



Office of School Improvement
Federal Programs
FY 2015
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

Race To The Top (RT3) - (CFDA 84.395) - State Program Code 4230

School Improvement 1003(g) (SIG) (CFDA 84.377) - State Program Code 1775

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OVERARCHING REQUIREMENT			
1. LEA Monitoring of Schools and Programs			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>The LEA conducts monitoring of its schools and programs sufficient to ensure compliance with Title Programs' requirements.</p> <p>----- For more detail about requirements, reference ESEA SEC. 9304 EDGAR 80.40</p>	<p>1. The LEA conducts monitoring of its subgrantees sufficient to ensure compliance with Title I program requirements. [§9304; §80.40 of EDGAR] Title I, Part A; School Improvement 1003(a); School Improvement 1003(g) (SIG); Title I, Part C; Title I, Part, D; 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 Race To The Top (RT3) and Lowest Achieving Schools, if applicable.</p>	<p>1. Documentation</p> <ul style="list-style-type: none"> • 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 Race To The Top (RT3) and Lowest Achieving Schools, if applicable. • LEA to send to the Department monitoring policies and procedures that include a method for monitoring all critical ESEA requirements. • Data collection instruments (interview guides, documents review checklists). • Sample of letters to schools, checklists, forms, etc. • Process for identification of high risk schools • Process for follow-up/verification of implementation of required corrective action. • Monitoring reports, corrective actions from the schools visited as part of the on-site review. • Copies of reports, corrective actions, results of technical assistance. • Sample of letters to schools, checklists, forms, etc. • Evidence of technical assistance provided by the LEA as a result of issues identified through the monitoring process. • Copies of the LEA's schedule for monitoring of schools. • Minutes of board meeting approving the annual Grant Award Notification--SIG. • Policies on Federal Grant Administration--SIG. • Policy checklists. • expenditure Detail reports • Completed plans--SWP, TA, School Improvement, Parental involvement plans, RT3 Scope of Work (SOW). • Memos, reports, etc. • Procedures for follow-up/verification of implementation of required corrective actions identified by the LEA. 	<p>1. Documentation</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"> • Annual Grant Award Notification. • Corrective actions from the most recent LEA monitoring of schools/programs. • Completed plans-- FLP, School Improvement, RT3 Scope of Work (SOW). • Memos, reports, etc.

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1. LEA Monitoring of Schools and Programs <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
		<p>Guiding Questions:</p> <ol style="list-style-type: none"> 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 School Improvement Plan 6. If applicable, how does the LEA monitor the implementation of the reform model for the RT3 lowest achieving schools? 	
2. COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP) AND RT3 APPROVED SCOPE OF WORK			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>The approved Comprehensive LEA Improvement Plan (CLIP) with supporting documentation on file. The approved Scope of Work for Race To The Top (RT3) with supporting documentation on file.</p> <p>----- For more detail about requirements, reference ESEA SEC. 1112</p>	<ol style="list-style-type: none"> 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 Race To The Top (RT3) and Lowest Achieving Schools, if applicable. 	<ol style="list-style-type: none"> 1. Documentation: <ul style="list-style-type: none"> • Review and approval process for LEA plans including written procedures. (Review checklists, established schedule, and samples of correspondence with schools and other LEA departments.) • Resolution procedures for unapproved plans. • Guidance to schools and other LEA departments on submission of plan amendments. • Schedule/timeline regarding the process for submission, revisions, and final edits for LEA plans. • Sample amendment requests (CLIP, FLP, SWP, TA, Parental Involvement, etc.) and LEA approval/denial. • Evidence of timely plan approval and release of funds. • 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. • List of students served in FLP program by school. • Evidence that students in Priority, Focus, and Title I Alert Schools (where applicable) providing an FLP program are eligible and correctly identified/ranked to receive FLP services. • Copies of rank order of eligible students and multiple educational selection criteria per content area served. This list must include all students enrolled in the school (excludes pre-K students). • Description of Pre-Kindergarten services that are provided (if applicable). 	<ol style="list-style-type: none"> 1. Documentation: <ul style="list-style-type: none"> • 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"> • Needs Assessment <ul style="list-style-type: none"> √ Allocation amount, budget information and required set-asides √ A description of the poverty criteria used to select school attendance areas √ Record of schools' CCRPI data and schools' Priority, Focus, Alert and/or Reward School status • Copy of Consolidated Application Audit Trail showing CLIP approval. • Copy of approved Scope of Work (SOW) and any subsequent • Amendment requests for all Title I plans in the LEA: CLIP and FLP. • Copy of revised CLIP and/or FLP. • Copy of revised Scope of Work for Race To The Top (RT3). • Listing of schools with poverty criteria • Copy of general and program assurances from the Consolidated Application.

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2. COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP) AND RT3 APPROVED SCOPE OF WORK <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
		<p>Guiding Questions:</p> <ol style="list-style-type: none"> 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 SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>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</p>	<p>1. Evidence that the LEA notifies parents about:</p> <ol style="list-style-type: none"> a. School Designation Status for Georgia's ESEA Flexibility Waiver (Priority, Focus, Title I Alert, or Title I). b. Flexible Learning Program (FLP) - Notification to parents of eligible children of the availability of FLP at least twice annually, including: 	<p>1. Copy of LEA notifications about:</p> <ol style="list-style-type: none"> a. Copy of LEA notifications made to parents/guardians. The notification must be made by a parent letter (may be sent home with student or mailed) and at least in one additional way for Priority, Focus and Title I Alert Schools. Title I schools with no designation must also notify parents/guardians of their Title I status in multiple ways, but not necessarily by parent letter. The school designation status notification for Georgia's ESEA Flexibility Waiver must be in a language that parents understand. Evidence must also include: <ul style="list-style-type: none"> • Translated documentation provided to parents in multiple ways through parent notification letters, student handbooks, school newsletters, newspaper articles, brochures, flyers, parent meeting agendas and/or parent meeting presentations. • Copies of LEA/School signed and dated letters in appropriate languages sent to parents in a timely manner (beginning of the school year) that contain information required for Priority, Focus, or Title I Alert status. b. Copy of two annual notifications made to parents/guardians. The notification must be made in multiple ways (letter mailed to parents via US Post Office AND either FLP packet and application, newspaper articles, Web site screen shot, etc.) that includes: 	<p>1. The LEA provides documentation.</p> <ol style="list-style-type: none"> a. The LEA provides documentation. b. The LEA provides documentation.

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3. PARENTAL INVOLVEMENT <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<ul style="list-style-type: none"> • 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; • An explanation of the procedures used to determine student eligibility; • An offer to assist parents in understanding Georgia's ESEA Flexibility Waiver. <p>2. Evidence that the LEA provides technical assistance to schools to develop capacity to plan and carry out effective parental involvement practices inclusive of school parental involvement plans, school-parent compacts and all Title I parental involvement requirements.</p>	<ul style="list-style-type: none"> • LEA/School contact information: contact name, mailing address, telephone number, email address, and/or fax number. (Letter must be in an understandable format.) • 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; • A brief explanation of the procedures used to determine student eligibility. • An offer to assist parents in understanding Georgia's ESEA Flexibility Waiver <p>2. Evidence such as:</p> <ul style="list-style-type: none"> • 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. • Dated professional development meeting agendas, sign-in sheets, minutes, etc. or other professional development on effective parental involvement practices. • Guidance and sample communications to schools on parental involvement requirements, including school parental involvement and school-parent compacts. • Communications to schools that discuss and/or disseminate materials and resources on effective parental involvement practices. • Letters, surveys, emails, training materials, flyers, agendas, emails, and/or memos. 	<p>2. The LEA provides documentation.</p>

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3. PARENTAL INVOLVEMENT <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
Per Corrective Action by The Department related to 2009 US ED Monitoring Finding	<p>3. LEA Parental Involvement Policy/Plan</p> <p>a. Evidence of an LEA parental involvement plan with all the required content requirements that is revised annually and developed jointly (providing parents with more than one opportunity for feedback) and agreed upon with parents.</p> <p>b. Evidence that completed and revised LEA parental involvement plans have been distributed to parents in multiple ways and available to the local community..</p>	<p>3. Evidence such as:</p> <ul style="list-style-type: none"> • LEA parental involvement policy with revision date, (day, month, year) as well as all the required content requirements. • Meeting agendas and sign-in sheets from LEA policy meetings (or other parent input opportunities) with parents. • Parent feedback in the form of minutes from the LEA policy meetings (or other parent input opportunities) • Flyers, invitations, Web site 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 • District procedures on how parents are able to provide input on the LEA parental involvement policy • Copies of distribution documentation of LEA parental involvement plans in multiple ways (agendas, sign-in sheets, screen shot of Web page, email, etc.) to parents and the local community in a timely manner (by the end of October). 	<p>3. The LEA provides documentation.</p>
	<p>4. School Parental Involvement Policy/Plan</p> <p>a. Evidence of a school parental involvement plan with all the required content requirements that is revised annually and developed jointly (providing parents with more than one opportunity for feedback) and agreed upon with parents.</p> <p>b. Evidence that completed and revised school parental involvement plans have been distributed to parents in multiple ways and available to the local community.</p>	<p>4. Evidence such as:</p> <ul style="list-style-type: none"> • School parental involvement policy with revision date, (day, month, year) well as all the necessary content requirements. • Meeting agendas and sign-in sheets from school policy meetings (or other parent input opportunities) with parents. • Parent feedback in the form of minutes from the school policy meetings (or other parent input opportunities) • Flyers, invitations, Web site 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 • School procedures on how parents are able to provide input on the school parental involvement policy • Copies of distribution documentation of school parental involvement plans in multiple ways (agendas, sign-in sheets, screen shot of Web page, email, etc.) to parents and the local community in a timely manner (by the end of October) 	<p>4. The LEA provides documentation.</p>

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3. PARENTAL INVOLVEMENT <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>5. Evidence that schools have a signed and dated school-parent compact with the required components that has:</p> <ul style="list-style-type: none"> • Been developed jointly with parents • Describes how parents, the entire school staff, and students will share the responsibility for improved student achievement • Addresses the importance of communication between teachers and parents on an ongoing basis through at a minimum, <ul style="list-style-type: none"> ◊ parent-teacher conferences in the elementary schools at least annually, during which the compact is addressed, ◊ frequent reports to parents on their child's progress, and ◊ reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. <p>6. Evidence that the LEA and schools have carried out the requirement to build parents' capacity to be involved in school and their child's education by:</p> <ul style="list-style-type: none"> • Educating teachers, pupil services personnel, principals, and other 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>5. Evidence such as:</p> <ul style="list-style-type: none"> • 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. • Copy of school-parent compact with revision date, (day, month, year) as well as all required compact requirements distributed to parents in a timely manner (by the end of October) • 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. • School procedures on how parents are able to provide input on the school parental involvement policy • Flyers, Web site announcements, message recordings, or other school-parent compact meeting advertisements/feedback opportunities • Pictures, PowerPoint presentations, and handouts from school-parent compact meetings <p>6. Evidence such as:</p> <ul style="list-style-type: none"> • Meeting agendas of professional developments/activities with parents and educators together • Copies of notification of meetings • PowerPoints or training materials used for parental involvement activities/trainings • Sign-in sheets of parental involvement activities • Newsletter articles • Tip Sheets/Flyers/Handouts/Brochures • Website screen shots, training websites 	<p>5. The LEA provides documentation.</p> <p>6. The LEA provides documentation.</p>

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3. PARENTAL INVOLVEMENT <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<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>7. Evidence such as:</p> <ul style="list-style-type: none"> • Documentation showing that all parents of children receiving Title I services have the opportunity to provide input into how parental involvement funds are budgeted • Detailed meeting agendas and sign-in sheets from meetings where parents provided input into the parental involvement budget. • Title I parental involvement survey questions and responses about the parental involvement budget • Detailed minutes and evaluations with parent feedback regarding the use of funds for parental involvement • Handouts or comment cards advertising and/or soliciting parent feedback on the use of funds for parental involvement • Flyers, Web site 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 • 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 	<p>7. The LEA provides documentation.</p>

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4. SCHOOL IMPROVEMENT 1003(a)			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT The Department TO VERIFY COMPLIANCE*	DOCUMENTATION ON FILE AT THE LEA TO VERIFY COMPLIANCE**
<p>LEA schools identified for as Priority, Focus, or Title I Alert Schools have met the requirements of being so identified.</p> <p>----- For more detail about requirements, reference Georgia's ESEA Flexibility Waiver</p> <p>ESEA SEC. 1116(b)(4)(B)(i)</p>	<ol style="list-style-type: none"> Evidence of LEA tracking status of schools in relation to school improvement. 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. LEA Assurances. 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. 	<ol style="list-style-type: none"> The Department provides documentation. 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). 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. Copy of expenditure detail reports. The Department provides documentation. Evidence that LEA provided technical assistance in developing and reviewing school improvement plans. <ul style="list-style-type: none"> 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. Copies of dated agendas and/or minutes, sign-in sheets of committee meetings. Copies of correspondence between LEA and schools identified for improvement. <p>Guiding Questions:</p> <ol style="list-style-type: none"> How does the LEA involve identified SIG 1003(a) schools in the planning and development of the school's budget? 	<ol style="list-style-type: none"> Georgia ESEA Flexibility Waiver The LEA provides documentation. Copy of signed School Improvement Grant assurances for each applicable school. The LEA provides documentation.

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4. SCHOOL IMPROVEMENT 1003(a) continued			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>ESEA SEC. 1112(c)(1)(D) SEC. 1114(b)(1) SEC. 1116(b)(3)(A) SEC. 1116(b)(3)(A)(iii) SEC. 1116(b)(7)(C) SEC. 1116(b)(8)(B) SEC. 1116(c)(7) SEC. 9101(34) 34 CFR Part 200 200.43.</p> <p>ESEA SEC. 1003(a) SEC. 1114(b)(1) SEC. 1116 (b)(1)(B) SEC. 1116 (b)(3) SEC. 1116 (b)(4)-(6) SEC. 1116 (b)(7)(C)(ii) SEC. 1116 (b)(14)(B) SEC. 1116 (c)(9) SEC. 1116 (c)(10)(B)(iii) SEC. 9306(a)(1) 34 CFR Part 200 200.36.-200.43</p>	<p>5. Evidence that the LEA provides assistance to schools identified as Priority, Focus, or Title I Alert 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, Focus, or Title I Alert 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"> • Copy of the current, revised targeted assistance/schoolwide/school improvement plans. • Copies of meeting agendas, sign in sheets, etc. <p>10. D177</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"> • Copy of approved School Improvement Budget. <p>10. List of schools receiving 1003(a) funds and the amount awarded per school.</p>

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5. SCHOOL IMPROVEMENT 1003(g) (SIG)			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>LEA schools identified for as Priority, Focus, or Title I Alert Schools have met the requirements of being so identified.</p> <p>-----</p> <p>For more detail about requirements, reference</p> <p>ESEA SEC. 1116(b)(4)(B)(i) SEC. 1112(c)(1)(D) SEC. 1116(b)(3)(A) SEC. 1116(b)(3)(A)(iii) SEC. 1116(b)(7)(C) SEC. 1116(b)(8)(B) SEC. 1116(c)(7) SEC. 9101(34)</p> <p>ESEA SEC. 1003(a) SEC. 1114(b)(1) SEC. 1116 (b)(1)(B) SEC. 1116 (b)(3) SEC. 1116 (b)(4)-(6) SEC. 1116 (b)(7)(C)(ii) SEC. 1116 (b)(14)(B) SEC. 1116 (c)(9) SEC. 1116 (c)(10)(B)(iii) SEC. 9306(a)(1) 34 CFR Part 200 200.36-200.43</p>	<ol style="list-style-type: none"> 1. LEA Assurances. 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). 3. Evidence that School Improvement Grant has been approved. 	<ol style="list-style-type: none"> 1. The Department provides documentation. 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. 3. The Department provides documentation. 	<ol style="list-style-type: none"> 1. Copy of signed School Improvement Grant assurances for each applicable school. 2. The LEA provides documentation. 3. Copy of School Improvement Grant budget for each applicable school.

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FIDUCIARY RESPONSIBILITY			
6. MAINTENANCE OF EFFORT (MOE), COMPARABILITY, SUPPLEMENT NOT SUPPLANT, AND INTERNAL CONTROLS			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE 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"> • The procedures for ensuring maintenance of effort (MOE) as outlined in §§1120A and 9021 of the ESEA. • The procedures for meeting the comparability requirement as outlined in §1120A of the ESEA. • 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. <p>-----</p> <p>For more detail about requirements, reference ESEA §§1120A and 9021 §§1114, 1115, and 1116</p>	<p><u>Maintenance of Effort</u></p> <p>1. The LEA ensures that it complies with--</p> <ul style="list-style-type: none"> • The procedures for ensuring maintenance of effort (MOE) as outlined in §§1120A and 9021 of the ESEA. <p><u>Comparability</u></p> <p>2. The LEA ensures that it complies with--</p> <ul style="list-style-type: none"> • The procedures for meeting the comparability requirement as outlined in §1120A of the ESEA. 	<p><u>Maintenance of Effort</u></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"> • Source data to support the request to the Department to seek waiver--work on wording • Procedures for determining maintenance of effort (MOE), including funds to be excluded from MOE calculations <p><u>Guiding Questions:</u></p> <p>1. How does the LEA ensure that it complies with the maintenance of effort requirement under Title I?</p> <p><u>Comparability</u></p> <p>2. Evidence that:</p> <ul style="list-style-type: none"> • The LEA is monitoring comparability at least every two years. Georgia requires that LEAs must meet comparability requirements annually. • In cases where Title I schools are not comparable, documentation showing adjustments (including dates of hires or staff reassignment to meet comparability) to the allocation of resources that the LEA made to ensure that Title I and non-Title I schools are comparable. 	<p><u>Maintenance of Effort</u></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"> • US ED response to LEAs requesting a waiver of MOE. • State BOE board item reducing current year allocation for LEAs whose waiver request is denied <p>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.</p> <p><u>Comparability</u></p> <p>2. Copies of :</p> <ul style="list-style-type: none"> • List of schools within the LEA with allocations • 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. • 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.

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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 SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p><u>Supplement not Supplant</u> 3. The LEA ensures that it complies with--</p> <ul style="list-style-type: none"> • The procedures for ensuring that federal funds are supplementing and not supplanting non-federal sources used for the education of participating children. 	<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How does the LEA ensure that it complies annually with the comparability requirements under Title I? 2. 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? <p><u>Supplement not Supplant</u> 3. Evidence that:</p> <ul style="list-style-type: none"> • Questions or inquiries from LEA staff and schools regarding supplement not supplant issues have been adequately addressed.(Emails, memos, etc.) • 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. • 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. <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How does the LEA ensure that it complies with the supplement not supplant requirements? 2. 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? 	<p><u>Supplement not Supplant</u> 3. Evidence that:</p> <ul style="list-style-type: none"> • 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. • The LEA has an approved budget and record of expenditures of Title I funds at both the LEA and school levels. • Documents that Title I schools have received all the state and local funds they would need to operate in the absence of federal funds

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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 SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p><u>Internal Controls</u></p> <p>4. The LEA ensures that it complies with--</p> <ul style="list-style-type: none"> • The procedures for ensuring that the LEA has sufficient internal controls to ensure federal programs compliance. <p>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 Race To The Top (RT3) and Lowest Achieving Schools, if applicable.</p>	<p><u>Internal Controls</u></p> <p>4. Copies of:</p> <ul style="list-style-type: none"> • Accounting records that are complete, relevant, and effective for period of availability all applicable programs. Records should reconcile with purchase reports and invoices. <p>Equivalent records include:</p> <ul style="list-style-type: none"> √ LEA Chart of Accounts to support account assignments √ Budget Reports √ Expenditure Reports √ Record of travel authorizations and vouchers √ Detailed General Ledger accounts expenditure reports √ Detailed Payroll Labor Distribution Reports (or equivalent payroll report) for employees charged to federal programs <ul style="list-style-type: none"> • 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. • 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. • 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. • Copy of LEA Equipment Disposition Policy • Record of personnel records (semi-annual certifications, personnel activity reports, Hi-Q status for all Title I funded positions, etc.). • Number of employed staff consistent with approved application (i.e., payroll for personnel). • Record of inventory purchased within the last two years that contains the requires elements specified in EDGAR 	<p><u>Internal Controls</u></p> <p>4. Copies of:</p> <ul style="list-style-type: none"> • Cross-Functional Monitoring Report. • Corrective action plans when required. • Evidence that audit and monitoring findings, if applicable, have been cleared. • 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.

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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 SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>For more detail about requirements, reference ----- Public Law 101-453, 31 U.S.C. 3335 & 6503, CMA of 1990 34 CFR Part 80.20 (a)(7) EDGAR OMB Circular A-133</p>	<p><u>Cash Management</u> 5. The LEA provides evidence of</p> <ul style="list-style-type: none"> • Methods and procedures for payment that shall minimize the time elapsing between the transfer of funds and disbursement by the grantee or subgrantee 	<ul style="list-style-type: none"> • Single A-133 audit reports. • Supporting documentation for items selected for review (such as invoices, purchase orders, agendas from conferences, voucher packet, etc.). • Payroll for Title I, Part A, School Improvement 1003(a) and School Improvement 1003(g) (SIG); and RT3 showing number of teachers/paraprofessionals/other at each school (must equal the number approved in the Consolidated Application.) • Written plan detailing when after-the-fact periodic certifications will be conducted. • Current school year's after-the-fact periodic certifications. • Previous school year's after-the-fact periodic certifications (if two certifications have not been completed in current year). • Detailed monthly time logs or employee schedules. Equivalent records include: <ul style="list-style-type: none"> √ Must reflect an after-the-fact distribution of the actual activity of each employee, √ They must account for the total activity for which each employee is compensated, √ Must coincide with one or more pay periods, and √ They must be signed and dated by the employee. √ Additionally, the fixed schedule must identify the cost objective/fund source for each time period on the fixed schedule. √ Employee schedules identifying the time funded by all fund sources may be used if the personnel have a fixed daily schedule. <p><u>Cash Management</u> 5. Copies of:</p> <ul style="list-style-type: none"> • Written policy or procedure that provides: Internal controls to segregate duties associated with cash management, monitoring of cash management activities (including reconciliations), 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 	<p><u>Cash Management</u> 5. The LEA provides documentation.</p>

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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 SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<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); RT3 and Lowest Achieving Schools, if applicable.</p> <p>----- For more details about requirements, reference ESEA SEC. 5206</p>	<ul style="list-style-type: none"> • Subrecipients' requests for federal funds are evaluated, and drawdown's of federal cash are only for immediate needs • 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><u>Complaints</u> 6. 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); RT3 and Lowest Achieving Schools, if applicable.</p> <ul style="list-style-type: none"> • Information on the complaint process has been widely disseminated to schools in the LEA. 	<ul style="list-style-type: none"> • 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); and RT3 and Lowest Achieving Schools funds to date. • Policy/procedures that indicate how subrecipient requests are evaluated before funds are released for reimbursement. • 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 <p><u>Guiding Questions:</u></p> <ol style="list-style-type: none"> 1. Was there excess cash or cash on hand? 2. If yes, what is the method used to calculate interest; and 3. Was repayment of excess interest made to The Department? <p><u>Complaints</u> 6. 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); RT3 and Lowest Achieving Schools, if applicable.</p> <ul style="list-style-type: none"> • Documentation that information on the complaint process has been widely disseminated to schools in the LEA 	<ul style="list-style-type: none"> • Copy of The Department Form DE0147 Requests for the LEA. <p><u>Complaints</u> 6. The LEA provides documentation.</p>

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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 SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>White House Executive Order 12731</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 ESEA SEC. 1111</p>	<p><u>Waste, Fraud, Abuse, and Corruption</u> 7. 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); RT3 and Lowest Achieving Schools, if applicable.</p> <ul style="list-style-type: none"> 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. <p><u>Assessment Security</u> 8. The LEA's test security policy/plan and consequences for violation are made available to local educators.</p>	<p><u>Waste, Fraud, Abuse, and Corruption</u> 7. Copies of:</p> <ul style="list-style-type: none"> The LEA's fraudulent activity policy or administrative regulations addressing the code of ethics and fraud, waste, and abuse. 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. <p><u>Assessment Security</u> 8. Copies of communication to local educators regarding the LEA's test security policy/plan and consequences for violation.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> How does the LEA ensure that it adheres to the proper accounting of time and attendance for Title I paid staff? How does the LEA ensure that it adheres to the procedures for maintaining equipment and material purchased with Title I funds? What is the process used to resolve audit issues? Briefly describe the LEA's complaint procedures. Are you aware of any fraudulent activity occurring in this program? Have you been asked to participate in any fraudulent activity for this program? How is the LEA's waste, fraud, abuse, and corruption policy/procedure disseminated to all employees/staff? 	<p><u>Waste, Fraud, Abuse, and Corruption</u> 7. The LEA provides documentation.</p> <p><u>Assessment Security</u> 8. The LEA provides documentation.</p>

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7. WITHIN DISTRICT ALLOCATION PROCEDURES			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>The LEA complies with the requirements with regard to: (1) Reserving funds for the various set-asides either required or allowed under the statute, and (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>For more detail about requirements, reference ESEA §§1113, 1116, and 1118 §200.77 and §200.78 of the Title I regulations</p>	<p><u>General LEA Selection and Allocation Requirements</u></p> <p>1. The LEA complies with the requirements with regard to: (1) Reserving funds for the various set-asides either required or allowed under the statute, and (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><u>General LEA Selection and Allocation Requirements</u></p> <p>1. Copies of:</p> <ul style="list-style-type: none"> • 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. • 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 • 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 & 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.) <p><u>Guiding Questions:</u></p> <ol style="list-style-type: none"> 1. What process has the LEA put in place to ensure that it complies with selection and allocation requirements? 2. What guidance or instructions related to general selection and allocations requirements has the LEA provided to LEA staff and schools? 3. Are low-income and enrollment data available for all schools in the LEA? 4. Has the LEA used the same measure of poverty for identifying eligible attendance areas and determining the allocation of each attendance area? 5. Are all participating schools being funded based on low-income data from the same source? 6. Are charter schools and alternative schools included in the ranking? 	<p><u>General LEA Selection and Allocation Requirements</u></p> <p>1. Copies of:</p> <ul style="list-style-type: none"> • Eligible Attendance Area worksheet. • Enrollment report (previous October). • School nutrition report (previous October) • Evidence that the LEA has correctly calculated the districtwide poverty average.

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7. WITHIN DISTRICT ALLOCATION PROCEDURES <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><u>Rank Ordering and Allocation Procedures</u> 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><u>Rank Ordering and Allocation Procedures</u> 2. The LEA has procedure(s) to ensure that it meets requirements related to rank order.</p>	<p><u>Rank Ordering and Allocation Procedures</u> 2. Rank Order</p> <ul style="list-style-type: none"> • Copy of written procedures for identifying eligible students. • 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"> √ Targeted Assistance Programs √ Schoolwide Programs where participation is offered to a select group of eligible Title I students √ Flexible Learning Programs (prior to the application of the Federal Rank Order) 	<p><u>Rank Ordering and Allocation Procedures</u> 2. Rank Order</p> <ul style="list-style-type: none"> • Evidence that, for each attendance area, the percentage of poverty is correctly calculated. • Evidence that the feeder pattern, if applicable, is calculated correctly. • Evidence that charter schools within the LEA are included in the ranking. • 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. • 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. • Evidence that LEAs with Priority, Focus, and Title I Alert 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. • Evidence that the LEA has calculated per-pupil allocation (PPA) amounts. • Total amount of Title I, Part A funds available for distribution to schools \$ _____ • Evidence that the LEA has allocated funds to participating school attendance areas in rank order. • Evidence that the LEA is correctly applying the 125-percent rule if the LEA is serving schools below 35-percent poverty. • 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.

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7. WITHIN DISTRICT ALLOCATION PROCEDURES <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE 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 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)</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>Guiding Questions:</p> <ol style="list-style-type: none"> 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? 2. How does the LEA ensure that, when it elects to skip an eligible school, that skipped school meets comparability requirements? 3. How does the LEA ensure that it has correctly applied the provision related to grandfathering? 4. Do low-income and enrollment data support the rank ordering of schools? 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? 	<p>3. Copy of Consolidated Application.</p> <p>4. The LEA provides documentation.</p>

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7. WITHIN DISTRICT ALLOCATION PROCEDURES <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>LEA Reservation of Funds</p> <p>5. The LEA has procedure(s) to ensure that it meets reservation requirements annually.</p>	<p>LEA Reservation of Funds</p> <p>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>LEA Reservation of Funds</p> <p>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"> √ Homeless Children <ul style="list-style-type: none"> - Evidence that the LEA has reserved funds to serve homeless students who do not attend participating schools. √ Children in local institutions for neglected and delinquent children. <ul style="list-style-type: none"> - 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. • 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, Focus, and Title I Alert Schools • 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). • 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. • 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. • 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. • 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.

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7. WITHIN DISTRICT ALLOCATION PROCEDURES <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p><u>Equitable Services for Private School Participants</u> 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><u>Equitable Services for Private School Participants</u> 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: <ul style="list-style-type: none"> √ 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>Guiding Questions:</p> <ul style="list-style-type: none"> • 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><u>Equitable Services for Private School Participants</u> 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: <ul style="list-style-type: none"> √ 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>
8. SERVICES FOR HOMELESS CHILDREN AND YOUTH			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<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 SEC. 1112 (a)(1) and (O)</p> <p>Note: This is a Title I, Part A requirement. SEC. 1113 Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act</p> <p>SEC. 722 SEC. 722(g)(3-7) SEC. 722(e)(3)(C)(i)(IV)</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> <ul style="list-style-type: none"> a. Identification b. School Selection c. Enrollment d. Transportation e. Disputes 	<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> <ul style="list-style-type: none"> a. LEA written procedures. b. LEA written procedures. c. LEA written procedures. d. LEA written procedures. e. LEA written procedures. 	<p>1. The Department provides documentation.</p> <ul style="list-style-type: none"> a. Copy of Comprehensive LEA Improvement Plan. (CLIP) b. Set-Aside page. <p>2. Copy of the CLIP.</p> <p>3. The LEA provides documentation.</p>

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8. SERVICES FOR HOMELESS CHILDREN AND YOUTH <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<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>SEC. 723 (McKinney-Vento Grantees Only)</p>	<p>4. The LEA records the schools in which homeless children and unaccompanied youth experiencing homelessness are enrolled.</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>6. The LEA has procedures for providing awareness and contact information of Homeless Liaison to parents, guardians, and school personnel.</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>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>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>10. The LEA shall identify the educational needs of the homeless children and youth, including unaccompanied youth</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>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>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>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>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>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>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>4. The LEA provides documentation.</p> <p>5. Copy of Consolidated Application Coordination page.</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 the original or continuation grant application with signatures -- Needs and Service Area section</p>

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8. SERVICES FOR HOMELESS CHILDREN AND YOUTH <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE 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>12. The LEA will utilize grant funds to provide services as authorized under the McKinney-Vento Act.</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>12. Purchase Orders verifying payment to provide authorized services as outlined in the LEA plan. • Copy of current Memorandum of Agreement(s) for services paid for with McKinney-Vento grant funding (if applicable).</p> <p style="background-color: #e0f0f0;">Guiding Questions:</p> <ol style="list-style-type: none"> 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. 2. Describe the process for identifying homeless children and youth using the definition under the McKinney-Vento Act. 3. Describe how the LEA evaluates services provided to homeless children and youth. 4. Describe the process for establishing reservations/set-asides for serving homeless children and youth. 5. Describe the process for selection of the homeless liaison and what qualifications were required for appointment. 6. Discuss the appointment (full time, part-time and how time is documented). 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. 8. Describe how the LEA school nutrition office knows to provide free meals to qualifying homeless youth. 9. GRANTEES - Describe how the student achievement and other data directly relates to planned grant related activity. 	<p>11. Copy of the original or continuation grant application with signatures—Evaluation section</p> <p>12. Copy of original or continuation grant application with signatures – Goals and Objectives section Copy of most recent approved budget and subsequent amendments.</p>

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9. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<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 ESEA SEC. 1112(b)(1)(E)(ii), (I) SEC. 1112(b)(1)(Q) SEC. 1113(c)(3)(B) and (C) SEC. 1118</p>	<ol style="list-style-type: none"> The LEA describes the services provided for neglected and delinquent children. The LEA identifies children in local institutions for neglected and delinquent children. The LEA describes Title I services and educational programs that are year round. The LEA provides high quality instruction based on scientifically based research. The LEA provides special education services, as needed. The LEA consults with institutions regarding educational plans and budget. The LEA ensures that institutions implement a parental involvement plan in order to increase student achievement and, if appropriate, decrease delinquent behavior. The LEA verifies the authenticity of neglected facilities in the LEA. 	<ol style="list-style-type: none"> The Department provides documentation. Copy of source data for Annual Survey of Institutions for Neglected and Delinquent Children for previous and current year with student list from each facility. 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. Sample curriculum plan based on scientifically based research for institutions operating a school on-site. Number of students receiving special education services and a sample copy of an IEP from a student residing in an institution. Collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and N or D facility. Parental involvement correspondence and parental involvement plan. (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. (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. The Department provides documentation. 	<ol style="list-style-type: none"> Copy of Comprehensive LEA Improvement Plan (CLIP). Copy of the Consolidated Application Coordination page. The LEA provides documentation. The LEA provides documentation. The LEA provides documentation. The LEA provides documentation. The LEA provides documentation. The LEA provides documentation. 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.

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9. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside) <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
		<p>Guiding Questions:</p> <ol style="list-style-type: none"> 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. 2. Describe the process for identifying neglected or delinquent children. 3. Describe the process for establishing reservations/set-asides for serving neglected or delinquent children. 4. Describe how instruction incorporates scientifically based research. 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. 6. Describe services provided to special education population residing in institutions. 7. Describe the consultation process with Neglected and Delinquent institutions. 8. Describe the parental involvement plan. 	
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 SENT TO THE 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>----- For more detail about requirements, reference Title I, Part D, Subpart 2, SEC. 1424</p>	<ol style="list-style-type: none"> 1. The LEA annually surveys delinquent institutions. The LEA completes an annual data report. 2. The LEA collects and uses data to drive planning and instruction. 3. The LEA creates program specific evaluation reports that include the Title I, Part D, Subpart 2 Program. 	<ol style="list-style-type: none"> 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. 2. Evidence of longitudinal tracking of annual outcome data. 3. Copy of the most recent program specific evaluation reports. 	<ol style="list-style-type: none"> 1. The LEA provides documentation. 2. The LEA provides documentation. 3. The LEA provides documentation.

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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 SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<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>

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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 SENT TO THE 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>Guiding Questions:</p> <p>1. How does the N & 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 SENT TO THE 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) SEC. 6222(a) (1-7) Use of Funds</p> <p>SEC. 6223/6224 Required Plan</p> <p>SEC. 6232 Supplement, not supplant</p> <p>SEC. 6222 (b) Use of Funds</p> <p>OMB Circular A-87 Section 8(h)(4)</p>	<p>1. The LEA targets funds to schools for specified activities.</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 uses funds only for activities authorized in Section 6222.</p> <p>5. Split-funded Title VI, Part B personnel paid based on acceptable time logs.</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. Copies of detailed monthly time logs or employee schedules signed monthly by the employee and the employee's supervisor.</p> <p>Class schedules identifying the time funded by Title VI, Part B may be used if the personnel have a fixed daily schedule.</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. Copy of Consolidated Application Budget Detail and Budget Summary pages.</p> <p>5. The LEA provides documentation.</p>

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11. TITLE VI, PART B <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
OMB Circular A-87 Section 8(h)(3)	6. Periodic certification on file for personnel paid 100% with Title VI, Part B funds.	6. D282 Guiding Questions: 1. Explain the process the LEA used to determine the specific activities that were funded with Title VI, Part B. 2. Explain how these funds supplement all other local, state and federal funds.	6. The LEA provides documentation.
TITLE II - TEACHER AND PARAPROFESSIONAL QUALIFICATIONS			
12. TITLE II, PART A			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><u>Needs Assessment and Planning</u></p> <p>LEA bases its application for Title II, Part A funds on an annual needs assessment. ----- For more detail about requirements, reference ESEA SEC. 2122 (b) (c)</p> <p>LEA includes stakeholders in the needs assessment and planning processes. ESEA SEC. 2122(c)(1) and (2)</p>	<p>1. Evidence of completion of annual needs assessment that addresses each of the following:</p> <ol style="list-style-type: none"> a. Recruitment b. Retention c. Professional learning and training for teachers, paraprofessionals, and school and system leaders, including meeting diverse student needs d. Class size reduction, if funded e. Non-HiQ teachers and paraprofessionals f. Equitable opportunities for all students, including poor and minority, in the areas of: <ol style="list-style-type: none"> 1) Teacher quality 2) Teacher experience 3) Class size <p>2. Evidence that the needs assessment and planning processes are done in collaboration with principals, teachers (including those teaching students with varied needs) paraprofessionals, other relevant school personnel, parents, community and business leaders, and representatives from institutions of higher education.</p>	<p>1. Title II, Part A Needs Assessment Worksheet and/or documentation to support the data analysis provided in the LEA Equity Plan, Section II.</p> <p>2. a. Copies of agendas and/or minutes documenting participation in the needs assessment and planning processes. b. Copies of attendance rosters identifying stakeholder role for each participant. c. If appropriate, copies of surveys, identification of stakeholder groups surveyed by each instrument, and summary of survey results.</p>	<p>1. Current Comprehensive LEA Implementation Plan Current Equity Plan on file at GaPSC LEA provides documentation</p> <p>2. LEA Consolidated Application.</p>

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12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>Professional learning activities are based on a review of scientifically based research</p> <p>-----</p> <p>For more detail about requirements, reference ESEA SEC. 2122 (b) (1) (B) SEC. 9101 (34) SEC. 2122 (b) (9)</p> <p>LEA will provide training for teachers. ESEA SEC. 2122 (b)(9)</p> <p>Activities funded by Title II, Part A have a substantial, measurable, and positive impact on student academic achievement. ESEA SEC. 2122 (b) (2)</p>	<p>3. Evidence of scientifically based research or evidence of program success resulting in increased student achievement for all Title II, Part A funded professional learning activities for superintendents, principals, teachers, and paraprofessionals.</p> <p>4. Evidence that professional learning activities from all funding sources are implemented to enable teachers to become or continue to be highly effective and successful classroom teachers.</p> <p>5. Evidence that Title II, Part A funded activities are effective in addressing identified needs.</p>	<p>3. Literature (or hyperlink to literature) referencing the scientific based research or providing evidence of program success.</p> <p>4. Summary professional learning data from the previous fiscal year to support the percentages provided in Descriptor 21 of the Consolidated Application.</p> <p>5. a. Copy of Title II, Part A budget from previous fiscal year.</p> <p>b. For each major activity implemented in the previous fiscal year, summary data and an analysis of the data that explains the indication of the effectiveness of the activity in addressing one or more of the LEA's prioritized needs.</p>	<p>3. The LEA provides documentation.</p> <p>4. The LEA provides documentation.</p> <p>5. The LEA provides documentation.</p>
Highly Qualified Teachers and Paraprofessionals			
<p>Teachers of core academic content subjects and paraprofessionals meet ESEA Qualifications</p> <p>-----</p> <p>For more detail about requirements, reference ESEA SEC. 1119 SEC. 9101</p>	<p>6. Evidence that 100% of core academic content teachers and paraprofessionals are highly qualified. Will be determined on the date of monitoring.)</p>	<p>6. a. Copy of the current fiscal year HiQ System Report. The LEA may provide the teaching certificate and schedule for any teacher/paraprofessional whose record has not been updated to verify the teacher is highly qualified.</p> <p>b. 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>c. Alternative Schools/GNETs: A list of teachers in alternative schools and/or GNETs program 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.</p> <p>d. Charter Schools: Copy of the current HiQ System Report for each charter school exempting certification and a copy of the school's charter with the section highlighted that addresses qualification of teachers. For each teacher and paraprofessional in a charter school reported as highly qualified by one of the charter assertions, a copy of the documentation supporting the charter assertion (HQ by major, HQ by content, or HQ by test).</p>	<p>6. The LEA provides documentation.</p>

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12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>Qualifications for Teachers and Paraprofessionals in Title I Schools ESEA SEC. 1111 (h)(6)(A) SEC. 1112 SEC.1112 (c)(1)(I) SEC. 1119 SEC. 1119 (g) SEC. 1119 (c) - (l) 34 CFR Part 200.58-200.60</p>	<p>7. a. 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 Handbook: A Guide for Advancing Teacher Quality in Georgia.</p> <p>b. There is written documentation of progress made by each teacher and paraprofessional in meeting the requirements outlined in the remediation plan.</p> <p>8. a. There is a written remediation plan for each core academic content teacher who does not hold a clear renewable certificate that is developed in accordance with the guidance in Section IV of the Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia. Exception: LEAs are not required to develop remediation plans for teachers holding Induction Pathway 1, Pathway 2, or Pathway 3 Certificates.</p> <p>b. There is written documentation of progress made by each teacher in meeting the requirements outlined in the remediation plan.</p> <p>9. Evidence the LEA trains its principals annually on the highly qualified requirements for the hiring and placement of teachers and paraprofessionals.</p> <p>10. 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>7. a. List of non-highly qualified teachers and paraprofessionals.</p> <p>b. 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>8. a. List of core academic content teachers who do not hold a clear renewable certificate.</p> <p>b. Copy of the remediation plan for each core academic teacher who does not hold a clear renewable certificate 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. a. Agendas that specifically identify training on highly qualified teacher and paraprofessional requirements and include when and by whom the training is provided.</p> <p>b. Sign-in rosters of attendance for the training with positions of attendees noted.</p> <p>10. a. An alphabetized list of Title I, Part A paid teachers.</p> <p>b. Copy of current Payroll Report for Title I, Part A listing teachers in alphabetical order.</p>	<p>7. The LEA provides documentation.</p> <p>8. The LEA provides documentation.</p> <p>9. The LEA provides documentation.</p> <p>10. The LEA provides documentation.</p>

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12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>LEA Reporting of Highly Qualified Personnel</p> <p>ESEA SEC. 1119 (b)</p>	<p>11. Evidence that Title I, Part A instructional paraprofessionals</p> <p>a. meet the ESEA hiring requirements and</p> <p>b. perform their work under the direct supervision (close and frequent proximity) of a highly qualified teacher.</p> <p>12. Evidence that all class size reduction teachers funded by Title II, Part A are highly qualified.</p> <p>13. Evidence that data is collected and reported verifying the highly qualified status of teachers and paraprofessionals in each school.</p>	<p>11. a. An alphabetized list of Title I, Part A paid paraprofessionals. Copy of current Payroll Report for Title I, Part A listing paraprofessionals in alphabetical order.</p> <p>b. Copy of instructional paraprofessional's schedule that indicates the highly qualified teacher who is providing direct supervision.</p> <p>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>12. a. List of class size reduction teachers and the daily schedule of each indicating the core content courses and grade level(s) taught.</p> <p>b. Copy of Georgia Teaching Certificate for any class size reduction teacher not reported in current fiscal year HiQ report.</p> <p>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).</p>	<p>11. The LEA provides documentation.</p> <p>12. The LEA provides documentation. Class Size Reduction Worksheet attached to CLIP</p> <p>13. LEA HiQ Status Report for previous year on file at GaPSC. The LEA provides documentation.</p>
<p>Parental Notification</p> <p>ESEA SEC. 1111 (h) (6) (A) SEC. 1111 (h) (6) (c)</p>	<p>14. Evidence parents are informed of their "Right to Know" the professional qualifications of their child's teachers and paraprofessionals.</p>	<p>14. a. Copy of LEA written procedures for assuring compliance with this requirement that includes how and when notices are distributed.</p> <p>b. Copy of LEA written notification (handbooks, other LEA or school publication, or letters) to parents.</p>	<p>14. The LEA provides documentation.</p>

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12. TITLE II, PART A continued			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>Low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers ESEA SEC. 1112 (c) (1) (L)</p> <p><u>Management and Expenditure of Title II, Part A Funds</u></p> <p>ESEA Sec. 2123 (a) (2) (B) OMB Circular A-87 – Cost Principles OMB Circular A-133 – Compliance EDGAR 34CFR Part 80.20 – Standards for Financial Management Systems</p>	<p>15. Evidence parents are provided timely notice that their child has been taught core academic content for four or more consecutive weeks by a non-highly qualified teacher (including one or multiple long-term substitute teachers).</p> <p>16. Evidence that LEA is implementing its equity action plan for the selected equity indicator(s) that is the focus for improvement</p> <p>17. Appropriate Time and Effort reports are on file for all personnel for whom any part of their salary and wages are charged to Title II, Part A.</p> <p>A. Semi-Annual Certifications for previous and current fiscal years 1) Semi-Annual Certification may be used only for personnel who are fully funded by Title II, Part A or partially funded by Title II, Part A and whose total job is allowable under Title II, Part A. 2) Semi-Annual Certifications must be supported by job descriptions or fixed daily schedules.</p>	<p>15. a. Copy of LEA written procedures for assuring compliance with this requirement.</p> <p>b. List of core academic classes, by school, where students were taught for 20 or more consecutive days by one or multiple non-highly qualified substitute teachers.</p> <p>c. Copy of letters mailed to parents of students, by school, who were taught for 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>d. 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.)</p> <p>16. Documentation verifying implementation of the equity action plan.</p> <p>17. a. Alphabetical list of personnel whose contracted/regular hours were funded fully or partially by Title II, Part A in the previous fiscal year indicating job title and percentage of time funded by Title II, Part A</p> <p>b. Copy of Title II, Part A Payroll Detailed Report from June of the previous fiscal year</p> <p>c. Alphabetical list of personnel whose contracted/regular hours are funded fully or partially by Title II, Part A in the current fiscal year indicating job title and percentage of time funded by Title II, Part A</p> <p>d. Copy of the most recent Title II, Part A Payroll Detailed Report for current fiscal year</p> <p>A. Semi-Annual Certifications 1) Copy of Semi-Annual Certification completed by/for all personnel fully funded by Title II, Part A or partially funded by Title II, Part A and whose total job is allowable under Title II, Part A for previous and current fiscal years 2) Copy of job description or fixed daily schedule for each job for which a semi-annual certification is completed</p>	<p>15. The LEA provides documentation.</p> <p>16. Approved Equity Plan for the Current Fiscal Year LEA provides documentation.</p> <p>17. Current approved Title II, Part A Budget Job descriptions attached to the FY15 CLIP LEA provides documentation</p>

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12. TITLE II, PART A continued			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>B. Current fiscal year Personnel Activity Reports (PARs) for personnel who work less than 100% for Title II, Part A and whose total job responsibilities are not allowable under Title II, Part A - Includes substitute teachers and personnel performing work supplemental to contracted/regular hours.</p> <p>18. Evidence that Title II, Part A expenditures are</p> <p>a. allowable under applicable laws and regulations,</p> <p>b. reasonable and necessary,</p> <p>c. supported by source documentation,</p> <p>d. supplement non-federal funds, and</p> <p>e. align with the Title II, Part A budget.</p> <p>19. Evidence LEA has written Internal Control Procedures to direct the financial management of Title II, Part A funds.</p> <p>20. Evidence that LEA encumbers and draws down Title II, Part A funds in a timely manner, but not before actual need.</p>	<p>B. Personnel Activity Reports (PARs)</p> <p>1) Copy of Personnel Activity Report completed by/ for all personnel whose contracted/regular hours are partially funded by Title II, Part A and whose total job responsibilities are not allowable under Title II, Part A.</p> <p>2) Copy of Personnel Activity Report completed by/for substitute teachers and personnel performing work supplemental to contracted/regular hours selected for review.</p> <p>18. a. Detailed expenditure report for the current and past fiscal year for Title II, Part A. The expenditures must be sorted by function, object, and location.</p> <p>b. Supporting source documentation for items selected for review (such as purchase orders, invoices, travel expense statements, agendas from conferences, contracts for services, leave forms, and others).</p> <p>19. LEA policy or procedures that ensure internal controls, including segregation of duties, accountability, appropriate authorization of expenditures, and compliance with all applicable laws and regulations.</p> <p>20. a. Written process for ensuring timely encumbrances and draw down of funds.</p> <p>b. Georgia Department of Education Grants Accounting On-line Reporting Systems (GAORS) Form DE147 Fund Requisitions for Title II, Part A.</p> <p>c. LEA accounting records of expenditures that support the request of funds.</p>	<p>18. Current approved Title II, Part A Budget</p> <p>19. The LEA provides documentation.</p> <p>20. The LEA provides documentation.</p>

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12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>21. Evidence the LEA maintains records to document:</p> <ul style="list-style-type: none"> a) The procurement and location of equipment (including expendable equipment) purchased with Title II, Part A funds. b) It conducts periodic physical inventories and reviews the use of equipment. c) Equipment is used only for Title II, Part A allowable professional learning activities. 	<p>21. a. Copies of purchase orders documenting purchases of equipment with Title II, Part A funds.</p> <p>b. Copies of inventory records showing item description, cost, date of purchase, vendor, serial number or other identification number and location with source of funds noted. (A comprehensive inventory for federal or other programs is acceptable.) Inventory records must include current year and previous 2 year purchases at a minimum.</p> <p>c. Records/logs of dates that physical inventories were conducted at schools and LEA with date, and signatures of person conducting inventory.</p> <p>d. LEA procedures for use of equipment purchased with Title II, Part A funds to include</p> <ul style="list-style-type: none"> (1) Authorized use of equipment is only for professional learning activities allowable under Title II, Part A or in the administration of the Title II, Part A program (2) Method of documenting authorized use (3) Person responsible for maintaining documentation. <p>e. Documentation of authorized use of equipment purchased with Title II, Part A funds.</p>	<p>21. The LEA provides documentation.</p>
<p><u>Private School Participation in Title II, Part A</u></p> <p>ESEA SEC. 9501</p>	<p>22. Evidence that the LEA provides for the equitable participation of private school principals, teachers, and other personnel in professional learning activities</p>	<p>22. a. List of private schools within the geographic district boundaries.</p> <p>b. Copy of letters sent to private schools notifying them of their right to participate.</p> <p>c. Copy of response letters from private schools. OR</p> <p>c. Copy of registered mail receipts from private schools.</p>	<p>22. The LEA provides documentation.</p>

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12. TITLE II, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>23. a. Evidence that district provided initial consultation to private schools on their participation in Title II, Part A.</p> <p>b. Evidence that private schools participate in the design, development, and implementation of the professional learning plan in which they will participate.</p>	<p>23. a. Agenda(s) indicating date(s) of consultation and sign in roster(s) with participants listed by role.</p> <p>b. Documentation of private school participation in the development of the LEA professional learning plan:</p> <ol style="list-style-type: none"> 1. Meeting agendas or minutes 2. Sign-in sheets <p align="center">OR</p> <p>b. Documentation of private school planning for their own professional learning:</p> <ol style="list-style-type: none"> 1. Needs assessment 2. Plan 3. Documentation of scientific research base for activities 4. Budget 	<p>23. The LEA provides documentation.</p>
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 SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><u>Private School Consultation</u></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>----- For more detail about requirements, reference ESEA SEC. 9501</p>	<ol style="list-style-type: none"> 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. 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. 3. Evidence of Title III-eligible students served in private schools and LEA records of Title III purchased property housed in private schools. 	<ol style="list-style-type: none"> 1. List of all private schools located within the LEA's boundaries. 2. 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. 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. 3. List of private school EL and immigrant students and the number participating in Title III. <p>Copies of purchase orders and accompanying inventory logs, private school participant sign-in sheets, etc. indicating Title III's collaborative work with private school(s).</p>	<ol style="list-style-type: none"> 1. The LEA provides documentation. 2. The LEA provides documentation. 3. The LEA provides documentation.

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13. TITLE III, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>Records and Maintenance</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 ESEA SEC. 3115 (a)(4) SEC. 3121</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 ESEA SEC. 3115 (c)(2)</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>Interview Question:</p> <p>1. Describe and discuss the LEA process for ensuring that private schools have an opportunity to have access to Title III, Part A funds for their eligible limited English proficient and Immigrant children.</p> <p>4. Copy of LEA policy on EL-related procedures, evidence of policy dissemination to local schools, staff interview responses;</p> <p>Copies of attendance records, travel records, agendas indicating student-information or ESOL staff's participating in state or local data entry trainings.</p> <p>5. Printout of EL student record data from LEA student information system (use Data Roster); spot review of EL student files.</p> <p>Interviews:</p> <p>Principal, Title III Director, ESOL Teacher</p> <p>6. Documents indicating ELD standards training, curriculum development, ESOL endorsement of general education teachers and/or other related activities.</p> <p>7. Participation documentation including meeting dates, agendas, conference materials, expense statements, sign-in sheets, etc.</p> <p>Interviews:</p> <p>Principal, Title III Director, Instructional Coach, Regular Education Teacher, ESOL Teacher</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>

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13. TITLE III, PART A continued			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><u>Instructional Programs</u></p> <p>The LEA increases the English proficiency of LEP children by providing high-quality language instruction programs.</p> <p>----- For more detail about requirements, reference ESEA SEC. 3115 (c)(1) SEC. 3122 (a)(3)</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 ELs' academic content, social and academic English language proficiency data are collected, recorded, and communicated to school leaders and teachers.</p> <p>10. Evidence that EL assessment data are used to design and implement curriculum and instruction effective for the acquisition of English language and academic content skills.</p> <p>11. Evidence that all teachers in the Title III language instructional program are fluent in written and oral English communications skills.</p>	<p>8. SIS records and teacher/coordinator interviews indicate use of a research-based delivery model.</p> <p>Some common examples of research-based models are:</p> <ul style="list-style-type: none"> • Pull-Out • Push-In • Cluster Center • Resource Center • Sheltered Content Courses • Scheduled Language Acquisition <p>9. Evidence of agendas, meeting minutes, e-mail communications, printed reports indicating communication of EL data among stakeholders.</p> <p>10. Written procedures that describe how ACCESS, CRCT, EOCT, GHS GT, and GHSWT data are used to make instructional decisions.</p> <p>Evidence of adjustments to services based on assessment results. (Narrative from Self Evaluation Instrument, sample lesson plans, interview questions)</p> <p>11. The Department provides documentation.</p>	<p>8. The LEA provides documentation.</p> <p>9. The LEA provides documentation.</p> <p>10. The LEA provides documentation.</p> <p>11. The Department provides documentation. (Copy of CLIP response and LEA-signed Title III Assurances.)</p>
<p>The LEA performs annual evaluations of its Title III programs and meets annual Title III AMAOs.</p> <p>----- For more detail about requirements, reference ESEA SEC. 1111(b)(2)(B) SEC. 3116 (d)(2) SEC. 3121 SEC. 3122 (a)(3)</p>	<p>12. Evidence that LEA holds schools accountable for annually assessing all ELs' English language proficiency.</p> <p>13. Evidence that the LEA is making annual increases in the percentage of LEP children making progress in learning English.</p> <p>14. Evidence that the LEA is making annual increases in the percentage of LEP children achieving English proficiency.</p>	<p>Interviews:</p> <p>Principal, Title III Director, Instructional Coach, Regular Education Teacher, ESOL Teacher questionnaires</p> <p>12. ACCESS Not-Tested report (use Data Roster) LEA also provides documentation when ACCESS participation rate is <95%. (Evidence of policy/process/procedural modification to improve rate to compliance levels.)</p> <p>13. The Department provides documentation.</p> <p>14. The Department provides documentation.</p>	<p>12. Percentage of the LEA's ELs assessed on previous year's ACCESS.</p> <p>13. The Department provides documentation (Percentage of the LEA's ELs meeting AMAO 1).</p> <p>14. The Department provides documentation (Percentage of the LEA's ELs meeting AMAO 1).</p>

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13. TITLE III, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>15. Evidence that the LEA's LEP children are making content area progress, as described in ESEA, SEC. 1111(b)(2)(B).</p> <p>16. Evidence that ELs are exited based on Georgia's approved Title III exit requirements.</p> <p>17. Evidence that the LEA performs a biennial Title III program evaluation.</p> <p>18. Notification of child's EL Status.</p> <p>19. Notification of Failure to Meet Title III AMAOs (when applicable).</p> <p>20. Notification of Involvement Opportunities and Supporting Student Achievement.</p> <p>21. EL Parent Meetings.</p>	<p>15. The Department provides documentation.</p> <p>16. 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>17. The Department provides documentation.</p> <p>Interviews:</p> <p>Principal, Title III Director, ESOL Teacher</p> <p>18. Copies of 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.</p> <p>19. 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).</p> <p>20. 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.</p> <p>21. 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.</p> <p>Interviews:</p> <p>Principal, Title III Director, Regular Education Teacher, ESOL Teacher, Parents</p>	<p>15. The Department provides documentation. (AMAO 3)</p> <p>16. The LEA provides documentation.</p> <p>17. LEA Self-Evaluation Report. (Annual report describing Title III programs and activities and the progress that Monitored 1 and 2 students made in specified content areas.)</p> <p>18. The LEA provides documentation.</p> <p>19. The Department provides documentation. (Submitted copy of LEA's AMAO letter.)</p> <p>20. The LEA provides documentation.</p> <p>21. The LEA provides documentation.</p>

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13. TITLE III, PART A <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><u>Fiduciary Responsibility</u></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) OMB Circular A-87</p> <p>OMB Circular A-87 Section 8(h)(3)</p> <p>OMB Circular A-87 Section 8(h)(4)</p>	<p>22. Evidence that the LEA uses no more than 2% of its Title III allocation for Title III-related administrative expenses.</p> <p>23. 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 OMB Circular A-87.</p> <p>24. Evidence that the LEA completes after-the-fact periodic certification on file for all personnel paid 100% with Title III funds.</p> <p>25. Evidence that the LEA maintains acceptable time logs for split-funded Title III personnel.</p> <p>26. LEAs receiving Immigrant funding: Evidence that the LEA expends immigrant funds in compliance with SEC. 3115(e).</p>	<p>22. The Department provides documentation. LEA provides documentation. Copies of administrative time logs, budget/expenditure reports.</p> <p>23. Copy of Title III purchase orders; LEA budget/expenditure report indicating Title III expenditures. Consortium LEAs: Documentation of requests, approval and purchase orders of expenditures for Title III Consortium funding.</p> <p>24. 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>25. 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>26. Record of system detail expenditures using Immigrant funds for current fiscal year.</p> <p>Interview:</p> <p>Title III Director</p>	<p>22. The Department provides documentation (LEA's approved Title III budget in Consolidated Application).</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>

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PRIVATE SCHOOLS			
14. SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE 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>----- For more detail about requirements, reference SEC. 1120 SEC. 9306 34 CFR Part 200.62-200.67 34 CFR Part 200.77 (f)</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"> • Procedures that the LEA uses to determine that the required consultation occurred. • Evidence that the LEA has met the requirement for consultation, written affirmation, and evaluation of the program. • 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. • The written affirmation from officials of private school or a representative. • 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. • 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. 	<p>1. The Department provides documentation.</p>

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14. SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
		<ul style="list-style-type: none"> • 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. • Third party contract(s) and invoices from the third party contractor (If applicable). • Evidence that providers of services are employees of the LEA or employees of third party contractor. • B422 <ul style="list-style-type: none"> • Evidence that the LEA is evaluating the Title I program serving private school students and making modification as necessary. • LEA complaint procedures for private school officials. • Evidence that the LEA has provided guidance/technical assistance to its staff regarding the provision of services to eligible children attending private schools. • Evidence that the LEA regularly supervises the provision of Title I services to private school children. • Evidence that the LEA maintains control of the Title I funds, materials, equipment and property that support services to private school children. • All DE1111 forms submitted to LEA for the FY13 school year and private school letter with U. S. postal registration receipt inviting participation in Title I, Part A funding. <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How does the LEA ensure that it provides services to eligible children attending private schools in accordance with requirements? 	

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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 SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><u>Records Maintenance and Transfer</u></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>ESEA SEC. 1301(2) SEC. 1304 (b)(3) SEC. 1308 (b)(1) – (3)</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.</p>	<p>1. Documents submitted electronically: 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. [SIS report to be faxed to John Wight at (770) 408-4202 on scheduled monitoring date.]</p> <p>2. Documents submitted electronically: Local level communication (letters, memoranda, fax transmittals, telephone logs, transfer documents for students leaving US for other countries) between the LEA and receiving schools relating to the sharing of educational and student health data.</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><u>Identification and Recruitment</u></p> <p>The LEA carries out the identification and recruitment (ID & R) of migrant children (ages 0 through 21) residing in its LEA throughout the year.</p>	<p>3. Evidence that the LEA has ID & R certified staff or operational procedures in place to carry out identification and recruitment functions throughout the school year and summer months as required in the Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook.</p>	<p>3. Documents submitted electronically: List of MEP funded staff (full or part time, or contracted), travel reimbursement, phone log, and weekly schedule showing recruitment for a selected two month period; completed occupational surveys (5).</p>	<p>3. LEA Identification and Recruitment plan.</p>
<p><u>Priority for Services</u></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>ESEA SEC. 1301(2) SEC.1304(d)</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. Documents submitted electronically: 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 (names removed) showing documentation addressing why or why not a PFS student is being served.</p> <p>5. Documents submitted electronically: 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>

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15. Title I, Part C - Migrant Education Program (MEP) Services			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><u>Comprehensive Needs Assessment and Service Delivery Plan</u> 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>----- For more detail about requirements, reference ESEA SEC. 1306(a)(1)(A)-(G)</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. Documents submitted electronically: Evidence the LEA is planning and organizing for the FY16 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. FY15 LEA Comprehensive Needs Assessment submission.</p>
<p><u>Migrant Services Coordination</u> 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>----- For more detail about requirements, reference ESEA SEC. 1112(b)(1)(E)</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. Documents submitted electronically: Supplemental Services Tracking Form (names removed) 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. Copy of approved CLIP and Implementation Plans for K-12 and Out-of-School Youth and Drop Outs (OSY/DO).</p>
<p><u>Parental Involvement/PAC</u> 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>----- For more detail about requirements, reference ESEA SEC. 1304(c)(3) SEC. 1306(a)(1)(B)(ii) SEC. 1118</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. Documents submitted electronically: 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>

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15. Title I, Part C - Migrant Education Program (MEP) Services			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p><u>Professional Development</u></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 ESEA SEC. 1304(c)(6)(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&R) trainings or workshops, and/or national/state/local migrant education program conferences aligned to the needs of migrant students.</p>	<p>9. Documents submitted electronically: 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><u>Early Childhood Education</u></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 ESEA SEC. 1304(b)(1) SEC. 1304 (c)(4)</p>	<p>10. Evidence that preschool migrant children (ages 3-5) are served in early childhood programs offered by the LEA or other community agency.</p>	<p>10. Documents submitted electronically: Supplemental Services Tracking Form (names removed); 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). Copies of migrant staff schedule for the year showing tutoring and home visits; evidence of coordination with other community, social, and educational services.</p>	<p>10. List of all migrant students ages 3-5, and Implementation Plans.</p>
<p><u>Program Evaluation</u></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 ESEA SEC. 1304 (b)(1) SEC. 1304 (b)(2) SEC. 1304 (c)(5)</p>	<p>11. Evidence that the LEA annually evaluates the effectiveness of the migrant program throughout the LEA.</p>	<p>11. Documents submitted electronically: Summary and interpretation of the most current state assessment scores, benchmark assessments, classroom performance, and progress within implementation plans 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>

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RT3 PROJECT MANAGEMENT AND SUSTAINABILITY			
16. RT3 PROJECT MANAGEMENT AND SUSTAINABILITY			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>The LEA develops the implementation/project management plan to ensure the scope of work (SOW) required for all RT3 initiatives and projects.</p> <p>-----</p> <p>For more details about requirements, reference Part 75 Direct Grant Program requirements in the Education Department General Administrative Regulations (EDGAR)</p>	<ol style="list-style-type: none"> 1. Evidence of processes used by LEA to conduct subgrantees' desk reviews of SOW plan. 2. Evidence of LEA providing webinars, face to face meetings, etc., on a quarterly basis to determine the progress subrecipients are making towards meeting approved SOW. 3. Evidence of processes used by LEA to develop project management plan to ensure SOW. Evidence of Deliverables. 4. Evidence of project plan revision; policy revision and/or revision of procedures if revisions have occurred. 5. Evidence of stakeholder communication about RT3. 6. Evidence of data review at both LEA and school level that ensures performance goals are being met. 7. Evidence that project plans are aligned with state scope of work. 8. Evidence that LEA has taken steps to ensure sustainability of work beyond the grant period. 9. Evidence of quarterly reports submitted in a timely manner. 	<ol style="list-style-type: none"> 1. Approved SOW plan; Desk Reviews (calendars, check list). 2. Copies of Webinar PowerPoints, agendas, copy of participants list. 3. List of names and roles; plan with timeline, personnel responsible, etc. Copy of deliverables. 4. Meeting agendas, local board presentation, other presentations, local board minutes, etc. 5. Public notices, meeting agendas, presentation materials, local partner Memorandum of Agreement, or other supporting documentation such as agreements with faith-based organizations, etc. 6. Revised SOW plan, meeting agendas, sign-in sheets. 7. Memorandum of understanding with the State. 8. LEA policies, practices, etc. 9. The Department provides the documentation. 	<ol style="list-style-type: none"> 1. Approved SOW plan and budget; Consolidated Application Assurances, signed MOU. 2. The LEA provides documentation. 3. The LEA provides documentation. 4. The LEA provides documentation. 5. The LEA provides documentation. 6. The LEA provides documentation. 7. The LEA provides documentation. 8. The LEA provides documentation. 9. The LEA provides documentation.

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16. RT3 PROJECT MANAGEMENT AND SUSTAINABILITY <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
		<p>Required Interview Questions:</p> <p>Program Management:</p> <ol style="list-style-type: none"> 1. How did you ensure that leaders from all reform areas were involved in developing the implementation/project management plan to ensure the scope of work will be achieved? 2. What are your accountability measures to ensure milestones and activities are met with quality? How do you define quality? 3. What successes have you made? Describe your key accomplishments related to achieving the activities in your approved Scope of Work for this reform area. How are you leveraging the successes in other areas of teaching and learning? 4. What challenges have you faced? How did you resolve the challenges? 5. Are you on track to meet the goals and timelines of your approved Scope of Work related to this reform area? If not, how can the Department help you to meet your challenges? 6. How are you ensuring that project implementation is actually impacting schools and classrooms to support the state's SOW? 	
FOUR REFORM AREAS--RT3 STANDARDS AND ASSESSMENTS			
17. RT3 STANDARDS AND ASSESSMENTS: Adopt standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
The LEA implements RT3 Standards and Assessment.	<ol style="list-style-type: none"> 1. Evidence of implementation plan or project plan with timeline, personnel responsible, etc. 2. Evidence of training schedules for face to face and Web based training in mathematics, reading, and English/language arts. 	<ol style="list-style-type: none"> 1. Approved SOW, project plan 2. Agendas, sign-in sheets, minutes from grade-level meetings, walk-through summative notes, presentation notes. 	<ol style="list-style-type: none"> 1. Approved SOW plan and budget; Consolidated Application Assurances, signed MOU. 2. The LEA provides documentation.

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17. RT3 STANDARDS AND ASSESSMENTS: Adopt standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>3. Evidence of formative assessments and how formative assessments are used to inform teaching.</p> <p>4. Evidence of a list of students and strategic efforts to ensure students take the assessment. (PSAT)</p> <p>5. Evidence of how results provided by the College Board are utilized. (PSAT)</p> <p>6. Evidence of students and courses taken through the Georgia Virtual School (GaVS).</p> <p>7. Evidence of how the LEA informs students about virtual courses through its advisement program.</p>	<p>3. Formative Instructional Practice (FIP) participation, including modules completed by teachers and leaders, sign-in sheets, grade-level meeting notes, walk-through summative notes, formative assessment results for students-electronic or paper copy (may be from the LEAs LDS/SIS or from teachers), revised lesson plans.</p> <p>4. PSAT rosters, communications to ensure students are notified and take the assessment.</p> <p>5. Meeting agendas and minutes; schedules; student handbook</p> <p>6. Rosters</p> <p>7. Newsletters, flyers, website, handbook</p> <p>Required Interview Questions:</p> <p>1. What strategies have you implemented to ensure all teachers and school leaders have participated in training on Common Core GPS? What additional follow-up support has been provided?</p> <p>2. How have teachers modified and improved instruction in the classroom as a result of training? What evidence is collected by school leaders? What support is provided by the district office?</p> <p>3. How have teachers used formative and benchmark assessments to gather feedback on teaching practices in rapid time and more frequently than summative assessments? How did you implement FIP? How do you use OAS?</p> <p>4. How many students identified as 10th graders have taken the PSAT and how has the school used the data to address student weaknesses?</p> <p>5. How many students have taken virtual courses through GaVS and how has the school used the data to address the needs of students?</p> <p>6. What are the challenges and successes in implementing the Scope of Work in this reform area?</p> <p>7. What are the successes in implementing the Scope of Work in this reform area?</p>	<p>3. The LEA provides documentation.</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>

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FOUR REFORM AREAS--RT3 DATA SUPPORT SYSTEMS			
18. RT3 DATA SUPPORT SYSTEMS: Build data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
The LEA implements RT3 Data Systems to Support Instruction.	<ol style="list-style-type: none"> 1. Evidence of implementation plan or project plan with timeline, personnel responsible, etc. 2. Evidence of how the Instructional Improvement System (IIS) is used. 3. Evidence of training schedules for face to face and web-based training. 	<ol style="list-style-type: none"> 1. The Department provides documentation. 2. Grade/content planning meeting agendas and minutes 3. Schedules, presentations, sign in sheets <p style="margin-top: 10px;">Required Interview Questions:</p> <ol style="list-style-type: none"> 1. What support have you provided to teachers and leaders in implementing the LEA's Scope of Work in the use and implementation of instructional improvement systems? What support is provided by the district to ensure teacher access to SLDS data? How are your teachers using the Teacher Resource Link (TRL) in SLDS? 2. How have teachers modified and improved instruction in the classroom as a result of any training? What evidence is collected by school leaders? 3. What are the challenges in implementing the Scope of Work in this reform area? What are the successes in implementing the Scope of Work in this reform area? 	<ol style="list-style-type: none"> 1. RT3 Consolidated Application and Approved Scope of Work. 2. RT3 Consolidated Application and Approved Scope of Work. 3. RT3 Consolidated Application and Approved Scope of Work.
19. RT3 GREAT TEACHERS AND LEADERS: Recruit, prepare, reward, and retain effective teachers and principals, especially where they are needed most			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
The LEA implements RT3 Great Teachers and Leaders.	<ol style="list-style-type: none"> 1. Evidence of implementation plan or project plan with timeline, personnel responsible, etc. 2. Evidence of SLO development and implementation. 3. Evidence of Merit-based pay plan. 	<ol style="list-style-type: none"> 1. The Department provides documentation. 2. SLO meeting agendas and minutes; implementation plans; schedules 3. Merit Pay meeting agendas and minutes; implementation plans 	<ol style="list-style-type: none"> 1. Approved SOW plan and budget; Consolidated Application Assurances, signed MOU. 2. The LEA provides documentation. 3. The LEA provides documentation.

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19. RT3 GREAT TEACHERS AND LEADERS: Recruit, prepare, reward, and retain effective teachers and principals, especially where they are needed most <i>continued</i>			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>4. Evidence of training schedules for face to face and web-based training for TKES/LKES.</p> <p>5. Evidence of challenges and barriers and strategies to mitigate such.</p> <p>6. Evidence of successes and how those successes are shared with its stakeholders and others.</p>	<p>4. Schedules, sign-in sheets, presentations.</p> <p>5. Narrative, communications, plans.</p> <p>6. Press releases, news articles, website news stories</p> <p>Required Interview Questions:</p> <p>1. What support have you provided to teachers and leaders in implementing the LEA's Scope of Work in ensuring a highly effective teacher in every classroom and a highly effective principal in every school? What strategies have you implemented to ensure teachers and school leaders understand the impact of implementing a teacher and leader effectiveness measure? What evidence do you have to measure success of the efforts? What steps have you taken to address challenges?</p> <p>2. What is your projected date for developing SLOs? What is your plan to implement SLOs?</p> <p>3. How will you implement performance-based compensation for teachers and school leaders? How will you address challenges and barriers? How will you communicate the plan to teachers and leaders?</p> <p>4. How are you ensuring your district is on track for full implementation of TKES/LKES by 2014-2015? Are all teachers trained on TKES? Are all leaders trained on LKES? How do you address TKES/LKES training for new staff? What steps are you taking to analyze TAPS data in the electronic platform? How are you using the data to change/inform practice?</p> <p>5. What are the challenges in implementing the Scope of Work in this reform area? How did you resolve these challenges and barriers?</p> <p>6. What are the successes in implementing the Scope of Work in this reform area? How do you share your successes?</p>	<p>4. The LEA provides documentation.</p> <p>5. The LEA provides documentation.</p> <p>6. The LEA provides documentation.</p>

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FOUR REFORM AREAS--LOWEST ACHIEVING SCHOOLS			
20. FOUR REFORM AREAS--RT3 LOWEST ACHIEVING SCHOOLS			
ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE SENT TO THE DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
<p>LEA implements reform model in accordance with federal RT3 (ARRA) and SIG guidance. http://www2.ed.gov/programs/sif/legislation.html</p> <p>-----</p> <p>For more detail about requirements, reference EDGAR 80.20 80.40</p>	<ol style="list-style-type: none"> 1. Evidence of implementation of Georgia's high quality indicators for RT3 LAS and SIG grantees to include: Organizational Structures, Leadership, Personnel & Professional Curriculum & Instruction, and Support Systems & Strategies. These indicators include non-negotiable such as graduation and math coaches, Increase Learning Time (ILT), job embedded PD, collaborative planning, distribution of staff, implementation of TKES/LKES. 2. Evidence of required reports submitted in Indistar. 3. Annual progress evaluation 	<ol style="list-style-type: none"> 1. LEA has assessed Indicators of Implementation and developed action plans for reaching full implementation. 2. LEA has submitted required reports in Indistar. 3. The Department provides documentation. <p style="margin-top: 10px;">Interview Questions:</p> <ol style="list-style-type: none"> 1. How do you ensure that your schools are using Indistar to assess, plan and monitor Priority indicators that are directly aligned to non-negotiables as well as TKES and LKES? What is your progress? How have you addressed challenges? What support are you providing to schools to ensure non-negotiables are met? 2. Describe your approach to Increased Learning Time. 3. How are you providing job embedded PD for your teachers? 4. How do you ensure that purchased PD programs are a value add for your RT3 implementation? 5. How do you plan to evaluate the success of the reform model once it is over? 6. How do you know you've met your goals? 7. How do you know you are making progress toward your milestones? How have you addressed challenges? 8. What steps have you taken to ensure each school has a Turnaround Leader in place? Is the leader on track to successfully implement the reform model? What evidence do you have to support that the model is being successfully implemented? 9. How are you removing barriers to ensure that school leaders have autonomy to make budget and personnel decisions? 	<ol style="list-style-type: none"> 1. RT3 SOW, budget, SIG Grant application. Indistar. Quarterly monitoring reports. LEA monitoring of schools report. Turnaround Leader verification form. 2. Indistar data 3. The Department monitoring tool completed by Education Research and Evaluation Specialists.