



**Office of School Improvement**  
**Federal Programs**  
**FY 2016**  
**Cross-Functional Monitoring of LEA Programs**

**MONITORING DOCUMENT**

Title I Part A (CFDA 84.010) - State Program Code 1750  
Title I Part A Academic Achievement Awards (CFDA 84.010) - State Program Code 1752  
Title I, Part A Reward Districts Awards (CFDA 84.010) - State Program Code 1753  
Title I School Improvement 1003(a) (CFDA 84.010) - State Program Code 1770  
Title I, Part D Neglected & Delinquent (CFDA 84.010) - State Program Code 1755  
Title I, Part C Migrant (CFDA 84.011) - State Program Code 1762  
Title II, Part A Teacher Quality (CFDA 84.367) - State Program Code 1784  
Title III, Part A Language Instruction for LEP and Immigrant Students (CFDA 84.365A) - State Program Codes 1811 & 1816  
Title X, Part C McKinney-Vento Ed. for Homeless Children and Youth (CFDA 84.196) - State Program Code 1800  
Title VI, Part B Rural Education Achievement Program (REAP) (CFDA 84.358) - State Program Code 1847  
The Individuals with Disabilities Education Act (IDEA) - (CFDA 84.027A) - State Program Code 2824  
School Improvement 1003(g) (SIG) (CFDA 84.377) - State Program Code 1775

**Cross-Functional Monitoring of LEA Programs**

<b>OVERARCHING REQUIREMENT</b>			
<b>1. LEA Monitoring of Schools and Programs</b>			
<b>ITEMS</b>	<b>REQUIREMENTS</b>	<b>DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE</b>	<b>DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE</b>
<p>The LEA conducts monitoring of its schools and programs sufficient to ensure compliance with Title Programs' requirements.</p> <p>-----</p> <p>For more detail about requirements, reference <b>ESEA SEC. 9304</b> <b>2 CFR 200.328</b> <b>2 CFR 200.330</b></p>	<p>1. The LEA conducts monitoring of its subgrantees sufficient to ensure compliance with Title I program requirements. [§9304; 2 CFR 200.328; 2 CFR 200.330] 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 VI, Part B; Title X, Part C--McKinney-Vento Act; and IDEA.</p>	<p>1. <b>Documentation</b></p> <ul style="list-style-type: none"> <li>• Established cycle of monitoring for 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 VI, Part B; Title X, Part C--McKinney-Vento Act; and IDEA.</li> <li>• LEA to send to the Department monitoring policies and procedures that include a method for monitoring all critical ESEA requirements.</li> <li>• Data collection instruments (interview guides, documents review checklists).</li> <li>• Sample of letters to schools, checklists, forms, etc.</li> <li>• Process for identification of high risk schools</li> <li>• Process for follow-up/verification of implementation of required corrective action.</li> <li>• Monitoring reports, corrective actions from the schools visited as part of the on-site review.</li> <li>• Copies of reports, corrective actions, results of technical assistance.</li> <li>• Sample of letters to schools, checklists, forms, etc.</li> <li>• Evidence of technical assistance provided by the LEA as a result of issues identified through the monitoring process.</li> <li>• Copies of the LEA's schedule for monitoring of schools.</li> <li>• Minutes of board meeting approving the annual Grant Award Notification--SIG.</li> <li>• Policies on Federal Grant Administration--SIG.</li> <li>• Policy checklists.</li> <li>• Expenditure Detail reports.</li> <li>• Completed plans--SWP, TA, School Improvement, Parental involvement plans.</li> <li>• Memos, reports, etc.</li> <li>• Procedures for follow-up/verification of implementation of required corrective actions identified by the LEA.</li> </ul>	<p>1. <b>Documentation</b></p> <p>Written description of the LEA monitoring process, including on-site procedures, timelines, schedules, data review, and the reporting and corrective action processes. Copies of reports, corrective actions, results of technical assistance.</p> <ul style="list-style-type: none"> <li>• Annual Grant Award Notification.</li> <li>• Corrective actions from the most recent LEA monitoring of schools/programs.</li> <li>• Completed plans-- FLP, School Improvement, SWP, TA, Parental involvement plans.</li> <li>• Memos, reports, etc.</li> </ul>

Cross-Functional Monitoring of LEA Programs

1. LEA Monitoring of Schools and Programs <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
		<b>Guiding Questions:</b> 1. What processes does the LEA use to monitor its federal programs. 2. How frequently are federal programs monitored? 3. What findings have been made in the most recent monitoring year? 4. How does the LEA ensure that findings are corrected? 5. How does the LEA monitor/compare school expenditure requests with needs listed in the schoolwide, targeted assistance plan, FLP, or <b>School Improvement Plan</b> ?	
2. COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP)			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
The approved Comprehensive LEA Improvement Plan (CLIP) with supporting documentation on file.  ----- For more detail about requirements, reference <b>ESEA SEC. 1112</b>	1. The LEA ensures that it complies with the provision for submitting an annual application to the SEA and revising the LEA's plans as necessary to reflect substantial changes in the direction of the LEA's program. [§1112] 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 VI, Part B; Title X, Part C--McKinney-Vento Act; and IDEA.	<b>1. Documentation:</b> <ul style="list-style-type: none"> <li>Review and approval process for LEA plans including <b>written</b> procedures. (Review checklists, established schedule, and samples of correspondence with schools and other LEA departments.)</li> <li>Resolution procedures for unapproved plans.</li> <li>Guidance to schools and other LEA departments on submission of plan amendments.</li> <li>Schedule/timeline regarding the process for submission, revisions, and final edits for LEA plans.</li> <li>Sample amendment requests (CLIP, FLP, SWP, TA, Parental Involvement, etc.) and LEA approval/denial.</li> <li>Evidence of timely plan approval and release of funds.</li> <li>Evidence that the LEA's plans include input from teachers, principals, administrators (including administrators of other programs described in Title I, Part A) and other appropriate school personnel, and parents of children in schools receiving Title I services.</li> <li>Description of Pre-Kindergarten services that are provided (if applicable).</li> </ul>	<b>1. Documentation:</b> <ul style="list-style-type: none"> <li>Most recently approved annual plan (ESEA/IDEA Descriptors, Comprehensive LEA Improvement Plan, and LEA Profile) from the LEA, which includes:                             <ul style="list-style-type: none"> <li>Needs Assessment                                     <ul style="list-style-type: none"> <li>Allocation amount, budget information and required set-asides</li> <li>A description of the poverty criteria used to select school attendance areas</li> <li>Record of schools' CCRPI data and schools' Priority, Focus, and/or Reward School status</li> </ul> </li> </ul> </li> <li>Copy of Consolidated Application Audit Trail showing CLIP approval.</li> <li>Amendment requests for all Title I plans in the LEA: CLIP and FLP.</li> <li>Copy of revised CLIP and/or FLP.</li> <li>Listing of schools with poverty criteria</li> <li>Copy of general and program assurances from the Consolidated Application. □</li> </ul>

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2. COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP) <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
		<b>Guiding Questions:</b> 1. What is the process for review and approval of LEA applications? 2. What is the process for reviewing LEA plans to determine if the LEA has met requirements for required and allowable reservations? 3. What is the process for submitting amendments? 4. When are LEAs required to submit amendments? What type(s) of change(s) require a formal amendment?	
3. PARENTAL INVOLVEMENT			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
34 CFR § 200.3(c)(2) SEC. 1116(c)(6) SEC. 1116(c)(10)€ SEC. 1116(e)(2)(A) SEC. 1117 SEC. 1118(a)(1) SEC. 1118(a)(2) SEC. 1118(a)(2)(A) SEC. 1118(a)(2)(E) SEC. 1118(c)(1) SEC. 1118(a)(3)(b) SEC. 1118(c)(3) SEC. 1118(f) SEC. 1118(g) SEC. 1118(h) SEC. 1118(E)(7)  Georgia's ESEA Flexibility Waiver 34 CFR Part 200 200.22 200.37 200.44 200.48	1. Evidence that the LEA and/or school notifies parents about:  a. School Designation Status for Georgia's ESEA Flexibility Waiver (Priority, Focus, Reward, or Title I).	1. Copy of LEA and/or school notifications about: <input type="checkbox"/>  a. Copy of • LEA and/or school designation status notifications for Georgia's ESEA Flexibility Waiver must be in a language that parents can understand, sent to parents in a timely manner (beginning of the school year and they must be made in multiple ways. • For Priority and Focus Schools, requirements include a dated parent letter (e.g., a letter mailed to parents via the U.S. Postal Service with documentation of completed mailings). In addition to a parent letter, the notification will also need to be made in at least one additional way. • Title I schools with no designation status must notify parents/guardians of their Title I status in multiple ways, but not necessarily by parent letter. Acceptable additional documentation may include: √ Student handbooks, school newsletters, newspaper articles, brochures, flyers, parent meeting agendas, and/or parent meeting presentations, screenshots of school Websites, etc.	1. The LEA provides documentation.  a. The LEA provides documentation. .

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<b>3. PARENTAL INVOLVEMENT <i>continued</i></b>			
<b>ITEMS</b>	<b>REQUIREMENTS</b>	<b>DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE</b>	<b>DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE</b>
	<p>b. Flexible Learning Program (FLP) - Notification to parents of eligible children of the availability of FLP <b>at least twice</b> annually, including:</p> <ul style="list-style-type: none"> <li>• A brief description of services (delivery model, start and end dates, hours of service, times of service: during school, before/after school, Saturdays, summer, etc.), and subject areas served;</li> <li>• An explanation of the procedures used to determine student eligibility;</li> <li>• An offer to assist parents in understanding Georgia's ESEA Flexibility Waiver.</li> </ul> <p>2. Evidence that the LEA provides technical assistance to schools in planning and implementing effective parental involvement practices inclusive of school parental involvement plans, school-parent compacts, and all Title I parental involvement requirements.</p>	<p>b. Copy of two annual notifications made to parents/guardians in an understandable format. The notification must be made in multiple ways:</p> <ol style="list-style-type: none"> <li>1) A letter mailed to parents via the U.S. Postal Service with documentation of completed mailings, and</li> <li>2) In addition to a parent letter, FLP parent response form, electronic means, newspaper articles, Website screen shot, or other reasonable means.</li> </ol> <p>The notification must include the following information:</p> <ul style="list-style-type: none"> <li>• LEA/School contact information: contact name, mailing address, telephone number, email address, and/or fax number. (Letter must be in an understandable format.)</li> <li>• A brief description of services (delivery model, start and end dates, hours of service, times of service: during school, before/after school, Saturdays, summer, etc.), and subject areas served;</li> <li>• A brief explanation of the procedures used to determine student eligibility.</li> <li>• An offer to assist parents in understanding Georgia's ESEA Flexibility Waiver</li> </ul> <p>2. Evidence such as:</p> <ul style="list-style-type: none"> <li>• Written procedures on how the LEA provides technical assistance to schools on all Title I parental involvement requirements as well as a plan to carry out effective parental involvement practices.</li> <li>• Dated professional development meeting agendas, sign-in sheets, minutes, etc. or other professional development on effective parental involvement practices.</li> <li>• Guidance and sample communications to schools on parental involvement requirements, including guidance on the school parental involvement policy and school-parent compacts.</li> <li>• Communications to schools that discuss and/or disseminate materials and resources on effective parental involvement practices.</li> <li>• Surveys, emails, training materials, flyers, agendas, emails, and/or memos.</li> </ul>	<p>b. The LEA provides documentation.</p> <p>2. The LEA provides documentation.</p>

Cross-Functional Monitoring of LEA Programs

3. PARENTAL INVOLVEMENT <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><b>Per Corrective Action by The Department related to 2009 US ED Monitoring Finding</b></p>	<p>3. LEA Parental Involvement Policy/Plan</p> <p>a. Evidence of an LEA parental involvement plan that is revised annually (providing parents with more than one opportunity for feedback), developed jointly, and agreed upon with parents.</p> <p>b. Evidence that the completed and revised LEA parental involvement plan has been distributed to parents in multiple ways and available to the local community.</p> <p>c. Evidence that the LEA policy contains the following required content components:</p> <ul style="list-style-type: none"> <li>• A revision date (month, date, year) as well as a <b>school year date (2015-2016)</b>.</li> <li>• A description of how the LEA will provide technical assistance to the schools in planning and implementing effective parental involvement activities.</li> <li>• A description of how the LEA will coordinate with other programs such as Head Start, Even Start, Parents as Teachers Program and any state-run preschool program.</li> <li>• A description of how the annual evaluation will be conducted with the involvement of parents to evaluate the effectiveness of the parental involvement policy and its programs including identifying barriers and using the findings to design strategies for more effective parental involvement.</li> <li>• A list of strategies/activities the LEA will implement to build staff and parent capacity for greater involvement.</li> </ul>	<p>3. Evidence such as:</p> <ul style="list-style-type: none"> <li>• LEA parental involvement policy with revision date, prior to November 1 (month, day, year) as well as all the required content requirements.</li> <li>• Meeting agendas and sign-in sheets from LEA policy meetings (or other parent input opportunities) with parents.</li> <li>• Parent feedback in the form of minutes from the LEA policy meetings (or other parent input opportunities)</li> <li>• Flyers, invitations, Website announcements, message recordings, or other meeting advertisements informing all Title I parents know of their opportunities to be involved in the development and/or revision of the LEA policy.</li> <li>• District procedures on how parents are able to provide input on the LEA parental involvement policy.</li> <li>• Copies of documentation showing evidence of how the LEA parental involvement plan was distributed in multiple ways to parents and the local community in a timely manner (by the end of October). Evidence can include, but is not limited to: meeting agendas, sign-in sheets, screen shot of Web page, email, etc.</li> </ul>	<p>3. The LEA provides documentation.</p>

Cross-Functional Monitoring of LEA Programs

3. PARENTAL INVOLVEMENT <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>4. School Parental Involvement Policy/Plan</p> <p>a. Evidence of a school parental involvement plan that is revised annually (providing parents with more than one opportunity for feedback at flexible times), developed jointly, and agreed upon with parents.</p> <p>b. Evidence that the completed and revised school parental involvement plan has been distributed to parents in multiple ways and available to the local community.</p> <p>c. Evidence that the school policy contains the following required content components:</p> <ul style="list-style-type: none"> <li>• A revision date (month, date, year) as well as a school <b>year date (2015-2016)</b>.</li> <li>• Information regarding the Annual Title I meeting</li> <li>• A description of how/when parents can participate in the planning, review, and involvement of the Title I policies and programs.</li> <li>• Information regarding how the school is going to communicate with families and notify parents with timely information about Title I programs.</li> <li>• A description of how schools and parents will jointly develop the school-parent compact.</li> <li>• A list of strategies/activities/trainings the school will provide to build both staff and parent capacity.</li> </ul> <p>5. Evidence that schools have a signed and dated school-parent compact that is revised annually (providing parents with more than one opportunity for feedback at flexible times), developed jointly, and agreed upon with parents.</p> <p>The school-parent compact must include the following required components:</p> <ul style="list-style-type: none"> <li>• District and school academic achievement goals</li> <li>• Outline of the shared responsibility between the school, parents, and students for improved student achievement.</li> <li>• List the activities/strategies the school will provide to parents to support student learning at home.</li> <li>• Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: <ul style="list-style-type: none"> <li>√ Parent-teacher conferences in the elementary schools at least annually, during which the compact is addressed,</li> <li>√ Frequent reports to parents on their child's progress, and</li> <li>√ Reasonable access to staff,</li> <li>√ Opportunities to volunteer and participate in their child's class, and</li> <li>√ Observation of classroom activities.</li> </ul> </li> </ul> <p>The school must provide evidence that the school-parent compact was distributed to all parents in multiple ways.</p>	<p>4. Evidence such as:</p> <ul style="list-style-type: none"> <li>• School parental involvement policy with revision date, prior to November 1st (month, day, year) as well as all the necessary content requirements.</li> <li>• Meeting invitations, agendas, PowerPoints, meeting minutes and sign-in sheets from school policy meetings (or other parent input opportunities) with parents.</li> <li>• Parent feedback in the form of minutes from the school policy meetings (or other parent input opportunities).</li> <li>• Flyers, invitations, Website announcements, message recordings, or other meeting advertisements letting all Title I parents know of their opportunities to be involved in the development and/or revision of the school policy.</li> <li>• School procedures on how parents are able to provide input on the school parental involvement policy.</li> <li>• Copies of documentation to evidence distribution of the school parental involvement plans in multiple ways (agendas, sign-in sheets, screen shot of Webpage, email, etc.) to parents and the local community in a timely manner (by the end of October).</li> </ul> <p>5. Evidence such as:</p> <ul style="list-style-type: none"> <li>• Copy of school parental involvement plan describing how the school, parents, and students will jointly develop a school-parent compact for improved student academic achievement.</li> <li>• Copy of school-parent compact with revision date, prior to November 1 (day, month, year) as well as all required compact requirements distributed to parents in a timely manner (by the end of October).</li> <li>• Meeting agendas, meeting minutes, sign-in sheets, correspondences showing that the school-parent compact was developed jointly with parents, as well as, utilized as a tool with all Title I parents throughout the year.</li> <li>• School procedures on how parents are able to provide input on the school parental involvement policy/.</li> <li>• Flyers, Web site announcements, message recordings, or other school-parent compact meeting advertisements/feedback opportunities.</li> <li>• Pictures, PowerPoint presentations, and handouts from school-parent compact meetings.</li> </ul>	<p>4. The LEA provides documentation.</p> <p>5. The LEA provides documentation.</p>

**Cross-Functional Monitoring of LEA Programs**

<b>3. PARENTAL INVOLVEMENT <i>continued</i></b>			
<b>ITEMS</b>	<b>REQUIREMENTS</b>	<b>DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE</b>	<b>DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE</b>
	<p>6. Evidence that the LEA and schools have carried out the requirement to build staff capacity for involvement - the LEA and schools assisted under this part shall educate all school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.</p> <p>7. Evidence that the LEA ensures that all parents of Title I students have the opportunity to be involved in decisions about the use of the 1% reservation with allocations greater than \$500,000 per year for parental involvement to schools.</p>	<p>6. Evidence such as:</p> <ul style="list-style-type: none"> <li>• Meeting agendas of professional developments/activates conducted for school personnel with parents and educators together.</li> <li>• Copies of notification of staff meetings.</li> <li>• PowerPoints or training materials used for staff trainings to build capacity to increase parental involvement activities/trainings.</li> <li>• Sign-in sheets of staff trainings or professional development opportunities to train and educate school personnel on best practices for parental involvement activities.</li> <li>• Newsletter articles.</li> <li>• Tip Sheets/Flyers/Handouts/Brochures for effective practice for family engagement.</li> <li>• Website screen shots, training Websites.</li> </ul> <p>7. Evidence such as:</p> <ul style="list-style-type: none"> <li>• Documentation showing that all parents of children receiving Title I services have the opportunity to provide input into how parental involvement funds are budgeted</li> <li>• Detailed dated meeting agendas and sign-in sheets. (month, day, year) from meetings where parents provided input into the parental involvement budget.</li> <li>• Title I parental involvement survey questions and responses about the parental involvement budget.</li> <li>• Detailed minutes and evaluations with parent feedback regarding the use of funds for parental involvement</li> <li>• Handouts or comment cards advertising and/or soliciting parent feedback on the use of funds for parental involvement.</li> <li>• Flyers, Website announcements, social media, message recordings, or other meeting advertisements showing that all parents of children receiving Title I services had the opportunity to provide input into how the required 1-percent set-aside parental involvement funds will be budgeted.</li> <li>• Pictures, PowerPoint presentations, videos, or handouts used to share information about the parental involvement budget and to engage parents in meaningful conversations about the budget.</li> </ul>	<p>6. The LEA provides documentation.</p> <p>7. The LEA provides documentation.</p>



**Cross-Functional Monitoring of LEA Programs**

<b>4. SCHOOL IMPROVEMENT 1003(a)</b>			
<b>ITEMS</b>	<b>REQUIREMENTS</b>	<b>DOCUMENTATION ON FILE AT The Department TO VERIFY COMPLIANCE*</b>	<b>DOCUMENTATION ON FILE AT THE LEA TO VERIFY COMPLIANCE**</b>
<p>LEA schools identified for as Priority or Focus Schools have met the requirements of being so identified.</p> <p>-----</p> <p>For more detail about requirements, reference Georgia's ESEA Flexibility Waiver</p> <p><b>ESEA SEC. 1116(b)(4)(B)(i)</b></p>	<ol style="list-style-type: none"> <li>Evidence of LEA tracking status of schools in relation to school improvement.</li> <li>Evidence that the LEA has provided written guidance and technical support to schools in developing, revising, implementing and coordinating targeted assistance, schoolwide and school improvement plans.</li> <li>LEA Assurances.</li> <li>Evidence that the LEA provides assistance to schools in analyzing data from the State assessment system and other examples of student work to identify and develop solutions to problems in a) Instruction; b) Implementing the requirements for parental involvement and professional development; and c) Implementing the school improvement plan, including LEA and school level responsibilities under the plan.</li> </ol>	<ol style="list-style-type: none"> <li>The Department provides documentation.</li> <li>Current written documentation or procedures that describe how the LEA is organized to oversee and monitor school improvement, review, and approve school improvement plans, provide professional development, and provide technical support and other assistance to schools (e.g., designated central office staff, local school support teams, and/or, in conjunction with regional technical assistance center, a university/college, or other technical assistance provider).</li> </ol> <p>Current written procedures describing how the LEA supports schools in developing, revising, implementing and coordinating targeted assistance, schoolwide, and school improvement plans. To include analyzing data to identify and develop solutions to problems in a) instructional strategies; b) implementing requirements for parental involvement; c) identifying effective professional learning and d) analyzing and revising the school's budget so that resources are allocated effectively.</p> <p>Copy of expenditure detail reports.</p> <ol style="list-style-type: none"> <li>The Department provides documentation.</li> <li>Evidence that LEA provided technical assistance in developing and reviewing school improvement plans. <ul style="list-style-type: none"> <li>Copies of current LEA and school improvement, targeted assistance, schoolwide plans which include comprehensive needs assessment, scientifically researched based instructional strategies, parental involvement and professional development.</li> <li>Copies of dated agendas and/or minutes, sign-in sheets of committee meetings.</li> <li>Copies of correspondence between LEA and schools identified for improvement.</li> </ul> </li> </ol> <p><b>Guiding Questions:</b></p> <ol style="list-style-type: none"> <li>How does the LEA involve identified SIG 1003(a) schools in the planning and development of the school's budget?</li> </ol>	<ol style="list-style-type: none"> <li>Georgia ESEA Flexibility Waiver</li> <li>The LEA provides documentation.</li> <li>Copy of signed School Improvement Grant assurances for each applicable school.</li> <li>The LEA provides documentation.</li> </ol>

**Cross-Functional Monitoring of LEA Programs**

<b>4. SCHOOL IMPROVEMENT 1003(a) <i>continued</i></b>			
<b>ITEMS</b>	<b>REQUIREMENTS</b>	<b>DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE</b>	<b>DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE</b>
<p><b>ESEA</b></p> <p><b>SEC. 1003(a)</b>  <b>SEC. 1112(c)(1)(D)</b>  <b>SEC. 1114(b)(1)</b>  <b>SEC. 1116 (b)(1)(B)</b>  <b>SEC. 1116 (b)(3)</b>  <b>SEC. 1116(b)(3)(A)</b>  <b>SEC. 1116(b)(3)(A)(iii)</b>  <b>SEC. 1116 (b)(4)–(6)</b>  <b>SEC. 1116(b)(7)(C)</b>  <b>SEC. 1116 (b)(7)(C)(ii)</b>  <b>SEC. 1116(b)(8)(B)</b>  <b>SEC. 1116 (b)(14)(B)</b>  <b>SEC. 1116(c)(7)</b>  <b>SEC. 1116 (c)(9)</b>  <b>SEC. 1116 (c)(10)(B)(iii)</b>  <b>SEC. 9101(34)</b>  <b>SEC. 9306(a)(1)</b></p> <p><b>34 CFR Part 200</b>  <b>200.36</b>  <b>200.43.</b></p>	<p>5. Evidence that the LEA provides assistance to schools identified as Priority or Focus Schools, including implementing required actions.</p> <p>6. Evidence that the LEA/school has designed teacher professional development to ensure that teacher learning opportunities are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs.</p> <p>7. Evidence that where a school is both a schoolwide school and a school identified for improvement and develops a single plan, that the LEA ensures that the single plan contains the schoolwide requirements under section 1114(b)(1) and the school improvement plan requirements under section 1114(b)(3)(A). (If applicable)</p> <p>8. Evidence that School Improvement Grant has been approved.</p> <p>9. Evidence that the LEA and schools use school level data to make decisions about the use of 1003(a) funds for school improvement.</p> <p>10. Evidence of the process the LEA uses for monitoring or reviewing how schools are using section 1003(a) funds to ensure the on-going quality of school improvement activities.</p>	<p>5. Copies of dated agendas and/or minutes, sign-in sheets of professional development meetings. Copies of correspondence between LEA and schools identified as Priority or Focus Schools. Copies of training materials.</p> <p>6. Expenditure detail reports reflecting professional learning activities (2210).</p> <p>7. Copy of the revised School Improvement Plans with the schoolwide requirements sufficiently addressed and clearly identified (i.e., The Department Schoolwide/School Improvement Plan template).</p> <p>8. The Department provides documentation.</p> <p>9. Comprehensive Needs Assessment with a focus on the area of need for the school.</p> <ul style="list-style-type: none"> <li>• Copy of the current, revised targeted assistance/schoolwide/school improvement plans.</li> <li>• Copies of meeting agendas, sign in sheets, etc.</li> </ul> <p>10. Written description of the LEA's process or procedures for ongoing review of school-level implementation of section 1003(a) funds.</p>	<p>5. The LEA provides documentation.</p> <p>6. The LEA provides documentation.</p> <p>7. The LEA provides documentation.</p> <p>8. Copy of school Improvement Grant budget for each applicable school.</p> <p>9. List of schools receiving 1003(a) funds and the amount awarded per school.</p> <ul style="list-style-type: none"> <li>• Copy of approved School Improvement Budget.</li> </ul> <p>10. List of schools receiving 1003(a) funds and the amount awarded per school.</p>

Cross-Functional Monitoring of LEA Programs

5. SCHOOL IMPROVEMENT 1003(g) (SIG)			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>LEA schools identified for as Priority or Focus Schools have met the requirements of being so identified.</p> <p>-----</p> <p>For more detail about requirements, reference</p> <p><b>ESEA</b>  <b>SEC. 1116(b)(4)(B)(i)</b>  <b>SEC. 1112(c)(1)(D)</b>  <b>SEC. 1116(b)(3)(A)</b>  <b>SEC. 1116(b)(3)(A)(iii)</b>  <b>SEC. 1116(b)(7)(C)</b>  <b>SEC. 1116(b)(8)(B)</b>  <b>SEC. 1116(c)(7)</b>  <b>SEC. 9101(34) □</b></p> <p><b>ESEA</b>  <b>SEC. 1003(a)</b>  <b>SEC. 1114(b)(1)</b>  <b>SEC. 1116 (b)(1)(B)</b>  <b>SEC. 1116 (b)(3)</b>  <b>SEC. 1116 (b)(4)-(6)</b>  <b>SEC. 1116 (b)(7)(C)(ii)</b>  <b>SEC. 1116 (b)(14)(B)</b>  <b>SEC. 1116 (c)(9)</b>  <b>SEC. 1116 (c)(10)(B)(iii)</b>  <b>SEC. 9306(a)(1)</b>  <b>34 CFR Part 200</b>  <b>200.36</b>  <b>200.43</b></p>	<ol style="list-style-type: none"> <li>1. LEA Assurances.</li> <li>2. 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, SIG 1003(g) requires 300 hours of Increased Learning Time (ILT).</li> <li>3. Evidence that School Improvement Grant has been approved.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Department provides documentation.</li> <li>2. Expenditure detail reports reflecting professional learning activities (2210). Copies of agendas, schedules, meeting minutes, meeting summary reports, sign in sheets, training materials, etc. of job embedded professional learning for SIG 1003(g), and Increased Learning Time (ILT) schedules noting time and pay.</li> <li>3. The Department provides documentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Copy of signed School Improvement Grant assurances for each applicable school.</li> <li>2. The LEA provides documentation.</li> <li>3. Copy of School Improvement Grant budget for each applicable school.</li> </ol>

Cross-Functional Monitoring of LEA Programs

FIDUCIARY RESPONSIBILITY			
6. MAINTENANCE OF EFFORT (MOE), COMPARABILITY, SUPPLEMENT NOT SUPPLANT, AND INTERNAL CONTROLS			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>The LEA ensures that it complies with--</p> <ul style="list-style-type: none"> <li>The procedures for ensuring maintenance of effort (MOE) as outlined in §§1120A and 9021 of the ESEA and for IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205.</li> <li>The procedures for meeting the comparability requirement as outlined in §1120A of the ESEA.</li> <li>The procedures for ensuring that federal funds are expended according to program requirements and cost principles outlined in 2 CFR Part 200, Subpart E.</li> <li>The procedures for ensuring that federal funds are supplementing and not supplanting non-federal sources used for the education of participating children as outlined in §§1120A of the ESEA, 1114 of the ESEA, 1115 of the ESEA, and 1116 of the ESEA.</li> </ul> <p>-----</p> <p>For more detail about requirements, reference ESEA §§1120A and 9021 §§1114, 1115, and 1116 34 CFR 300.203 34 CFR 300.204 34 CFR 300.205</p>	<p><b><u>Maintenance of Effort</u></b></p> <p>1. The LEA ensures that it complies with--</p> <ul style="list-style-type: none"> <li>The procedures for ensuring maintenance of effort (MOE) as outlined in §§1120A and 9021 of the ESEA and for IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205.</li> </ul> <p><b><u>Comparability</u></b></p> <p>2. The LEA ensures that it complies with--</p> <ul style="list-style-type: none"> <li>The procedures for meeting the comparability requirement as outlined in §1120A of the ESEA.</li> </ul>	<p><b><u>Maintenance of Effort</u></b></p> <p>1. Documentation for ensuring maintenance of effort (MOE) as outlined in §§1120A and 9021 of the ESEA listed below is required only for LEAs that do not meet the required maintenance of effort.</p> <ul style="list-style-type: none"> <li>Source data to support the request to the Department to seek waiver--work on wording.</li> <li>Procedures for determining maintenance of effort (MOE), including funds to be excluded from MOE calculations.</li> </ul> <p>2. Documentation for ensuring maintenance of effort (MOE) for IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205.</p> <ul style="list-style-type: none"> <li>Exception requirement forms with supporting evidence verifying expenditures (usually this is expenditure report) maintained by LEA.</li> <li>Correction forms if applicable with supporting evidence verifying expenditures maintained by LEA.</li> </ul> <p><b><u>Guiding Questions:</u></b></p> <p>1. How does the LEA ensure that it complies with the maintenance of effort requirement under Title I?</p> <p><b><u>Comparability</u></b></p> <p>2. Evidence that:</p> <ul style="list-style-type: none"> <li>The LEA is monitoring comparability at least every two years. Georgia requires that LEAs must meet comparability requirements annually.</li> <li>In cases where Title I schools are not comparable, documentation showing adjustments (including dates of hires or staff reassignment to meet comparability) to the allocation of resources that the LEA made to ensure that Title I and non-Title I schools are comparable.</li> </ul>	<p><b><u>Maintenance of Effort</u></b></p> <p>1. Documentation listed below is required only for LEAs that do not meet the required maintenance of effort:</p> <ul style="list-style-type: none"> <li>US ED response to LEAs requesting a waiver of MOE.</li> <li>State BOE board item reducing current year allocation for LEAs whose waiver request is denied</li> </ul> <p><b>NOTE: State Special Charter Schools in operation for less than three fiscal years must attach MOE documents (waiver or financial records) to the LEA's consolidated application.</b></p> <p><b><u>Comparability</u></b></p> <p>2. Copies of :</p> <ul style="list-style-type: none"> <li>List of schools within the LEA with allocations.</li> <li>Annual comparability calculations for Title I schools and non-Title I schools showing that the resources Title I schools receive from local and state funds are comparable to those received by non-Title I schools.</li> <li>An LEA Resource Allocation Plan that has been approved by the Department. (Attached to the attachments inside the Comparability application.)</li> <li>In cases where Title I schools are not comparable, documentation showing adjustments to the allocation of resources that the LEA made to ensure that Title I and non-Title I schools are comparable.</li> </ul>

Cross-Functional Monitoring of LEA Programs

6. MAINTENANCE OF EFFORT (MOE), COMPARABILITY, SUPPLEMENT NOT SUPPLANT, AND INTERNAL CONTROLS <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>2 CFR Part 200, Subpart E                      2 CFR 200.319(c)                      2 CFR 200.302(b)(6)                      2 CFR 200.302(b)(7)                      2 CFR 200.305                      2 CFR 200.320(d)(3)                      2 CFR 200.474(b)</p>	<p><u>Cost Principles: Reasonable, Necessary, Allocable, and Allowable</u>                      3. The LEA ensures that it complies with--</p> <ul style="list-style-type: none"> <li>The procedures for ensuring that federal funds are expended according to program requirements and cost principles outlined in 2 CFR Part 200, Subpart E.</li> </ul>	<p><b>Guiding Questions:</b></p> <ol style="list-style-type: none"> <li>How does the LEA ensure that it complies annually with the comparability requirements under Title I?</li> <li>How does the LEA ensure that, in cases where Title I schools are not comparable, the LEA has made adjustments to the allocation of resources that it made to ensure that Title I and non-Title I schools are comparable?</li> </ol> <p><u>Cost Principles: Reasonable, Necessary, Allocable, and Allowable</u></p> <p>3. Evidence that:</p> <ul style="list-style-type: none"> <li>The LEA has written allowability procedures that provide detailed processes that will take the LEA through grant development and budget process. The Allowability Procedures may not be a simple restatement of 2 CFR Part 200, Subpart E.</li> <li>The LEA maintains accounting records that are sufficient to permit preparation of reports, tracing of funds to a level of expenditures, identification of the source and use of funds, and budgetary control.</li> <li>The LEA maintains accounting records that are supported by source documentation and costs are allowable under applicable laws and regulations.</li> <li>Number of employed staff is consistent with the LEA's approved application (i.e., payroll personnel).</li> <li>Capital expense funds used as detailed in approved application.</li> <li>The LEA has received approval (email) from the Department to make capital expenditures with Title I funds (object code 700). Purchase orders for items in object code 700.</li> <li>The LEA has written procurement procedures that include the rationale of contractual service complies with applicable policies, procedures and regulations, and performance/deliverables. There are signed contract(s). Performance/deliverables must be verifiable.</li> <li>The LEA has a written method for conducting technical evaluations of proposals and selecting recipients for procurement.</li> <li>The LEA has a written travel policy that addresses expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-federal entity.</li> <li>The LEA has a record of travel authorizations and vouchers paid using federal funds.</li> </ul>	<p><u>Cost Principles: Reasonable, Necessary, Allocable, and Allowable</u></p> <p>3.</p>

Cross-Functional Monitoring of LEA Programs

6. MAINTENANCE OF EFFORT (MOE), COMPARABILITY, SUPPLEMENT NOT SUPPLANT, AND INTERNAL CONTROLS <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>2 CFR 200 2 CFR 200.61 2 CFR 200.62 2 CFR 200.313</p>	<p><b><u>Supplement not Supplant</u></b> 4. The LEA ensures that it complies with--</p> <ul style="list-style-type: none"> <li>The procedures for ensuring that federal funds are supplementing and not supplanting non-federal sources used for the education of participating children.</li> </ul> <p><b><u>Internal Controls</u></b> 5. The LEA ensures that it complies with--</p> <ul style="list-style-type: none"> <li>The procedures for ensuring that the LEA has sufficient internal controls to ensure federal programs compliance. 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 VI, Part B; Title X, Part C--McKinney-Vento Act; and IDEA.</li> </ul>	<p><b>Guiding Questions:</b></p> <ol style="list-style-type: none"> <li>What is the LEA's check and balance for ensuring its Title I payroll corresponds with appropriate personnel?</li> <li>What are the LEA's current procedures for documenting expenditures such as registration, travel on requisitions for purchases?</li> </ol> <p><b><u>Supplement not Supplant</u></b> 4. Evidence that:</p> <ul style="list-style-type: none"> <li>Questions or inquiries from LEA staff and schools regarding supplement not supplant issues have been adequately addressed.(Emails, memos, etc.)</li> <li>The LEA has monitored expenditures of the LEA and schools to ensure that funds are used to supplement, and not supplant state and local funds.</li> <li>The LEA has monitored the hiring of class size reduction teachers with Title I, Part A funding (class size reduction worksheet) to ensure that federal funds are used to supplement, and not supplant state and local funds.</li> </ul> <p><b>Guiding Questions:</b></p> <ol style="list-style-type: none"> <li>How does the LEA ensure that it complies with the supplement not supplant requirements?</li> <li>How does the LEA ensure that it has provided its Title I schools all the state and local funds it would otherwise need to operate in the absence of federal funds? □</li> </ol> <p><b><u>Internal Controls</u></b> 5. Copies of:</p> <ul style="list-style-type: none"> <li>The LEA's written internal control procedures that are designed to provide reasonable assurance regarding the achievement of objectives in the following categories:             <ol style="list-style-type: none"> <li>Effectiveness and efficiency of operations;</li> <li>Reliability of reporting for internal and external use; and</li> <li>Compliance with applicable laws and regulations.</li> </ol> </li> <li>The LEA maintains accounting records that are sufficient to permit preparation of reports, tracing of funds to a level of expenditures, identification of the source and use of funds, and budgetary control.</li> </ul>	<p><b><u>Supplement not Supplant</u></b> 4. Evidence that:</p> <ul style="list-style-type: none"> <li>The LEA has monitored expenditures of the LEA and its schools to ensure that funds are used to supplement, and not supplant State and local funds.</li> <li>The LEA has an approved budget and record of expenditures of Title I funds at both the LEA and school levels.</li> <li>Documents that Title I schools have received all the state and local funds they would need to operate in the absence of federal funds.</li> </ul> <p><b><u>Internal Controls</u></b> 5. Copies of:</p> <ul style="list-style-type: none"> <li>Cross-Functional Monitoring Report.</li> <li>Corrective action plans when required.</li> <li>Evidence that audit and monitoring findings, if applicable, have been cleared.</li> <li>Expenditure detail reports for all expenditures related to FLP including, but not limited to, transportation, payroll history for FLP instructors, time sheets for FLP tutors, equipment and instructional materials/supplies, administrative costs charged to FLP.</li> </ul>

Cross-Functional Monitoring of LEA Programs

6. MAINTENANCE OF EFFORT (MOE), COMPARABILITY, SUPPLEMENT NOT SUPPLANT, AND INTERNAL CONTROLS <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
		<ul style="list-style-type: none"> <li>• The LEA maintains accounting records that are supported by source documentation and costs are allowable under applicable laws and regulations.</li> </ul> <p>Records should reconcile with purchase reports and invoices. Equivalent records include:</p> <ul style="list-style-type: none"> <li>√ LEA Chart of Accounts to support account assignments</li> <li>√ Budget Reports</li> <li>√ Expenditure Reports</li> <li>√ Record of travel authorizations and vouchers</li> <li>√ Detailed General Ledger accounts expenditure reports</li> <li>√ Detailed Payroll Labor Distribution Reports (or equivalent payroll report) for employees charged to federal programs</li> </ul> <ul style="list-style-type: none"> <li>• Expenditure detail reports for all expenditures related to FLP including, but not limited to, transportation, payroll history for FLP instructors, time sheets for FLPs tutors, equipment and instructional materials/supplies, administrative costs charged to FLP.</li> </ul>	

**Cross-Functional Monitoring of LEA Programs**

<b>6. MAINTENANCE OF EFFORT (MOE), COMPARABILITY, SUPPLEMENT NOT SUPPLANT, AND INTERNAL CONTROLS <i>continued</i></b>			
<b>ITEMS</b>	<b>REQUIREMENTS</b>	<b>DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE</b>	<b>DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE</b>
		<ul style="list-style-type: none"> <li>• Evidence of procurement and rationale of contractual service complies with applicable policies, procedures and regulations, and performance/deliverables. Copy of signed contract. Performance/deliverables must be verifiable.</li> <li>• Written financial and program policies or procedures that ensure internal controls, including segregation of duties; ensures accountability; appropriate authorization; and compliance with all applicable laws and regulations.</li> <li>• Copy of LEA Equipment Disposition Policy.</li> <li>• Record of personnel records (semi-annual certifications, personnel activity reports, Hi-Q status for all Title I funded positions, etc.).</li> <li>• Number of employed staff consistent with approved application (i.e., payroll for personnel).</li> <li>• Record of inventory purchased within the last two years that contains the requires elements specified in 2 CFR Part 200 (Uniform Grant Guidance).</li> <li>• Single A-133 audit reports.</li> <li>• Supporting documentation for items selected for review (such as invoices, purchase orders, agendas from conferences, voucher packet, etc.).</li> <li>• Payroll for Title I, Part A, School Improvement 1003(a) and School Improvement 1003(g) (SIG); showing number of teachers/paraprofessionals/other at each school (must equal the number approved in the Consolidated Application.)</li> <li>• Written plan detailing when after-the-fact periodic certifications will be conducted.</li> <li>• Current school year's after-the-fact periodic certifications.</li> <li>• Previous school year's after-the-fact periodic certifications (if two certifications have not been completed in current year).</li> <li>• Detailed monthly time logs or employee schedules. Equivalent records include:               <ul style="list-style-type: none"> <li>√ Must reflect an after-the-fact distribution of the actual activity of each employee,</li> <li>√ They must account for the total activity for which each employee is compensated,</li> <li>√ Must coincide with one or more pay periods, and</li> <li>√ They must be signed and dated by the employee.</li> <li>√ Additionally, the fixed schedule must identify the cost objective/fund source for each time period on the fixed schedule.</li> <li>√ Employee schedules identifying the time funded by all fund sources may be used if the personnel have a fixed daily schedule.</li> </ul> </li> </ul>	



Cross-Functional Monitoring of LEA Programs

6. MAINTENANCE OF EFFORT (MOE), COMPARABILITY, SUPPLEMENT NOT SUPPLANT, AND INTERNAL CONTROLS <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>For more detail about requirements, reference ----- <b>Public Law 101-453,</b> <b>31 U.S.C. 3335 &amp; 6503,</b> <b>CMA of 1990</b> <b>34 CFR Part 80.20 (a)(7) EDGAR</b> <b>2 CFR 200.305</b></p> <p>The LEA has a procedure for ensuring fair and prompt resolution of complaints for Title I, Part A; Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title VI, Part B; the McKinney-Vento Act; School Improvement 1003(g) (SIG) and School Improvement 1003(g).</p> <p>----- For more details about requirements, reference <b>ESEA</b> <b>SEC. 5206</b></p>	<p><b><u>Cash Management</u></b> 6. The LEA provides evidence of</p> <ul style="list-style-type: none"> <li>• Methods and procedures for payment that shall minimize the time elapsing between the transfer of funds and disbursement by the grantee or subgrantee.</li> </ul> <p>• Subrecipients' requests for federal funds are evaluated, and drawdown's of federal cash are only for immediate needs</p> <p>• Evidence that LEAs do not draw funds before actual need. Excess cash balances are funds maintained at the recipient/subrecipients level in excess of immediate (usually 3 days) needs.</p> <p><b><u>Complaints</u></b> 7. The LEA has implemented complaint procedures that addresses complaints from parents, students, staff, private schools, and the general public for Title I, Part A; Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title VI, Part B; the McKinney-Vento Act; School Improvement 1003(a) and 1003(g) (SIG).</p> <ul style="list-style-type: none"> <li>• Information on the complaint process has been widely disseminated to schools in the LEA.</li> </ul>	<p><b><u>Cash Management</u></b> 6. Copies of:</p> <ul style="list-style-type: none"> <li>• Written cash management procedures that provide: <ul style="list-style-type: none"> <li>Internal controls to segregate duties associated with cash management, to monitor cash management activities (including reconciliations), to ensure reimbursements are made only after costs have been incurred, or cash advances are made as close as is administratively possible (not more than 2 days) to actual cash outlay, and to implement the requirements of §200.305-Payment (includes regulations regarding earning interest, standards governing the use of banks, etc.)</li> </ul> </li> <li>• Copy of draw downs made from Title I, Part A; Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title VI, Part B; the McKinney-Vento Act; School Improvement 1003(a) and School Improvement 1003(g) (SIG).</li> <li>• Policy/procedures that indicate how subrecipient requests are evaluated before funds are released for reimbursement.</li> <li>• Copy of LEA's drawdown requests are consistent with The Department's DE0147, and LEAs request are supported by accounting records of outlays (expenditures) prior to but not more than 2 days usually of request. Payments to LEA were determined to meet immediate cash needs</li> </ul> <p><b><u>Guiding Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. Was there excess cash or cash on hand?</li> <li>2. If yes, what is the method used to calculate interest; and</li> <li>3. Was repayment of excess interest made to the Department?</li> </ol> <p><b><u>Complaints</u></b> 7. The LEA has implemented complaint procedures that addresses complaints from parents, students, staff, private schools, and the general public for Title I, Part A; Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title VI, Part B; the McKinney-Vento Act; School Improvement 1003(a) and 1003(g) (SIG).</p> <ul style="list-style-type: none"> <li>• Documentation that information on the complaint process has been widely disseminated to schools in the LEA</li> </ul>	<p><b><u>Cash Management</u></b> 6. The LEA provides documentation.</p> <p>• Copy of The Department Form DE0147 Requests for the LEA.</p> <p><b><u>Complaints</u></b> 7. The LEA provides documentation.</p>

Cross-Functional Monitoring of LEA Programs

6. MAINTENANCE OF EFFORT (MOE), COMPARABILITY, SUPPLEMENT NOT SUPPLANT, AND INTERNAL CONTROLS <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>White House Executive Order 12731 2 CFR 200.318(e)</p> <p>The LEA has a system for ensuring and maximizing the quality, objectivity, utility, and integrity of assessment and accountability information disseminated by the LEA.</p> <p>The LEA has a system for monitoring and improving the on-going data quality of its assessment system.</p> <p>----- For more details about requirements, reference <b>ESEA SEC. 1111</b></p>	<p><b><u>Waste, Fraud, Abuse, and Corruption</u></b> 8. Employees shall disclose waste, fraud, abuse, and corruption to the appropriate authorities for Title I, Part A; Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title VI, Part B; the McKinney-Vento Act; School Improvement 1003(a) and 1003(g) (SIG); and IDEA.</p> <ul style="list-style-type: none"> <li>Evidence that the LEA disseminates the LEA's fraud, waste, and abuse policy; code of ethics and procedures for reporting fraud, waste, and abuse; or administrative regulations regarding fraud, waste, and abuse to all employees/staff.</li> </ul> <p><b><u>Assessment Security</u></b> 9. The LEA's test security policy/plan and consequences for violation are made available to local educators.</p>	<p><b><u>Waste, Fraud, Abuse, and Corruption</u></b> 8. Copies of:</p> <ul style="list-style-type: none"> <li>The LEA's fraudulent activity policy or administrative regulations addressing the code of ethics and fraud, waste, and abuse.</li> <li>Written procedures for disseminating the LEA's fraud, waste, and abuse policy; code of ethics and procedures regarding fraud, waste, and abuse; or administrative regulations for reporting fraud, waste, and abuse to all employees/staff. Dated agendas, dated sign-in sheets, meeting minutes, etc. documenting dissemination of policy/administrative regulations.</li> <li>Written conflict of interest policy that includes standards of conduct covering conflicts of interest and governing the actions of the LEA's employees engaged in the selection, award and administration of contracts. The policy must state that no employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest.</li> </ul> <p><b><u>Assessment Security</u></b> 9. Copies of communication to local educators regarding the LEA's test security policy/plan and consequences for violation.</p> <p><b>Guiding Questions:</b></p> <ol style="list-style-type: none"> <li>How does the LEA ensure that it adheres to the proper accounting of time and attendance for Title I paid staff?</li> <li>How does the LEA ensure that it adheres to the procedures for maintaining equipment and material purchased with Title I funds?</li> <li>What is the process used to resolve audit issues?</li> <li>Briefly describe the LEA's complaint procedures.</li> <li>Are you aware of any fraudulent activity occurring in this program?</li> <li>Have you been asked to participate in any fraudulent activity for this program?</li> <li>How is the LEA's waste, fraud, abuse, and corruption policy/procedure disseminated to all employees/staff?</li> </ol>	<p><b><u>Waste, Fraud, Abuse, and Corruption</u></b> 8. The LEA provides documentation.</p> <p><b><u>Assessment Security</u></b> 9. The LEA provides documentation.</p>

Cross-Functional Monitoring of LEA Programs

7. WITHIN DISTRICT ALLOCATION PROCEDURES			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>The LEA complies with the requirements with regard to:</p> <p>(1) Reserving funds for the various set-asides either required or allowed under the statute, and</p> <p>(2) 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. [ §§1113, 1116, 1118 of the ESEA and §200.77 and §200.78 of the Title I regulations]</p> <p>-----</p> <p>For more details about requirements, reference <b>ESEA §§1113, 1116, and 1118 §200.77 and §200.78 of the Title I regulations</b></p>	<p><b>General LEA Selection and Allocation Requirements</b></p> <p>1. The LEA complies with the requirements with regard to:</p> <p>(1) Reserving funds for the various set-asides either required or allowed under the statute, and</p> <p>(2) 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. [ §§1113, 1116, 1118 of the ESEA and §200.77 and §200.78 of the Title I regulations]</p>	<p><b>General LEA Selection and Allocation Requirements</b></p> <p>1. Copies of:</p> <ul style="list-style-type: none"> <li>• Documentation, if applicable, that the LEA has a waiver of requirements for the determination of eligible school attendance area and allocations under a state-ordered or court-ordered desegregation plan.</li> <li>• LEA provides copy of directed certified report from the LEA School Food Nutrition department for participating CEP schools. LEAs using the CEP option must provide the procedures for determining rank order for the LEA's schools</li> <li>• LEA provides documentation for residential treatment facilities (previously called Senate Bill 618 schools). For residential treatment facilities, a list showing the referring entity for each student: Parent/guardian, Georgia Department of Behavioral Health &amp; Developmental Disabilities (DBHDD), Department of Juvenile Justice (DJJ), or another LEA. For those students referred by a parent/guardian or another LEA, documentation regarding poverty must be on file (example: TANF, school lunch application, etc.)</li> </ul> <p><b>Guiding Questions:</b></p> <ol style="list-style-type: none"> <li>1. What process has the LEA put in place to ensure that it complies with selection and allocation requirements?</li> <li>2. What guidance or instructions related to general selection and allocations requirements has the LEA provided to LEA staff and schools?</li> <li>3. Are low-income and enrollment data available for all schools in the LEA?</li> <li>4. Has the LEA used the same measure of poverty for identifying eligible attendance areas and determining the allocation of each attendance area?</li> <li>5. Are all participating schools being funded based on low-income data from the same source?</li> <li>6. Are charter schools and alternative schools included in the ranking?</li> </ol>	<p><b>General LEA Selection and Allocation Requirements</b></p> <p>1. Copies of:</p> <ul style="list-style-type: none"> <li>• Eligible Attendance Area worksheet.</li> <li>• Enrollment report (previous October).</li> <li>• School nutrition report (previous October)</li> <li>• Evidence that the LEA has correctly calculated the districtwide poverty average.</li> </ul>

Cross-Functional Monitoring of LEA Programs

7. WITHIN DISTRICT ALLOCATION PROCEDURES <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><b><u>Rank Ordering and Allocation Procedures</u></b>                      The LEA ensures that it complies with the requirements in Section 1113 of the Title I statute and Sec. 200.77 and 200.78 of the regulations when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p>	<p><b><u>Rank Ordering and Allocation Procedures</u></b>                      2. The LEA has procedure(s) to ensure that it meets requirements related to rank order.</p>	<p><b><u>Rank Ordering and Allocation Procedures</u></b>                      2. <b>Rank Order</b></p> <ul style="list-style-type: none"> <li>• Copy of written procedures for identifying eligible students.</li> <li>• List of students by each content area served in rank order according to multiple, educationally related, objective selection criteria with students receiving services identified in the following programs:                             <ul style="list-style-type: none"> <li>√ Targeted Assistance Programs</li> <li>√ Schoolwide Programs where participation is offered to a select group of eligible Title I students</li> <li>√ Flexible Learning Programs (prior to the application of the Federal Rank Order)</li> </ul> </li> </ul>	<p><b><u>Rank Ordering and Allocation Procedures</u></b>                      2. <b>Rank Order</b></p> <ul style="list-style-type: none"> <li>• Evidence that, for each attendance area, the percentage of poverty is correctly calculated.</li> <li>• Evidence that the feeder pattern, if applicable, is calculated correctly.</li> <li>• Evidence that charter schools within the LEA are included in the ranking.</li> <li>• Evidence that, if funds are not available to serve all eligible schools within an eligible school attendance area, schools that have exceeded 75-percent poverty have been identified and ranked from highest percentage of poverty to lowest percentage of poverty.</li> <li>• Evidence that, once schools with poverty rates above 75-percent have been served, if there are funds available to serve additional schools, the additional schools have been ranked from highest percentage of poverty to lowest percentage of poverty or have been ranked by grade span.</li> <li>• Evidence that LEAs with Priority and Focus, Schools have reserved 5-percent of the LEA's Title I, Part A allocation for Flexible Learning Programs (FLP). Priority Schools have reserved 3- to 5-percent of the school's Title I, Part A allocation for professional learning for FLP instructors.</li> <li>• Evidence that the LEA has calculated per-pupil allocation (PPA) amounts.</li> <li>• Total amount of Title I, Part A funds available for distribution to schools \$_____.</li> <li>• Evidence that the LEA has allocated funds to participating school attendance areas in rank order.</li> <li>• Evidence that the LEA is correctly applying the 125-percent rule if the LEA is serving schools below 35-percent poverty.</li> <li>• Evidence that LEAs use district set-asides only for required activities or for activities that are geared toward districtwide improvement or other services that must be coordinated at the district level. District set-asides may not be used to fund basic program operation. LEAs must distribute funds to schools in accordance with ESEA ranking and serving requirements which ensure that higher-poverty schools receive higher per-pupil allocations than schools that are lower on the poverty scale.</li> </ul>

Cross-Functional Monitoring of LEA Programs

7. WITHIN DISTRICT ALLOCATION PROCEDURES <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>The LEA complies with regulations for funding Charter Schools.</p> <p>-----</p> <p>For more details about requirements, reference</p> <p><b>ESEA SEC. 5206 Non-Regulatory Guidance 34 CFR Part 76, Subpart H (Section 10306 of the Elementary and Secondary Education Act of 1965 as amended by the Charter School Expansion Act of 1998 Public Law No. 105-278)</b></p>	<p>3. Documentation showing new/expanding charter schools request for Title I funds.</p> <p>4. Documentation showing new/expanding charter schools received Title I funds within five (5) months of opening/expanding.</p>	<p>3. Copy of the notification of expanding charter sent to LEA by the charter school no later than April 1st of each year.</p> <p>4. Copy of accounting documents showing that funds are made available.</p> <p><b>Guiding Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does the LEA ensure that, when it elects to skip an eligible school, that skipped school meets all the requirements related to skipping?</li> <li>2. How does the LEA ensure that, when it elects to skip an eligible school, that skipped school meets comparability requirements?</li> <li>3. How does the LEA ensure that it has correctly applied the provision related to grandfathering?</li> <li>4. Do low-income and enrollment data support the rank ordering of schools?</li> <li>5. How does the LEA ensure that all schools in the LEA including charter schools within the LEA, alternative schools, and special education schools are included in the rank order?</li> </ol>	<p>3. Copy of Consolidated Application.</p> <p>4. The LEA provides documentation.</p>

Cross-Functional Monitoring of LEA Programs

7. WITHIN DISTRICT ALLOCATION PROCEDURES <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p><b><u>LEA Reservation of Funds</u></b>                      5. The LEA has procedure(s) to ensure that it meets reservation requirements annually.</p>	<p><b><u>LEA Reservation of Funds</u></b>                      5. Evidence that the LEA can provide documentation related to the amount of funding that has been expended for NCLB choice-related transportation and Flexible Learning Programs (FLP) as of _____.</p> <p>Evidence that the LEA has procedures to ensure that it has correctly calculated the amount of funds for parental involvement and FLP including carryover as appropriate. (Expenditure detail, carryover worksheet).</p>	<p><b><u>LEA Reservation of Funds</u></b>                      5. Evidence that the LEA has reserved funds that are reasonable and necessary to provide services comparable to those provided to children in participating school attendance areas to serve:</p> <ul style="list-style-type: none"> <li>√ Homeless Children                             <ul style="list-style-type: none"> <li>- Evidence that the LEA has reserved funds to serve homeless students who do not attend participating schools.</li> </ul> </li> <li>√ Children in local institutions for neglected and delinquent children.                             <ul style="list-style-type: none"> <li>- Evidence that the LEA has reserved funds to serve children in local institutions for neglected children; and, if appropriate, children in local institution for delinquent children; and, neglected and delinquent children in community-day program.</li> </ul> </li> <li>• Evidence that the LEA has reserved funds to provide, where appropriate, financial incentives and rewards to teachers who serve students in Title I schools identified as Priority and Focus Schools.</li> <li>• Evidence that an LEA with Priority, Focus, and Title I Alert Schools, if applicable, has reserved 5-percent of the LEA's Title I, Part A allocation for Flexible Learning Programs (FLP).</li> <li>• Evidence that the LEA has reserved 5-percent of the LEA's Title I, Part A allocation (unless a lesser amount is needed) to provide professional development activities to ensure that teachers who are not highly qualified become highly qualified.</li> <li>• Evidence that, if the LEA receives a Title I, Part A allocation greater than \$500,000, it has reserved at least one-percent of that allocation for parental involvement activities.</li> <li>• Evidence that, after the LEA has determined the private school portion, the LEA has redistributed at least 95-percent of the remaining parental involvement set-aside to schools.</li> <li>• Evidence that, where schools have agreed to return the remaining 95-percent of the parental involvement set-aside to the LEA for districtwide parental involvement activities, the LEA has a districtwide parent activity assurance on file.</li> </ul>

**Cross-Functional Monitoring of LEA Programs**

<b>7. WITHIN DISTRICT ALLOCATION PROCEDURES <i>continued</i></b>			
<b>ITEMS</b>	<b>REQUIREMENTS</b>	<b>DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE</b>	<b>DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE</b>
	<p><b><u>Equitable Services for Private School Participants</u></b>                      6. The LEA has procedure(s) to ensure that it has correctly calculated the amount of funds for equitable services to private school participants and their teachers and families.</p>	<p><b><u>Equitable Services for Private School Participants</u></b>                      6. Evidence that the LEA has written procedures to ensure that it has correctly calculated the amount of funds for equitable services to private school participants and their teachers and families, including carryover as appropriate:                          √ Amount reserved for instructional services-- Private School Participants                          √ Amount reserved for parental involvement-- Families of private school participants                          √ Amount reserved for professional development-- Teachers of private school participants</p> <p><b>Guiding Questions:</b>                      1. What procedures does the LEA use to ensure that it has correctly calculated the amount of funds for equitable services to private school participants and their teachers and families?</p>	<p><b><u>Equitable Services for Private School Participants</u></b>                      6. Evidence that the LEA has correctly calculated the amount of funds for equitable services to private school participants and their teachers and families, including carryover as appropriate:                          √ Amount reserved for instructional services-- Private School Participants                          √ Amount reserved for parental involvement-- Families of private school participants                          √ Amount reserved for professional development-- Teachers of private school participants</p>
<b>8. SERVICES FOR HOMELESS CHILDREN AND YOUTH</b>			
<b>ITEMS</b>	<b>REQUIREMENTS</b>	<b>DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE</b>	<b>DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE</b>
<p>The LEA provides comparable Title I, Part A services to homeless children and youth attending non-Title I schools.</p> <p>-----                      For more detail about requirements, reference <b>SEC. 1112 (a)(1) and (O)</b></p> <p>Note: This is a Title I, Part A requirement.  <b>SEC. 1113</b>  <b>Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act</b>  <b>SEC. 722</b>  <b>SEC. 722(g)(3-7)</b>  <b>SEC. 722(e)(3)(C)(i)(IV)</b></p>	<p>1. The LEA describes services provided for homeless children and youth. The LEA provides evidence of funds reserved under Title I, Part A.</p> <p>2. The LEA Plan under Section 1112 is coordinated with the McKinney-Vento Act.</p> <p>3. The LEA has written procedures for the education of homeless children and youth that identify and remove any barriers.                      The written procedures must include:</p> <p>a. Identification                      b. School Selection                      c. Enrollment                      d. Transportation                      e. Disputes</p>	<p>1. The Department provides documentation.</p> <p>2. The Department provides documentation.</p> <p>3. Copy of LEA written procedures for Education for Homeless Children and Youth indicating annual revision and/or review date (month, date, and year).</p> <p>a. LEA written procedures.                      b. LEA written procedures.                      c. LEA written procedures.                      d. LEA written procedures.                      e. LEA written procedures.</p>	<p>1. The Department provides documentation.                      a. Copy of Comprehensive LEA Improvement Plan. (CLIP)                      b. Set-Aside page.</p> <p>2. Copy of the CLIP.</p> <p>3. The LEA provides documentation.</p>

**Cross-Functional Monitoring of LEA Programs**

<b>8. SERVICES FOR HOMELESS CHILDREN AND YOUTH <i>continued</i></b>			
<b>ITEMS</b>	<b>REQUIREMENTS</b>	<b>DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE</b>	<b>DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE</b>
<p>Subgrants to local educational agencies for the purpose of facilitating the enrollment, attendance, and success in school of homeless children and youth.</p> <p><b>SEC. 723 (McKinney-Vento Grantees Only)</b></p>	<p>4. The LEA records the schools in which homeless children and unaccompanied youth experiencing homelessness are enrolled.</p>	<p>4. List of schools and the number of homeless children and unaccompanied youth experiencing homelessness enrolled. (Student roster by student identifier and/or name and school location.)</p>	<p>4. The LEA provides documentation.</p>
	<p>5. 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.</p>	<p>5. Copies of agendas, meeting minutes, emails and/or sign-in sheets for professional development activities received by the LEA homeless liaison and other LEA personnel responsible for the implementation of the McKinney-Vento grant program.</p>	<p>5. Copy of Consolidated Application Coordination page.</p>
	<p>6. The LEA has procedures for providing awareness and contact information of Homeless Liaison to parents, guardians, and school personnel.</p>	<p>6. 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. Training session schedules, emails, minutes, sign-in sheets, agendas, materials (including the LEA homeless policy) for key school personnel training (Some of these training sessions should take place in the Fall so that stakeholders are aware of McKinney-Vento throughout the school year.) Key personnel should include, but not be limited to counselors, social workers, administrators and parents/guardians.</p>	<p>6. The LEA provides documentation.</p>
	<p>7. 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</p>	<p>7. Evidence of joint trainings and/or meetings with parents/guardians, unaccompanied youth and LEA Transportation Department personnel to inform and facilitate coordination. Include schedules, agendas, training materials, sign-in sheets, emails, and request forms.</p>	<p>7. The LEA provides documentation.</p>
	<p>8. 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.</p>	<p>8. 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).</p>	<p>8. The LEA provides documentation.</p>
	<p>9. 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.</p>	<p>9. List of additional coordinating agencies, their mission, and services provided to homeless children and youth required. Copies of memoranda of agreements, contracts, etc. with coordinating agencies, if applicable.</p>	<p>9. The LEA provides documentation.</p>
	<p>10. The LEA shall identify the educational needs of the homeless children and youth, including unaccompanied youth</p>	<p>10. Copy of the most recently completed needs assessment instrument used by the LEA to determine needs of homeless children and youth, including unaccompanied youth, and the process for conducting this needs assessment (ex: surveys, pre/post test scores, CRCT scores).</p>	<p>10. Copy of the original or continuation grant application with signatures -- Needs and Service Area section</p>



Cross-Functional Monitoring of LEA Programs

8. SERVICES FOR HOMELESS CHILDREN AND YOUTH <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>11. LEA is required to conduct an annual evaluation of the effectiveness of local grant funded services. (N/A for first-time grantees in their first year.)</p>	<p>11. Summary of the activities and services provided and the outcome measures achieved demonstrating impact on identified needs. Copies of agendas, meeting minutes, and sign-in sheets of meetings to determine program outcomes and grant continuation activities based on evaluation conclusions.</p> <p><b>Guiding Questions:</b></p> <ol style="list-style-type: none"> <li>1. Describe and discuss the process for the development and preparation of the LEA's plan for serving homeless children and youth including technical assistance provided on the process.</li> <li>2. Describe the process for identifying homeless children and youth using the definition under the McKinney-Vento Act.</li> <li>3. Describe how the LEA evaluates services provided to homeless children and youth.</li> <li>4. Describe the process for establishing reservations/set-asides for serving homeless children and youth.</li> <li>5. Describe the process for selection of the homeless liaison and what qualifications were required for appointment.</li> <li>6. Discuss the appointment (full time, part-time and how time is documented).</li> <li>7. Describe how the homeless liaison and other school personnel's relationship with the LEA transportation department is open and flexible enough to meet the needs of youth experiencing homelessness.</li> <li>8. Describe how the LEA school nutrition office knows to provide free meals to qualifying homeless youth.</li> <li>9. <b>GRANTEES</b> - Describe how the student achievement and other data directly relates to planned grant related activity.</li> </ol>	<p>11. Copy of the original or continuation grant application with signatures—Evaluation section.</p>

**Cross-Functional Monitoring of LEA Programs**

<b>9. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)</b>			
<b>ITEMS</b>	<b>REQUIREMENTS</b>	<b>DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE</b>	<b>DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE</b>
<p>The LEA reserves funds to provide comparable Title I, Part A services to neglected and delinquent children.</p> <p>-----</p> <p>For more detail about requirements, reference  <b>ESEA</b>  <b>SEC. 1112(b)(1)(E)(ii), (I)</b>  <b>SEC. 1112(b)(1)(Q)</b>  <b>SEC. 1113(c)(3)(B) and (C)</b>  <b>SEC. 1118</b></p>	<ol style="list-style-type: none"> <li>1. The LEA describes the services provided for neglected and delinquent children.</li> <li>2. The LEA identifies children in local institutions for neglected and delinquent children.</li> <li>3. The LEA describes Title I services and educational programs that are year round.</li> <li>4. The LEA provides high quality instruction based on scientifically based research.</li> <li>5. The LEA provides special education services, as needed.</li> <li>6. The LEA consults with institutions regarding educational plans and budget.</li> <li>7. The LEA ensures that institutions implement a parental involvement plan in order to increase student achievement and, if appropriate, decrease delinquent behavior.</li> <li>8. The LEA verifies the authenticity of neglected facilities in the LEA.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Department provides documentation.</li> <li>2. 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.</li> <li>3. Class schedules and calendar confirming that Title I services and educational program are year round; List of staff at neglected or delinquent institution(s) funded with Title I neglected reservation.</li> <li>4. Sample curriculum plan based on scientifically based research for institutions operating a school on-site.</li> <li>5. Number of students receiving special education services and a sample copy of an IEP from a student residing in an institution.</li> <li>6. Collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and N or D facility.</li> <li>7. Parental involvement correspondence and parental involvement plan.               <ol style="list-style-type: none"> <li>(1) If students are being educated at LEA schools, the LEA schools' parental involvement plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities.</li> <li>(2) If students are being educated at an N or D facility, then the facility must have a parental involvement plan, correspondence, and activities to the extent feasible.</li> </ol> </li> <li>8. The Department provides documentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Copy of Comprehensive LEA Improvement Plan (CLIP). Copy of the Consolidated Application Coordination page.</li> <li>2. The LEA provides documentation.</li> <li>3. The LEA provides documentation.</li> <li>4. The LEA provides documentation.</li> <li>5. The LEA provides documentation.</li> <li>6. The LEA provides documentation.</li> <li>7. The LEA provides documentation.</li> <li>8. Copy of Consolidated Application school allocation page with all neglected and delinquent facilities licensed by the Office of Residential Child Care or that are covered by Senate Bill 618.</li> </ol>

Cross-Functional Monitoring of LEA Programs

9. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside) <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
		<p><b>Guiding Questions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the process for the development of the LEA's plan for serving neglected or delinquent children including technical assistance provided on the process.</li> <li>2. Describe the process for identifying neglected or delinquent children.</li> <li>3. Describe the process for establishing reservations/set-asides for serving neglected or delinquent children.</li> <li>4. Describe how instruction incorporates scientifically based research.</li> <li>5. Describe how the LEA ensures that the same academic standards required of all students enrolled in their schools are provided for those children residing in Neglected or Delinquent institutions.</li> <li>6. Describe services provided to special education population residing in institutions.</li> <li>7. Describe the consultation process with Neglected and Delinquent institutions.</li> <li>8. Describe the parental involvement plan.</li> </ol>	
PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN			
10. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK (Title I, Part D, Subpart 2 Grantees)			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>The LEA conducts monitoring and evaluation of its subgrantees sufficient to ensure compliance with Title I, Part D program requirements and progress toward federal and state program goals and objectives.</p> <p>-----</p> <p>For more detail about requirements, reference <b>Title I, Part D, Subpart 2, SEC. 1424</b></p>	<ol style="list-style-type: none"> <li>1. The LEA annually surveys delinquent institutions. The LEA completes an annual data report.</li> <li>2. The LEA collects and uses data to drive planning and instruction.</li> <li>3. The LEA creates program specific evaluation reports that include the Title I, Part D, Subpart 2 Program.</li> </ol>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Evidence of longitudinal tracking of annual outcome data.</li> <li>3. Copy of the most recent program specific evaluation reports.</li> </ol>	<ol style="list-style-type: none"> <li>1. The LEA provides documentation.</li> <li>2. The LEA provides documentation.</li> <li>3. The LEA provides documentation.</li> </ol>

**Cross-Functional Monitoring of LEA Programs**

<b>10. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK (Title I, Part D, Subpart 2 Grantees) <i>continued</i></b>			
<b>ITEMS</b>	<b>REQUIREMENTS</b>	<b>DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE</b>	<b>DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE</b>
	<p>4. The LEA ensures that LEA programs for eligible students meet all requirements. The LEA application and supporting documents address the 13 application elements including assurances and descriptions.</p> <p>5. The LEA provides high quality instruction based on scientifically based research.</p> <p>6. The LEA provides special education services, as needed.</p> <p>7. The LEA consults with institutions regarding educational plans and budgets.</p> <p>8. The LEA ensures that institutions implement a parental involvement plan in order to increase student achievement and, if appropriate, decrease delinquent behavior.</p> <p>9. The LEA describes Title I services and educational programs that are year round.</p> <p>10. The LEA describes the process of collaboration with the local facility to provide services for children in delinquent institutions.</p> <p>11. The LEA accounts for Title I, Part D, Subpart 2 funds separately from other funds.</p>	<p>4. The Department provides documentation.</p> <p>5. Sample curriculum plan based on scientifically based research or institution operating a school on-site.</p> <p>6. Number of students receiving special education services and a sample copy of an IEP from a student residing in an institution.</p> <p>7. Collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and N or D facility.</p> <p>8. Parental involvement correspondence and parental involvement plan.                      a. If students are being educated at LEA schools, the LEA schools' parental involvement plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities.                      b. If students are being educated at an N or D facility, then the facility must have a parental involvement plan, correspondence, and activities to the extent feasible.</p> <p>9. Class schedules and calendar confirming that Title I services and educational program are year round; List of staff at neglected or delinquent institution(s) funded with Title I neglected reservation.</p> <p>10. The Department provides documentation.</p> <p>11. The Department provides documentation.</p>	<p>4. Copy of the LEA Title I, Part D, Subpart 2 application from the current or past fiscal year.</p> <p>5. The LEA provides documentation.</p> <p>6. The LEA provides documentation.</p> <p>7. The LEA provides documentation.</p> <p>8. The LEA provides documentation.</p> <p>9. The LEA provides documentation.</p> <p>10. Copy of local System Application for Children in Delinquent Institutions.</p> <p>11. Copy of separate budget and fund number for Title I, Part D, Subpart 2 funds.</p>

Cross-Functional Monitoring of LEA Programs

10. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK (Title I, Part D, Subpart 2 Grantees) <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>12. 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.</p> <p>13. The LEA provides evidence that the LEA or facility is implementing planned and approved activities.</p>	<p>12. Copies of formal agreements and/or memorandum of understanding (MOU) for services paid for with Title I, Part D, Subpart 2 grant funding.</p> <p>13. Copy of planned and approved activities, including budget reports, records of expenditures, carryover and other summary reports.</p> <p><b>Guiding Questions:</b></p> <p>1. How does the N &amp; D program use supplemental funds to carry out activities, procedures, and policies as stated in the LEA's application?</p>	<p>12. The LEA provides documentation.</p> <p>13. The LEA provides documentation.</p>
TITLE VI, PART B - RURAL AND LOW-INCOME SCHOOLS PROGRAM			
11. TITLE VI, PART B			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>Title VI, Part B Rural and Low-Income Schools Program (RLIS)</p> <p><b>SEC. 6222(a) (1-7)</b> <b>Use of Funds</b></p> <p><b>SEC. 6223/6224</b> <b>Required Plan</b></p> <p><b>SEC. 6232</b> <b>Supplement, not supplant</b></p> <p><b>SEC. 6213(a)/6224(d)</b> <b>Accountability</b></p> <p><b>SEC. 6224(b)(1)</b> <b>Accountability</b></p>	<p>1. The LEA targets funds to schools for specified activities, and activities authorized in Section 6222.</p> <p>2. The LEA has a required plan.</p> <p>3. The LEA complies with the restriction against supplanting. Funds shall be used to supplement, not supplant, any other federal, state, or local education funds.</p> <p>4. The LEA administers an assessment that is consistent with section 1111(b)(3).</p> <p>5. The LEA shall submit an Annual Evaluation Report reporting use of grant funds provided.</p>	<p>1. Copy of current LEA budget detailed report of expenditures for Title VI, Part B. Source documents for expenditures such as copies of purchase orders, contracts, travel expense reports as applicable.</p> <p>2. The Department provides documentation.</p> <p>3. The Department provides documentation.</p> <p>4. The Department provides documentation..</p> <p>5. The Department provides documentation.</p> <p><b>Guiding Questions:</b></p> <p>1. Explain the process the LEA used to determine the specific activities that were funded with Title VI, Part B.</p> <p>2. Explain how these funds supplement all other local, state and federal funds.</p>	<p>1. Copy of Non-regulatory Guidance. Copy of Consolidated Application Program Information page and Budget Detail and Summary pages. Copies of the LEA's documentation provided by the Department during on-site monitoring.</p> <p>2. Copy of Comprehensive LEA Improvement Plan (CLIP).</p> <p>3. Copy of Title VI, Part B Assurances from Consolidated Application.</p> <p>4. Verification of required state assessments.</p> <p>5. Copy of the Annual Evaluation Report.</p>

Cross-Functional Monitoring of LEA Programs

TITLE II - TEACHER AND PARAPROFESSIONAL QUALIFICATIONS			
12. TITLE II, PART A			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<b>Needs Assessment and Planning</b>			
<p>LEA bases its application for Title II, Part A funds on an annual needs assessment.</p> <p><b>ESEA §2122 (c)(1)</b></p> <p><b>Section II, Title II, Part A LEA Handbook, A Guide for Advancing Educator Quality in Georgia Schools</b></p> <p>LEA includes stakeholders in the needs assessment and planning processes.</p> <p><b>ESEA §2122(c)(2)</b></p> <p><b>Section II, Title II, Part A LEA Handbook, A Guide for Advancing Educator Quality in Georgia Schools</b></p>	<p>1. a. Evidence of written procedures for ensuring an annual needs assessment is conducted which includes all components, source documentation, and required stakeholders.</p> <p>b. Evidence of completion of an annual needs assessment that addresses each of the following components:</p> <ol style="list-style-type: none"> <li>1. Recruitment</li> <li>2. Retention</li> <li>3. Highly qualified status of core academic teachers and paraprofessionals</li> <li>4. Professional learning and training for teachers, paraprofessionals, principals, assistant principals, and superintendents</li> <li>5. Equitable opportunities for all students, including poor and minority, in the areas of:               <ol style="list-style-type: none"> <li>a) Teacher quality and experience</li> <li>b) Meeting the needs of diverse student learners</li> <li>c) Class size</li> </ol> </li> </ol> <p>c. Evidence of completion of annual needs assessment that was completed in collaboration with principals, teachers (including those teaching students with varied needs) paraprofessionals, other relevant school personnel, parents, and community and business leaders.</p>	<p>1. a. Copy of written procedures for ensuring an annual needs assessment is conducted which includes all components, source documentation and required stakeholders.</p> <p>b. Title II, Part A Needs Assessment (identifying needs for the <u>current fiscal year</u> summary data and analysis for each component [(1) recruitment; (2) retention; (3) highly qualified; (4) professional learning; (5) equitable opportunities for all students] and corresponding documentations to support summary data and analysis for each component.</p> <p>c. 1. Copies of dated agendas and/or minutes documenting participation in the needs assessment and planning processes            2. Copies of dated sign-in sheets identifying stakeholder role for each participant            3. If appropriate, copies of surveys, identifying stakeholder groups surveyed by each instrument and summary and analysis of survey results</p>	<p>1. a. Current LEA Consolidated Application.            b. Current approved Equity Plan on the Project EQ Website.</p>
<b>Equity in Student Access to Effective Instruction</b>			
<p>Low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.</p> <p><b>ESEA §2122(b)(2)</b></p>	<p>2. a. Evidence of written procedures ensuring the implementation of the LEA's Equity Plan and the maintenance of corresponding documentation.</p> <p>b. Evidence that LEA is implementing its equity plan for the selected equity indicator(s) for improvement.</p>	<p>2. a. Copy of written procedures ensuring the implementation of the LEA's Equity Plan and the maintenance of corresponding documentation.</p> <p>b. 1. A summary of the LEA's progress in the implementing the equity plan for the selected equity indicator(s) for improvement (name indicator(s) in the summary)            2. Documentation (sign-in sheets, agendas, purchase orders, etc.) verifying implementation of specific actions/strategies in the equity action plan.</p>	<p>2. Current approved Equity Plan on the Project EQ Website.</p>

Cross-Functional Monitoring of LEA Programs

12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>Activities funded by Title II, Part A have a substantial, measurable, and positive impact on student academic achievement.</p> <p><b>ESEA §2122 (b)(2)</b></p> <p>Professional learning activities are based on a review of scientifically based research.</p> <p><b>ESEA §2122 (b)(1)(B)</b></p>	<p>3. a. Evidence of written procedures describing specifically the LEA's identified steps for determining the effectiveness of Title II, Part A funded activities.</p> <p>b. Evidence that Title II, Part A funded activities are measured for effectiveness in addressing identified needs.</p> <p>4. a. Evidence of written procedures for ensuring all Title II, Part A funded professional learning activities are scientifically research based or based on evidence of program success resulting in increased student achievement.</p> <p>b. Evidence that professional learning activities are scientifically research based or based on program success resulting in increased student achievement for all Title II, Part A funded professional learning activities for superintendents, principals, assistant principals, teachers, and paraprofessionals.</p>	<p>3. a. Copy of written procedures describing specifically the LEA's identified steps for determining the effectiveness of Title II, Part A funded activities.</p> <p>b. 1. Copy of the Title II, Part A Effectiveness Plan from the <u>previous fiscal year</u>.</p> <p>2. Summary data and an analysis reflected in the <u>prior year's</u> effectiveness plan of the data that explains the effectiveness of each activity in addressing one or more of the LEA's prioritized needs from the <u>previous fiscal year</u>.</p> <p>4. a. Copy of written procedures for ensuring all Title II, Part A funded professional learning activities are scientifically research based or based on evidence of program success resulting in increased student achievement.</p> <p>b. Literature (or hyperlink to literature) referencing the scientifically based research for <u>current fiscal year</u> budgeted professional learning activities or providing evidence of program success linked to <u>current fiscal year</u> budgeted professional learning activities.</p>	<p>3. LEA provides documentation.</p>       <p>4. LEA provides documentation.</p>

Cross-Functional Monitoring of LEA Programs

12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>LEA will provide training for teachers.</p> <p><b>ESEA</b>  <b>§2122 (b)(9)</b>  <b>§1119 (a)(2)(B)</b></p>	<p>5. a. Evidence of written procedures to ensure an annual increase in the percentage of teachers who are receiving high quality development (from any funding source) to enable teachers to become highly qualified and successful classroom teachers AND the maintenance of supporting documentation.</p> <p>b. Evidence that professional learning activities (from any funding source) from the previous fiscal year are implemented to enable teachers to become or continue to be highly qualified and successful classroom teachers.</p>	<p>5. a. Copy of written procedures to ensure an annual increase in the percentage of teachers who are receiving high quality professional development (from any funding source) to enable teachers to become highly qualified and successful classroom teachers AND the maintenance of supporting documentation.</p> <p>b. 1. Summary explaining how the LEA calculated the percentage of teachers who attended at least one high quality professional learning activity in the <u>previous fiscal year</u> as reported in the Program Implementation and Effectiveness Tab in the Budget Submission Section of the Consolidated Application.                      2. Documentation that supports the calculations.</p>	<p>5. Program Information and Effectiveness Tab in the Budget Submission Section of the Consolidated Application.</p>
<b><u>LEA Reporting of Highly Qualified Personnel</u></b>			
<p><b>ESEA §1119 (h)(i)(1)</b></p> <p><b>Section IV, Title II, Part A LEA Handbook, A Guide for Advancing Educator Quality in Georgia Schools</b></p>	<p>6.a. Evidence of written procedures ensuring the timely and accurate completion of Title I, Part A and Title II, Part A Section 1119 Qualifications for Teachers and Paraprofessionals Verification of Compliance – Principal Attestations and Assurances.</p> <p>b. Evidence that data is collected and reported verifying the highly qualified status of teachers and paraprofessionals in each school.</p>	<p>6.a. Copy of written procedures ensuring timely and accurate completion of principal attestations.</p> <p>b. 1. Alphabetical list of all schools with names of current principals.                      2. Copy of the <u>current fiscal year</u> Title I, Part A and Title II, Part A Section 1119 Qualifications for Teachers and Paraprofessionals. Verification of Compliance – Principal Attestations and Assurances (both pages) for each school; signed no later than October 1.</p>	<p>6. <u>Previous school year</u> HiQ Status report in the GaPSC portal.</p>



Cross-Functional Monitoring of LEA Programs

12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><b>Highly Qualified Teachers and Paraprofessionals</b></p> <p>Teachers of core academic content subjects and paraprofessionals meet ESEA Qualifications.</p> <p>ESEA                      §1119 (2)(2)                      §1119 (a)(1)                      §1119 (c)(1)                      §1119 (g)(3)(A)                      §2123 (a)(2)(B)</p> <p><b>Section IV, Title II, Part A LEA Handbook, A Guide for Advancing Educator Quality in Georgia Schools</b></p>	<p>7 a. Evidence of written procedures to ensure principals receive annual training on the highly qualified requirements for the hiring and placement of teachers and paraprofessionals.</p> <p>b. Evidence the LEA trains its principals annually on the highly qualified requirements for the hiring and placement of teachers and paraprofessionals.</p> <p>8. a. Evidence of written procedures for ensuring:</p> <ol style="list-style-type: none"> <li>1. Appropriate hiring and assignment of highly qualified core academic teachers and paraprofessionals.</li> <li>2. Timely and complete development and monitoring of remediation plans for non-highly qualified teachers and paraprofessionals.</li> </ol> <p>b. Evidence that 100% of core academic teachers and paraprofessionals are highly qualified (Will be determined on the date of monitoring).</p>	<p>7. a. Copy of written procedures to ensure principals receive annual training on the highly qualified requirements for the hiring and placement of teachers and paraprofessionals.</p> <p>b. Dated agendas and training documents (handouts, talking points, PowerPoints, module) that specifically identify training on highly qualified teacher and paraprofessional requirements AND include when and by whom the training is provided.</p> <p>c. Dated documentation of attendance for the training identifying employee role and school assignment.</p> <p>8. a. Copy of written procedures for ensuring:</p> <ol style="list-style-type: none"> <li>1. Appropriate hiring and assignment of highly qualified core academic teachers and paraprofessionals.</li> <li>2. Timely and complete development and monitoring of remediation plans for non-highly qualified teachers and paraprofessionals.</li> </ol> <p>b. 1. Copy of the current fiscal year HiQ System Report. The LEA should provide the teaching certificate and schedule for any core academic teacher/paraprofessional whose record has not been updated to verify the teacher/paraprofessional is highly qualified.</p> <p>2. HOUSSE: For each teacher reported as highly qualified by the HOUSSE rubric, copies of the HOUSSE rubric AND supporting documentation for all data in the rubric</p> <p>3. Alternative Schools/GNETs: An alphabetized list of teachers by location in alternative schools, and/or GNET programs reported as "highly qualified not applicable" by use of the consultative method and copies of the consultative record (use form on the Title II, Part A Website) AND supporting documentation for each teacher's consultation.</p> <p>4. Charter LEAs/Strategic Waiver LEAs: Copy of the current HiQ System Report for each Charter School or LEA or Strategic Waiver LEA. For each teacher and paraprofessional in a Charter School or LEA or Strategic Waiver LEA reported as highly qualified by one of the Charter/Strategic Waiver assertions, a copy of the documentation supporting the assertion (HiQ by major, HiQ by content, or HiQ by test).</p>	<p>7. LEA provides documentation.</p> <p>8. a. Current HiQ Status report in the GaPSC portal.                      b. Class size reduction worksheet(s) attached to the CLIP, if applicable.                      c. School master schedule(s) attached to the CLIP, if applicable.</p>

Cross-Functional Monitoring of LEA Programs

12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>c. Evidence that class size reduction teachers funded by Title II, Part A are highly qualified.</p> <p>d. Evidence that all teachers paid with Title I, Part A funds in Title I Schools hired after 2001-2002 school year meet highly qualified requirements.</p> <p>e. Evidence that Title I, Part A funded instructional paraprofessionals</p> <ol style="list-style-type: none"> <li>1. are highly qualified; and</li> <li>2. perform their work under the direct supervision (close and frequent proximity) of a highly qualified teacher.</li> </ol> <p>f. 1. Evidence there is a written remediation plan for each non-highly qualified teacher and paraprofessional that is developed in accordance with the guidance in Section IV of Title II, Part A LEA Handbook: <i>A Guide for Advancing Teacher Quality in Georgia</i>.</p> <p>2. Evidence of written documentation of progress made by each teacher in meeting the requirements outlined in the remediation plan.</p> <p>9. a. Evidence of written procedures for ensuring the complete and timely development and monitoring of remediation plans for core academic teachers who hold a CA, O, CP, NNT, IT, IN4T certificate</p> <p>b. Evidence of a written remediation plan for each core academic teacher who holds a CA, O, CP, NNT, IT, mIN4T certificate that is developed in accordance with the guidance in Section IV of the Title II, Part A LEA Handbook: <i>A Guide for Advancing Teacher Quality in Georgia</i></p> <p>c. Evidence of written documentation of progress made by each core academic teacher in meeting the requirements outlined in the remediation plan</p>	<p>c. 1. List of class size reduction teachers and the daily schedule of each indicating the core content courses and grade level(s) taught.</p> <p>2. Copy of Georgia Teaching Certificate for any class size reduction teacher not reported in current fiscal year HiQ report.</p> <p>d. 1. An alphabetized list of Title I, Part A paid teachers by location.</p> <p>2. Copy of most recent Payroll Report for Title I, Part A listing teachers in alphabetical order by location.</p> <p>e. 1. An alphabetized list of Title I, Part A paid paraprofessionals by location.</p> <p>2. Copy of most recent Payroll Report for Title I, Part A listing paraprofessionals in alphabetical order by location.</p> <p>3. Copy of instructional paraprofessional's schedule that indicates the highly qualified teacher who is providing direct supervision. Samples of guidance, memoranda, and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of paraprofessionals.</p> <p>f. 1. Alphabetical list of non-highly qualified teachers and paraprofessionals.</p> <p>2. Copy of the remediation plan for each non-highly qualified teacher and paraprofessional with attached documentation indicating progress in meeting the requirements of the plan. Plans should be provided in the order of the names on the list.</p> <p>9. a. Copy of written procedures for ensuring the complete and timely development and monitoring of remediation plans for core academic teachers who hold a CA, O, CP, NNT, IT, IN4T certificate</p> <p>b. Alphabetical list of core academic teachers by location who hold a CA, O, CP, NNT, IT, IN4T certificate</p> <p>c. Copy of the current remediation plan for each core academic teacher who holds a CA, O, CP, NNT, IT, IN4T with attached documentation indicating progress in meeting the requirements of the plan. The plans should be provided in the order of the names on the list</p>	<p>9. LEA provides documentation</p>

Cross-Functional Monitoring of LEA Programs

12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><u>Parental Notification</u></p> <p>ESEA            §1111 (h)(6)(A)            §1111 (h)(6)(B)(ii)</p> <p><b>Section I, Title II, Part A LEA Handbook, A Guide for Advancing Educator Quality in Georgia Schools</b></p>	<p>10. a. Evidence of written procedures for ensuring parents are notified in a timely manner of their right to request the professional qualifications of their child’s teachers and paraprofessionals. The notifications must comply with federal law and state guidance</p> <p>b. Evidence that LEAs notify parents of their “Right to Know” the professional qualifications of their child’s teachers and paraprofessionals:</p> <p>1. Notify parents in a format that is understandable and will ensure that all parents have the opportunity to receive the information. To the extent practicable, the notification should be provided in a language that parents may understand. This may include, but is not limited to an LEA or school handbook, a letter mailed home, inclusion in a newsletter, posting on a Website, and/ or a school-wide email</p> <p>2. Ensure the notification or document that contains the notification must include the principal’s contact information, the school or LEA name, the date/ month and year of notification</p> <p>3. Maintain records that document the dissemination of the right to know in multiple forms to the parents of all students</p> <p>11.a. Evidence of written procedures for ensuring timely parent notification when their child as been taught core academic content for four or more consecutive weeks (20 or more consecutive days) by a non- highly qualified teacher (including one or more multiple long-term substitute teachers)</p>	<p>10. a. Copy of written procedures for ensuring parents are notified in a timely manner of their right to request the professional qualifications of their child’s teachers and paraprofessionals</p> <p>b. Copy of documentation verifying the LEA has provided written notification to parents of their “Right to Know” the professional qualifications of their child’s teachers and paraprofessionals (handbooks, other LEA or school publication, or letters)</p> <p>11.a. Copy of written procedures for ensuring timely parent notification when their child has been taught core academic content for four or more consecutive weeks (20 or more consecutive days) by a non-highly qualified teacher (including one or more multiple long-term substitute teachers)</p>	<p>10. LEA provides documentation.</p> <p>11. LEA provides documentation</p>

Cross-Functional Monitoring of LEA Programs

12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>b. Evidence parents are provided timely notice that their child has been taught core academic content for four or more consecutive weeks (20 or more consecutive days) by a non-highly qualified teacher (including one or multiple long-term substitute teachers).</p>	<p>b 1. Organized by school and teacher name (or, where a permanent teacher is not assigned, by school and core academic class) a list of core academic classes where students were taught four or more consecutive weeks (20 or more consecutive days), by one or multiple non-highly qualified substitute teachers.</p> <p>2. Copy of letters mailed to parents of students, by school, who were taught core academic content for four or more consecutive weeks (20 or more consecutive days) by one or more teachers (including substitutes) who were not highly qualified. Letter must be dated and signed by the school principal or designated LEA official.</p> <p>3. Evidence that letters were mailed to parents (such as copy of address labels, class roster/list with notation of date mailed, one or more returned letter, postage meter receipt, etc.). This documentation should be provided in the order of the names on the list of core academic classes.</p>	
<p><b>Private School Participation in Title II, Part A</b></p> <p><b>ESEA</b>  <b>§9501 (b)(3)(a)(b)</b>  <b>§9501(c)(3)</b></p> <p><b>USDOE Non-Regulatory Guidance for improving Teacher Quality, State Grants, ESEA Title II, Part A, October 5, 2006, G-20</b></p>	<p>12. a. Evidence of written procedures to ensure invitation, consultation, and equitable provision of services to private schools within a district's geographic boundaries.</p> <p>b. Evidence that the LEA provides for the equitable participation of private school principals and core academic teachers, in professional learning activities.</p> <p>c. Evidence that LEA provided initial consultation to private schools on their participation in Title II, Part A.</p>	<p>12. a. Copy of written procedures to ensure invitation, consultation and equitable provision of services to private schools within a district's geographic boundaries.</p> <p>b. 1. Alphabetized list of private schools within the LEA's geographic boundaries.                  2. Copy of letters sent to private schools notifying them of their right to participate (notification sent in previous year for current year participation).                  3. Copy of response letters from private schools AND/OR Copy of registered mail receipts from private schools.                  c. Agenda(s) indicating date(s) of consultation and sign-in sheets with participants listed by role.</p>	<p>12. LEA provides documentation.</p>

Cross-Functional Monitoring of LEA Programs

12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	d. Evidence that private schools participate in the design, development, and implementation of the professional learning plan in which they will participate.	d. 1. Documentation of private school participation in the development of the LEA professional learning plan: a) Meeting agendas and/or minutes b) Sign-in sheets OR 2. Documentation of private school planning for their own professional learning: a) Needs assessment b) Professional Learning Plan c) Documentation that activities are scientifically research based d) Budget	
<b>Time and Effort</b>			
<b>Standards for Documentation of Personnel Expenses</b>  2 C.F.R. §200.430 (i)	13. a. Evidence of written internal controls that provide reasonable assurance that the charges are accurate, allowable, and properly allocated to support time and effort records.  b. Appropriate Time and Effort records are on file for all personnel for whom any part of their salary and wages are charged to Title II, Part A. (Exception: Time and Effort records are not required for payment of recruitment or retention financial incentives.) The records must: 1. Reasonably reflect the total activity for which the employee is compensated. 2. Indicate or be supported by documentation that indicates the charges are accurate, allowable, and properly allocated. 3. Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works for more than one federal award or a federal award and a non-federal award.	13. a. Copy of written internal controls that provide reasonable assurance that the charges are accurate, allowable, and properly allocated to support time and effort records.  b. Time and Effort records and supporting documentation for selected personnel expenditures charged to the Title II, Part A program.	13. LEA provides documentation.
<b>LEA Reporting of Highly Qualified Personnel</b>			
<b>ESEA SEC. 1119 (b)</b>	13. Evidence that data is collected and reported verifying the highly qualified status of teachers and paraprofessionals in each school.	13. Copy of the current fiscal year Title I, Part A and Title II, Part A Section 1119 Qualifications for Teachers and Paraprofessionals Verification of Compliance – Principal Attestations and Assurances (both pages) for each school; signed no later than October 1 (date must be entered when the form is signed).	13. LEA HiQ Status Report for previous year on file at GaPSC. The LEA provides documentation.

Cross-Functional Monitoring of LEA Programs

12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<b>Federal Award Payments</b>			
<p>2 C.F.R. §200.302(b)(6) 2 C.F.R. §200.305(b)</p>	<p>14. a. Evidence of written internal controls to ensure: 1. Amount of draw down is based on actual expenditure. 2. Payment must minimize the time elapsing between the transfer of funds and disbursement by the LEA. b. Evidence that LEA encumbers and draws down Title II, Part A funds in a timely manner, but not before actual need.</p>	<p>14. a. Written internal controls to ensure: 1. Amount of draw down is based on actual expenditure  2. Payment must minimize the time elapsing between the transfer of funds and disbursement by the LEA.  b. 1. Georgia Department of Education Grants Accounting On-line Reporting Systems (GAORS) Form DE147 Fund Requisitions for Title II, Part A. 2. LEA accounting records of expenditures that support the request of funds.</p>	<p>14. LEA provides documentation.</p>
<b>Financial and Program Management</b>			
<p><b>Allowability</b> 2 C.F.R. §200.403</p> <p><b>Procurement</b> 2 C.F.R. §200.318 2 C.F.R. §200.319</p> <p><b>Financial Management</b> 2 C.F.R. §200.302 2 C.F.R. §200.303</p>	<p>15. a. Evidence of written internal controls ensuring: 1. Expenditures are allowable: necessary, reasonable and allocable, conform to all applicable laws, regulations and guidance, are consistent with local policies, supplemental in nature, adequately supported by source documentation and occur within the period of performance. 2. Expenditures follow procurement standards: maintain oversight of expenditures (including contracts), avoid conflict of interest, and follow federal, state and local standards and policies related to competition and procurement standards. 3. Expenditures adhere to financial management standards: require segregation of duties in review and authorization (must include program coordinator), and if necessary, reconciliation of costs charged to the program.  b. Evidence that Title II, Part A expenditures are: 1. Allowable under applicable laws and regulations 2. Necessary, reasonable, and allocable 3. Supported by source documentation 4. Supplemental to non-federal funds 5. In alignment with the approved Title II, Part A budget 6. For goods and services within the period of performance 7. In alignment with procurement and financial management standards</p>	<p>b. 1. Detailed expenditure report for the <u>previous fiscal year</u> and <u>current fiscal year</u> for Title II, Part A. The expenditures on the report must be sorted by function, object, and location  2 Supporting source documentation for items selected for review (such as purchase orders, invoices, travel expense statements, agendas from conferences, contracts for services, leave forms, documentation for recruitment and retention incentives, and others as appropriate) <input type="checkbox"/></p>	<p>15. Current approved Title II, Part A Budget.</p>

Cross-Functional Monitoring of LEA Programs

12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<u>Inventory &amp; Property Management</u>			
2 C.F.R. §200.313	<p>16.a. Evidence of written internal controls to direct the management of property (including replacement equipment) until disposition takes place that includes:</p> <ol style="list-style-type: none"> <li>1. Use of the equipment for authorized purposes of the property during the period of performance or until the property is no longer needed for the purposes of the project.</li> <li>2. Maintenance of property records to include person responsible for maintaining documentation.</li> <li>3. Reconciliation of physical inventory and property records.</li> <li>4. Adequate safeguards to prevent loss, damage, or theft of the property to include investigation if loss, damage, or theft occur.</li> <li>5. Maintenance procedures to keep the property in good condition.</li> <li>6. Sale of property procedures to ensure the highest possible return.</li> <li>7. Disposition of equipment in accordance with state laws and procedures.</li> </ol> <p>b. Evidence the LEA maintains records to document:</p> <ol style="list-style-type: none"> <li>1. The location of equipment (including expendable equipment) purchased with Title II, Part A funds.</li> <li>2. It conducts periodic physical inventories and reviews of use of equipment.</li> <li>3. Equipment is used only for Title II, Part A allowable learning activities.</li> </ol>	<p>16.a. Copy of written internal controls to direct the management of property (including replacement equipment) until disposition takes place that includes:</p> <ol style="list-style-type: none"> <li>1. Use of the equipment for authorized purposes of the property during the period of performance, or until the property is no longer needed for the purposes of the project.</li> <li>2. Maintenance of property records to include person responsible for maintaining documentation.</li> <li>3. Reconciliation of physical inventory and property records.</li> <li>4. Adequate safeguards to prevent loss, damage, or theft of the property to include investigation if loss, damage, or theft occur.</li> <li>5. Maintenance procedures to keep the property in good condition.</li> <li>6. Sale of property procedures to ensure the highest possible return.</li> <li>7. Disposition of equipment in accordance with state laws and procedures.</li> </ol> <p>b. 1. Copies of purchase orders documenting purchases of equipment with Title II, Part A funds.</p> <ol style="list-style-type: none"> <li>2. Copies of inventory records showing item description, serial number or other identification number, source of funding for equipment including the Federal Award Identification Number (FAIN) provided on the official letter of annual notification of allocation from GaDOE, date of purchase, cost, percent of federal participation, location, use and condition of property, and disposition data including date of disposal and sale price. (A comprehensive inventory for Federal or other Programs is acceptable.)</li> <li>3. Records/logs of dates that physical inventories were conducted at LEA and schools with date, and signatures of person conducting inventory.</li> <li>4. Documentation of authorized use of equipment purchased with Title II, Part A funds.</li> </ol>	<p>16. LEA provides documentation.</p>

Cross-Functional Monitoring of LEA Programs

TITLE III, PART A - LANGUAGE INSTRUCTION FOR LEP (LIMITED ENGLISH PROFICIENT) AND IMMIGRANT STUDENTS			
13. TITLE III, PART A			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><b><u>Private School Consultation</u></b></p> <p>The LEA consults with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible limited English proficient and Immigrant children attending private schools located within the LEA's geographical boundaries.</p> <p>-----</p> <p>For more detail about requirements, reference <b>ESEA SEC. 9501</b></p>	<ol style="list-style-type: none"> <li>1. Evidence that the LEA annually contacts officials of all private schools within the boundaries of the LEA to determine if such schools want their eligible limited English proficient and Immigrant students to participate in Title III, Part A services.</li> <li>2. Evidence that consultation occurred before the LEA made decisions regarding services to eligible private school students and the consultation continued throughout the implementation and assessment of provided services, if applicable.</li> <li>3. Evidence of Title III-eligible students served in private schools and LEA records of Title III-purchased property housed in private schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. List of all private schools located within the LEA's boundaries.</li> <li>2.               <ol style="list-style-type: none"> <li>a. Dated documentation providing evidence of multiple opportunities for consultation offered to the private school officials. Telephone logs, memoranda, letters, e-mail concerning contacts with officials of all private schools announcing availability of services.</li> <li>b. Written responses from officials of all private schools accepting or declining services. Agendas of ongoing meetings and other methods of consultation with private school representatives.</li> </ol> </li> <li>3. Copies of private schools' purchase requests, purchase orders, inventories, travel logs, etc. detailing Title III services and materials supplied by the LEA to private schools within its physical attendance boundaries and list of private school and EL immigrants served.</li> </ol>	<ol style="list-style-type: none"> <li>1. The LEA provides documentation.</li> <li>2. The LEA provides documentation.</li> <li>3. The LEA provides documentation.</li> </ol>



Cross-Functional Monitoring of LEA Programs

13. TITLE III, PART A			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><b>Records and Maintenance</b></p> <p>The LEA maintains required documentation for all language minority students, including English to Speakers of Other Languages (ESOL)-eligible students, monitored students, and immigrant children and youth.</p> <p>-----</p> <p>For more detail about requirements, reference  <b>ESEA            SEC. 3115 (a)(4)            SEC. 3121</b></p>  <p>The LEA provides high-quality professional development designed to improve the instruction and assessment of LEP children.</p> <p>-----</p> <p>For more detail about requirements, reference  <b>ESEA            SEC. 3115 (c)(2)</b></p>	<p>4. Evidence that the LEA follows federal guidelines and procedures for enrollment and identification of English Learners (EL).</p> <p>5. Evidence that the LEA maintains required data/records for EL-Yes (EL-Y) and EL-Monitored (EL-M) students</p>  <p>6. Evidence of ELD standards implementation.</p>  <p>7. Evidence that LEA staff (including ESOL and non-ESOL teachers and administrative staff) attended scientifically-based Title III/ESOL trainings, workshops, professional development sessions, conferences 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.</p>	<p><b>Interview Question:</b></p> <p>1. Describe and discuss the LEA process for ensuring that private schools are given an opportunity to have access to Title III, Part A programs and services for their eligible limited English proficient and Immigrant children.</p> <p>4. Copy of LEA policy on EL-related procedures; staff interview responses; copies of attendance records/travel records/ agendas indicating student-information or ESOL staff's participating in state or local Title III data entry trainings.</p> <p>5. a. Printout of EL, EL-M and Immigrant student record data from LEA student information system (use Data Rosters); spot review of EL, EL-M and Immigrant student files.            b. Copies of attendance records, travel records, agendas indicating student-information or ESOL staff's participating in state or local data entry trainings.</p> <p><b>Interviews:</b></p> <p><b>Principal, Title III Director, ESOL Teacher</b></p> <p>6. a. Narrative describing the LEA's Title III professional development plan and offerings.            b. Documents indicating ELD standards training, curriculum development, ESOL endorsement of general education teachers and/or other related activities.            c. LEA professional development plan for ESOL, including ESOL needs assessment, long-range professional development goals, meeting dates, session agendas, handouts, sign-in sheets.</p> <p>7. Participation documentation including meeting dates, agendas, conference materials, expense statements, sign-in sheets, etc.</p> <p><b>Interviews:</b></p> <p><b>Principal, Title III Director, Instructional Coach, Regular Education Teacher, ESOL Teacher</b></p>	<p>4. The LEA provides documentation.</p>  <p>5. The LEA provides documentation.</p>  <p>6. The LEA provides documentation.</p>  <p>7. The LEA provides documentation.</p>

Cross-Functional Monitoring of LEA Programs

13. TITLE III, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><b>Instructional Programs</b></p> <p>The LEA increases the English proficiency of LEP children by providing high-quality language instruction programs.</p> <p>-----</p> <p>For more detail about requirements, reference  <b>ESEA</b>  <b>SEC. 3115 (c)(1)</b>  <b>SEC. 3122 (a)(3)</b></p> <p>The LEA performs annual evaluations of its Title III programs and meets annual Title III AMAOs.</p> <p>-----</p> <p>For more detail about requirements, reference  <b>ESEA</b>  <b>SEC. 1111(b)(2)(B)</b>  <b>SEC. 3116 (d)(2)</b>  <b>SEC. 3121</b>  <b>SEC. 3122 (a)(3)</b></p>	<p>8. Evidence that the LEA uses approaches and methodologies based on scientifically based research with demonstrated effectiveness in increasing English proficiency and student academic achievement.</p> <p>9. Evidence that LEA holds schools accountable for annually assessing all ELs' English language proficiency.</p> <p>10. Evidence that the LEA is making annual increases in the percentage of EL children making progress in learning English.</p> <p>11. Evidence that the LEA is making annual increases in the percentage of EL children achieving English proficiency.</p> <p>12. Evidence that the LEA evaluates its district assessment and monitoring procedures, as described in ESEA, SEC. 3121 (a).</p> <p>13. Evidence that the LEA's EL children are making content area progress, as described in ESEA, SEC. 1111(b)(2)(B).</p> <p>14. Evidence that ELs are exited based on Georgia's approved Title III exit requirements.</p>	<p>8. a. Samples of research showing the instructional model used by the LEA to be scientifically research-based.  b. Samples of research showing the instructional resources purchased with Title III funds to be scientifically research-based.</p> <p><b>Interviews:</b></p> <p><b>Principal, Title III Director, Instructional Coach, Regular Education Teacher, ESOL Teacher</b></p> <p>9. ACCESS Not-Tested report (use Data Roster) LEA provides additional documentation when ACCESS participation rate is &lt;95%. (i.e. Evidence of policy/process/procedural modification to improve rate to compliance levels.)</p> <p>10. The Department provides documentation.</p> <p>11. The Department provides documentation.</p> <p>12. Narrative describing the LEA's specific policies, processes and procedures related to Monitored ELs and the assessment of 100% of its EL-Ys on the language proficiency assessment (ACCESS for ELLs).</p> <p>13. The Department provides documentation.</p> <p>14. Documentation of the processes and criteria used for transitioning ELs to monitored status, which includes ACCESS scores, Language Assessment Conference (LAC) documents, reading competency scores, student data files.</p>	<p>8. The LEA provides documentation.</p> <p>9. Percentage of the LEA's ELs assessed on previous year's ACCESS.</p> <p>10. The Department provides documentation (Percentage of the LEA's ELs meeting AMAO 1).</p> <p>11. The Department provides documentation (Percentage of the LEA's ELs meeting AMAO 2).</p> <p>12. The LEA provides documentation.</p> <p>13. The Department provides documentation. (AMAO 3)</p> <p>14. The LEA provides documentation.</p>

Cross-Functional Monitoring of LEA Programs

13. TITLE III, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	15. Evidence that the LEA performs a biennial Title III program evaluation.	15. The Department provides documentation.	15. LEA Self-Evaluation Report and annual CSPP data request. (Annual report describing Title III programs and activities and the progress that Monitored 1 and 2 students made in specified content areas.)
	16. Title III Parent Interview data.	<p><b>Interviews:</b></p> <p><b>Principal, Title III Director, Instructional Coach, Regular Education Teacher, ESOL Teacher</b></p> <p>16. a. Sample copies of actual LEA/school communication inviting EL parents to participate in the Title III Parent Interviews. b. Completed EL Parent Interview roster (use Data Roster)</p>	16. The LEA provides documentation.
	17. Notification of child's EL Status.	17. a. Sample copies of actual LEA/school communications (compliant with all components of Section 3302) in multiple languages, as appropriate, informing parents of Title III-served students about their child's identification for participation in a language instruction educational program, with list of parents notified. b. Documentation of LEA's policies and procedures regarding parental waiver of direct ESOL services. Documentation of LEA's policies and procedures regarding parental waiver of ESOL services.	17. The LEA provides documentation.
	18. Notification of Failure to Meet Title III AMAOs (when applicable).	18. Copies in multiple languages, as appropriate, of LEA/school communications to parents of Title III-served EL students informing the parents should the LEA fail to make progress on any the Title III annual measurable achievement objectives, as described in Section 3122 (a)(3).	18. The Department provides documentation, if previously provided to the Department. (Submitted copy of LEA's AMAO letter.)
	19. Notification of Involvement Opportunities and Supporting Student Achievement.	19. Copies in multiple languages, as appropriate, of communications or materials disseminated to parents of ELs regarding effective parental involvement practices and participation opportunities geared toward improving ELs' English proficiency and academic achievement.	19. The LEA provides documentation.
	20. EL Parent Meetings.	20. a. Copies of communications in multiple languages, as appropriate, disseminated to parents of ELs regarding effective parental involvement practices and participation opportunities geared toward improving ELs' English proficiency and academic achievement. b. Record of dated meeting notices, agendas, meeting minutes, dated sign-in sheets, letters to parents, invoices, parental involvement surveys, etc. for the purpose of formulating and responding to recommendations from Title III-served EL parents regarding EL parent outreach services.	20. The LEA provides documentation.

Cross-Functional Monitoring of LEA Programs

13. TITLE III, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><b><u>Fiduciary Responsibility</u></b></p> <p>The LEA complies with requirements regarding Title III expenditures.</p> <p>-----</p> <p>For more detail about requirements, reference ESEA SEC. 3115 (b) SEC. 3115 (g)</p>	<p>21. Evidence that the LEA uses no more than 2% of its Title III allocation for Title III-related administrative expenses.</p> <p>22. Evidence that the LEA uses Title III funds to supplement, not supplant, state, local and other federal funding at the LEA level and expends Title III funds in accordance with all applicable federal guidelines, such as 2 CFR Part 200 (Uniform Grant Guidance)</p> <p>23. Evidence that the LEA completes after-the-fact periodic certification on file for all personnel paid 100% with Title III funds.</p> <p>24. Evidence that the LEA maintains acceptable time logs for split-funded Title III personnel.</p> <p>25. Evidence that the LEA expends Title III funds in a timely manner.</p> <p>26. Evidence that the LEA maintains appropriate documentation for items purchased using Title III funds.</p> <p>27. LEAs receiving Immigrant funding: Evidence that the LEA expends immigrant funds in compliance with SEC. 3115(e).</p>	<p><b>Interviews:</b></p> <p><b>Principal, Title III Director, Regular Education Teacher, ESOL Teacher, Parents</b></p> <p>21. The Department provides documentation. LEA provides documentation. Copies of administrative time logs, budget/expenditure reports.</p> <p>22. Copy of LEA's core ESOL program plan (or OCR plan, if developed); Title III purchase orders; LEA Title III budget/expenditure report for most recent FY; evidence of participation in/attendance at Title III supplement, not supplant training.</p> <p><b>Consortium LEAs:</b> Documentation of requests, approval and purchase orders of expenditures for Title III Consortium funding.</p> <p>23. Copy of written plan detailing when after-the-fact periodic certifications will be conducted. Copy of current school year's after-the-fact periodic certifications. Copy of previous school year's after-the-fact periodic certifications (if two certifications have not been completed in current year.)</p> <p>24. Copies of monthly time logs or teacher schedules (class schedules identifying the time funded by Title III may be used if the personnel have a fixed daily schedule) signed by the employee and the employee's supervisor.</p> <p>25. List of percent of Title III LEP allocation carried over for each of the past 2 years.</p> <p>26. Copy of procedures for inventorying equipment purchased with Title III funds.</p> <p>27. a. Narrative describing LEA's specific plan to support the unique, non-linguistic needs of its immigrant students. b. Percent of Immigrant allocation carried over for each of the past 2 years (as applicable). c. Record of system detail expenditures using Immigrant funds for current fiscal year. d. List of activities performed/materials purchased with Immigrant funds.</p> <p><b>Interview:</b></p> <p><b>Title III Director</b></p>	<p>21. The Department provides documentation (LEA's approved Title III budget in Consolidated Application).</p> <p>22. The LEA provides documentation.</p> <p>23. The LEA provides documentation.</p> <p>24. The LEA provides documentation.</p> <p>25. The LEA provides documentation</p> <p>26. The LEA provides documentation.</p>

Cross-Functional Monitoring of LEA Programs

PRIVATE SCHOOLS			
14. SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>The LEA provides Title I services to eligible children their teachers, and their parents for children attending private schools.</p> <p>-----</p> <p>For more detail about requirements, reference  <b>SEC. 1120</b>  <b>SEC. 9306</b>  <b>34 CFR Part 200.62-200.67</b>  <b>34 CFR Part 200.77 (f)</b></p>	<p>1. The LEA ensures that it complies with requirements with regard to services to eligible private school children, their teachers and their families. §§120 and 9306 of the ESEA, §443 of GEPA, and §§200.62 - 200.67, §200.77 and §200.78 of the Title I regulations.</p>	<p>1. Copies of:</p> <ul style="list-style-type: none"> <li>• All DE1111 forms submitted to LEA for the FY16 (current?) school year and private school letter with U. S. postal registration receipt inviting private school participation in Title I, Part A funding.</li> <li>• Procedures that the LEA uses to determine that the required consultation occurred.</li> <li>• Evidence that the LEA has met the requirement for consultation, written affirmation, and evaluation of the program.</li> <li>• Evidence that 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.</li> <li>• The written affirmation from officials of private school or a representative.</li> <li>• Evidence that the LEA has met the requirement for financial record keeping related to services to private school children that facilitate an effective or programmatic audit.</li> <li>• Evidence that the LEA has documentation when serving private school children through contracts with a third party that ensures the third party is providing Title I services to eligible private school children in accordance with all Title I requirements.</li> </ul>	<p>1. The Department provides documentation.</p>

Cross-Functional Monitoring of LEA Programs

14. SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
		<ul style="list-style-type: none"> <li>• Evidence that, when the LEA contracts with third party contractors to provide services to private school children, the administrative costs for the contractor are taken off the top.</li> <li>• Third party contract(s) and invoices from the third party contractor (If applicable).</li> <li>• Evidence that providers of services are employees of the LEA or employees of third party contractor.</li> <li>• Evidence that the LEA is evaluating the Title I program serving private school students and making modification as necessary.</li> <li>• LEA complaint procedures for private school officials.</li> <li>• Evidence that the LEA has provided guidance/technical assistance to its staff regarding the provision of services to eligible children attending private schools.</li> <li>• Evidence that the LEA regularly supervises the provision of Title I services to private school children.</li> <li>• Evidence that the LEA maintains control of the Title I funds, materials, equipment and property that support services to private school children.</li> </ul> <p><b>Guiding Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does the LEA ensure that it provides services to eligible children attending private schools in accordance with requirements?</li> </ol>	

Cross-Functional Monitoring of LEA Programs

TITLE I, PART C - MIGRANT EDUCATION PROGRAM (MEP) SERVICES			
15. Title I, Part C - Migrant Education Program (MEP) Services			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><b><u>Records Maintenance and Transfer</u></b></p> <p>The LEA receives, maintains, updates, and properly codes all required enrollment, educational, and health data in the local Student Information System (SIS) on migrant eligible students and shares migrant student data on an intra-and interstate basis.</p> <p>----- For more detail about requirements, reference</p> <p><b>ESEA SEC. 1301(2) SEC. 1304 (b)(3) SEC. 1308 (b)(1) – (3)</b></p>	<p>1. Evidence that student enrollment, withdrawal, demographic, academic, and health data are reviewed, entered and updated in the LEA student information system according to information provided by the student, family, and/or the state or regional Migrant Education Program office.</p> <p>2. Evidence that the LEA has sent and/or received education and health data involving children migrating either in or out of state, country. Evidence of use of the Migrant Student Information Exchange (MSIX), where appropriate.</p>	<p>1. Local SIS report of current K-12 migrant coded participants; signed current enrollment report verification form; signed current participant report verification form; signed new participant report verification form; evidence of corrected Current Enrollment Reports, samples of completed information change forms and departure forms. [Desktop only: SIS report to be faxed to John Wight at (770) 408-4202 on scheduled monitoring date.]</p> <p>2. Local level communication (letters, memoranda, fax transmittals, telephone logs, transfer documents for students leaving US for other countries, MSIX move notifications) between the LEA and receiving schools relating to the sharing of educational and student health data. [Desktop only: Documents with student names to be faxed to John Wight at (770) 408-4202 on scheduled monitoring date.]</p>	<p>1. Migrant Education Program district monthly reports, and/or Department data collection system reports. Report viewing history on the Department portal Migrant Data Transfer site.</p> <p>2. Migrant Student Information Exchange (MSIX) usage information.</p>
<p><b><u>Identification and Recruitment</u></b></p> <p>The LEA carries out the identification and recruitment (ID &amp; R) of migrant children (ages 0 through 21) residing in its LEA throughout the year.</p>	<p>3. Evidence that the LEA has ID &amp; R certified staff or operational procedures in place to carry out identification and recruitment functions (including the use of the Occupational Survey) throughout the school year and summer months as required in the Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook.</p>	<p>3. List of MEP funded staff (full or part time, or contracted), travel reimbursement, phone log, and weekly schedule showing recruitment; completed occupational surveys (10) from various schools selected by the Department showing completion by new students and returning students. [Desktop only: Occupational surveys to be faxed to John Wight at (770) 408-4202 on scheduled monitoring date.]</p>	<p>3. LEA Identification and Recruitment plan.</p>
<p><b><u>Priority for Services</u></b></p> <p>The LEA gives service priority to migrant children: (1) who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and (2) whose education has been interrupted during the regular school year.</p> <p>----- For more detail about requirements, reference</p> <p><b>ESEA SEC. 1301(2) SEC.1304(d)</b></p>	<p>4. Evidence that the migrant students identified on the LEA Priority for Services (PFS) reports, supplied by the state or regional Migrant Education Program office, are being provided the opportunity for MEP funded services before other migrant students are served during regular and/or summer programs.</p> <p>5. 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.</p>	<p>4. Current or updated documentation of instructional and/or support services being provided to PFS participants: Migrant staff schedules for the year, Supplemental Service Tracking Form [Desktop only first name and last name initial] showing documentation addressing why or why not a PFS student is being served.</p> <p>5. Evidence of dissemination of reports and adjustments to services based on reports (document to teachers and principals explaining PFS and PFS students, migrant staff schedules).</p>	<p>4. List of names of Priority for Services students.</p> <p>5. Updated reports on Priority for Services students; Report of PFS documentation received from LEAs within timeframe.</p>

Cross-Functional Monitoring of LEA Programs

15. Title I, Part C - Migrant Education Program (MEP) Services <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><b><u>Comprehensive Needs Assessment and Service Delivery Plan</u></b></p> <p>The LEA identifies and addresses the special educational needs of its migrant children through a comprehensive plan for needs assessment and service delivery as aligned and in compliance with the state's Service Delivery Plan.</p> <p>-----</p> <p>For more detail about requirements, reference  <b>ESEA</b>  <b>SEC. 1306(a)(1)(A)-(G)</b></p>	<p>6. Evidence that the LEA has identified and addressed migrant child specific needs in the LEA and/or school service plan(s). The results align with and support the state's Service Delivery Plan.</p>	<p>6. Evidence the LEA is planning and organizing for the FY17 local comprehensive needs assessment, (names of needs assessment team members, agenda, meeting date).</p>	<p>6. The LEA Consolidated Application, LEA/school level Implementation Plan(s) identifying specific migrant participant needs and services. FY16 LEA Comprehensive Needs Assessment submission.</p>
<p><b><u>Migrant Services Coordination</u></b></p> <p>The LEA coordinates and integrates Title I, Part C services in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program.</p> <p>-----</p> <p>For more detail about requirements, reference  <b>ESEA</b>  <b>SEC. 1112(b)(1)(E)</b></p>	<p>7. Evidence that the LEA plans for and consistently monitors its migrant students to ensure that their needs are being met by all applicable LEA instructional and/or support services during regular school year, intersession, and summer periods.</p>	<p>7. Supplemental Services Tracking Form [Desktop only: first name last name initial] and documentation explaining why K-12 and OSY participants are or are not being served through the Implementation Plans (IPs) and other program, community, social, health, and educational services; Migrant staff current year schedules, OSY profile form.</p>	<p>7. CLIP and Implementation Plans for K-12 and Out-of-School Youth and Drop Outs (OSY/DO); LEA Current Enrollment Report</p>
<p><b><u>Parental Involvement/PAC</u></b></p> <p>The LEA has established a parent advisory council (PAC) for the migrant program and has provided for appropriate parent consultation in the planning, implementation, and evaluation of the LEA's migrant program delivered during the regular school year.</p> <p>-----</p> <p>For more detail about requirements, reference  <b>ESEA</b>  <b>SEC. 1304(c)(3)</b>  <b>SEC. 1306(a)(1)(B)(ii)</b>  <b>SEC. 1118</b></p>	<p>8. Evidence that the LEA consults with a migrant PAC on the planning, implementation, and evaluation of its migrant program and projects of one school year in duration and evidence that the migrant PAC is predominantly made up of parents of migrant children.</p>	<p>8. List of dates for 3 migrant PAC meetings; Documentation for 2 of 3 meetings to include agendas and minutes showing consultation with parents regarding planning, implementing, and evaluating migrant projects; language of communication, and evidence of interpreting, if required; sign-in sheets showing migrant parents represent over 50% of the PAC membership.</p>	<p>8. The LEA provides documentation.</p>



Cross-Functional Monitoring of LEA Programs

15. Title I, Part C - Migrant Education Program (MEP) Services <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><b><u>Professional Development</u></b></p> <p>The LEA provides opportunities for professional development programs, including mentoring for teachers and other program personnel, as it relates to the migrant program.</p> <p>-----</p> <p>For more detail about requirements, reference  <b>ESEA</b>  <b>SEC. 1304(c)(6)(B)</b></p>	<p>9. Evidence that migrant education program staff or other LEA staff, if applicable, attended required Migrant Education Program training provided by the Department, or other non-local professional development opportunities, i.e., identification and recruitment (ID&amp;R) trainings or workshops, and/or national/state/local migrant education program conferences aligned to the needs of migrant students.</p>	<p>9. Participation documentation for MEP staff involved in/attending LOCAL and/or RESA and/or other trainings, workshops, or conferences (face to face or online) directly related to the local CNA and the instructional or support services they are providing to migrant participants.</p>	<p>9. Participation documentation for staff involved in/attending Department trainings and online modules. PDNow!/Course completion documentation.</p>
<p><b><u>Early Childhood Education</u></b></p> <p>The LEA has made adequate provision for serving the educational needs of preschool migrant children.</p> <p>-----</p> <p>For more detail about requirements, reference  <b>ESEA</b>  <b>SEC. 1304(b)(1)</b>  <b>SEC. 1304 (c)(4)</b></p>	<p>10. Evidence that preschool migrant children (ages 3-5) are served in early childhood programs offered by the MEP, LEA or other community agency.</p>	<p>10. Supplemental Services Tracking Form [Desktop only: first name, last name initial]; with narrative explaining why or why not migrant preschool children are being served through the Implementation Plans or other non-migrant support services for eligible migrant participants (community, social, health, and educational services). Migrant staff current year schedule showing tutoring and home visits; evidence of coordination with other community, social, and educational services.</p>	<p>10. CLIP, Implementation Plans for age 3-5; LEA Current Enrollment Report.</p>
<p><b><u>Program Evaluation</u></b></p> <p>The LEA evaluates and improves the effectiveness of the migrant program, where feasible, using the same approaches and standards that are used to assess the performance of students under Title I, Part A, specifically, to enable all migrant students to meet the same challenging state content and performance standards that all Georgia children are expected to meet.</p> <p>-----</p> <p>For more detail about requirements, reference  <b>ESEA</b>  <b>SEC. 1304 (b)(1)</b>  <b>SEC. 1304 (b)(2)</b>  <b>SEC. 1304 (c)(5)</b></p>	<p>11. Evidence that the LEA evaluates the effectiveness of the migrant program (on-going and annually) throughout the LEA.</p>	<p>11. As of the monitoring date, a summary and interpretation of participant progress within the implementations plans, classroom performance, benchmark scores (if any) and the most recent state assessment scores, disaggregated by Migrant compared to Non-Migrant; and Migrant PFS compared to Migrant Non-PFS.</p>	<p>11. LEA Implementation Plan evaluation form(s) from current fiscal year or previous fiscal year. Comprehensive Needs Assessment results from previous year. Drop out and graduation lists for migrant students. List of incomplete IP Evaluations from prior year, results from IP Observations by state and local staff.</p>

**Cross-Functional Monitoring of LEA Programs**

<b>Individuals with Disabilities Education Act (IDEA)</b>			
<b>16. Individuals with Disabilities Education Act (IDEA)</b>			
<b>ITEMS</b>	<b>REQUIREMENTS</b>	<b>DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE</b>	<b>DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE</b>
<p>The LEA spends funds within the period of availability as defined by the grant.</p> <p>-----                      For more details about requirements, reference  <b>34 CFR 300</b>  <b>2 CFR 200</b></p> <p>The LEA ensures vendors and contracted employees are not suspended or debarred.</p> <p><b>2 CFR 200</b></p> <p>The LEA is compliant in grant management procedures for use of IDEA CEIS funds.</p> <p><b>34 CFR 300.208</b>  <b>34 CFR 300.226</b></p> <p>The LEA is compliant in grant management procedures for use of IDEA for Proportionate Share.</p> <p><b>34 CFR 300.130 – 144</b>  <b>ESEA 612 (a) (10)(A)</b></p>	<p>1. Evidence of expenditures.</p> <p>2. Evidence of</p> <ul style="list-style-type: none"> <li>• Internal controls for procurement.</li> <li>• Time stamped verification for suspension and debarment.</li> </ul> <p>3. Evidence that</p> <ul style="list-style-type: none"> <li>• The LEA completes CEIS tab if applicable, has CEIS plan, and reserves the required 15% for 611 and 619 CEIS funds within the grant period.</li> <li>• CEIS funds are used for allowable activities and intervention services for K-12 regular education students.</li> <li>• The LEA has timely and accurately reported to the State the number of students who received CEIS services and the number of students who were placed in special education.</li> </ul> <p>4. Evidence that</p> <ul style="list-style-type: none"> <li>• The LEA substantiates the number of private and home school students with disabilities that do not have Individual Educational Plans (IEPs).</li> <li>• The LEA enters its Child Find count into the Proportionate Share tab in the Consolidated Application.</li> <li>• The LEA tracks proportionate share funds.</li> <li>• The LEA spends required Proportionate Share amount within grant period. If the correct amount was not expended, the LEA carries over that portion to be spent during the subsequent fiscal year.</li> <li>• The LEA maintains controls of control of any property, equipment and supplies from IDEA used for Proportionate Share.</li> <li>• If the LEA provided services, it was beyond the existing level of instruction at the private schools.</li> <li>• If private school personnel were contracted, services were outside the regular duty hours of the teacher unless explicit time was set aside and funded.</li> </ul>	<p>1. Copies of purchase orders and payment vouchers.</p> <p>2. Copies of</p> <ul style="list-style-type: none"> <li>• Written procurement procedures</li> <li>• Written or digital evidence of LEA verification for suspension and debarment</li> </ul> <p>3. Copies of</p> <ul style="list-style-type: none"> <li>• Expenditure reports for CEIS funds</li> <li>• CEIS logs or GTID numbers for students served</li> </ul> <p>4. Copies of</p> <ul style="list-style-type: none"> <li>• Proportionate Share expenditure reports</li> <li>• Internal Controls: written procedures for Proportionate Share</li> <li>• Signed affirmations from consultation</li> <li>• Carryover expenditure reports as applicable</li> <li>• Service plans (three samples)</li> <li>• Statement of services provided</li> </ul>	<p>1. The LEA provides documentation.</p> <p>2. The LEA provides documentation.</p> <p>3. Copies of</p> <ul style="list-style-type: none"> <li>• CEIS plan submitted by deadline</li> <li>• Student count information submitted by deadline</li> </ul> <p>4. Copies of</p> <ul style="list-style-type: none"> <li>• Calculated count including formula</li> <li>• Line item proportionate share amount in budget</li> </ul>

Cross-Functional Monitoring of LEA Programs

16. Individuals with Disabilities Education Act (IDEA) <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>The LEA is compliant in grant management procedures for use of IDEA for High Cost Fund.</p> <p><b>34 CFR 300.704</b></p>	<ul style="list-style-type: none"> <li>• The LEA used state and local funds to supplement, not supplant, the required federal funds to be expended.</li> <li>• The LEA completes the consultation process to include advertising of process.</li> <li>• The LEA provides Child Find activities for private schools similar to the LEA schools.</li> <li>• The LEA states the amount of funds available and type of services to be provided prior to the start of the new school year.</li> </ul> <p>5. Evidence that</p> <ul style="list-style-type: none"> <li>• If the LEA applies for use of the High Cost Grant, it must be for students with disabilities with costs more than three times the average statewide regular education pupil expenses.</li> <li>• The reported costs are allowable and due to excess costs of direct special education and related services identified in the student's IEP.</li> <li>• LEA ensures that high cost funds will not be used to pay costs otherwise reimbursed by the Medicaid program.</li> <li>• LEA ensures high cost funds are not used for administrative purposes.</li> <li>• LEA ensures all costs are proportional to personnel working with the student and the class as a whole.</li> </ul>	<p>5. Copies of</p> <ul style="list-style-type: none"> <li>• Records of cost details and expenditure reports of costs for high cost</li> <li>• Medicaid reimbursement account expenditures as applicable</li> </ul>	<p>5. Copies of</p> <ul style="list-style-type: none"> <li>• High Cost Grant Applications</li> <li>• Student IEPs</li> </ul>
<p>The LEA is compliant in grant management procedures for use of IDEA for schoolwide programs and timely general reports submitted.</p> <p><b>34 CFR 300</b> <b>34 CFR 80.23</b> <b>2 CFR 200</b></p>	<p>6. Evidence that</p> <ul style="list-style-type: none"> <li>• The LEA is obligated to follow funding regulations for proportionately allocating funds for Schoolwide Programs, as well as document the Schoolwide Plan, if the LEA uses IDEA funds for Schoolwide Programs.</li> <li>• The LEA must submit timely reports.</li> </ul>	<p>6. Copies of</p> <ul style="list-style-type: none"> <li>• Schoolwide Plan for Schoolwide programs including outcomes.</li> <li>• Expenditure reports for all programs funding the Schoolwide Program.</li> </ul>	<p>6. Copies of</p> <ul style="list-style-type: none"> <li>• Submission reports</li> </ul>
<p>The LEA allocates and spend funds on allowable costs and equipment for students with disabilities</p> <p><b>34 CFR 300.208</b> <b>34 CFR 300.704</b> <b>34 CFR 80.22</b> <b>2 CFR 200</b></p>	<p>7. Evidence that</p> <ul style="list-style-type: none"> <li>• The LEA verifies that purchases are permitted by federal IDEA regulations.</li> <li>• The LEA tracks funds separately for 611 and 619 grants.</li> <li>• Legal fees are not being paid using IDEA funds.</li> <li>• Section 504 costs are not being paid using IDEA funds.</li> <li>• The LEA prorates purchases when purchases are supported by more than one program/fund.</li> <li>• The Special Education Director or grant designee signs off on all purchases.</li> <li>• Charter school students with disabilities are served the same as schools in the LEA.</li> <li>• FTE's are consistent with budgeted personnel.</li> <li>• Special education director's salaries are only funded above the QBE allotment.</li> </ul>	<p>7. Copies of</p> <ul style="list-style-type: none"> <li>• Written intern; a control procedures for all procurement standards and IDEA purchases, as well as Child Find procedures for charter schools that are not State Charter schools.</li> <li>• Verified signatures from director from expenditure reports, or comparable vendor purchases.</li> <li>• Equipment approval requests and responses.</li> </ul>	<p>7. Copies of</p> <ul style="list-style-type: none"> <li>• Expenditure reports in Consolidated Application</li> <li>• System allotment sheets</li> </ul>

Cross-Functional Monitoring of LEA Programs

16. Individuals with Disabilities Education Act (IDEA) <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>The LEA only uses IDEA for the excess costs of students with disabilities.</p> <p><b>34 CFR 300.16</b>  <b>34 CFR 300.202</b>  <b>Title I A 602.8</b></p>	<p>8. Evidence that</p> <ul style="list-style-type: none"> <li>• The LEA shall conduct annually the Excess Cost calculation for base and final calculations.</li> <li>• The LEA monitors and maintains Excess Cost documentation.</li> </ul>	<p>8. Copies of</p> <ul style="list-style-type: none"> <li>• Expenditure reports that verify excess cost calculation totals in the Excess Cost spreadsheet or automated system.</li> </ul>	<p>8. Copies of</p> <ul style="list-style-type: none"> <li>• Excess Cost base and final calculation.</li> </ul>