

# Monitoring Overview and Insights: Grants Unit Programs

**FY15 Federal Programs Conference**

**June 15 and June 17, 2015**

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# Agenda

- Introductions
- Monitoring Overview
- Common Findings
- Getting Organized
- Scenarios
- Questions



# Monitoring Overview



# Monitoring Overview

## The Purpose of Monitoring

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

# Monitoring Overview

## On-site Cross-Functional Monitoring Selection

- LEAs monitored on a four-year cycle
  - (Approximately 1/4 each year)
  - **Note:** McKinney-Vento and Title I, Part D grantees monitoring annually
- LEAs selected randomly
- High-risk LEAs added to current cycle
- Other LEAs as deemed necessary

# Getting Organized



# Getting Organized

## LEA Preparation Prior to On-Site Monitoring Visit

- Prepare file folders with tabs for each item
- Items too large to be placed in folders should be made available to GaDOE's Cross-Functional Monitoring team via Internet and/or website links
- Removing previous year's documents from monitoring files
  - Old files do not show compliance with current year program implementation, unless specifically indicated
  - Takes monitors more time to shift through irrelevant documents
- The Fall is technical assistance season... If your LEA is being monitored and you are unsure about compliance, ask for help
- Collaborate with other related departments and personnel (e.g. Finance, Transportation, Student Record, Title I)
  - Secure necessary documentation
  - Hold program-related meetings
  - Conduct mock monitoring prior to the visit

# Getting Organized

## FY15 Monitoring Form

- Items column
- Requirements column
- Documentation on file at the LEA and/or to be uploaded to Adobe FormsCentral to verify compliance column. Note: Adobe FormsCentral is used to upload:
  - Pre-visit documents (The Grants Unit programs usually requests detailed budget reports and inventory documents)
  - Desktop monitoring (Instead of preparing documents for onsite visit, the LEA uploads all required documents for specified program for GaDOE staff member(s) to review)
- Documentation on file at the SEA (GaDOE) to verify LEA compliance column



# Getting Organized

## The Right Amount of Documentation

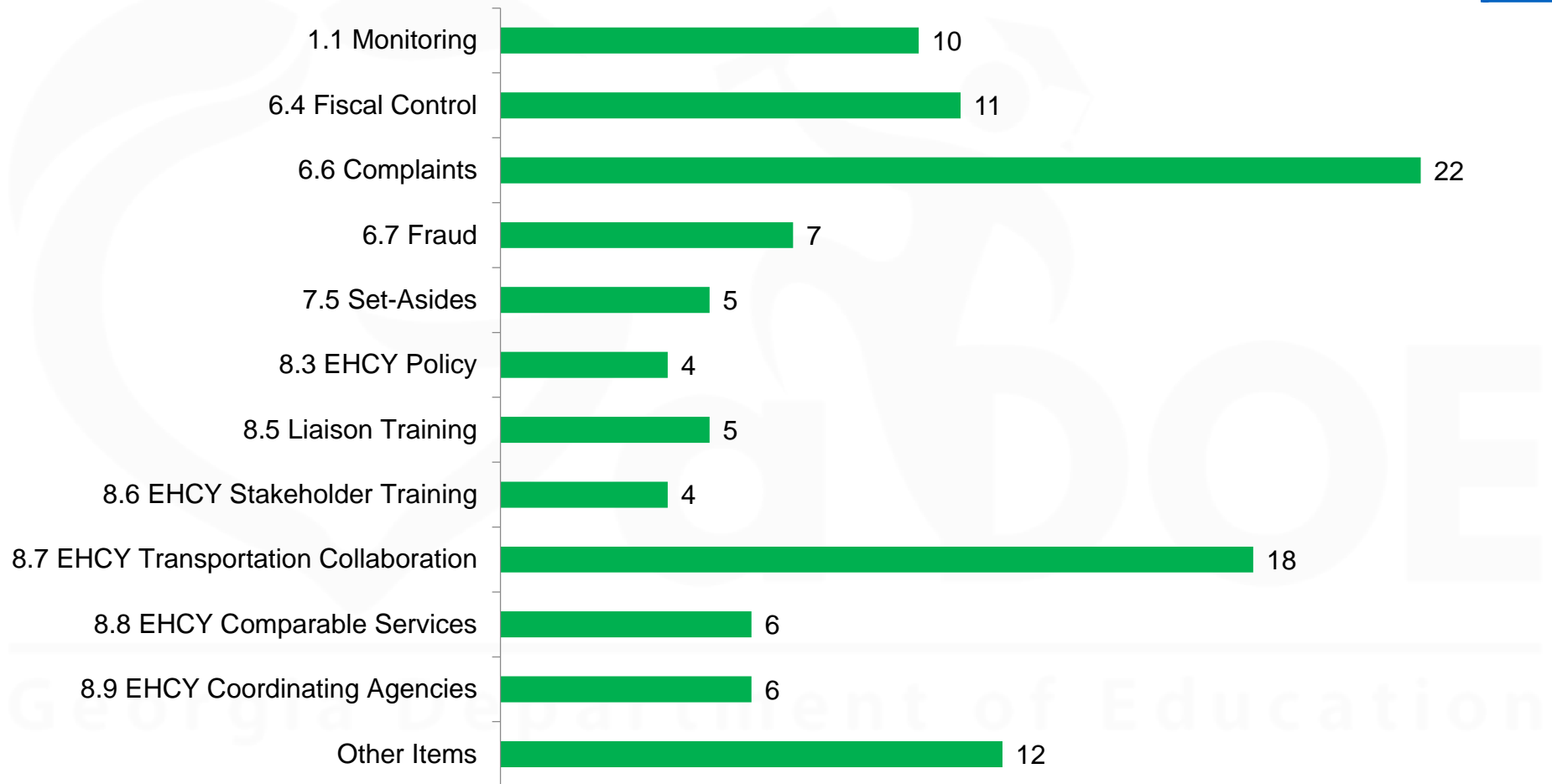
- Avoid giving the bare minimum. For example:
  - LEA does not serve subgroup B, so it provides nothing
  - LEA provides one piece of evidence. This is rarely enough
- Include enough documentation to prove compliance
  - There is no set “right” amount for all items; it depends on the requirement
  - Usually, >3 and <10 is a good range for most items in the Grants Unit
- All documentation should be for the current fiscal year, unless directed otherwise. For example:
  - Previous year's drawdown report that matches the DE0147 report
  - The evidence for the current year doesn't exist yet because it is scheduled to occur after the monitoring, in which case the previous year's documentation is needed
- Avoid the shell game... Providing too much documentation with the hopes the reviewer will give up and assume compliance
  - This does not work!
  - It makes reviewers suspicious

# Common Findings Across All Programs



# Common Findings

(81 LEAs monitored by Grants Unit; 110 total findings)



# Common Finding Item 1.1



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## Requirement

- The LEA conducts **monitoring** of its subgrantees sufficient to ensure compliance with Title I program compliance. [§9304; §80.40 of EDGAR] **Title I, Part A (includes Homeless and N&D set-asides)**; 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

## Documentation

- 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

# Common Finding Item 1.1

- Common pitfalls for 1.1:
  - Provided no documentation thinking that it did not apply to the Grants Unit
  - Provided a monitoring plan that did not include Grants Unit Programs
- Findings in the area are usually corrected if the LEA either:
  - Includes all federal programs in the LEA monitoring plan, or
  - Uses general language that applies to all federal programs
- A correctly formed monitoring plan is all that is needed to meet minimum compliance

# Common Finding Item 6.4

## Requirement

- **Internal Controls.** The LEA ensures that it complies with –
  - Title I, Part A (**includes Homeless and N&D set-asides**); 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

## Documentation

- Detailed expenditure reports
- Detailed General Ledger for Title I and RT3 accounts
- Payroll distribution report
- Copy of 1512 report
- Copy of payroll verifying that the number of employed staff is equal to the number approved in the Consolidated Application

# Common Finding Item 6.4

## Requirement

- 6.4 (continued)

## Documentation

- Supporting source documentation (voucher package)
  - Invoices
  - Purchase Orders
  - Travel vouchers and agendas for conferences
  - Copy of **written** plan detailing when after-the-fact periodic certifications will be conducted

# Common Finding Item 6.4

## Requirement

- 6.4 (continued)

## Documentation

- Copy of after-the-fact periodic certifications for each person paid 100% with federal funds
- Copy of procurement policies for consultants and contractual agreements
- Sign-in sheets, evaluations, or other documentation that verify performance/deliverables



# Common Finding Item 6.4

## Requirement

- 6.4 (continued)

## Documentation

- Copy of travel authorizations and vouchers paid using Title I, RT3, School Improvement 1003(a) and 1003(g) SIG funds
- Copies of time logs for any split-funded personnel being paid with federal funds
- Schedules identifying the time and federal fund source may be used for personnel with fixed daily schedules

# Common Finding Item 6.4

## Requirement

- 6.4 (continued)

## Documentation

- Schedule and/or time log must have signature of the employee or supervisor on a monthly basis, with dates of signatures
- Copy of purchase orders for use of capital expense funds (object code 700) with prior approval notification from the Department Title Programs Division

# Common Finding Item 6.4

## Requirement

- 6.4 (continued)

## Documentation

- Copy of **written** internal control procedures that include:
  - Segregation of duties
  - Reconciliation

# Common Finding Item 6.4

- Common pitfalls for 6.4:
  - Provided no documentation thinking that it did not apply to the Grants Unit
  - Provided detailed budgets that did not match approved budget or contained unallowable costs
  - Excluded one or more of the required internal control policies (e.g. Disposition, Inventory)
  - Provided inaccurate inventories or provided no proof the inventories were conducted (I.e. Description, serial number or other ID, title information, acquisition date, cost, percent of federal participation, location, use and condition, date of physical inventory and disposition, if applicable)
- Findings in this area are usually corrected if the LEA:
  - Provides a recent detailed budget report that matches the approved budget
  - Includes all federal programs in the internal controls policies
  - Submits a complete inventory with property purchased over the last two years of the grant
- **Note:**
  - Many LEAs have multiple findings within this one item for FY15 . Although, it may appear to be one finding, on average, LEAs were out of compliance in two areas within 6.4.
  - Furthermore, because Item 6.4 touches so many other areas, any LEA receiving a finding in 6.4 for FY15 received, on average, four other findings in other items

# Common Finding Item 6.6

## Requirement

- **Complaints**. The LEA has implemented complaint procedures that address complaints from parents, students, staff, private schools and the general public for **Title I, Part A (includes Homeless and N&D set-asides)**; 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

## Documentation

- Copy of LEA complaint procedures that include a process for tracking complaints and reports of their resolution

# Common Finding Item 6.6

## Requirement

- Information on the complaint process has been widely disseminated to schools in the LEA.

## Documentation

- Documentation that information on the compliant process has been disseminated to schools in the LEA

# Common Finding Item 6.6

- Common pitfalls for 6.6:
  - Provided no documentation thinking that it did not apply to the Grants Unit
  - Provided LEA complaint procedures that did not include the Grants Unit Programs
  - Did not include evidence of dissemination (Note: Posting to the LEA website is not enough... another method needed)
- Findings in the area are usually corrected if the LEA:
  - Includes all federal programs in the LEA complaint procedures
  - Uses general language that applies to all federal programs
  - Provides evidence that the LEA complaint procedures were disseminated to LEA staff, school personnel and public (e.g. Website, agendas/sign-in from staff meetings, agendas/sign-in from parent meetings, include in staff employee handbooks, include in student handbooks, creating a video that staff must attest that they viewed, etc.)
  - Three or four of the examples above should suffice.
- 20% of all LEAs monitored in FY15 received a finding for Item 6.6 from the Grants Unit.

# Common Finding Item 6.7



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## Requirement

- **Waste, Fraud, Abuse and Corruption**. Employees shall disclose waste, fraud, abuse and corruption to the appropriate authorities for-  
**Title I, Part A (includes Homeless and N&D set-asides)**; 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

## Documentation

- Copy of LEA's fraudulent activity policy or administrative regulations
- **Written** procedures for technical assistance to schools
  - Dated agendas
  - Dated sign-in sheets



# Common Finding Item 6.7

## Requirement

- 6.7 (continued)

## Documentation

- Copies of **written** procedures for dissemination of the LEA's fraudulent activity policy or administrative regulations to all employees
  - Dated agendas
  - Dated sign-in sheets

# Common Finding Item 6.7

- Common pitfalls for 6.7:
  - Provided no documentation thinking that it did not apply to the Grants Unit
  - Provided a LEA waste, fraud, abuse and corruption policies that did not include the Grants Unit Programs
  - Did not include evidence of dissemination (Note: Posting to the LEA website is not enough... another method needed)
- Findings in the area are usually corrected if the LEA:
  - Includes all federal programs in the LEA waste, fraud, abuse and corruption policies
  - Uses general language that applies to all federal programs
  - Provides evidence that the LEA waste, fraud, abuse and corruption policies were disseminated to LEA staff, school personnel and public (e.g. Website, agendas/sign-in from staff meetings, agendas/sign-in from parent meetings, include in staff employee handbooks, include in student handbooks, creating a video that staff must attest that they viewed, etc.)
  - Three or four of the examples above should suffice.

# Documentation for Education of Homeless Children and Youth (EHCY)

## Title X, Part C

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# Documentation for EHCY

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

- 1.1 – LEA Monitoring of Schools and Programs
- 2.1 – CLIP
- 6.3 – Supplement not Supplant
- 6.4 – Internal Controls
- 6.5 – Cash Management
- 6.6 – Complaints
- 6.7 – Waste, Fraud, Abuse and Corruption
- 7.1 – General LEA Selection and Allocation Requirements
- 7.5 – LEA Reservation of Funds
- 8 (All indicators) – Services for Homeless Children and Youth

# Common Finding - EHCY

## Item 8.3



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### Requirement

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

### Documentation

- Copy of LEA written procedures for Education for Homeless Children and Youth indicating annual revision and/or review date (month, date, and year)
  - LEA written procedures for identification, school selection, enrollment, transportation, and disputes



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# Common Finding - EHCY

## Item 8.3

- Common pitfalls for 8.3:
  - Provided a homeless policy that did not include all of the five required elements
  - Did not provide evidence that the homeless policy was either reviewed or revised for the current fiscal year
- Findings in the area are usually corrected if the LEA:
  - Includes all required elements in the LEA homeless policy
  - Provide evidence that the LEA homeless policy was either reviewed or revised within the last calendar year
- Compliance can be met by:
  - Providing LEA waste, fraud, abuse and corruption policies that include all federal programs
  - Placing the date of revision and/or the date of review on the LEA homeless policy
  - Provide an agenda, sign-in and/or meeting minutes that indicate that key stakeholders, including the LEA homeless liaison, discussed the accuracy and usefulness of the most recent LEA homeless policy

# Common Finding - EHCY

## Item 8.7



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### Requirement

- The LEA shall ensure that parents or guardians are fully informed of all **transportation** services, including to and from school of origin, and that appropriate assistance to access transportation is provided

### Documentation

- 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.



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# Common Finding - EHCY

## Item 8.7

- Common pitfalls for 8.7:
  - Provided no documentation thinking that it did not apply, especially in LEAs that claimed no homeless students
  - Although most LEAs did provide evidence that parents/guardians received information about transportation rights and options, some LEAs did not include evidence of a meeting among staff members responsible for McKinney-Vento and the LEA Transportation Department
- Findings in the area are usually corrected if the LEA:
  - Provides evidence that the LEA staff members responsible for McKinney-Vento meet with the LEA Transportation Department to discuss the LEA plan to provide transportation to students experiencing homelessness (e.g. agendas/sign-in from staff meetings, agendas/sign-in from parent meetings, emails with the Transportation Department, include in student handbooks, creating a video training video that the Transportation Department staff must attest that they viewed, etc.)

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# Common Finding - EHCY

## Item 8.9



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### Requirement

- LEAs will collaborate with state, local, non-profit and social service agencies or programs to ensure that services are available for homeless children and youth

### Documentation

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



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# Common Finding - EHCY

## Item 8.9

- Common pitfalls for 8.9:
  - Provided no documentation thinking that it did not apply, especially in LEAs that claimed no homeless students
  - Provided a list of coordinating agencies, but provided no information regarding the mission of those organizations or their benefit to students experiencing homelessness
- Findings in the area are usually corrected if the LEA:
  - Provides (A) a list of coordinating agencies with (B) the mission of those organizations and (C) their benefit to students experiencing homelessness
- Compliance can be met by:
  - Provide evidence of meeting with coordinating agencies (e.g. agendas/sign-in from staff meetings, meeting minutes)

# Documentation for Neglected and Delinquent (N&D) Children

**Title I, Part A (Neglected Set-aside)**

**and**

**Title I, Part D**

# Documentation for N&D

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

- 1.1 – LEA Monitoring of Schools and Programs
- 2.1 – CLIP
- 6.3 – Supplement not Supplant
- 6.4 – Internal Controls
- 6.5 – Cash Management
- 6.6 – Complaints
- 6.7 – Waste, Fraud, Abuse and Corruption
- 7.1 – General LEA Selection and Allocation Requirements
- 7.5 – LEA Reservation of Funds
- 9 (All indicators) – Services for Neglected and Delinquent (N&D) Children
- 10 – (All Indicators; Title I, Part D, Subpart 2 Grantees only) – Prevention and Intervention Programs for Children Who are Neglected, Delinquent or At-Risk

# Common Finding - N&D Item 9.7 (Neglected Set- Aside)



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## Requirement

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

## Documentation

- 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

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# Common Finding - N&D Item 9.7 (Neglected Set- Aside)



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## Requirement

- 9.7 continued

## Documentation

- (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

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# Common Finding - N&D Item 9.7 (Neglected Set- Aside)

- Common pitfalls for 9.7:
  - Provided no documentation thinking that parent involvement did not apply to N&D facilities
  - N&D facilities with schools onsite did not have a parent involvement plan
  - Did not include evidence of parental engagement correspondence was sent to N&D facilities
- Findings in the area are usually corrected if the LEA:
  - Including N&D facilities in school and LEA parent engagement correspondence
  - Assists N&D schools to create and implement a parent involvement plan
- Compliance can be met by:
  - Providing evidence of correspondence (e.g. certified letter receipts with address of N&D facility, agendas/sign-in indicating N&D director/representative attended parent meetings)
  - Including current year dated N&D school parent involvement plan



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# Common Findings - N&D Items 10.1 – 10.13

- Requirements in Items 10.1 – 10.13 mirror the items in 9.1 – 9.8 with a few additions; however, due to the low number of LEAs receiving this grant, the items will not be covered in this presentation
- GaDOE will have a separate training for LEAs that are Title I, Part D grantees
- For FY15, no LEAs receiving the Title I, Part D grant had findings in Items 10.1 – 10.13



# Documentation for Rural Education Achievement (REAP) Program

## Title VI, Part B

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# Documentation for REAP

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

- 1.1 – LEA Monitoring of Schools and Programs
- 2.1 – CLIP
- 6.3 – Supplement not Supplant
- 6.4 – Internal Controls
- 6.5 – Cash Management
- 6.6 – Complaints
- 6.7 – Waste, Fraud, Abuse and Corruption
- 11 (All indicators) – Title VI, Part B REAP Program

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# Common Finding - REAP

## Item 11.1



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### Requirement

- The LEA targets funds to schools for specified activities

### Documentation

- 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.

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# Common Finding - REAP

## Item 11.1

- Common pitfalls for 11.1:
  - Provided detailed budgets that did not match approved budget
  - Provided detailed budgets that contained unallowable costs
  - Did not provide support budget documents (P.O., invoice, contract, receipts, travel expense reports)
  - Support documents showed that expenses were incurred prior to budget approval
- Findings in the area are usually corrected if the LEA:
  - Provides a recent detailed budget report that matches the approved budget
  - Provides support budget documents (P.O., invoice, contract, receipts, travel expense reports) that show expenses are obligated on a reimbursement basis
  - For compliance, the detailed budget and all matching support documents should suffice

# Common Finding - REAP

## Item 11.6



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### Requirement

- Periodic certification on file for personnel paid 100% with Title VI, Part B funds

### Documentation

- Copy of current year's after-the-fact periodic certifications. Copy of previous year's after-the-fact periodic certifications (if two certifications have not been completed in the current year)

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# Common Finding - REAP

## Item 11.6



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- Common pitfalls for 11.6:
  - Provided no documentation
  - Provided periodic certifications for the wrong fiscal year
  - Provided periodic certifications that were signed 6-months or more after the end of the period worked
- Findings in the area are usually corrected if the LEA:
  - Provides periodic certifications that were signed within a reasonable amount of time after the period worked for all federally-funded personnel paid 100% with Title VI, Part B funds
- Compliance for Item 11.6 can also be found in Item 6.4, Internal Controls

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# Scenarios





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# Scenario #1

Harvey Harris is a homeless education liaison in Hartison County. Every year Harvey looks forward to meeting with McKinney-Vento students and their families to provide them with information regarding community resources that are available to assist with housing, employment, summer camp, and after-school programs. Harvey has worked with numerous agencies throughout Hartison to secure resources for students experiencing homelessness.

The FY14-FY15 school year has been especially busy for Harvey in his role as Homeless Liaison. He has spoken with community groups, served on several agency boards, and provided Homeless Education information to his community via a local radio broadcast. Harvey is extremely excited to provide evidence of all of the wonderful things that he has been doing to assist McKinney-Vento students in his annual EHCY McKinney-Vento monitoring folder. He frequently calls Erica Glenn, the GaDOE EHCY Program Consultant to keep her abreast of all of the program activities that he has coordinated in Hartison.



# Scenario #1

- In preparation for the monitoring visit in Hartison, Harvey gathers documentation for **Monitoring Indicator 8.9** which asks for the following:
  - *“List of additional coordinating agencies, their missions, and services provided to homeless children and youth required”*
  - *“Copies of memorandums of agreement (MOA), contracts, etc. with coordinating agencies, if applicable”*

# Scenario #1

**Harvey decides to include the following items in his Indicator 8.9 Evidence file.**

- Photos from ten community events that Harvey has attended on behalf of the EHCY Program
- A listing of nonprofit agencies in Hartison County
- A CD that contains Harvey's radio broadcast appearance
- MOAs for FY12-FY13 for two community agencies that provide services to MV students
- Emails between Harvey and Erica Glenn discussing upcoming events in Hartison County

## **Questions for Consideration**

- Has Harvey provided adequate evidence for Indicator 8.9?
- How can Harvey enhance the evidence that is provided in the monitoring files?
- Are there any strategies that Harvey might consider to assist him in preparing for the FY16 EHCY monitoring visit?



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# Scenario #2

Twila Tweed has been the Education Liaison in Tootsie County for the past nineteen years. During the time that Twila has been working for Tootsie County Schools (TCS) there have only been five homeless students. TCS is not a McKinney-Vento grantee. Twila knows that if there were ever homeless students in her county she would be the first to know because she has placed the required McKinney-Vento program posters in community centers, the county library, and at the District's Central Registration office. Twila is also confident that she would be notified if there was a homeless family sleeping in the town square or in a park. This year TCS is being monitored as part of the Title I, Cross-Functional Monitoring process. In an effort to prepare for the FY15 monitoring visit Twila goes to her file cabinet to find the GaDOE monitoring guidelines from FY12, the last time that Tootsie County was monitored.

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# Scenario #2

## Twila organizes her files and includes the following for the required monitoring indicators:

- I. **Current Indicator 8.5** - "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"  
**Evidence provided by Twila** - Certificate of Completion for NCHE Webinar
- II. **Current Indicator 8.3** - " Copy of LEA written procedures for the education of homeless children and youth indicating annual revision and/or review date (month, date, and year) that identify and remove any barriers. The written procedures must include: (a) Identification (b) School Selection (c) Enrollment (d) Transportation (e) Disputes"  
**Evidence provided by Twila** - Written procedures for the education of homeless children and youth that include (a) Identification (b) School Selection (c) Enrollment (e) Disputes (No date of review)
- III. **Current Indicator 8.7** - "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"  
**Evidence provided by Twila** - Folder with the following statement "N/A: Tweed County does not have any enrolled McKinney-Vento students"

# Scenario #2

## Questions for Consideration

- How can Twila enhance the evidence provided for her FY15 monitoring visit?
- What adjustments can Twila make to her data gathering during the school year to improve her program?



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# Scenario #3

Betty Barber is a new Homeless Liaison for Berryville Schools, the largest LEA in the state. The Berryville School District has been an EHCY grantee for more than five years, and during the FY15 year, the LEA had 1400 McKinney-Vento students. Betty is following in the footsteps of Belinda Boxhill, a nationally recognized Homeless Liaison who retired from Berryville, but was recently featured in a documentary about Homeless students. Betty is frantically preparing evidence folders to mimic Belinda's color coded organization system. Betty has recently completed two technical assistance visits with GaDOE, a monitoring preparation webinar, and a tutorial session with Belinda. Two weeks before the FY15 visit, Betty decides to overhaul her organization system, and includes the following evidence for the required monitoring indicators.

Georgia Department of Education

# Scenario #3

- I. **Monitoring Indicator 6.6** - "Copy of LEA's written complaint policy and procedures. Proof of dissemination."

**Evidence Provided by Betty**

- Written complaint policy for Title I
- Screen shot from the Berryville School District's website that includes a link to Title I Complaint Procedures

- II. **Monitoring Indicator 6.8** - "Evidence (student rosters, meeting minutes, emails, agendas, sign-in sheets) should support comparable services provided to McKinney-Vento students (ex. Title I, 21st Century, ESOL, IDEA, Voc. Ed., gifted and talented programs)"

**Evidence Provided by Betty**

- List detailing comparable services that are available to all LEA students
- Undated roster of students receiving Title I, ESOL, and Special Education Students

- III. **Monitoring Indicator 8.12 (EHCY Grantees Only)** - "Purchase Orders verifying payment to provide 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)"

**Evidence Provided by Betty**

- Large binder with all EHCY Purchase Orders from FY13, FY14, and FY15
- Receipts from gas card purchases for EHCY fuel reimbursement to MV parents
- Conference programs from Belinda's FY13 travel to the NAEHCY Conference
- Purchase order for 950 MARTA round trip smart cards

# Scenario #3

## Questions for Consideration

- How can Betty enhance the evidence provided for her FY15 monitoring visit?
- What organization strategies should Betty consider continuing, adapting, or discontinuing for FY16 monitoring?



# Questions





Richard Woods,  
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