team. If need be, more than one room can be used.
 - Interview rooms (1 is sufficient)
 - Internet access for the monitoring team to be able to review district and schools' web site information. IT staff should be available to assist with connectivity.
- LEA staff need to be on-site and/or available during the monitoring visit. *It is important that other meetings requiring LEA staff are not scheduled during the monitoring visit.*

LEA Preparation Prior to On-Site Monitoring Visit

LEA staff to be present/available during monitoring include:

- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Parent and Family Engagement
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title I School Improvement - 1003(a)
- Title I School Improvement Grants (SIG) - 1003(g)
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment (SSAE)
- Title IV, Part B – 21st Century Community Learning Centers
- Title V, Part B - Rural Education Achievement Programs (REAP)
- Title X, Part C - Education for Homeless Children & Youth
- Individuals with Disabilities Education Act of 2004 (IDEA)

LEA Preparation Prior to On-Site Monitoring Visit

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

- Federal program director/coordinator
- LEA program staff assigned specific duties in any given federal program
- Financial persons responsible for federal grant budgets
- Human Resources designee

Preparation is Important!

Your district should:

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

Logistics

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

CFM Next Steps

- Recording of this webinar will be posted on our website by August 27
- Monitoring dates and on-site/desktop status (by program) will be finalized on or before September 15
 - If your LEA would like to be 100% desktop monitored, send an email to jwight@doe.k12.ga.us.
- Director of Federal Programs will notify the LEA's main contact person on or before September 15
- GaDOE Onsite Coordinator will then contact LEAs as the monitoring date approaches

The Monitoring Document



GaDOE Cross-Functional Monitoring Indicators 2019-2020



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The Monitoring Document

Citations have active weblinks:

[ESEA](#): [Sec. 1117 and 1120](#); [Sec. 2102\(b\)\(2\)\(E\)](#); [Sec. 8501\(a\)\(5\)](#); [Sec. 8501\(c\)](#); [Sec. 4106\(e\)\(2\)\(B\)](#); [Sec. 8501\(a\)\(5\)](#); [Sec. 8501\(c\)](#); [34 CFR Part 200.62-200.67](#); [34 CFR Part 200.77 \(f\)](#)

Consolidation of Funds & Monitoring

Advantages of Consolidating Funds in a Schoolwide Program

- Flexibility to allocate all available resources effectively and efficiently.
- A school is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation, provided it meets the intent and purposes of those programs.
- A school is not required to maintain separate fiscal accounting records by Federal program that identify the specific activities supported by each program's funds.

Responsibilities when Consolidating Funds in a Schoolwide Programs

- LEAs who do not consolidate 100% of Federal Funds and set-asides continue to be subject to all federal requirements for funds not consolidated
- Consolidation at the school level does not exempt LEAs from meeting LEA level responsibilities
 - Reporting to ESSA Title programs any data required by USDE
 - Meeting the civil rights needs of students
 - Including relevant stakeholders in the application process and ongoing consultation as required by statute
 - Implementing application
 - Ensuring activities/interventions identified by the LEA as meeting the intent and purpose are allowable under the program statute

Consolidation of Funds & Monitoring

 GaDOE Cross-Functional Monitoring Indicators
2019-2020 

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Consolidation of Funds MONITORING ADDENDUM



FY20 Monitoring Indicators and Documentation

Overarching Requirements



Overarching Requirements

- Each Federal program will review their program specific sections within the overarching requirement sections
- Documentation for each program should be collected and organized in the overarching section files
- Each program will determine compliance with their program specific requirements in that overarching section

Overarching Requirements

Section 1 LEA Monitoring of Programs



Overarching Indicator 1 Monitoring Programs

Requirement

[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\(c\)\(3\)\(E\)](#)

[Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments \(2016\)](#)

The LEA conducts monitoring of its programs for both implementation and effectiveness of funded strategies/activities at the LEA, school and program levels to ensure compliance with Uniform Grant Guidance and Federal program requirements. (Title I, Part A; School Improvement 1003(a); School Improvement 1003(g) (SIG); Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A--McKinney-Vento Act; and IDEA).

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. [ESEA](#): Sec. 1111(g)(1)(B), 1112(b)(2), 2101(d)(2)(E), [Georgia EAEE](#)

Evidence of Implementation

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:

- a. **Steps the LEA will use to monitor and provide technical assistance for the implementation of all Federal programs**
- b. Position(s) responsible for the implementation and monitoring
- c. **Frequency of monitoring (timeline)**
- d. List of documentation that will be maintained to verify the Title programs have been monitored
- e. **Needed corrective actions at schools (identified by the LEA)**
- f. Follow-up/verification of corrective actions at schools and district (identified by the LEA) review of applicable federal program budgets (development)
- g. **Description the LEA uses to identify high risk schools within the district**
- h. IDEA procedures to include SST, Child Find, Evaluation/RE-evaluation, Eligibility and Discipline
- i. **LEAs consolidating funds in 150, written procedures for monitoring intent and purposes**

Overarching Indicator 1

Monitoring Implementation

Requirement

[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\(c\)\(3\)\(E\)](#)

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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. [ESEA: Sec. 1111\(g\)\(1\)\(B\), 1112\(b\)\(2\), 2101\(d\)\(2\)\(E\)](#), [Georgia EAEE](#)

Evidence of Implementation

Evidence **shall** include administering the LEA's written procedures for monitoring the implementation 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). LEAs **may** provide the following types of documentation or other types of documentation:

- a. **Data collection instruments used to monitor the implementation of all federally funded activities/strategies and budgets (interview guides, program review checklists, monitoring reports,**
- b. A summary and supporting documentation of the LEA's progress in monitoring the implementation of the FY20 LEA Equity Action Plan that addresses each LEA selected equity gap and corresponding equity intervention. (sign-in sheets, agendas, training documents, contracts/ agreements, purchase orders, reports - discipline, staffing, attendance, etc.)
- c. **Copies of the LEAs schedule for monitoring schools**
- d. Samples of communications to schools
- e. **Samples of on-going consultations with stakeholders and community-based partners that address implementation and progress towards meeting intended outcomes**
- 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)
- g. **Minutes of board meeting approving the annual Grant Award Notification - SIG**
- h. Policies on Federal Grant Administration – SIG
- i. **Title I Part C - Supplemental Services Tracking form (required), home visit documentation, OSY profiles (required), preschool assessments**

Overarching Indicator 1

Monitoring Effectiveness

Requirement

[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\(c\)\(3\)\(E\)](#)

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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. [ESEA: Sec. 1111\(g\)\(1\)\(B\), 1112\(b\)\(2\), 2101\(d\)\(2\)\(E\)](#), [Georgia EAEE](#)

Evidence of Implementation

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:

- 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 (required)**
- 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.
- C. **Title IV, Part A Progress Monitoring/Effectiveness Summary Document**
- D. Title I, Part C Program Evaluation Template; data disaggregation of migrant compared to non-migrant; migrant PFS compared to migrant non-PFS
- E. **Homeless Education Program Evaluation summary**
- F. Completed/annotated logic models



Overarching Requirements

Section 2 Consolidated LEA Improvement Plan (CLIP) and Schoolwide/Targeted Assistance Plans

Overarching Indicator 2

Consolidated LEA Improvement Plan (CLIP)

Requirement

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)

[ESEA](#): 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

Evidence of Implementation

Evidence **shall** include:

- 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).
- B. Documentation to support the selection of evidence-based action steps in CLIP
- C. CLIP Preparation:
 1. Evidence to verify the participation of required stakeholders and community-based partners in CLIP preparation
 2. Evidence of CLIP preparation may include review checklists (CLIP Review Rubric), established schedule, samples of correspondence with schools and other LEA departments

Overarching Indicator 2

Schoolwide and Targeted Assistance Plans

Requirement

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)

[ESEA](#): 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

Evidence of Implementation

Evidence **shall** include:

- 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
- B. Documentation to support the selection of evidence-based action steps in the Schoolwide Program/Targeted Assistance Program Plans. Schools where funds are being consolidated (Fund 150) are not required to provide the documentation of evidence based.
- C. Timely guidance to schools on submission of plan amendments
- D. Evidence of timely Schoolwide Program and Targeted Assistance Program plan approval and release of funds
- E. Source documentation verifying stakeholder involvement in Schoolwide Program/Targeted Assistance Program Plan development



Overarching Requirements

Section 3 Services to Eligible Private School Children

Overarching Indicator 3.1

ESSA – Services to Eligible Private School Children

Requirement

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

[ESEA](#): Sec. 1117 and 1120; Sec. 2102(b)(2)(E); Sec.8501(a)(5); Sec. 8501(c); Sec. 4106(e)(2)(B); Sec. 8501(a)(5); Sec. 8501(c); [34 CFR Part 200.62-200.67](#); [34 CFR Part 200.77 \(f\)](#)

[USDE Non-Regulatory Guidance Title IX, Part E \(2009\)](#): D-11 Consultation Documentation; D-12 Consultation Meeting Notes; D-16 Program Design; D-17 Timely and Meaningful; D-18 Ongoing Consultation; E-2 Private School Status

Evidence of Implementation

Evidence **shall** include:

- A. Copies of all DE1111 forms submitted to LEA for the FY19 and FY20 school years (Title I, Part A; Title III, Part A)
- 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)**
- C. Invitations for the provision of equitable services to eligible private schools
 - 1. Title I, Part A - Invitations to private schools serving students whose residence is within Title I eligible attendance areas
 - 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
 - a. Title I, Part C – to private schools with students officially identified as eligible for MEP services
 - 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.
- D. **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)**

Overarching Indicator 3.1

ESSA – Services to Eligible Private School Children

LEAs with Participating Private Schools

Requirement

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

[ESEA](#): Sec. 1117 and 1120; Sec. 2102(b)(2)(E); Sec.8501(a)(5); Sec. 8501(c); Sec. 4106(e)(2)(B); Sec. 8501(a)(5); Sec. 8501(c); [34 CFR Part 200.62-200.67](#); [34 CFR Part 200.77 \(f\)](#)

[USDE Non-Regulatory Guidance Title IX, Part E \(2009\)](#): D-11 Consultation Documentation; D-12 Consultation Meeting Notes; D-16 Program Design; D-17 Timely and Meaningful; D-18 Ongoing Consultation; E-2 Private School Status

Evidence of Implementation

Evidence **shall** include:

E. 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:

1. Meeting agendas and/or minutes with sign-in rosters
2. Results of assessment of private school student, teacher and leader needs
3. Evidence of planning and budgeting
4. Records of provision of services, programs, materials and resources
5. Evidence of evaluation of programs and services for effectiveness
6. If applicable, evidence of adequately addressing problems and complaints raised by private school officials
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
 - a. Annual Inventory Records
 - b. Monitors the effectiveness of equitable services implementation in meeting the needs of students, staff and families

Overarching Indicator 3.2

IDEA – Services to Eligible Private School Children

Requirement

- a. The LEA substantiates the number of private and home school students with disabilities that do not have Individual Educational Plans (IEPs).
- b. The LEA enters its Child Find count into the Proportionate Share tab in the Consolidated Application.
- c. The LEA tracks proportionate share funds.
- d. The LEA spends required Proportionate Share amount within grant period. If the correct amount was not expended, the LEA carries over that portion to be spent during the subsequent fiscal year.
- e. The LEA maintains controls of any property, equipment and supplies from IDEA used for Proportionate Share.
- f. If the LEA provided services, it was beyond the existing level of instruction at the private schools.
- g. If private school personnel were contracted, services were outside the regular duty hours of the teacher unless explicit time was set aside and funded.
- h. The LEA used state and local funds to supplement, not supplant, the required federal funds to be expended.
- i. The LEA completes the consultation process to include advertising of process.
- j. The LEA provides Child Find activities for private schools similar to the LEA schools.
- k. 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.

IDEA: [34 CFR 300.130 – 144; 612 \(a\) \(10\)\(A\)](#)

Evidence of Implementation

- A. Written Procedures that the LEA uses to determine that the required consultation occurred
- B. Evidence:
 1. LEA has met the requirement or consultation, written affirmation, and evaluation of the program
 2. Consultation has occurred between the LEA and stakeholders for eligible private and home school children
 3. Of written affirmation from officials of private school or a representative or home school representatives
 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
 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
 6. LEA regularly supervises the provision of IDEA services to private and home school children
 7. Of service plans, if applicable
 8. Of Child Find activities to private schools
 9. LEA has documentation that each participating private school has non-profit status

Overarching Requirements

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



Fiduciary Responsibility

Section 4

Maintenance of Effort

Comparability

Assessment Security

Reporting of Accountability

EL Participation

Overarching Indicator 4.1

Maintenance of Effort

Requirement

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. [ESEA: Sec. 1120A; Sec. 1114, 1118; 34 CFR 300.203, 34 CFR 300.204, 34 CFR 300.205](#)

Evidence of Implementation

- A. ESSA Documentation for ensuring maintenance of effort (MOE) for ESSA programs:
1. Written Procedures (ONLY if MOE is NOT MET) for determining maintenance of effort (MOE), including funds to be excluded from MOE calculations
 2. ESEA documentation for ensuring maintenance of effort (MOE) as outlined in Sec. 1120A and 8521 of the ESEA shall include:
 - If MOE is Met during the current fiscal year, no evidence is required
 - If MOE is NOT MET during the current fiscal year, the following is required:
 - Source data to support the request to the Department to seek waiver

Overarching Indicator 4.1

Maintenance of Effort

Requirement

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. [ESEA: Sec. 1120A; Sec. 1114, 1118; 34 CFR 300.203, 34 CFR 300.204, 34 CFR 300.205](#)

Evidence of Implementation

- B. IDEA Documentation for ensuring maintenance of effort (MOE) for IDEA:
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.
 2. If MOE is NOT MET, documentation would consist of:
 - i. MOE Eligibility Form with projected expenditures for the current year
 - a. 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
 - b. Adjustments, if applicable, should have supporting evidence verifying expenditures maintained by LEA

Overarching Indicator 4.2

Comparability

Requirement

The LEA ensures that it complies with--

- a. The procedures for meeting the comparability requirement as outlined in Sec. 1118(3)(A) of the ESEA.
- b. The LEA is monitoring comparability at least every two years. GaDOE requires that LEAs must meet comparability requirements annually.

[ESEA](#): Sec. 1118(3)(A)

Evidence of Implementation

2. Comparability

- A. **Written procedures for meeting comparability requirement as outlined in Sec. 1118(3)(A)**
- B. In cases where Title I schools are not comparable, documentation shall include evidence of adjustments (including dates of 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
- 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.**
 1. Evidence may include payroll records, detailed school expenditure reports, school-based budgets

Overarching Indicator 4.3

Assessment Security, Reporting of Accountability, and EL Participation Rate

Requirement

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.

[ESEA](#): Sec. 1111

Evidence of Implementation

A. Assessment Security evidence shall include:

1. LEA test security policy/plan which includes consequences for violation
2. Evidence of communication to local educators regarding the LEAs test security policy/plan which includes consequences for violation

B. Reporting of Accountability evidence shall include:

1. District/School State Report Card provided for public access on district and school level website(s)

C. English Learner (EL) ACCESS Participation rate evidence shall include:

1. Documentation of EL participation rate on ACCESS for ELLs 2.0 assessment
2. If participation rate is below 95%, justification providing reasons



Fiduciary Responsibility

Section 5

Internal Control/Expenditures

Inventory

Drawdowns

Cost Principles

(ALL PROGRAMS)

Overarching Indicator 5.1

Internal Controls

Requirement

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

- a. Effectiveness and efficiency of operations;
- b. Reliability of reporting for internal and external use;
- c. Compliance with applicable laws and regulations
- d. Ability to meet the following objectives for Federal Awards:
 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
 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

Evidence of Implementation

Evidence **shall** include:

- A. Internal Controls Required to be in Writing
 1. Written Allowability Procedures
 2. Segregation of Duties
 3. Written Procurement Procedures
 4. Written Method for Conducting Technical Evaluations of Proposals and Selecting Recipients
 5. Written Conflict of Interest Policy
 6. Written Personal Compensation
 7. Written Stipend Policy
 8. Written Travel Policy
- B. Evidence **may** include other recommended procedures not required in writing
 - i. Procedures to support suspension and debarment is checked prior to making purchases above \$25,000 threshold from single vendor (34 CFR 85.110)

Overarching Indicator 5.1

Accounting Records/Expenditures

Requirement	Evidence of Implementation
<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"> •Segregation of duties in review and authorization (must include Program Coordinator). •Reconciles all applicable reports – expenditure, budget, etc. •Allowable under applicable laws and regulations. •Prove necessary, reasonable, and allocable. •Supported by source documentation. •Supplement, not supplant •Align with approved Federal budget. •Occur within the grant Period of Performance and benefits current grant period. •Comply with standards of documentation of personnel expenditures (Time and Effort). •Maintain oversight of contracts/purchase orders for contracted services. •Avoid conflict of interest. •Provides time stamped documentation of verifying vendors against suspension and debarment database •Follow federal procedures and/or policies related to competition and methods of procurement. 	<ul style="list-style-type: none"> C. 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). 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. E. Copy of FY19 and FY20 Time and Effort Records. F. Copy of special approval documentation (capital expenses, transfer of funds, consolidation of administrative funds, etc.). G. Copy of single audit reports for last two years available. 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) I. Copy of FY19 Completion Report and FY19 general ledger for each federal program J. Copy of time stamped documentation verifying vendors against suspension and debarment database.

Overarching Indicator 5.2

Inventory Internal Controls

Requirement	Evidence of Implementation
<p>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">a. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.b. Maintenance procedures to keep the property in good condition.	<p>Evidence shall include:</p> <ul style="list-style-type: none">A. Written procedures for managing equipment - (including replacement equipment) until disposition takes place<ul style="list-style-type: none">1. Acquisition of equipment2. Method of entering information into the LEA's inventory management system3. Off-site use of equipment4. Physical inventory5. District Equipment Disposition Procedures6. Adequate safeguards related to loss, damage, or theft of equipment7. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.8. Equipment use for Title I, Part A TA programs9. Equipment use for private schools10. Maintenance procedures to keep the property in good condition.

Overarching Indicator 5.2

Inventory Internal Controls

Requirement	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">• Use of the equipment for authorized purposes of the property during the period of performance, or until the property is no longer needed for the purposes of the project.• Maintenance of property records to include person responsible for maintaining documentation. Purchase Orders and Inventory Records showing: item description, cost, source of funding for equipment including the Federal Award Identification Number (FAIN), date of purchase, serial number or other identification number, location, use, condition of property, and disposition data including date of disposal.• Annual physical inventories and reconciliation of physical inventory with property records.• Adequate safeguards to prevent loss, damage, or theft of the property to include investigation if loss, damage, or theft occur.• Sale of property procedures to ensure the highest possible return.• Disposition of equipment in accordance with state laws and procedures. <p>2 CFR Sec. 200.313</p>	<ul style="list-style-type: none">• Copies of all purchase orders documenting purchases of equipment with federal funds.• Copy of inventory records with all required component [CFR 200.313(d)]• Records/logs of dates that physical inventories were conducted at LEA and schools with date, and signatures of person conducting inventory.

Overarching Indicator 5.3

Cash Management

Requirement	Evidence of Implementation
<p>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 Federal Programs Handbook.</p>	<p>Evidence shall include:</p> <ul style="list-style-type: none">A. Written cash management (payment) procedures.B. Copies of all FY19 & FY20 DE0147s for each federal program being monitored. Include supporting accounting records.C. Evidence that LEA reconciles drawdown requests as needed and maintains supporting documentation

Time & Effort: Standards for Documentation of Personnel Expenses §200.430

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

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

Time and Effort: Standards for Documentation of Personnel Expenses §200.430

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

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

- PARs are not defined!!

Time and Effort

1. Type 1: Period Certification
 - a. Single Cost Objective
 - b. May be completed twice a year OR once a year as detailed in your district's written procedures
 - c. Supporting documentation is still required
 - d. Signed after the fact by employee or supervisor with knowledge of the work performed
 - e. May be completed by for an individual or group (both forms available on the GaDOE Website)
2. Type 2: Personnel Activity Report (PAR) also known as time logs
 - a. Multiple Cost Objectives
 - b. Can be submitted to supervisor quarterly or monthly as detailed in your district's written procedures
3. Flexibility for time and effort must be addressed in the district's internal controls



Add your questions to the chat box or
send an email to
federalprograms@doe.k12.ga.us

Next Session: IDEA



Indicator 20: IDEA Fiscal Compliance

- CEIS Expenditures
- High Cost Fund Pool
- LEA Excess Cost Calculation
- Parent Mentor Grant

Indicator 20.1

Comprehensive Coordinated Early Intervening Services (CCEIS)

Requirement

- The LEA is compliant in grant management procedures for use of IDEA CCEIS funds.

34 CFR 300.208

34 CFR 300.226

Evidence of Implementation

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

Indicator 20.2

IDEA High Cost Fund

Requirement

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

34 CFR 300.704

Evidence of Implementation

- Detailed HCF expenditure report
 - Grand total must equal or exceed the grant amount.
 - All expenditures must align with the approved HCF application.
- Student IEP/Eligibility
- Invoices, receipts, etc.
- Medicaid reimbursement documentation, if applicable

Indicator 20.3

Excess Cost

Requirement

The LEA only uses IDEA for the excess costs of students with disabilities.

34 CFR 300.16

34 CFR 300.202

Title I A 602.8

Evidence of Implementation

- Portal Results and Base signed off.
- Excess Cost Expenditure reports for special education expenditures on the results calculations tab.
- Supporting evidence for “other special education expenses”.
- Supporting evidence for student enrollment.

Indicator 20.4

Parent Mentor Partnership Grant

Requirement

The LEA only uses this grant to hire a parent mentor and fulfill obligations set forth in the grant application.

Evidence of Implementation

- 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.

Indicator 22: IDEA Schoolwide Program Consolidation

- 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). Both calculations will be reviewed.
- 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 approved initially at the time of consolidation budget approval. The formula calculation and expenditures will be reviewed during monitoring.
- 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. During the monitoring review, the LEAs must provide evidence that student services are being implemented according to the IEPs of each student. Evidence may include: teacher schedules, student schedules, FTE reporting, or any other supporting documentation that indicates services have taken place.

Indicator 22: IDEA Schoolwide Program Consolidation

The IDEA places the following conditions on LEAs and schools that consolidate IDEA funds in a schoolwide program:

1. The IDEA funds must still be counted as Federal funds for IDEA's excess cost and supplement not supplant calculations.
2. Regardless of how the IDEA funds are expended, children with disabilities in a schoolwide program school must:
 - receive services in accordance with a properly developed individualized education program (IEP); and
 - be afforded all of the rights and services guaranteed to children with disabilities and their parents under the IDEA.

IDEA/RDA Compliance Monitoring

Indicator 21 – Two Parts

Policies, Practices and Procedures

Follows the GA Rules Outline found here:

<https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Cross%20Functional%20Monitoring/GEORGIA%20STATE%20RULES%20OUTLINE%20%20July%2030%2c%202019%20 .pdf>

Student Folder Review

Follows the Due Process Checklist found here:

<https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Cross%20Functional%20Monitoring/GEORGIA%20STATE%20RULES%20OUTLINE%20%20July%2030%2c%202019%20 .pdf>

IDEA/RDA Compliance Review

Student Record Review:

- 2 Preschool
- 2 Elementary
- 2 Middle
- 5 High School (age 16 and older)
- 2 GNETS
- 2 Residential, if applicable

IDEA/RDA Monitoring

- Completed in the special education dashboard in the portal
- Desk audit prior to scheduled on-site visit by fiscal team
- Any additional information needed will be requested same day as scheduled on-site visit
- Student names selected and available to LEA 4 weeks prior to scheduled date; data and LEA policies must be uploaded no later than 2 weeks prior

LEA Preparation

- Letter will be sent late September with dates, explicit instructions
- Technical assistance document available on website
- Transition Survey embedded in the CFM review

On-Site Technical Assistance

- Limited to two LEAs from each size group; only those on FY19/FY20 monitoring cycle
- LEAs will have opportunity to volunteer prior to implementation of data-based selection process
- Scheduled after CFM date
- Will use APR and targeted questions to frame onsite dialogue
- Strictly technical assistance to aid districts in improving student outcomes

Cross Functional Monitoring Technical Assistance

District Liaisons will provide additional technical assistance through Collaborative Communities in September



IDEA Monitoring Staff Contact Information

Amber McCollum Program Manager Budgets and Grants	(404) 463-0535	amccollum@doe.k12.ga.us
Lynn Holland Program Manager RDA	(404)657-9956	lholland@doe.k12.ga.us

Next Session: Title I, Part A



Title I, Part A Improving the Academic Achievement of the Disadvantaged

FY20 Monitoring Indicators



Title I, Part A Improving the Academic Achievement of the Disadvantaged FY20 Title I, Part A CFM Update

- Indicators applicable to Title I, Part A include:
 1. LEA Monitoring of Programs
 2. Consolidated LEA Improvement Plan (CLIP) and Schoolwide/Targeted Assistance Plan(s)
 3. Services to Eligible Private School Children
 4. Maintenance of Effort, Comparability, Assessment Security, Reporting, EL Participation
 5. Internal Controls, Expenditures, Inventory, Drawdowns, Cost Principles
 6. Within District Allocation Procedures

INDICATOR 6

TITLE I, PART A

WITHIN DISTRICT ALLOCATION PROCEDURES

Indicator 6.1 - General LEA Selection and Allocation Requirements

Requirement

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.

[ESEA: Sec. 1113; 34 CFR Sec. 200.70 and Sec. 200.71](#)

Documentation

1. Allocating Funds to Attendance Areas
 - A. Evidence shall include:
 1. Written procedures
 2. Eligible attendance area worksheet
 - a. All schools are included
 - b. Residential Treatment Facilities are included
3. Correct enrollment and poverty numbers based on previous year enrollment report and school nutrition report (FRL 001 or CEP Title I Data Sheet)

<https://rcctrails.dhs.ga.gov/public/publicfacilitiessearch.aspx>

Indicator 6.1 - General LEA Selection and Allocation Requirements

Requirement

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.

[ESEA: Sec. 1113; 34 CFR Sec. 200.70 and Sec. 200.71](#)

Documentation

4. School allocation worksheet
 - a. Reflects eligible attendance area worksheet numbers
 - b. N&D programs - enrollment and poverty numbers should all be zeros
5. Rank Order
 - a. Schools that are 75% or higher poverty receive the highest PPA
 - b. Remaining Title I schools are served in rank order or by grade span
 - c. Schools are receiving the correct PPA

Indicator 6.1 - General LEA Selection and Allocation Requirements

Requirement

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.

[ESEA: Sec. 1113](#); [34 CFR Sec. 200.70 and Sec. 200.71](#)

Documentation

6. Residential treatment facilities (previously called Senate Bill 618 schools) showing the referring entity for each student:
 - a. Parent/guardian, Department of Human Services (DHS), Department 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.)

Indicator 6.2 - Rank Ordering and Allocation Procedures

Requirement

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

[ESEA: Sec. 1113; 34 CFR Sec. 200.70 and Sec. 200.71](#)

Documentation

2. Reservation of Funds

A. Evidence shall include:

1. Written procedures for the calculation of the amount of funds for the following required set-asides:

- a. Homeless
- b. Neglected and Delinquent
- c. Parent and Family Engagement including carryover
- d. Private Proportionate Share including carryover

1. The LEA should have written procedures to delineate how they collect and provide enrollment and poverty numbers to GaDOE. This includes the agreed upon method to determine poverty, the date data would be due and how to determine/verify student residence in a Title I eligible attendance area

Indicator 6.2 - Rank Ordering and Allocation Procedures

Requirement

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

[ESEA: Sec. 1113](#); [34 CFR Sec. 200.70](#) and [Sec. 200.71](#)

Documentation

2. Required Set-asides:
 - a. Homeless: required for all districts with method used to calculate set-aside
 - b. Neglected and Delinquent (if applicable)
 - c. Parent and Family Engagement, (if allocation is over \$500,000)
 - d. Parent and Family Engagement Carryover
 1. Expenditure detail from previous year for function code 2100 matches carryover worksheet

Indicator 6.2 - Rank Ordering and Allocation Procedures

Requirement

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

[ESEA: Sec. 1113](#); [34 CFR Sec. 200.70](#) and [Sec. 200.71](#)

Documentation

3. Equitable services for private schools: Evidence shall include amount reserved for:
 - a. Parent and family engagement for families of private school participants
 - b. Instructional and professional development to private school students and their teachers
 - c. Administrative costs to private school equitable service (optional)
 - d. Equitable services private school carryover, (if applicable)
 1. Approval from State Ombudsman
 2. Updated Proportionate Share worksheet
4. Optional Set-Asides (must be district-wide activities)

Indicator 6.3 - Rank Ordering Within Schools

Requirement

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.

[ESEA](#): Sec. 1113; [34 CFR Sec. 200.70 and Sec. 200.71](#)

Documentation

3. Rank Ordering Within Schools

A. Evidence shall include:

1. Written procedures for identifying eligible students (using multiple, educationally related, objective criteria for targeted assistance school, targeted assistance-like programs where participation is offered to a select group of eligible Title I students (**district-wide activities**), and/or participating private school

Indicator 6.3 - Rank Ordering Within Schools

Requirement

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.

[ESEA: Sec. 1113](#); [34 CFR Sec. 200.70](#) and [Sec. 200.71](#)

Documentation

2. List of students by each content are served in rank order according to multiple, educational related objective selection criteria with students receiving services identified in the following programs:
 - a. Targeted Assistance Programs
 - b. Targeted Assistance-like programs where participation is offered to a select group of eligible Title I students (district wide activities)
 - c. Private Schools
3. Documentation that students are being served according to rank order list/s

Title I, Part A – On-Site Inventory Monitoring

- On-site inventory monitoring (monitored by the Title I Area Specialist, not part of the on-site CFM visit)
- Process will begin at Central Office (CO) with a procedural and record review and spot check of items on CO inventory
- School Visits (spot check of items on inventory)
 - Specialist will inform LEA of schools to be visited well in advance of visit – usually 2-3 schools
 - Someone from CO should accompany Title I Specialist to selected schools
 - Someone should be available at the school sites to facilitate the physical check of inventory
 - Please provide up-to-date copies of school specific inventory

Title I, Part A and Title II, Part A Regional CFM Meetings Schedule

Title I Regions	Date and Time	Location	Presenters
Metro 1, Metro 2, Metro 3	Wednesday, September 11, 2019 9:00	City Schools of Decatur BOE 125 Electric Ave Decatur, GA 30030	Olufunke Osunkoya Karen Cliett Robyn Planchard Chris Leonard Terri Still
NE1, NE3	Friday, September 13, 2019 9:00	Glascok County BOE 738 Railroad Avenue Gibson, GA 30810	Kathy Pruett Tammy Wilkes Terri Still
SE1, SE2, SE3, SW2, SW1	Monday, September 23, 2019 9:00 – 2:00	Colquitt County BOE Board Room 1800 Park Avenue Moultrie, GA 31768	JaBra H. Fuller Dr. Kim Ezekiel Kelly Roberts Joy Gentry Terri Still
SE1, SE2, SE3	Tuesday, September 24, 2019 10:00 – 3:00	Tattnall County BOE 146 West Brazzell Street Reidsville, GA 30453	Elaine Dawsey Marijo Pitts-Sheffield JaBra H. Fuller Terri Still
NW3	Tuesday, September 24, 2019 9:00	Jones County PL Building 130 Gordon Street Gray, GA	Clarice Howard Joy Gentry
NW1, NW2	Monday, September 30, 2019 9:00	Northwest Georgia RESA 3167 Cedartown Highway Rome, GA 30161	Sherri Minshew Anne Marie Wiseman Chris Leonard
NE2, NE3	Tuesday, October 1, 2019 9:00	White County BOE 136 Warriors Path Cleveland, GA 30528	Grace McElveen Kathy Pruett Chris Leonard

Title I, Part A Program Specialists’ Contact Information

Area	Name	Office Number	Email
Metro 1	Robyn Planchard	(678) 378-1532	rplanchard@doe.k12.ga.us
Metro 2	Olufunke Osunkoya	(678) 378-1325	oosunkoya@doe.k12.ga.us
Metro 3	Karen Cliett	(678) 217-1751	kcliett@doe.k12.ga.us
NW1	Anne Marie Wiseman	(678) 217-2021	amwiseman@doe.k12.ga.us
NW2	Sherri Minshew	(678) 340-8388	sminshew@doe.k12.ga.us
NW3	Clarice Howard	(678) 340-0370	choward@doe.k12.ga.us

Title I, Part A Program Specialists' Contact Information

Area	Name	Office Number	Email
NE1	Tammy Wilkes	(678) 217-1677	twilkes@doe.k12.ga.us
NE2	Grace McElveen	(678) 340-5055	gmcelveen@doe.k12.ga.us
NE3	Kathy Pruett	(678) 340-9388	kpruett@doe.k12.ga.us
SE1	JaBra Harden Fuller	(678) 340-9493	jharden@doe.k12.ga.us
SE2	Marijo Pitts-Sheffield	(678) 340-5369	mpitts@doe.k12.ga.us
SE3	Elaine Dawsey	(678) 217-6981	edawsey@doe.k12.ga.us
SW1	Kelly Roberts	(404) 991-4167	kelly.herman-roberts@doe.k12.ga.us
SW2	Kim Ezekiel	(678) 340-8443	kezekiel@doe.k12.ga.us

Title I, Part A Program Manager

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

Next Session: Title I, Part A Parent and Family Engagement



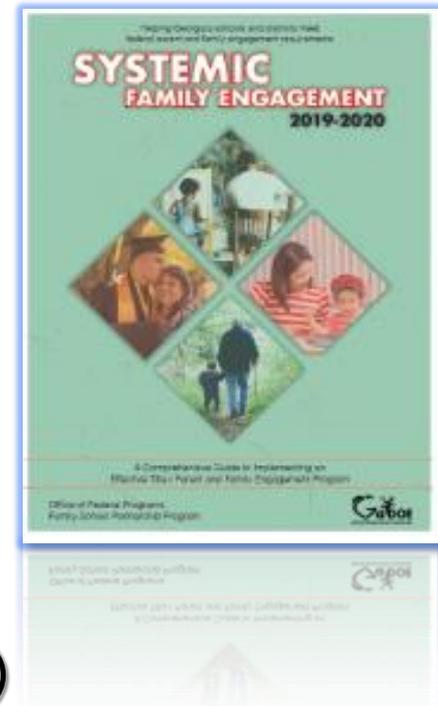
Title I, Part A Parent and Family Engagement

FY20 Monitoring Indicators and Documentation



Parent and Family Engagement FY20 Monitoring Indicators

- For Title I, Part A parent and family engagement requirements, please refer to Family-School Partnership Program's Monitoring webpage at <http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Monitoring-Family-Engagement.aspx>
- Another resource is the **Systemic Family Engagement Guide** (aka "The Handbook") <http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Handbook.aspx>



Title I, Part A Parent and Family Engagement FY20 Monitoring Process

- LEAs selected for Cross-Functional Monitoring will either be monitored on-site or by desktop monitoring.
- Four weeks prior to the monitoring date, LEAs will be notified whether monitoring of parent and family engagement will be conducted onsite or desktop.
- The GaDOE monitor will be **monitoring six (6) indicators** for parent and family engagement.

Title I, Part A Parent and Family Engagement FY20 Monitoring Process



- ***On-site monitoring*** will take place on the same day as the Cross-Functional Monitoring and consist of a ***document review***.
- Interviews will not be conducted.
- LEAs with ***more than five (5) schools*** will be notified ***four (4) weeks*** prior to on-site monitoring by the GaDOE monitor of Parent and Family Engagement indicators with regard to ***which schools*** will need to provide documentation.

Title I, Part A Parent and Family Engagement FY20 Monitoring Process (Cont.)



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

Title I, Part A Parent and Family Engagement Desktop Monitoring Process



- **Four (4) weeks** prior to desktop monitoring, the GaDOE monitor of Parent and Family Engagement indicators will randomly select **up to 3 Title I schools** and request documents from the LEA.
- **Desktop monitoring** will take place on the same day as the cross-functional monitoring and consist of an online **document review**.
- LEAs will have until **9:00 a.m.** on the day of their cross-functional monitoring to **upload parent and family engagement documentation**.

Title I, Part A Parent and Family Engagement Desktop Monitoring Process (Cont.)



- The GaDOE monitor will review the LEA's monitoring of Title I schools; however—as a sample—review documentation of **one** out of the three Title I schools' documents.
- When uploading documentation, please **name each file** with the indicator number the documentation refers to, the **content** the file contains, and either the **LEA or school name**.
 - For example, 9.3_Distribution of School-Parent Compact_ABC Elementary School

Federal Programs Indicator 9.1 - Title I, Part A: Parent Input

Requirement

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

Refer to [FY20 Cross Functional Monitoring Document](#), p. 16

Federal Programs Indicator 9.1 - Title I, Part A: Parent Input

“Look For”

- Did the LEA use either the GaDOE *Checklist for Input* or a district-developed checklist to document evidence of **more than one opportunity** for input?
 1. At least one Primary Method of an ***in-person or online meeting***: Did the checklist document multiple invitations, agenda, sign-in sheet, minutes / notes / summary / presentation / talking points, and that the meeting was offered at a flexible time?
 2. ***What was the second opportunity?*** Did the checklist show another meeting or a Secondary Method such as parent surveys, feedback form, or other LEA-developed method?
- Was there sample documentation for the selected school(s)?

Refer to [FY20 Cross Functional Monitoring Document](#), p. 16

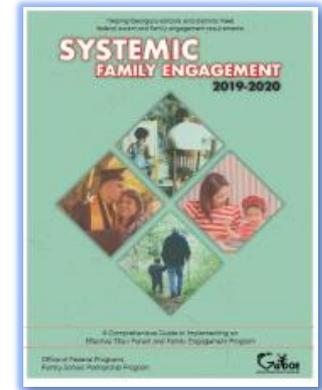
Federal Programs Indicator 9.1 - Title I, Part A: Parent Input

Common Findings

- Only one input opportunity
- The Parent Input Meeting was held **after** the revision date on the School-Parent Compact or the Parent and Family Engagement Policy.
- The Annual Title I Meeting held in the fall was used as an input opportunity to make revisions on the School-Parent Compact and Parent and Family Engagement Policy.
- Lack of evidence in asking for parent input into **building school staff capacity**

Refer to [FY20 Cross Functional Monitoring Document](#), p. 16

Federal Programs Indicator 9.1- Parent Input



Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy -

Home → School Improvement → Federal Programs → Partnerships → Input

- Federal Programs
- Input
 - ESSA State Plan
 - Annual Evaluation**
 - State Superintendent's Parent Advisory Council (PAC)
- Policies
- Compacts
- Building Capacity
 - Academic Parent-Teacher Teams (APTT)
 - Parent Capacity
 - School Staff Capacity
 - FEP Network
- Distribution
 - Parent Notifications
 - Annual Title I Parent Meeting

Input

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

Annual Evaluation Tools (PDF Document, 5 pages)	Checklist for Input (MS Word Document, 3 pages)
Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation (PDF Document, 1 page)	Elementary School Title I Parent and Family Engagement Survey (MS Word Document, 5 pages) Spanish Version

Input
pp. 70-92

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

<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Input.aspx>



Federal Programs Indicator 9.2 - Title I, Part A: LEA Technical Assistance to Schools

“Look For”

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

Refer to [FY20 Cross Functional Monitoring Document](#), p. 17

Federal Programs Indicator 9.3 - Title I, Part A: Distribution in Multiple Ways and Accessibility

Requirement

- Evidence of distribution in **multiple ways** for each of the following:
 - LEA Parent and Family Engagement Policy/Plan
 - School Parent and Family Engagement Policy/Plan
 - School-Parent Compact
- The completed and revised documents *must be distributed prior to November 1* and available to the local community

Refer to [FY20 Cross Functional Monitoring Document](#), p. 17

Federal Programs Indicator 9.3 - Title I, Part A: Distribution in Multiple Ways and Accessibility

“Look For”

- Did the LEA use either the GaDOE *Checklist for Distribution* or a district-developed checklist to document evidence of **more than one distribution method**?
- Did the checklist indicate an **Annual Title I Meeting** in the fall with dated agendas, dated sign-in sheets with roles of attendees, and meeting minutes / notes / summary / presentation / handouts?
- For the **school–parent compact**, were samples of signed and dated compacts prior to November 1 provided?
- Was the information in a **format and language** the parent can understand? Is there a copy of the notification in English for the GaDOE monitor to review?

Refer to [FY20 Cross Functional Monitoring Document](#), p. 17

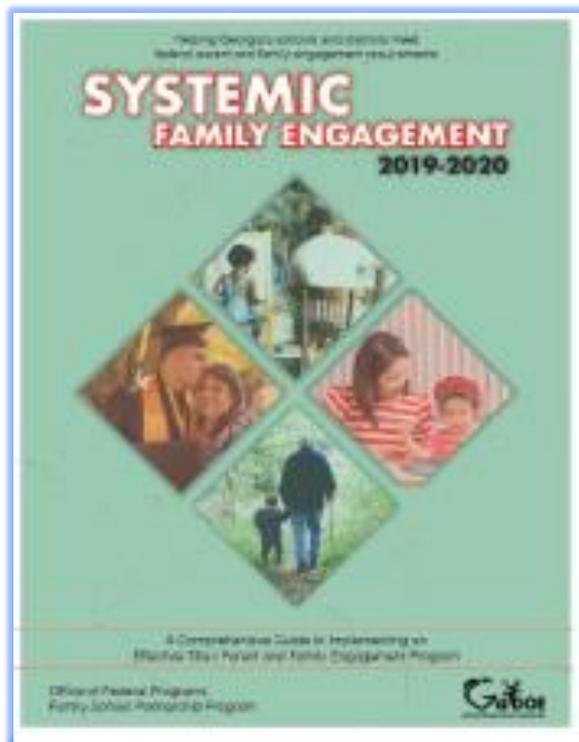
Federal Programs Indicator 9.3 - Title I, Part A: Distribution in Multiple Ways and Accessibility

Common Findings

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

Refer to [FY20 Cross Functional Monitoring Document](#), p. 17

Federal Programs Indicator 9.3 – Distribution in Multiple Ways and Accessibility



Distribution pp. 185-204

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

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

Federal Programs Indicator 9.4 - Title I, Part A: School Parent and Family Engagement Policy/Plan

“Look For”

- Does the School Parent and Family Engagement Policy / Plan have the following required content?
 - Jointly Developed
 - Annual Title I Parent Meeting
 - Communications
 - How the school will provide information, to the extent practicable, in a **format and language** that parents can understand
 - School-Parent Compact
 - Revision Date (**month, day, year**)
 - Current School Year (2019-2020)
- If the LEA is a single school system and addressed required content, the LEA may refer to the **LEA** Parent and Family Engagement Policy / Plan submitted with its CLIP.

Refer to [FY20 Cross Functional Monitoring Document](#), p. 18

Federal Programs Indicator 9.4 - Title I, Part A: School Parent and Family Engagement Policy/Plan

“Look For” (Cont.)

- Does the School Parent and Family Engagement Policy / Plan have the following required content (Cont.)?
 - For LEAs that receive more than \$500,000 in Title I, Part A funds and distributes a percentage of the **1% set-aside** for parent and family engagement
 - To the extent feasible and appropriate, coordination and integration of parent and family engagement programs and activities
 - Strategies / activities / trainings the school will provide to **build school staff capacity**
 - Strategies / activities / trainings the school will provide to **build parent capacity**

Refer to [FY20 Cross Functional Monitoring Document](#), p. 18

Federal Programs Indicator 9.4 - Title I, Part A: School Parent and Family Engagement Policy/Plan

Common Findings

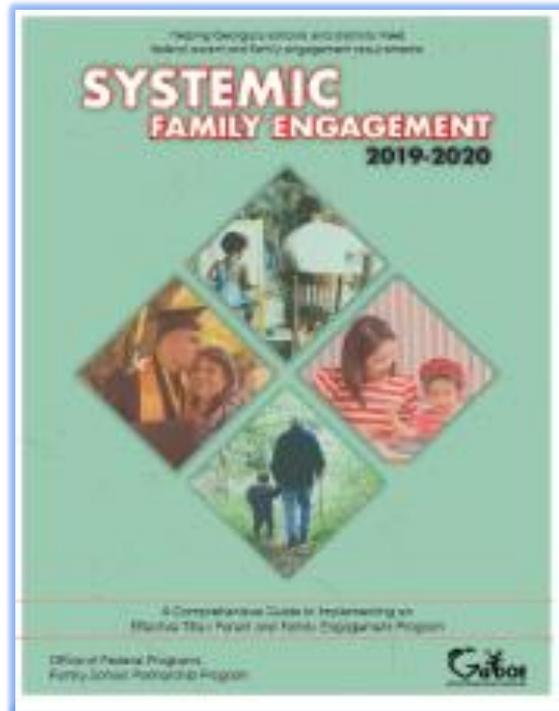
- Missing description of how the school will provide strategies / activities / trainings to **build school staff capacity**
- Missing description of the **school-parent compact**

Recommendation when...

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

Refer to [FY20 Cross Functional Monitoring Document](#), p. 18

Federal Programs Indicator 9.4 - School Parent and Family Engagement Policy/Plan



School Parent and Family Engagement Policy/Plan pp. 108-132

- Checklist
- Traditional Template
- Innovative Template

<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Policies.aspx>

Federal Programs Indicator 9.5 - Title I, Part A: School-Parent Compact

“Look For”

- Does the School-Parent Compact have the following required content?
 - Jointly Developed
 - District Goal from the Consolidated LEA Improvement Plan (CLIP)
 - School Academic Goals (e.g., S.M.A.R.T. goal from the District / School Improvement Plan)
 - School/Teacher Responsibilities ***aligned to School Academic Goals***
 - Parent Responsibilities ***aligned to School Academic Goals***
 - Student Responsibilities ***aligned to School Academic Goals***
 - Communications
 - Partnerships
 - Revision Date (***month, day, year***)
 - Current School Year (2019-2020)

Refer to [FY20 Cross Functional Monitoring Document](#), p. 18-19

Federal Programs Indicator 9.5 - Title I, Part A: School-Parent Compact

Common Findings

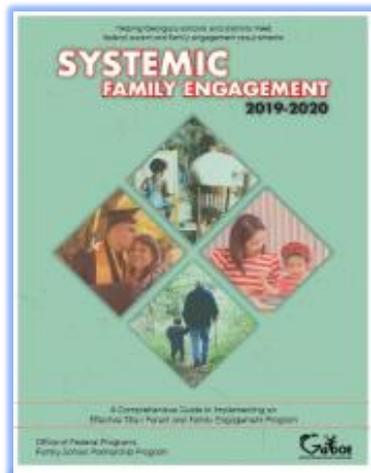
- School/Teacher Responsibilities **are not aligned** to School Academic Goals
- Parent Responsibilities **are not aligned** to School Academic Goals
- Student Responsibilities **are not aligned** to School Academic Goals

Recommendation when...

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

Refer to [FY20 Cross Functional Monitoring Document](#), p. 18-19

Federal Programs Indicator 9.5 - School-Parent Compact



Compacts

pp. 133-175

- Checklist
- Traditional Template
- Innovative Template
- Focus Area Suggestions

<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Compacts.aspx>

Federal Programs Indicator 9.6 - Title I, Part A: Building Capacity

Requirement

- Evidence that the LEA and schools have carried out the requirement to build capacity:
 - **School Staff** Capacity
 - **Parent** Capacity
- For schools trained in Academic Parent-Teacher Teams (APTT), documentation of implementing APTT with fidelity will have met the requirements for building **both school staff and parent capacity**.

Refer to [FY20 Cross Functional Monitoring Document](#), p. 19

Federal Programs Indicator 9.6.a - Title I, Part A: Building Capacity

“Look For” *School Staff Capacity*

- Did the LEA use either the GaDOE *Checklist for Building Capacity of School Staff* or a district-developed checklist to document evidence?
- Did the checklists show at least 2 or more options per semester during the past 12 months for school staff? (*Note to LEAs: At least one primary method of an in-person or online session. The secondary method is continuous communications with staff.*)
- Did the checklists show that teachers, specialized instructional support personnel, principals, other school leaders, and other school staff attended?
- Did the checklists document the required topics?

Refer to [FY20 Cross Functional Monitoring Document](#), p. 19

Federal Programs Indicator 9.6.a - Title I, Part A: Building Capacity

Common Findings for *School Staff* Capacity

- Only school principals and Family Engagement Coordinators participated; Teachers, specialized instructional support personnel, and other school staff were not included.
- Meetings were focused on District Staff providing technical assistance on complying with general Title I requirements.
- Topics were not related to the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs; or build ties between parents and the school.

Refer to [FY20 Cross Functional Monitoring Document](#), p. 19

Federal Programs Indicator 9.6.a - Title I, Part A: Building Capacity

[[Insert Your LEA Logo Here]]

Checklist for Building Capacity of School Staff

Based on the Every Student Succeeds Act, Title I, Part A, Section 1116 and 1112

School Name: _____

The district office using this or a district-developed checklist to include all required components must document at least two or more options per semester at each Title I school. All checkboxes with an asterisk must be marked. In addition, the school must provide supporting documentation with the checklist. All indented checkboxes must be covered at some point during the school year but not necessarily during each option.

Documentation	
<input type="checkbox"/>	Primary Method: In-Person or Online Faculty Meetings/Sessions Date of Meeting: _____ Title of Meeting: _____
<input type="checkbox"/>	*Agenda with date and time
<input type="checkbox"/>	*Sign-in sheets with date, time, and role:
<input type="checkbox"/>	Teachers
<input type="checkbox"/>	Specialized instructional support personnel
<input type="checkbox"/>	Principals
<input type="checkbox"/>	Other school leaders
<input type="checkbox"/>	Other staff
<input type="checkbox"/>	*Meeting Minutes / Notes / Summary / Handout / Presentation Slides to document discussed topics:
<input type="checkbox"/>	Shall #3 per Section 1116(e)(3)
<input type="checkbox"/>	The value and utility of contributions of parents
<input type="checkbox"/>	How to reach out to, communicate with, and work with parents as equal partners
<input type="checkbox"/>	Implement and coordinate parent programs
<input type="checkbox"/>	Build ties between parents and the school
<input type="checkbox"/>	Coordination of Services per Section 1116(e)(4)
<input type="checkbox"/>	To the extent feasible and appropriate, school staff have discussed the coordination and integration of parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs
<input type="checkbox"/>	Activities per Section 1116(e)(14)
<input type="checkbox"/>	School staff have reviewed feedback from parents and discussed other activities that encourage and support parents in more fully participating in the education of their children, i.e., parent resource centers, or
<input type="checkbox"/>	All Parents of English Learners (ELs) per Section 1112(e)(3)(C) and Section 1112(e)(4)
<input type="checkbox"/>	Implement an effective means of outreach to parents of all ELs
<input type="checkbox"/>	Provide notice and information to parents of all ELs in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand
<input type="checkbox"/>	Accessibility per Section 1116(f)
<input type="checkbox"/>	School staff have been trained on sending information to parents in a format and, to the extent practicable, language the parents can understand
<input type="checkbox"/>	*Feedback / Evaluation Form

5/22/2018

Ideas for Building School Staff Capacity



The following are suggestions for building school staff capacity to partner with parents and family members in their child's academic achievement. Please use the Georgia Department of Education (GaDOE) Family-School Partnership Program's *Checklist for Building School Staff Capacity* available on the School Staff Capacity webpage at <http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/School-Staff-Capacity.aspx>, or your school district-developed checklist, to document your Title I school staff's participation. Note that this is not an exhaustive list of ideas.

If you would like to recommend a resource that has been effective in building their capacity in working with parents and family members, please contact the GaDOE Family-School Partnership Program staff at family-school@ga.gov or visit the [GaDOE Family-School Partnership Program staff](http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Contact-Us.aspx) website, updated at least annually.



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"
[gadoe.org](http://www.gadoe.org)

WELCOME!

Virtual Connections: Continuous Communication with Families in the Digital Age Building School Staff Capacity

WHAT PARENTS NEED TO KNOW TO BUILD SCHOOL STAFF CAPACITY

<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/School-Staff-Capacity.aspx>

Federal Programs Indicator 9.6.b - Title I, Part A: Building Capacity

“Look For” *Parent Capacity*

- Did the LEA use either the GaDOE *Checklist for Building Capacity of Parents* or a district-developed checklist to document evidence?
- Did the checklists document the required topics such as academic standards, curriculum, assessments, what is Title I, how to monitor child’s progress, how to work with educators to improve the achievement of children?

Refer to [FY20 Cross Functional Monitoring Document](#), p. 19

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

Common Findings for *Parent Capacity*

- Topics were not related to understanding:
 - the challenging State academic standards
 - State and local academic assessments
 - Title I requirements
 - how to monitor a child's progress
 - work with educators to improve the achievement of their children
- Lack of outreach efforts to parents of English Learners regarding how to be active participants in assisting their children to attain English proficiency

Refer to [FY20 Cross Functional Monitoring Document](#), p. 19

Federal Programs Indicator 9.6.b - Title I, Part A: Building Capacity

The Georgia Department of Education

The National PTA Standards for Family-School Partnerships provide strategies for Title I schools to build parent capacity as required by the Every Student Succeeds Act (ESSA). The Crosswalk for Parent and Family Engagement tool puts this work in a context that is easy to understand and family-friendly language in order to assist schools, parents, and communities in understanding the law by aligning the PTA Standards with the six "shall's" and eight "may's" stated in the law.

Building Parent Capacity: A Crosswalk for Parent and Family Engagement	
Title I Parental Involvement – Section 1116(e)	PTA National Standards for Family-School Partnerships
<p>14 Activities to Build Capacity for Parent and Family Engagement</p> <p>BUILDING CAPACITY FOR INVOLVEMENT – To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part –</p> <p>(1) SHALL provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;</p> <p>(2) SHALL provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.</p>	<p>FAMILY-SCHOOL PARTNERSHIPS – Framework for how and what parents, schools, and communities can do together to support student success.</p> <p>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p> <p>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>

[Insert Your LEA Logo Here]

Checklist for Building Capacity of Parents

Based on the Every Student Succeeds Act (ESSA), Title I, Part A, Section 1116 and Section 1112(e)

School Name: _____

The district office must use this or a district-developed checklist to include all required components for each meeting or communication for building parent capacity. For each activity, indicate which of the "six shall's" was met. Then provide supporting documentation of the meeting with the checklist. Title I Schools must meet all six shall's of Section 1116(e) as well as Section 1112(e)(3)(C) of the ESSA. All topics from the six shall's and Section 1112(e)(3)(C) must be covered at some point during the school year but the number of parent capacity sessions may vary. Certain activities or communications may meet some or all six shall's. (Note: Activities and communications should be linked to the Comprehensive Needs Assessment and School Improvement Plans.)

Documentation

Primary Method: In-Person or Online Parent Meetings

Title of Meeting: _____ Date of Meeting: _____

Invitation in 2 or more ways

ALL PARENTS were invited

Only PARENTS OF ELs were invited (to a WIDA Assessment overview; to a Title I Meeting in another language)

How were your parents invited? (Indicate type of invitation on the lines below, e.g., flyer, social media post, calls)

1. _____ : Was it in an understandable format and language? Yes No

2. _____ : Was it in an understandable format and language? Yes No

Agenda with date and time

Sign-in sheets with date and role (e.g., parent, teacher, language interpreter)

Minutes / Notes / Summary / Handout / Presentation Slides to document discussed topics:

Shall #1

Challenging State academic standards

State and local academic assessments, including alternate assessments

What is Title I and parent rights

How to monitor a child's progress

Work with educators to improve the achievement of their children

Shall #2

Materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy)

Shall #3

See [Checklist for Building Capacity of School Staff](#)

Shall #4

Parent and family engagement programs and activities coordinated and integrated with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as school transitions and parent resource centers that encourage and support parents to fully participate in the education of their children

Shall #5

5/22/2018

<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Capacity.aspx>

Team for Title I, Part A – Parent and Family Engagement Monitoring Indicators

Mandi Griffin, Family Engagement Specialist	404-576-5086	mgriffin@doe.k12.ga.us
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Harriett Neal, Federal Programs Administrative Assistant	404-656-0644	hneal@doe.k12.ga.us
Dawn Scott, Family Engagement Specialist	404-694-4209	dscott@doe.k12.ga.us
Amy Song, Program Manager	404-463-1956	asong@doe.k12.ga.us

GaDOE Contact Information by LEA at <http://www.gadoe.org/Pages/Support.aspx>

<http://partnerships.gadoe.org>



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[GaDOEPartnerships](https://www.facebook.com/GaDOEPartnerships)



Next Session: Title I, Part A Notice to Parents



Title I, Part A Notice to Parents

FY20 Monitoring Indicators and Documentation



Federal Programs Indicator 8 - Title I, Part A: Notice to Parents

Parents of English Learners Webpage

- Visual for Determining Support for ELs
- FAQs
- Templates
- Recorded Webinars
- Videos
- Tool Kit

Home → School Improvement → Federal Programs → Partnerships → Parents of English Learners

Federal Programs

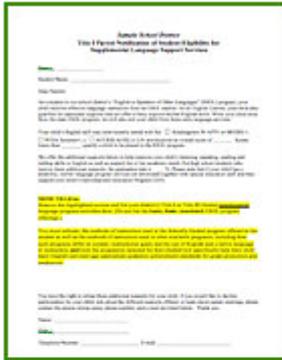
Parents of English Learners

CLICK TO ENLARGE

The screenshot shows a webpage titled "Parents of English Learners" from the Georgia Department of Education (GaDOE). The page has a navigation menu on the left with categories: Federal Programs, Input, Policies, Compacts, Building Capacity, and School Staff Capacity. The main content area is titled "Parents of English Learners" and features a large flowchart titled "DETERMINING SUPPORT FOR ENGLISH LEARNERS". A large green arrow points to the flowchart. The flowchart includes a "CLICK TO ENLARGE" button and several decision points with "Yes" and "No" paths. The flowchart starts with "All enrolled English Learners are assessed for English to determine if they are eligible for EL services?" and branches into "Parent registers student and completes the home language survey" and "Parent does not register student". It then asks "Does the school system receive a Title II allocation?" and "Does the school system receive a Title II allocation?".

<http://http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx>

Federal Programs Indicator 8 - Title I, Part A: Notice to Parents



Title I Notification of Supplemental
Language Program Form [ENGLISH]

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

Parents of English Learners Webpage

- **Notification templates in English and 14 Other Languages**

<http://http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx>

Federal Programs Indicator 8 - Title I, Part A: Notice to Parents

Offices & Divisions ▾ Programs & Initiatives ▾ Data & Reporting ▾ Learning & Curriculum ▾ State Board & Policy ▾

🏠 → School Improvement → Federal Programs → English Learner Programs

Federal Programs

Title I, Part A Improving Academic Achievement of the Disadvantaged

Title I, Part A - Academic Achievement Awards

Title I, Part A - Foster Care Program

Title I, Part A - Family-School Partnership Program

Title I, Part C - Education of Migratory Children

Title I, Part D - Programs for Neglected or Delinquent Children

Title II, Part A - Supporting Effective Instruction

Title III, Part A - Language Instruction for English Learners and Immigrant Students

English Learner Programs

On the Federal Programs Website

Federally-Funded Supports for English Learners



Frequently Asked Questions

Title I, Part A and Title III, Part A
Parent, Family, & Community Engagement to Support English Learners (ELs)

Frequently Asked Questions

<https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/English-Learner-Programs.aspx>



Federal Programs Indicator 8 - Title I, Part A: Notice to Parents

Requirement

- Written procedures in the LEA's Federal Programs Manual describing how Title I staff will monitor the distribution of the notice to parents of participating ELs only.
- Copies of the notification with date of distribution in English and in a format and language the parents can understand. (This notice is not for all ELs and their parents.)
- Names of EL students must be redacted for GaDOE review per the Family Educational Rights and Privacy Act (FERPA).

Refer to [FY20 Cross Functional Monitoring Document](#), p. 16

Federal Programs Indicator 8 - Title I, Part A: Notice to Parents

Requirement (Cont.)

Required Content of the Notice

- i. The reasons for the identification of their child as an EL and in need of placement in a supplemental language instruction educational program;
- ii. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- iii. The methods of instruction used in the supplemental language program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

Refer to [FY20 Cross Functional Monitoring Document](#), p. 16

Federal Programs Indicator 8 - Title I, Part A: Notice to Parents

Requirement (Cont.)

- iv. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- v. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;

Refer to [FY20 Cross Functional Monitoring Document](#), p. 16

Federal Programs Indicator 8 - Title I, Part A: Notice to Parents

Requirement (Cont.)

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

Refer to [FY20 Cross Functional Monitoring Document](#), p. 16

Federal Programs Indicator 8 - Title I, Part A: Notice to Parents

Requirement (Cont.)

- viii. Information pertaining to parental rights that includes written guidance—
- I. detailing the right that parents have to have their child immediately removed from such program upon their request;
 - II. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - III. assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

Refer to [FY20 Cross Functional Monitoring Document](#), p. 16

Federal Programs Indicator 8 - Title I, Part A: Notice to Parents

“Look For”

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

Refer to [FY20 Cross Functional Monitoring Document](#), p. 16

The notification must contain all of the **content** required under the ESSA, Section 1112(e)(3) and 1112(e)(4).

Federal Programs Indicator 8 - Title I, Part A: Notice to Parents

“Look For”

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

- a. Signed and dated district or school staff dissemination statement indicating the language(s) and the date(s) the notification was distributed.
- b. Parent-Teacher Conference(s) with a sign-in sheet of parents' signatures, dates, and names of documents discussed
- c. Copy of secure email with date and email address of parent
- d. Mailed letter with a dated postage receipt and list of mailing addresses
- e. Picture of student record folder with name of document and date of when document was distributed
- f. Screenshot of notification in a secure parent portal with date of when notification was available to individual parents
- g. Other secure method that the LEA has used to effectively notify parents of participating ELs

Federal Programs Indicator 8- Title I, Part A: Notice to Parents

Common Findings

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

Refer to [FY20 Cross Functional Monitoring Document](#), p. 16

Team for Title I, Part A – Notice to Parents Monitoring Indicator

Mandi Griffin, Family Engagement Specialist	404-576-5086	mgriffin@doe.k12.ga.us
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Harriett Neal, Federal Programs Administrative Assistant	404-656-0644	hneal@doe.k12.ga.us
Dawn Scott, Family Engagement Specialist	404-694-4209	dscott@doe.k12.ga.us
Amy Song, Program Manager	404-463-1956	asong@doe.k12.ga.us

GaDOE Contact Information by LEA at <http://www.gadoe.org/Pages/Support.aspx>

<http://partnerships.gadoe.org>

YouTube bit.ly/gadoeparentsyoutube



@GaDOEPartners

facebook

GaDOEPartnerships



GaDOE Program Specialists' Contact Information

<http://www.gadoe.org/Support>

Offices & Divisions ▾

Programs & Initiatives ▾

Data & Reporting ▾

Learning & Curriculum ▾

State Board & Policy ▾

District Support Directory

Please type in the name of your district below to list the DOE staff that support your district. *



District ▾

To discuss the use of Title I funds for supplemental English language services and family engagement activities, please contact your [Title I Area Specialist](#).

To discuss the use of Title III allocations for supplemental English language instruction or services, please contact your [Title III Program Specialist](#).

Next Session: School Improvement Grants



Federal Programs Indicator 10.1 - School Improvement 1003(a)

Requirement

- 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

Documentation

- Written procedures detailing reviewing SIPs, providing technical assistance and support, and providing professional learning; dated agendas, sign-in sheets, training materials, correspondence between LEA and schools

Federal Programs Indicator 10.2 - School Improvement 1003(a)

Requirement

- Evidence that the LEA provides assistance to schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement Schools (TSI), including implementing required actions

Documentation

- Written procedures detailing reviewing SIPs, providing technical assistance and support, and providing professional learning; dated agendas, sign-in sheets, training materials, correspondence between LEA and schools

Federal Programs Indicator 10.3 - School Improvement 1003(a)

Requirement	Documentation
<ul style="list-style-type: none">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	<ul style="list-style-type: none">Agendas, sign-in sheets, training materials of teacher/leader Professional Learning TrainingsEmail communications between Title I office, schools and GaDOE and/or RESA

Federal Programs Indicator 10.4 - School Improvement 1003(a)

Requirement

- Evidence that where a school is both a school-wide and a school identified for improvement and develops a single plan, that the LEA ensures that the single plan contains the school-wide requirements

Documentation

- Needs assessment for schools
- School Improvement and school-wide revised plans and school profile data
- School faculty meeting agendas and sign-in sheets
- Data analysis to determine targeted areas of needs improvement

Federal Programs Indicator 10.5 - School Improvement 1003(a)

Requirement

- Evidence that the LEA and schools use school level data to make decisions about the use of 1003(a) funds for school improvement

Documentation

- Written description of LEA budgeting procedures and use of 1003(a) funding
- School Improvement trainings with dated agendas, sign-in sheets, and training materials
- Email communications between Title I office, schools and GaDOE and/or RESA

Federal Programs Indicator 10.6 - School Improvement 1003(a)

Requirement

- Evidence of the process the LEA uses for monitoring or reviewing how schools are using 1003(a) funds to ensure the on-going quality of school improvement activities

Documentation

- LEA written procedures outlining monitoring and reviewing School Improvement Plans and support to schools
- School Improvement trainings with dated agendas, sign-in sheets, and training materials
- Email communications between Title I office, schools and GaDOE and/or RESA

School Improvement Grant (SIG) 1003(g)

FY20 Monitoring Indicators and Documentation



Federal Programs Indicator

11.1 - School Improvement Grant (SIG)

1003(g)

Requirement

- 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

Documentation

- Expenditure detail reports reflecting professional learning activities (2210 and 2213)
- Copies of agendas, schedules, meeting minutes, meeting summary reports, sign-in sheets, and training materials of job-embedded professional learning for SIG 1003(g)

Federal Programs Indicator

11.2 - School Improvement Grant (SIG) 1003(g)

Requirement	Documentation
<ul style="list-style-type: none">SIG 1003(g) requires 300 hours of Increased Learning Time (ILT) for all SIG schools except for schools using the Evidence Based Whole School Reform model which still requires 60 hours of ILT for ALL students	<ul style="list-style-type: none">Increased Learning Time (ILT) schedules noting time and (where applicable) staff compensation

Helpful Resources

SIG Guidance:

<http://www2.ed.gov/programs/sif/legislation.html>

SIG 1003(g) FY19 and FY20 Toolkits

Title I, School Improvement 1003(a) Staff Contact Information

Dr. Gary Wenzel Operational Support Specialist	(404) 656-4152	gwenzel@doe.k12.ga.us
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Title I, School Improvement Grants (SIG) 1003(g) Staff Contact Information

Dr. Patty Rooks Program Manager	(404) 656-2572	prooks@doe.k12.ga.us
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Next Session: McKinney-Vento and Children in Foster Care





Grants Programs – Services for Homeless Children and Youth and Children in Foster Care

FY20 Monitoring Indicators and Documentation



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

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

1.1 – LEA Monitoring of Programs

2.1 – CLIP

5.1 – Internal Controls

5.2 – Inventory

5.3 – Cash Management

12 (All indicators) – Services for Homeless Children and Youth

12.1 Grants Programs - Services for Homeless Children and Youth

Requirement

- The LEA has written procedures for the education of homeless children and youth that identify and remove any barriers. The written procedures must include:
 - a) Identification
 - b) School Selection
 - c) Enrollment
 - d) Transportation
 - e) Disputes
 - f) Full or Partial Coursework Credit

Documentation

- Copy of LEA written procedures for Education for Homeless Children and Youth indicating annual revision and/or review date (month, date, and year).

12.2 Grants Programs - Services for Homeless Children and Youth

Requirement

- The LEA records the schools in which homeless children and unaccompanied youth experiencing homelessness are enrolled.

Documentation

- 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.

12.3 Grants Programs - Services for Homeless Children and Youth

Requirement

- 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.

Documentation

- 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.

12.4 Grants Programs - Services for Homeless Children and Youth

Requirement

- The LEA has procedures for providing awareness and contact information of Homeless Liaison to parents, guardians, and all school personnel.

Documentation

- Copy of flyers, handouts, written procedures for notifying stakeholders, program brochure, posters that identify Homeless Liaison with contact information. List of community locations where information is posted.

12.4 Grants Programs - Services for Homeless Children and Youth

Requirement

- 12.4 (*continued*)
- The LEA has procedures for providing awareness and contact information of Homeless Liaison to parents, guardians, and all school personnel.

Documentation

- Training session schedules, emails, minutes, sign-in sheets, agendas, materials (including the LEA homeless policy) for all school personnel training.

12.5 Grants Programs - Services for Homeless Children and Youth

Requirement

- 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.

Documentation

- Include schedules, agendas, training materials, sign-in sheets, emails, and request forms:
- a) Evidence of joint trainings and/or meetings with LEA Transportation Department personnel to inform and facilitate coordination.
 - b) Evidence of meetings with parents/guardians, unaccompanied youth regarding transportation options.

12.6 Grants Programs - Services for Homeless Children and Youth

Requirement

- 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.

Documentation

- Evidence (student rosters, meeting minutes, emails, agendas, sign-in sheets) should include comparable services provided (ex. Title I, 21st Century, ESOL, IDEA, Voc. Ed., gifted and talented programs).

12.7 Grants Programs - Services for Homeless Children and Youth

Requirement

- 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.

Documentation

- List of additional coordinating agencies, their missions, and services provided to homeless children and youth required. Copies of memoranda of agreements, contracts, etc. with coordinating agencies, if applicable.

12.8 Grants Programs - Services for Homeless Children and Youth – Grantees Only

Requirement

- The LEA shall identify the educational needs of the homeless children and youth, including unaccompanied youth.

Documentation

- Copy of the most recently completed needs assessment instrument used by the LEA to determine needs of homeless children and youth, including unaccompanied youth, and the process for conducting this needs assessment (ex: surveys, pre/post test scores, CRCT/GA Milestones scores).

McKinney-Vento Staff Contact Information

Erica Glenn North Georgia (RESA regions 1-8) Grants Program Consultant	(404) 295-4705	eglenn@doe.k12.ga.us
Whittney Mitchell South Georgia (RESA regions 9-16) Grants Program Consultant	(404) 656-4148	wmitchell@doe.k12.ga.us
Eric McGhee Grants Program Manager	(404) 651-7555	emcghee@doe.k12.ga.us



Grants Programs – Services for Foster Children and Youth

FY20 Monitoring Indicators and Documentation



15.1 Grants Programs - Services for Foster Children and Youth

Requirement	Documentation
<ul style="list-style-type: none">• The LEA collaborates with state or local child welfare agencies to designate points of contact and develop procedures to address school stability and transportation to school for children and youth in care.	<ul style="list-style-type: none">• Collaborative planning agendas, minutes, attendance sheets, phone logs, emails or other correspondence between the LEA and local child welfare agency.

Services for Foster Care Youth and Children Contact Information

Melanie Barner Grants Program Consultant	(404) 656-2004	melanie.barner@doe.k12.ga.us
Eric McGhee Grants Program Manager	(404) 651-7555	emcghee@doe.k12.ga.us

Next Session: Neglected and Delinquent and Rural Education Initiative



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

FY20 Monitoring Indicators and Documentation



Federal Programs - Services for Neglected and Delinquent Children

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

1.1 – LEA Monitoring of Programs	13 (All indicators) – Services for Neglected and Delinquent (N&D) Children
2.1 – CLIP	
5.1 – Internal Controls	14 (All Indicators; Title I, Part D, Subpart 2 Grantees only) – Prevention and Intervention Programs for Children Who are Neglected, Delinquent or At-Risk
5.2 – Inventory	
5.3 – Cash Management	

13.1 Grants Programs - Services for N&D (Neglected Set-Aside)

Requirement

- The LEA identifies children in local institutions for neglected and delinquent children.

Documentation

- Copy of source data for Annual Survey of Institutions for Neglected and Delinquent Children for previous and current year with student list from each facility.

13.2 Grants Programs - Services for N&D (Neglected Set-Aside)

Requirement

- The LEA describes Title I services and educational programs that are year-round.

Documentation

- 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.

13.3 Grants Programs - Services for N&D (Neglected Set-Aside)

Requirement	Documentation
<ul style="list-style-type: none">• The LEA provides high quality instruction based on evidence-based research.	<ul style="list-style-type: none">• Sample curriculum plan based on evidence-based research for institutions operating a school onsite.

13.4 Grants Programs - Services for N&D (Neglected Set-Aside)

Requirement	Documentation
<ul style="list-style-type: none">The LEA provides special education services, as needed.	<ul style="list-style-type: none">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).

13.5 Grants Programs - Services for N&D (Neglected Set-Aside)

Requirement

- The LEA consults with institutions regarding educational plans and budget.

Documentation

- Collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and N or D facility.

13.6 Grants Programs - Services for N&D (Neglected Set-Aside)

Requirement	Documentation
<ul style="list-style-type: none">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.	<ul style="list-style-type: none">Parental involvement correspondence and Parent and Family Engagement policy/plan:<ul style="list-style-type: none">If students are being educated at LEA schools, the LEA schools' parent and family engagement policy/plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities.If students are being educated at an N or D facility, then the facility must have a parent and family engagement policy/plan, correspondence, and activities to the extent feasible.

Prevention and Intervention Programs for Children Who are Neglected, Delinquent or At-Risk (Title I, Part D, Subpart 2-Grantees)

FY20 Monitoring Indicators and Documentation



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

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

1.1 – LEA Monitoring of Programs	13 (All indicators) – Services for Neglected and Delinquent (N&D) Children
2.1 – CLIP	
5.1 – Internal Controls	14 (All Indicators; Title I, Part D, Subpart 2 Grantees only) – Prevention and Intervention Programs for Children Who are Neglected, Delinquent or At-Risk
5.2 – Inventory	
5.3 – Cash Management	

14.1, 14.2, & 14.3

Grants Programs - Title I, Part D, Subpart 2 Grantees

Requirement

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

Documentation

- Copy of the source data for the Annual Survey of Institutions for Delinquent Children for previous and current year with student list from each facility.
- Evidence of longitudinal tracking of annual outcome data.
- Copy of the most recent program specific evaluation reports.

14.4 & 14.5 Grants Programs - Title I, Part D, Subpart 2 Grantees

Requirement

- The LEA provides high quality instruction based on evidence-based interventions.
- The LEA provides special education services, as needed.

Documentation

- Sample curriculum plan using evidence-based interventions in institution operating a school on-site.
- 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).

14.6 Grants Programs - Title I, Part D, Subpart 2 Grantees

Requirement

- The LEA consults with institutions regarding educational plans and budgets.

Documentation

- Collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and N or D facility.

14.7 Grants Programs - Title I, Part D, Subpart 2 Grantees

Requirement

- The LEA ensures that institutions implement a parental involvement policy/plan in order to increase student achievement and, if appropriate, decrease delinquent behavior.

Documentation

- Parental involvement correspondence and Parent and Family Engagement policy/plan:
 - If students are being educated at LEA schools, the LEA schools' parent and family engagement policy/plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities.
 - If students are being educated at an N or D facility, then the facility must have a parent and family engagement policy/plan, correspondence, and activities to the extent feasible.

14.8 Grants Programs - Title I, Part D, Subpart 2 Grantees

Requirement

- The LEA describes Title I services and educational programs that are year-round.

Documentation

- 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.

14.9 Grants Programs - Title I, Part D, Subpart 2 Grantees

Requirement

- The LEA maintains documentation of any formal agreements between an LEA, an N or D facility or alternative school program governing the use of Subpart 2 funds when they are subcontracted to a facility or program.

Documentation

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

14.10 Grants Programs - Title I, Part D, Subpart 2 Grantees

Requirement

- The LEA provides evidence that the LEA or facility is implementing planned and approved activities.

Documentation

- Copy of planned and approved activities, including budget reports, records of expenditures, carryover and other summary reports.

Neglected & Delinquent Staff Contact Information

Melanie Barner Grants Program Consultant	(404) 656-2004	melanie.barner@doe.k12.ga.us
Eric McGhee Grants Program Manager	(404) 651-7555	emcghee@doe.k12.ga.us

Title V, Part B – Rural and Low-Income Schools Program

FY20 Monitoring Indicators and Documentation



Federal Programs - Services for Title V, Part B, RLIS

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

- 1.1 – LEA Monitoring of Programs
- 2.1 – CLIP
- 5.1 – Internal Controls
- 5.2 – Inventory
- 5.3 – Cash Management
- 17 (All indicators) – Title V, Part B, RLIS Program

17.1 Grants Programs - Rural and Low-Income Schools (RLIS) Program

Requirement	Documentation
<ul style="list-style-type: none">The LEA targets funds to schools for specified activities, and activities authorized in Section 5222.	<ul style="list-style-type: none">Copy of current LEA budget detailed report of expenditures for Title V, Part B.Source documents for expenditures such as copies of purchase orders, contracts, travel expense reports as applicable. <p><i>NOTE: Consolidation of Funds LEAs – This section applies to any funds that are not consolidated. Consolidation of Funds LEAs must provide evidence that expenditures adhere to schoolwide plan and intents and purposes.</i></p>

17.2 Grants Programs - Rural and Low-Income Schools (RLIS) Program

Requirement

- The LEA shall submit an Annual Evaluation Report reporting use of grant funds provided.

Documentation

- Department provides - Copy of the Annual Evaluation Report.

Title V, Part B – Rural Education Staff Contact Information

Cathy Buescher Education Program Specialist Rural Education Achievement Program	(229) 561-4499	cbuesche@doe.k12.ga.us
Eric McGhee Grants Program Manager	(404) 651-7555	emcghee@doe.k12.ga.us

Next Session: Title IV, Part A



Title IV, Part A – Student Support and Academic Enrichment Program

FY20 Monitoring Indicators and Documentation



Overarching Indicators and Title IV, Part A



1.2.c-Evidence of Monitoring Implementation

- **Administering written procedures**
- **Initial (CLIP)**
- **On-going**
- **Addresses changing/evolving plans**
- **Overview of implementation and how overarching goal is being met**

16.8 Stakeholder and Community-based Partner Engagement

- **Initial and continuing systematic consultations that are multi-faceted**
 - Progress monitoring
 - Measure for effectiveness
 - Coordinating related activities
- **Reflects what was annotated in CLIP and/or budget summary worksheet**
- **Digs into the specific IV, A funded activity/program**

Overarching Indicators and Title IV, Part A



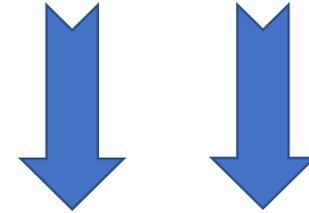
16.8— Stakeholder and Community-based Partner Engagement

CLIP Online

Action Step
Funding Sources
Subgroups
Systems
Method for Monitoring Implementation
Method for Monitoring Effectiveness
Position/Role Responsible
Evidence Based Indicator
Timeline for Implementation

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

S-CLIP



Document/page # of Identified Need (CNA/data analysis as applicable to SIP/Strategic Plan/Charter Contract)	Document/page # identifying Community-Based Partnerships with relevant expertise (Cannot include vendors, contracted services/consultants or GaDOE)	Document/page # of Description of how/when LEA will engage on-going consultations with stakeholders and/or community-based partner	Document/page # of Intended Outcome (As applicable to progress monitoring and measuring effectiveness)
It is not the intent for the LEA to copy and paste narrative content into these cells. Please upload the applicable document(s) into the IV, A INFORMATION TAB and identify the specific location(s) of where the required information can be readily located by the reviewer. For example: SP, page 25; SIP for XXX School, page 14; S-CLIP, Q4a.			

Overarching Indicators and Title IV, Part A

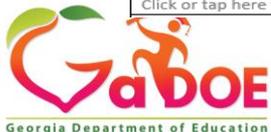
1.3.e—Progress Monitoring/Effectiveness Summary Document

- **Previous FY19 CFM Indicator 15.7**
 - Annually reports to state
 - Progress towards meeting objectives and outcomes
 - Evaluation of effectiveness
 - **Contact us to participate in Pilot Program**



Title IV, Part A -Student Support and Academic Enrichment Program Monitoring/Effectiveness Summary

Click or tap here to enter text. School District		Fiscal Year: Choose an item.			
LEA CLIP Information		Goal: Choose an item.	Action Step: <i>Select Action Step</i>		
Name of Partnership/Agency specific to support the success of action step					
Please check applicable box					
Click or tap here to enter text.		Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Quarterly <input type="checkbox"/>	Other:
Click or tap here to enter text.		Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Quarterly <input type="checkbox"/>	Other:
Click or tap here to enter text.		Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Quarterly <input type="checkbox"/>	Other:
List IV-A Funded resources purchased to supplement action step					
Identify expended activities, resources and/or programs annotated on the LEA's approved fiscal year Title IV, Part A budget, including equitable services' items, that specifically supplemented the stated action step.					
Click or tap here to enter text.				<i>Select Effectiveness</i>	
Click or tap here to enter text.				<i>Select Effectiveness</i>	



Overarching Indicators and Title IV, Part A

3.1-Equitable Services

- a-d—(All LEAs) D1111; Invitations; non-profit; geo-boundaries; initial consultations
- E—On-going consultations—Form A/B
 - Planning and budgeting
 - **Supervision**
 - Programmatic evaluations for progress towards meeting objectives; effectiveness measures
 - **Inventory (Pilferable Items)**



16-1: Title IV, Part A SSAE

Requirement

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. ESEA: Sec.4001(A)(B)

Documentation

1. Parent Notice (if applicable)
 - a. Evidence shall include
 - i. dated and signed as applicable source documents provided to parents

16-2: Title IV, Part A SSAE

Requirement

The LEA ensured that all applicable school-based mental health services provided to any student was administered by a **State-licensed or State-certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional** qualified under State law to provide mental health services to children and adolescents. ESEA: Sec. 4003

Documentation

2. Mental Health Services (if applicable)
 - a. Evidence shall include
 - i. appropriate and applicable certifications and/or licensures for personnel providing and/or administering assessments and/or services to students.
 - ii. source documents of payments for services rendered by service provider (Student information redacted)

16-3: Title IV, Part A SSAE

Requirement

(WR) 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.
ESEA: Sec. 4107

Documentation

3. Well Rounded – 20%
 - a. Evidence shall include
 - i. 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.

16-4: Title IV, Part A SSAE

Requirement

(SH) 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.
ESEA: Sec. 4108

Documentation

4. Safe and Healthy – 20%
- a. Evidence shall include source
 - i. source documents for all expenditures, such as copies of purchase orders, invoices, contracts, inventory reports
 - ii. (including highly pilferable items), T/E reports, travel expense reports, stipends, contract/MOU for services as applicable

16-5: Title IV, Part A SSAE

Requirement

(ET) The LEA used a portion **(VIABLE)** 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.

ESEA: Sec. 4109

Documentation

5. Effective Use of Technology

- a. Evidence shall include
 - i. 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.

16-6: Title IV, Part A SSAE

Requirement

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.
ESEA: Sec. 4109(b)

Documentation

6. Technology Equipment

- a. Evidence shall include source
 - i. 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

16-7: Title IV, Part A SSAE

Requirement

The LEA reserves **not more than 2%** for the direct administrative costs of carrying out the LEA's grant administration responsibilities.
ESEA: Sec. 4105(c)

Documentation

7. 2% Administrative Costs
- a. Evidence shall include
 - i. 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.

16-8: Title IV, Part A SSAE

Requirement

The LEA engages in initial and **continuing** systematic consultation with local stakeholders, community-based partners or other agencies 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** being conducted in the community.
ESEA: Sec. 4106(c)(1-2)

Documentation

8. Stakeholder and Community-based Partner Engagement
 - a. Evidence shall include
 - i. 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).

16-9: Title IV, Part A SSAE

Requirement

The LEA utilizes an allowed method to **prioritize the distribution** of Title IV, A funds to school(s) served by the LEA.

ESEA:

Sec.4106(e)(2)(A)

Documentation

9. Prioritization

- a. Evidence shall include
 - i. 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)

Resources

- [Title IV, Part A webpage](#)

Title IV, Part A - Student Support and Academic Enrichment (SSAE)

Authorized in December 2015, the Every Student Succeeds Act (ESSA) introduced a new block formula grant under Title IV, Part A with a wide range of allowable uses. Title IV, Part A, Student Support and Academic Enrichment (SSAE) grants are intended to improve students' academic achievement by increasing the capacity of States, LEAs, schools, and local communities to:

- provide all students with access to a well-rounded education,
- improve school conditions for student learning, and
- improve the use of technology in order to improve the academic achievement and digital literacy of all students. (*ESEA* section 4101).

Title IV, A SSAE Community Forum

The online SSAE Community Forum was created by the Georgia Department of Education to serve as a central location where school districts can share best practices, search for new ideas and collaborate with each other. To access the Community Forum as a member, please click here. To request membership or report an issue, please contact Dawna Hatcher, Program Manager, at dhatcher@doe.k12.ga.us, or Charmaine Simmons at csimmons@doe.k12.ga.us.

Contact Information

Dawna Hatcher
Program Manager
Cell: 404-293-1490
dhatcher@doe.k12.ga.us

Charmaine Simmons
Education Program Specialist
Cell: 404-308-6797
csimmons@doe.k12.ga.us

Resources

- [Title IV, Part A Handbook](#)
- [Title IV, Part A Educational Field Trip Pre-Approval Form](#)
- [Community Forum](#)

- Title IV, Part A Community Forum
- Federal Programs Handbook
 - Title IV, Part A Handbook

Dawna Hatcher
dhatcher@doe.k12.ga.us
404-296-2735

Charmaine Simmons
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404-308-6797



Next Session: Title II, Part A





Title II, Part A

Supporting Effective Instruction

FY20 Monitoring Indicators and Documentation

Title II, Part A Supporting Effective Instruction

FY20 Title II, Part A CFM Update

- In FY20 Title II, Part A is included in all overarching indicators and does not have separate indicators dedicated solely to Title II, Part A
- Indicators applicable to Title II, Part A include:
 - 1.1 – Program monitoring of implementation and effectiveness
 - 2.1 – CLIP to include evidence based and stakeholders
 - 3.1 – Equitable services to private schools whose physical location is in the geographic boundaries of LEA
 - 4.1 – Maintenance of Effort
 - 5.1 – Internal Controls and Expenditures
 - 5.2 – Inventory and Equipment Management
 - 5.3 – Cash Management to include drawdowns

Title II, Part A Supporting Effective Instruction Indicator 1.1 – Monitoring Effectiveness

Requirement	Documentation
<ul style="list-style-type: none">• Evidence that the LEA is monitoring the effectiveness of Title II, Part A Grant funded activities in improving teacher, principal, and school leader effectiveness as aligned with purpose of the grant	<ul style="list-style-type: none">• Copy of FY19 Title II, Part A Effectiveness Budget Attachment with summary data and analysis that explains the effectiveness of each Title II, Part A funded activity in addressing one or more of the LEA's FY19 prioritized needs• Source documentation to support summary data and analysis

Title II, Part A Supporting Effective Instruction Indicator 1.1 – Monitoring Effectiveness



Title II, Part A FY19 Budget Attachment: Assertions and Effectiveness Upload to FY19 Consolidated Application Attachments Tab Due October 1, 2018 (required prior to Budget Approval)

Directions:

- The Georgia Department of Education requires local education agencies (LEA) to determine the effectiveness of Title II, Part A funded activities (ESSA Section 2104(a)(1) and 2 CFR §200.301).
- The Title II, Part A Budget Attachment: Effectiveness below must be completed (Columns 1-6) for each Title II, Part A funded strategy/action step. The Title II, Part A Budget Attachment: Effectiveness must be uploaded to the Consolidated Application with the Title II, Part A Budget.
 - Column 7, Effectiveness & Next Steps, is to be completed at the end of the fiscal year. The completed Title II, Part Budget Attachment: Effectiveness (Columns 1-7) must be uploaded to the Consolidated Application with the next year's Title II, Part A Budget. The data and analysis of data supporting the effectiveness described in Column 8 must be maintained in the LEA files.
 - This portion of the form does not need to be completed by LEAs consolidating or transferring 100% of Title II, Part A Funds.**

	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
	Goal/Need	Title II, Part A Funded Strategy	Allowability	Effectiveness Data	Administration	Timeline	Effectiveness & Next Steps
	Select from the dropdown the need aligned to the Title II, Part A funded strategy in column 2.	Title II, Part A Funded Strategies <i>[PL activities must align to ESSA Definition Sec. 8101(42) & SBOE Rule160-3-3-.04]</i>	Select from the dropdown the ESSA local use of funds that most closely authorizes the strategy. <i>[Sec. 2103]</i>	List data to be collected to monitor and measure effectiveness of funded strategies.	List person(s) (by position) responsible for collecting, coordinating and analyzing data to measure effectiveness.	Timeline for collecting coordinating and analyzing data.	AT THE END OF FY19... Select from the dropdown to assert the level of effectiveness of the IIA funded strategy and LEA next steps. Provide an explanation if the strategy was not effective and the LEA plans to adjust implementation from FY19 to FY20.
1	Select a Need		Select Use of Funds				Select End of Year Effectiveness Explanation:
2	Select a Need		Select Use of Funds				Select End of Year Effectiveness Explanation:
3	Select a Need		Select Use of Funds				Select End of Year Effectiveness Explanation:
4	Select a Need		Select Use of Funds				Select End of Year Effectiveness Explanation:
5	Select a Need		Select Use of Funds				Select End of Year Effectiveness Explanation:
6	Select a Need		Select Use of Funds				Select End of Year Effectiveness Explanation:

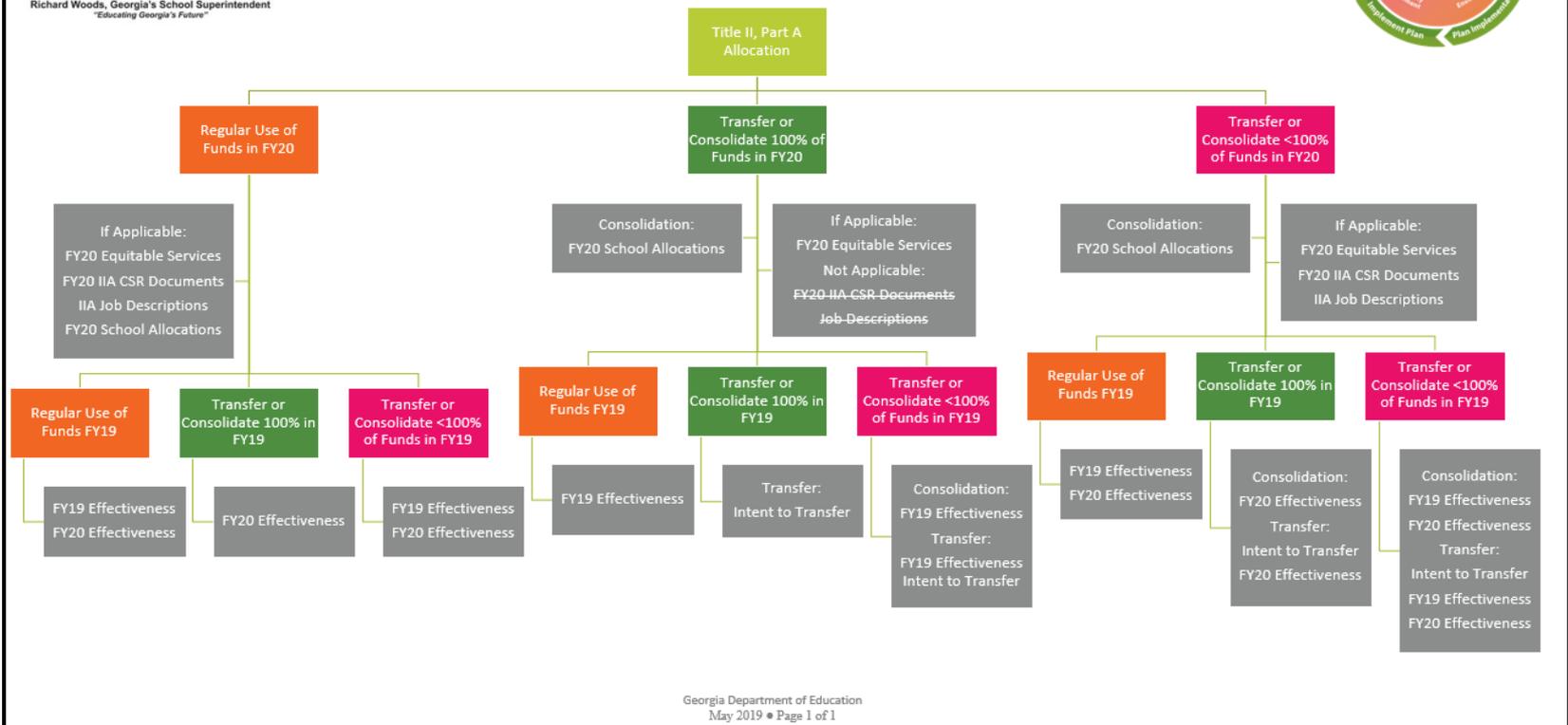


Title II, Part A Supporting Effective Instruction Indicator 1.1 – Monitoring Effectiveness



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Maximizing Title II, Part A Budget Flexibility
FY20 Budget Requirement Chart



Georgia Department of Education
May 2019 • Page 1 of 1



Title II, Part A Supporting Effective Instruction Indicator 5.1 - Overarching

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

- Following the LEA upload of FY19 and FY20 Expenditure Detail and Payroll Reports, the assigned Title II, Part A Specialist will **email** the LEA Title II, Part A LEA Coordinator with the selections. The Title II, Part A Specialist will identify:
 - A selection of 2-3 expenditures across function and object code combinations from the expenditure detail reports. LEAs are asked to prepare the source documentation for these selections to include allowability documentation.
 - A selection of 2-3 payroll entries across function and object code combinations from the payroll report, including salaries, stipends and substitutes. LEAs are asked to prepare the source documentation for these selections to include allowability and time and effort documentation.
 - A selection of 2 financial incentive entries from the payroll report. LEAs are asked to prepare the source documentation for these selections to include allowability documentation.

Title II, Part A Supporting Effective Instruction Indicator 5.1 - Overarching

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

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

Title II, Part A Supporting Effective Instruction

Indicator 5.1 - Overarching

Indicator 5.1 Expenditure Requests	Date/Description/Amount
FY20 Expenditures (Use FY20 Expenditure Detail)	2-3 selections should be made for each function and object code combination. Vary vendors, dates and amounts where possible.
FY19 Expenditures AS NEEDED ONLY (Use FY19 Expenditure Detail)	AS NEEDED ONLY Selections are made if expenditures are not available in FY19 for each function/object code combination or if expenditures appear unallowable. If monitored in consecutive years, samples should not overlap. 2-3 selections should be made for each function and object code combination. Vary vendors, dates and amounts where possible.
2213 300 Contracted Services	
2213 532, 611, 612, 615, 616 Technology	
2213 580 Travel	
2213 610 Supplies	
2213 642 Books	
2213 810 Registration	
2230 580 Travel	
2230 610 Supplies	
2230 810 Registration	
2800 530 Communication	
2800 532, 611, 612, 615, 616 Technology	
2800 580 Travel	
2800 610 Supplies	
2800 810 Registration	
Sample- Equitable Services	If applicable, please self-select
Sample -CFM CAP Implementation	
Sample- Procurement Levels Sample – Suspension/Debarment Sample- Supplement /Supplant Sample- P- Card Use Sample- Journal Entry	
Other Function/Object Combinations	

Chart sent to LEAs via email: expenditure and time and effort requests for samples that should be prepared prior to the date of monitoring

Indicator 5.1 Expenditure Requests	Date/Description/Amount
FY19/FY20 Time and Effort (Use FY19/FY20 Payroll)	2-3 selections should be made for each function and object code combination, including, salaries, stipends and substitutes. (Allowability documentation should also be provided for stipends and substitutes). Vary dates and amounts where possible.
1000 110 CSR Teacher	
1000 113 CSR Substitute	
2213 113 PL Substitute	
2213 116 PL Stipend	
2213 190/191 PL Salary	
2213 199 Additional Compensation	
2230 190/191 Grant Admin Salary	
Other (Stipend/Additional Compensation Code to Other Functions)	
FY19/FY20 Financial Incentives (Use FY19/FY20 Payroll)	2 selections should be made for each function and object code combination – teacher or principal.
1000 199 (Teachers)	
2400 199 (School Leaders)	

Title II, Part A Supporting Effective Instruction

FY20 Title II, Part A CFM Training Opportunities

New in FY20 Title II, Part A is coordinating with Title I, Part A to provide collaborative CFM Regional Monitoring Trainings.

Title I Regions	Date and Time	Location	Presenters
Metro 1, Metro 2, Metro 3	Wednesday, September 11, 2019 9:00	City Schools of Decatur BOE 125 Electric Ave Decatur, GA 30030	Olufunke Osunkoya Karen Cliett Robyn Planchard Chris Leonard Terri Still
NE1, NE3	Friday, September 13, 2019 9:00	Glascock County BOE 738 Railroad Avenue Gibson, GA 30810	Kathy Pruett Tammy Wilkes Terri Still
SE1, SE2, SE3, SW2, SW1	Monday, September 23, 2019 9:00 – 2:00	Colquitt County BOE Board Room 1800 Park Avenue Moultrie, GA 31768	JaBra H. Fuller Dr. Kim Ezekiel Kelly Roberts Joy Gentry Terri Still
SE1, SE2, SE3	Tuesday, September 24, 2019 10:00 – 3:00	Tattnall County BOE 146 West Brazell Street Reidsville, GA 30453	Elaine Dawsey Marijo Pitts-Sheffield JaBra H. Fuller Terri Still
NW3	Tuesday, September 24, 2019 9:00	Jones County PL Building 130 Gordon Street Gray, GA	Clarice Howard Joy Gentry
NW1, NW2	Monday, September 30, 2019 9:00	Northwest Georgia RESA 3167 Cedartown Highway Rome, GA 30161	Sherri Minshew Anne Marie Wiseman Chris Leonard
NE2, NE3	Tuesday, October 1, 2019 9:00	White County BOE 136 Warriors Path Cleveland, GA 30528	Grace McElveen Kathy Pruett Chris Leonard

Registration details coming soon in the Friday Federal Programs Updates

Next Session: Professional Qualifications, Data Verification, and PLP/PLG



Professional Qualifications (PQ), Data Verification, PLP/PLGs

FY20 Monitoring Indicators and Documentation



PQ, Data Verification, and PLP/PLGs Indicators 7.1-7.4

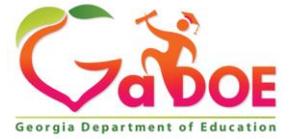
LEA Samples			
	7.1 Prof. Qualifications	7.3 Data Verification	7.4 PLPs/PLGs
Paraprofessionals	ES, MS, HS, GNETS Clearance Certs	Not Applicable	Use Samples from 7.1
Teachers	ES, MS, HS, GNETS, Alternative, Charters, Gifted, ESOL, Sp. Ed., Various Content Areas (CTAE, PE, Core, etc), Clearance Certs	Use Samples from 7.1	Use Samples from 7.1
Administrators	Not Applicable	Not Applicable	ES, MS, HS, Alternative, Charters

PQ, Data Verification, and PLP/PLGs Indicators 7.1 - 7.4

Indicator Requests	Cert ID	Educator Name	School	Course	7.1 Meets Fed/State/LEA PQ	7.1 20 Day Needed/Provided	7.1/7.3 CHW Docs Present	7.4 FY20 PLP/PLG Present	18.5 FY19 PLP/PLG Progress	Notes
Paraprofessionals										
ES Para				Not Applicable		N/A	N/A			
MS Para				Not Applicable		N/A	N/A			
HS Para				Not Applicable		N/A	N/A			
GNETS Para				Not Applicable		N/A	N/A			
No Clearance Cert				Not Applicable		N/A	N/A			
Teachers										
ES Teacher										
MS Teacher										
HS Teacher										
Charter Teacher										
Alt. School Teacher										
Additional Core Tch										
Gifted										
*Pulled Based on Student Coding										
AP/IB										
ESOL										
*Pulled Based on Student Coding										
CTAE Teacher										
PE/Health Teacher										
SpEd Adapted/General										
*Pulled Based on Student Coding										
SpEd Adapted/General										
*Pulled Based on Student Coding										
SpEd GNETS										
No Clearance Cert										
Administrators										
CPI Job Codes 610, 615										
ES Admin							Not Applicable	N/A	N/A	N/A
MS Admin							Not Applicable	N/A	N/A	N/A
HS Admin							Not Applicable	N/A	N/A	N/A
Charter Admin							Not Applicable	N/A	N/A	N/A
Alt School Admin							Not Applicable	N/A	N/A	N/A
Data Verification 101										
Data Verification 101										
Data Verification 102										
Data Verification 102										
Data Verification 105					N/A	N/A		N/A	N/A	

Indicator Requests	Cert ID	Educator Name	School	Course	7.1 Meets Fed/State/LEA PQ	7.1 20 Day Needed/Provided	7.1/7.3 CHW Docs Present	7.4 FY20 PLP/PLG Present	18.5 FY19 PLP/PLG Progress	Notes
Data Verification 105					N/A	N/A		N/A	N/A	

Chart sent via email to LEAs for samples that should be prepared prior to the date of monitoring



PQ, Data Verification, and PLP/PLGs Indicator 7.1

Professional Qualifications

Requirement

- Evidence that the LEA ensures that paraprofessionals meet the professional qualifications required by the State on the day before ESSA was enacted.
- Evidence that the LEA ensures teachers meet state certification/ licensure requirements

Documentation

- Alphabetical list of LEA schools/ program
- Evidence paraprofessionals and teachers have met State and LEA professional qualification requirements.

PQ, Data Verification, and PLP/PLGs Indicator 7.1

20 Day Notifications

Requirement

- Evidence that the LEA provides parents notification in a timely manner if the student has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification/licensure requirements at the grade level and subject area in which the teacher has been assigned

Documentation

- If applicable, original notification(s) verifying the LEA has disseminated 20 Day notification(s) to parents in a timely manner and in compliance with all applicable laws and guidance.

PQ, Data Verification, and PLP/PLGs Indicator 7.2

Parents Right to Know Notification

Requirement

- Evidence that the LEA notifies parents of their “Right to Know” the professional qualifications of their child’s teachers and paraprofessionals. Notifications meet the requirements outlined in the GaDOE ESSA PQ & In-Field Implementation Guide.

Documentation

- Original notification for each LEA school/ program verifying the LEA has provided notification to parents of their “Right to Know” the professional qualifications of their child’s teachers and paraprofessionals

PQ, Data Verification, and PLP/PLGs

Indicator 7.3

Data Verification

Requirement

- 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.

Documentation

- Verification of documentation supporting the use of CPI Field Codes 101, 102, 104, 105 (In-Field & PQ)
- Verification of completion of AP/IB Training and Gifted Course Hours
- Verification of documentation supporting LEA In-Field Portal disputation assertions

PQ, Data Verification, and PLP/PLGs Indicator 7.4

Professional Learning Goals/Plans

Requirement

- Evidence that the LEA ensures teachers and administrators initiate PLGs or PLPs for applicable contributing professionals (paraprofessionals only), teachers, and administrators in current school year
- Evidence that the LEA ensure administrators assert progress on PLPs/PLGs for educators with PLPs/PLGs in prior year

Documentation

- 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.

PQ, Data Verification, and PLP/PLGs Indicators 7.1 – 7.4

LEA Samples

- GaDOE staff will select samples using the In-Field Portal located on www.gapsc.org.
- GaDOE staff will access all required documentation for indicator 7.4 from the GaDOE TLSL Electronic Platform. If your LEA does not include contributing professionals (paraprofessionals) in the TLSL Electronic Platform, please contact the assigned staff member prior to monitoring.
- LEAs should prepare:
 - 7.1 & 7.3 – schedule for each educator
 - 7.1 – Any documentation that supports how the sample of paraprofessionals and teachers meets federal, state, and/or LEA professional qualification requirements. This may include transcripts, coursework, etc.
 - 7.3 - Any documentation that supports how the sample of teachers meet Federal and State in-field criteria as asserted by the LEA through the use of CPI Codes 101, 102, and 105. This may include transcripts, coursework, etc.
 - 7.1, 7.3, 7.4 – Any documentation verifying educators are not employed by the LEA (GNETS, Virtual, Termination). This does not negate LEA PQ/In-Field accountability.

Next Session: Title III, Part A



Title III, Part A Language Instruction for English Learner & Immigrant Students



**FY20 Cross-Functional Monitoring
Process, Indicators, & Documentation**

Title III, Part A

General Information & Indicators

1. Regional Specialists will provide individual & group LEA monitoring training.
2. Which Indicators will be monitored?
 - CFM Overarching Indicators: **1, 2, 3, 4, & 5**
 - Title III, Part A-specific Indicators: **18.1 – 18.5**



General Onsite Monitoring Process

- LEA submits documentation 2 weeks prior to the monitoring date.
 - **Why? Because we will be interviewing and reviewing student records while onsite – not reviewing documentation.**
- Group interviews (1-week advance notice):
 1. Selected classroom teachers who have EL & Immigrant students
 2. Selected ESOL teachers and/or teachers in Title-funded language programs
 3. Selected administrators of schools with EL & Immigrant students
 4. Any Title III-funded staff, when applicable



Onsite Monitoring Process (Cont.)

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



General Desktop Monitoring Process



- LEA submits documentation
- **DUE same day** as CFM onsite review
- May or may not include virtual group staff interviews, telephone EL Parent interview, and selected EL records review submitted electronically.
- Includes **phone interview** with Program Director.

STEP #1: Downloading Forms and Resources

Download **appropriate** *Monitoring Documents* from GaDOE [Title III, Part A Monitoring Forms and Resources](#):

1. [FY20 Cross-Functional Monitoring Indicators](#)
2. *Title III-A Program Overview Form*
3. *Guiding Questions for Monitoring*
4. *Sample LEA Monitoring Data Rosters*
5. *Staff Interview Sign-In Sheet*
6. *Parent Interview Letter*

Step #2 – Preparing the Data Rosters

Option #1 – DIY

- **Traditional:** LEA populates all EL and Immigrant student data on **an Excel spreadsheet**



Option #2 – Clean it up!

- **Data Collections (GaDOE)** will populate all EL and Immigrant data on **Tabs 2a, 2b, & 3.**
- LEAs review & update & “clean” data on *Tabs 2a, 2b, & 3.*
- Since EL & Immigrant Data from **Oct FTE** will be used, ***Rosters will not be available*** for review before November.

Step #2 – Preparing the Data Rosters (DIY)

- All LEAs must use the *LEA Monitoring DATA ROSTERS* Excel spreadsheet template downloaded from the Title III-A Monitoring website.
- LEA populates all data requested on each one of the Tabs:
 - **TAB 1** - Roster of EL & Immigrant students in participating private schools
 - **TABs 2.a. & 2.b.** – Student Record & Class Record of current EL students
 - **TAB 3** – Student Record of current Immigrant students
 - **TAB 4** - Roster of EL parents & contact information
 - **TAB 5** - Roster of LEA staff
- LEA submits *Data Rosters* **2 weeks prior** to Onsite CFM date or, if Desktop, **on** CFM date.

Step #2 – Preparing the Data Rosters – Clean it up Option!

1. After Oct FTE Report is submitted to state, Data Collections will create *LEA Monitoring Data Rosters*.
2. Regional Specialist will send pre-populated *Data Rosters* to LEA via **secure MyGaDOE Portal** (contains PII).
3. LEA reviews, updates and completes the *Data Rosters* with current data:
 - Eliminate W/D students
 - Add newly enrolled students
 - Add Title III-served Data Element
4. LEA submits *Data Rosters* **2 weeks prior** to Onsite CFM date or, if Desktop, **on** CFM date.

Step #3: Organizing the Documentation

- Scan all relevant documentation listed on each CFM Rubric Indicators for Title III, Part A (1.1., 1.2, 1.3, 2.1, 3.1, 4.3, 5.1, 5.2, 5.3, 18.1, 18.2, 18.3, 18.4, 18.5)
- Organize the document in folders named according to the Indicator.
- Follow naming conventions.
- Include the fiscal year in the documentation title (FY19 or FY20)
- Follow Federal Programs' instructions for organizing documentation.

Indicator 18.1 – EL Entrance & Exit Procedures - Requirement

Evidence that the LEA follows standardized statewide entrance and exit procedures and screens all potential English learners (ELs) within 30 days of school enrollment.

ESEA: SEC. 3113

Indicator 18.1 – EL Entrance & Exit Procedures - Documentation

18.1. Evidence shall include:

1. Written policy, procedures, 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.
2. Current Year Data Rosters for EL=Yes, EL=1, and EL=2 students generated from Student Record Data and LEA Student Information System.
3. Copies of attendance records, travel records, agendas indicating student-information or ESOL staff's participation in state or local ESOL data entry trainings for FY19 & FY20.
4. Staff interview responses related to identification of ELs.
5. Onsite review of select EL student files.

Indicator 18.2 – Effective Language Instruction Programs - Requirement

Evidence that the LEA's Title III 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.

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

Indicator 18.2 – Effective Language Instruction Programs - Documentation

18.2. Evidence shall include:

1. Narrative describing the LEA's supplemental Title III-A language programs, 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.
2. Data analyses demonstrating that the supplemental Title IIIA language programs are increasing EL students' English language proficiency (may be derived from CCRPI – Progress toward Proficiency data);
3. Data analyses demonstrating that the supplemental Title IIIA language programs are increasing EL students' academic achievement (may be derived from CCRPI – Closing the Gaps data).
4. Staff interview responses regarding implementation of LIEPs and their effectiveness

Indicator 18.3 – Effective Professional Learning - Requirement

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

- Designed to improve the instruction and assessment of ELs;
- Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
- Effective in increasing EL students' English proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and
- Of sufficient intensity and duration (does not include one-day workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

ESEA: Sec. 3115(c)(2)

Indicator 18.3 – EL-Focused Professional Learning - Documentation

18.3. Evidence shall include:

1. Narrative describing the LEA's Title III-A 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.)
2. FY19 & FT20 LEA Title III-A professional development (PD) plan, including a needs assessment and long-range PD goals (may be drawn from relevant CLIP sections).
3. FY19 & FY20 Documentation of PD plan implementation demonstrating that the PD was designed:
 1. To improve the instruction and assessment of ELs; and
 2. To enhance the ability of teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs.
4. FY19 & FY20 participation documentation including meeting dates, agendas, handouts, conference materials, expense statements, dated sign-in sheets with participant roles notes, etc. and feedback as evidence that the PD was of "sufficient intensity and duration" and as evidence of "all staff participation, including non-ESOL teachers and administrators."
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.

Indicator 18.4 – Other Effective Activities & Strategies - Requirement

18.4. Evidence that:

- a. The LEA performs other effective activities and strategies that supplement and enhance the language instruction educational programs for EL students.
- b. The LEA engages parents, family and the community in those activities, and
- c. If activities are held in coordination with Title I EL parent engagement and outreach, the LEA ensures that these activities include elements that fulfill the Title III-A requirement to “enhance or supplement” the Title III-A language programs.

Indicator 18.4 – Other Effective Activities & Strategies - Documentation

18.4. Evidence shall include:

1. Narrative describing the parent, family and community engagement activities (including their effectiveness) performed by the LEA **to enhance or supplement the Title III-A funded language programs**. Narrative may include procedures for determining how to engage EL parents in the students' supplemental language program in which schools, and for which parents.
2. FY19 & FY20 copies of communications to EL families regarding EL parent, family and community engagement activities and opportunities as related to the Title IIIA language programs.
3. FY19 & FY20 records of EL parent, family and community engagement activity agendas, invoices, presentations, notes, handouts, dated sign-in sheets, etc. as related to the Title IIIA language programs
4. EL parent interview responses, including LEA Invitation-to-Interview letter sent to EL parents listed on LEA's EL Parent Interview Roster.

Indicator 18.5 – Immigrant Programs - Requirement

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).

[ESEA: Sec. 3115 \(e\)](#)

Indicator 18.5 – Immigrant Programs - Documentation

18.5. Evidence shall include:

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.
2. List of Immigrant students generated from Student Record Data and LEA Student Information System.
3. Record of system expenditure detail report and/or general ledgers using Immigrant funds for FY19 and FY20 to date.
4. FY19 & FY20 List of activities performed/materials purchased with Immigrant funds, when applicable.
5. Staff interview responses related to identifying immigrant students and programs designed to meet their needs.

Step #4: Submitting Documentation

- Submit monitoring documentation and *EL Data Rosters* per Federal programs submission process
 - **Desktop** – on CFM Date
 - **Onsite** – 2 weeks prior to CFM Date

1 week prior:

- Submit *Title III-A Program Overview form* to Title III-A Program Regional Specialist.

Step #5: Final Onsite Preparations – 1-2 weeks prior

- Mail *EL Parent Interview Letter* to all parents of ELs.
 - 2 weeks prior – NOT earlier, please!
 - Prepare letter in parents' indicated language of communication.

Title III, Part A **Onsite** Monitoring Timeline

2 weeks

- Submit Documentation
- Submit Data Rosters
- Send EL Parents the Invitation to Interview Letter in a language they understand

1 week

- Submit **Title III, Part A Program Overview**
- Receive List of Staff selected for interview
- Receive List of selected EL student records

Any final questions?

Title III-A Program Specialists

Northeast Region

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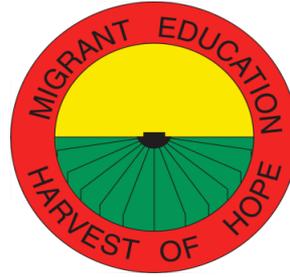
South Region

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Contact Information by Region

Next Session: Title I, Part C





Title I Part C Education of Migratory Children

FY20 Monitoring Indicators and Documentation

Federal Programs Indicator 19.1

Title I, Part C: Education of Migratory Children Services

Requirement

Records Maintenance and Transfer

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

Documentation

- SIS report of current K-12 migrant coded participants (alphabetical order by last name).
 - **Desktop only:** Email to Israel Cortez using the GaDOE portal email on the day of monitoring.

(CONSORTIUM: This is required. If no migrant students are enrolled, the SIS report will have no names listed.)

Federal Programs Indicator 19.1

Title I, Part C: Education of Migratory Children Services

Requirement

Records Maintenance and Transfer

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

Documentation

- Signed verification forms for the following MEP reports:
 - current enrollment reports
 - current participant reports
 - new participant reports
 - evidence of corrected current enrollment reports

Federal Programs Indicator 19.2

Title I, Part C: Education of Migratory Children Services

Requirement

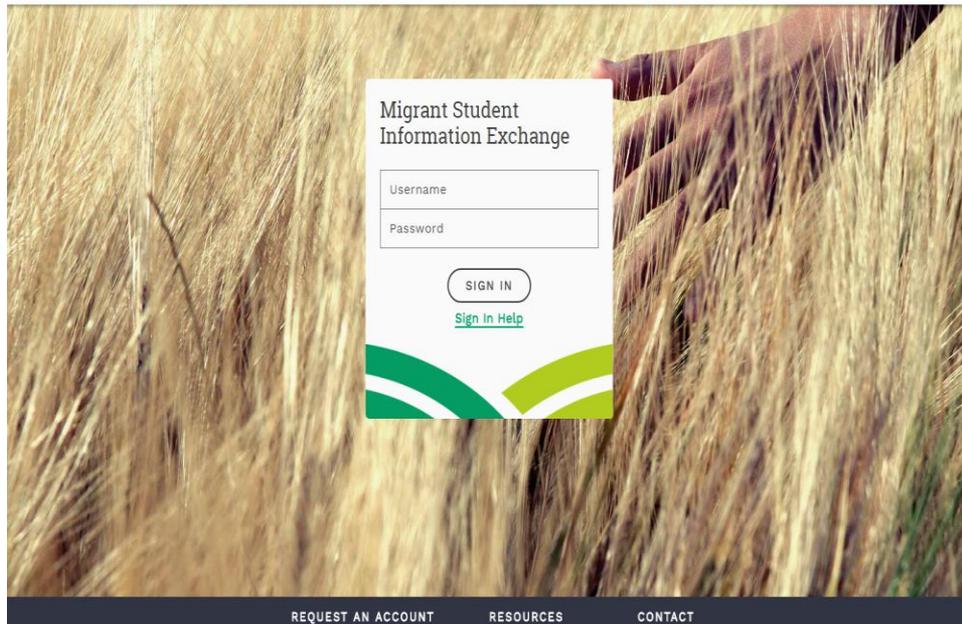
Records Maintenance and Transfer

- 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.

Documentation

- 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.
(CONSORTIUM: This applies only if migrant students have enrolled or withdrawn since the first day of school.)
- **Desktop only:** Email to Israel Cortez on the GaDOE portal on the day of monitoring.

Migrant Student Information Exchange (MSIX)



Move Notice ✕

This student is moving from our area to your area

Your student has recently moved to our area

0 / 250

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

Recipient

Select the State, District and School to ensure the move notification is sent to the appropriate Data Administrator.

[Cancel](#) SUBMIT

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

[Request for an MSIX Secondary User Account](#)

Federal Programs Indicator 19.3

Title I, Part C: Education of Migratory Children Services

Requirement

Identification and Recruitment

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

Documentation

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

Federal Programs Indicator 19.4

Title I, Part C: Education of Migratory Children Services

Requirement

Priority for Services

- 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.

Documentation

- Current or updated documentation of instructional and/or support services being provided to PFS participants:
 - ALL migrant staff tutoring schedules for the current academic year with PFS student names highlighted and participant's first name and last name initial.
 - Documentation addressing why PFS students (K-12 and DO/OSY) are not being served.

Electronic file (emailed to Israel Cortez, Margarita Munoz or Marisela Trejo on the GaDOE portal or provided on a flash drive on the day of monitoring).

Federal Programs Indicator 19.4

Title I, Part C: Education of Migratory Children Services

Requirement	Documentation
<p><u>Priority for Services</u></p> <ul style="list-style-type: none">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.	<ul style="list-style-type: none">Evidence of dissemination of PFS reports, adjustments to services based on PFS reportsDocumentation to teachers and principals explaining:<ul style="list-style-type: none">What PFS means.Who are the PFS students, and migrant staff tutoring schedules.

Federal Programs Indicator 19.5

Title I, Part C: Education of Migratory Children Services

Requirement

Parental Involvement/PAC

- 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.

Documentation

- List of dates for 3 migrant PAC meetings
- Documentation for 2 of 3 meetings to include agendas, sign-in sheets showing that (highlight) migrant parents represent over 50% of the PAC membership and minutes showing consultation with parents regarding planning, implementing, and evaluating migrant projects; if required, language of communication, and evidence of interpreting.
- 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.)

Federal Programs Indicator 19.6

Title I, Part C: Education of Migratory Children Services

Requirement

Professional Development

- Evidence that migrant education program staff or other LEA staff, if applicable, attended required Migrant Education Program training provided by the Department, or other non-local professional development opportunities, i.e., identification and recruitment (ID&R) trainings or workshops, and/or national/state/local migrant education program conferences aligned to the needs of migrant students.

Documentation

- Documentation for MEP staff involved in/attending local school district, RESA and/or other trainings, workshops, or conferences (face to face or online) directly related to the local CNA, District Improvement Plans, the instructional or support services they are providing to migrant participants.
- Documentation showing completed online courses from PD Now.

(No need to provide documentation for migrant trainings)

Federal Programs Indicator 1.2I

Title I, Part C: Education of Migratory Children Services

Requirement

Migrant Services Coordination

- Evidence that the LEA plans for and consistently monitors its migrant students, OSY and DOs to ensure that their needs are being met by all applicable LEA instructional and/or support services during regular school year, intersession, and summer periods.
- Evidence that preschool migrant children (ages 3-5) are served in early childhood programs offered by the MEP, LEA or other community agency.

Documentation

- Supplemental Services Tracking Form [same electronic file as 19.4] and documentation with marked codes of services provided and/or explanation **why preschool age, K-12, OSY, and DO participants are not being served through the Implementation Plans (IPs)** and other program, community, social, health, and educational services.
- ALL current year migrant tutoring schedules [same as in file 19.4]
- **ALL OSY profile forms**
- **OSY pre/posttest**
- Evidence of coordination with other community, social, and educational services.

Federal Programs Indicator 1.2I

Title I, Part C: Education of Migratory Children Services

Requirement

Migrant Services Coordination

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

Early Childhood Education

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

Documentation

- ALL preschool assessments and screeners
- Home visit documentation
- Evidence of coordination with other community, social, and educational services

Federal Programs Indicator 1.3D

Title I, Part C: Education of Migratory Children Services

Requirement	Documentation
<ul style="list-style-type: none">• <u>Program Evaluation.</u> Evidence that the LEA evaluates the effectiveness of the migrant program (ongoing and annually) throughout the LEA.	<ul style="list-style-type: none">• Current written evaluation summary of the local Migrant Education Program:<ul style="list-style-type: none">• Interpretation of the MEP participant progress within the MEP implementation plans• Classroom performance• Local benchmark scores (if any)• The most recent state assessment scores disaggregated by Migrant compared to Non-Migrant; and Migrant PFS compared to Migrant Non-PFS.• Tutors or SSPs performance via IP observations• Adjustment to academic services & schedules

Title Part C Education of Migratory Children

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

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

MEP Resources

Information: Forms and documents

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Migrant-Education-Program.aspx>

Title I Part C Staff Contact Information

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Israel Cortez, Program Manager	(404) 272-8780	jcortez@doe.k12.ga.us
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Marisela Trejo, Region 2 Coordinator	(404) 561-7819	mtrejo@doe.k12.ga.us

Helpful Resources

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

Contact Information

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Shaun Owen, Deputy Chief of Staff, Consolidated Federal Initiatives, and State Ombudsman	404-971-0096	sowen@doe.k12.ga.us
John Wight, Director Federal Programs	404-463-1857	jwight@doe.k12.ga.us

