

Cross-Functional Monitoring Rubric



Georgia Department of Education

Office of Federal Programs and Office of School Improvement

2016 - 2017



Office of Federal Programs & Office of School Improvement

FY 2017 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, Part D Neglected & Delinquent (CFDA 84.010) - State Program Code 1755
- Title I, Part C Education of Migratory Children (CFDA 84.011) - State Program Code 1762
- Title I School Improvement 1003(a) (CFDA 84.010) - State Program Code 1770
- School Improvement 1003(g) (SIG) (CFDA 84.377) - State Program Code 1775
- Title II, Part A Teacher Quality (CFDA 84.367) - State Program Code 1784
- Title X, Part C McKinney-Vento Education for Homeless Children and Youth (CFDA 84.196) - State Program Code 1800
- Title III, Part A Language Instruction for LEP and Immigrant Students (CFDA 84.365A) - State Program Codes 1811 & 1816
- Title VI, Part B Rural Education Achievement Program (REAP) (CFDA 84.358) - State Program Code 1847
- The Individuals with Disabilities Education Act (IDEA) - (CFDA 84.027A) - State Program Code 2824

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Cross-Functional Monitoring of LEA Programs

CITATION	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
OVERARCHING REQUIREMENTS FOR ALL FEDERAL PROGRAMS			
1. LEA MONITORING OF SCHOOLS AND PROGRAMS			
<p>ESEA/NCLB 9304 2 CFR §200.328 2 CFR §200.330</p>	<p>1. The LEA conducts monitoring of its programs and subgrantees (if applicable) sufficient to ensure compliance with Federal program requirements. Title I, Part A; School Improvement 1003(a); School Improvement 1003(g) (SIG); Title I, Part C; Title I, Part, D; Title III, Part A; Title VI, Part B; Title X, Part C--McKinney-Vento Act; and IDEA.</p>	<p>1. Documentation:</p> <ul style="list-style-type: none"> a. 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 III, Part A; Title VI, Part B; Title X, Part C--McKinney-Vento Act; and IDEA. b. LEA to send to the Department monitoring policies and procedures that include a method for monitoring all critical ESEA/NCLB requirements. c. Written description of the LEA monitoring process, including on-site procedures, timelines, schedules, data review, and the reporting and corrective action processes. d. Data collection instruments (interview guides, documents review checklists). e. Sample of letters to schools, checklists, forms, etc. f. Process for identification of high risk schools. g. Process for follow-up/verification of implementation of required corrective action. h. Memos, reports, etc. i. Monitoring reports, corrective actions from the schools visited as part of the on-site review. j. Copies of reports, corrective actions, results of technical assistance. k. Evidence of technical assistance provided by the LEA as a result of issues identified through the monitoring process. l. Copies of the LEA's schedule for monitoring of schools. m. Minutes of board meeting approving the annual Grant Award Notification--SIG. 	<p>1. Documentation:</p> <ul style="list-style-type: none"> a. Copies of reports, corrective actions, results of technical assistance. b. Annual Grant Award Notification. c. Corrective actions from the most recent LEA monitoring of schools/programs.

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		<ul style="list-style-type: none"> n. Policies on Federal Grant Administration--SIG. o. Policy checklists. p. Expenditure Detail reports. q. Completed plans--SWP, TA, School Improvement, Parental involvement plans. r. Memos, reports, etc. s. Procedures for follow-up/verification of implementation of required corrective actions identified by the LEA. 	
		<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 school-wide targeted assistance plan, FLP, or School Improvement Plan? 	
2. COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP)			
<p>ESEA/NCLB SEC. 1112 SEC. 1003 SEC. 1306 SEC. 1423 SEC. 2122 SEC. 3116 SEC. 6223 SEC. 6722 SEC. 9305</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. Title I, Part A; School Improvement 1003(a); School Improvement 1003(g) (SIG); Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title VI, Part B; Title X, Part C--McKinney-Vento Act; and IDEA 	<ol style="list-style-type: none"> 1. Documentation: <ul style="list-style-type: none"> a. Review the approval process for CLIP, FLP, Equity, SWP, and TA including written procedures. (Review checklists, established schedule, and samples of correspondence with schools and other LEA departments.) b. Resolution procedures for unapproved plans. c. Guidance to schools and other LEA departments on submission of plan amendments. d. District Needs Assessment e. Schedule/timeline regarding the process for submission, revisions, and final edits for LEA plans. f. Evidence of timely plan approval and release of funds. 	<ol style="list-style-type: none"> 1. Documentation: <ul style="list-style-type: none"> a. Most recently approved CLIP (annual plan) (ESEA/NCLB/IDEA Descriptors, Comprehensive LEA Improvement Plan, and LEA Profile) from the LEA, which includes: <ol style="list-style-type: none"> 1. A description of the poverty criteria used to select school attendance areas. 2. Record of schools' CCRPI data and schools' Priority, Focus, and/or Reward School status. b. Copy of CLIP/FLP Audit Trail showing CLIP/FLP approval. c. Amendment requests for all Title I plans in the LEA: CLIP and FLP.

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		<ul style="list-style-type: none"> g. 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. h. Description of Pre-Kindergarten services that are provided, (if applicable). 	<ul style="list-style-type: none"> d. Copy of revised CLIP and/or FLP. e. Listing of schools with poverty criteria. f. Copy of general and program assurances from the Consolidated Application. g. Copy of the Student Success Process Template on file with action steps.
		<p>Guiding Questions:</p> <ul 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? 5. What type(s) of change(s) require a formal amendment? 	
3. WASTE, FRAUD, ABUSE, AND CORRUPTION			
<p>White House Executive Order 12731 2 CFR 200.113 2 CFR 200.318(c)</p>	<p><u>Waste, Fraud, Abuse, and Corruption</u></p> <ul style="list-style-type: none"> 1a. 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; Title X, Part C--McKinney-Vento Act; School Improvement 1003(a) and 1003(g) (SIG); and IDEA. 1b. Evidence that the LEA disseminates the LEA's fraud, waste, and abuse policy; code of ethics and procedures for reporting waste, fraud, and abuse; or administrative regulations regarding waste, fraud, and abuse to all employees/staff. 	<p><u>Waste, Fraud, Abuse, and Corruption</u></p> <ul style="list-style-type: none"> 1. Documentation: <ul style="list-style-type: none"> a. Copies of the LEA's fraudulent activity policy or administrative regulations addressing the code of ethics and waste, fraud, abuse, and corruption. b. Copies of written procedures for disseminating the LEA's fraud, waste, and abuse policy; code of ethics and procedures regarding waste, fraud, and abuse; or administrative regulations for reporting waste, fraud, and abuse to all employees/staff. c. Copies of dated agendas, dated sign-in sheets, meeting minutes, etc., documenting dissemination of policy/administrative regulations. d. Written conflict of interest policy that includes standards of conduct covering conflicts of interest and governing the actions of the LEA's employees engaged in the selection, award and administration of contracts. The policy must state that no employee, officer, or agent may 	<p><u>Waste, Fraud, Abuse, and Corruption</u></p> <ul style="list-style-type: none"> 1. The LEA provides documentation.

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		participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest.	
4. COMPLAINTS			
ESEA SEC. 9306 SEC. 9503	<u>Complaints</u> 1a. The LEA has developed and implemented written complaint procedures that address 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; Title X, Part C--McKinney-Vento Act; School Improvement 1003(a) and 1003(g) (SIG), and IDEA. 1b. Information on the complaint process has been widely disseminated to schools in the LEA, parents, and stakeholders.	<u>Complaints</u> 1. Documentation: a. The LEA has written complaint procedures. b. The LEA has documentation that written information on the complaint process has been widely disseminated to schools in the LEA, parents, and stakeholders.	<u>Complaints</u> 1. The LEA provides documentation.
5. SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN			
SEC. 1120 SEC. 9306 34 CFR Part 200.62-200.67 34 CFR Part 200.77 (f)	1. The LEA ensures that it complies with requirements with regard to services to eligible private school children, their teachers and their families.	1. Documentation: a. Copies of all DE1111 forms submitted to LEA for the FY16 and FY17 school years and private school letters for both years with U. S. postal registration receipts inviting private school participation in Title I, Part A funding and Title III Part A funding. b. Copies of procedures that the LEA uses to determine that the required consultation occurred. c. Evidence that the LEA has met the requirement for consultation, written affirmation, and evaluation of the program. d. 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. e. The written affirmation from officials of private school or a representative.	1. The LEA provides documentation.

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		<ul style="list-style-type: none"> f. 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 and/or Title III Part A services to eligible private school children in accordance with all Title I and Title III requirements. g. 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. h. Third party contract(s) and invoices from the third party contractor (If applicable). i. Evidence that providers of services are employees of the LEA or employees of third party contractor. j. Evidence that the LEA is evaluating the Title I and Title III program serving private school students and making modification as necessary. k. Evidence that the LEA has provided guidance/technical assistance to its staff regarding the provision of services to eligible children attending private schools. l. Evidence that the LEA regularly supervises the provision of Title I and Title III services to private school children. m. Evidence that the LEA maintains control of the Title I funds, materials, equipment and property that support services to private school children. 	
<p>Title II, Part A ESEA §9501 (b)(3)(a)(b) §9501(c)(3)</p> <p>USDOE Non-Regulatory Guidance for improving Teacher Quality, State Grants, ESEA Title II, Part A, October 5, 2006, G-20</p>	<p>Title II, Part A</p> <p>2. Requirements:</p> <ul style="list-style-type: none"> a. Evidence of written procedures to ensure invitation, consultation, and equitable provision of services to private schools within a district's geographic boundaries b. Evidence that the LEA provides for the equitable participation of private school principals and core academic teachers, in professional learning activities 	<p>Title II, Part A</p> <p>2. Documentation:</p> <ul style="list-style-type: none"> a. Copy of written procedures to ensure invitation, consultation, and equitable provision of services to private schools within a district's geographic boundaries. b. The LEA provides for the equitable participation of private school principals and core academic teachers through invitation to consult. <ul style="list-style-type: none"> 1. Alphabetized list of private schools within the LEA's geographic boundaries 	

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	<ul style="list-style-type: none"> c. Evidence that LEA provided initial consultation to private schools on their participation in Title II, Part A d. Evidence that private schools participate in the design, development, and implementation of the professional learning plan in which they will participate 	<ul style="list-style-type: none"> 2. Copy of letters sent to private schools notifying them of their right to participate 3. Copy of response letters from private schools AND/OR Copy of registered mail receipts from private schools c. Agenda(s) indicating date(s) of initial consultation and sign-in sheets with participants listed by role. d. Documentation of private school participation in the design, development, and implementation of the professional learning plan in which they will participate <ul style="list-style-type: none"> 1. Meeting agendas and/or minutes 2. Sign-in rosters 3. Results of private school assessment of its professional learning needs 4. Professional learning plan for the private school 	
<p>The LEA provides equitable participation for private and home school students and expends the required proportionate share funds for eligible students with disabilities.</p> <p>IDEA 34 CFR 300.130 – 144 ESEA 612 (a) (10)(A)</p>	<p>IDEA</p> <p>3. Requirements:</p> <ul style="list-style-type: none"> a. The LEA substantiates the number of private and home school students with disabilities that do not have Individual Educational Plans (IEPs). b. The LEA enters its Child Find count into the Proportionate Share tab in the Consolidated Application. c. The LEA tracks proportionate share funds. d. The LEA spends required Proportionate Share amount within grant period. If the correct amount was not expended, the LEA carries over that portion to be spent during the subsequent fiscal year. e. The LEA maintains controls of control of any property, equipment and supplies from IDEA used for Proportionate Share. f. If the LEA provided services, it was beyond the existing level of instruction at the private schools. 	<p>IDEA</p> <p>3. Documentation:</p> <ul style="list-style-type: none"> a. Copy of procedures that the LEA uses to determine that the required consultation occurred. b. Evidence that the LEA has met the requirement for consultation, written affirmation, and evaluation of the program. c. 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. d. The written affirmation from officials of private school or a representative. e. 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. f. Evidence that the LEA has documentation when serving private school children through contracts with a third party that ensures the third party is 	<p>3. Copies of:</p> <ul style="list-style-type: none"> a. Calculated count including formula. b. Line item proportionate share amount in budget.

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	<ul style="list-style-type: none"> g. If private school personnel were contracted, services were outside the regular duty hours of the teacher unless explicit time was set aside and funded. h. The LEA used state and local funds to supplement, not supplant, the required federal funds to be expended. i. The LEA completes the consultation process to include advertising of process. j. The LEA provides Child Find activities for private schools similar to the LEA schools. k. The LEA states the amount of funds available and type of services to be provided prior to the start of the new school year. 	<ul style="list-style-type: none"> providing services to eligible private school children in accordance with all IDEA requirements. g. 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. h. Third party contract(s) and invoices from the third party contractor (If applicable). i. Evidence that the LEA has provided guidance/technical assistance to its staff regarding the provision of services to eligible children attending private schools. j. Evidence that the LEA regularly supervises the provision of IDEA services to private and home school children. k. Evidence of service plans if applicable. l. Evidence of Child Find activities to private schools. 	
		<p>Guiding Questions:</p> <ul 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? 	
FIDUCIARY RESPONSIBILITY			
6. MAINTENANCE OF EFFORT (MOE) AND COMPARABILITY, ASSESSMENT SECURITY – ALL FEDERAL PROGRAMS (EXCEPT TITLE I, PART C, 1003(g) AND 1003(a))			
<p>ESEA §§1120A and 9021 §§1114, 1115, and 1116 34 CFR 300.203, 34 CFR 300.204, 34 CFR 300.205</p> <p>Title I, Part A Title II, Part A IDEA Title III, Part A Title VI, Part B Title I, Part D Subpart 2</p>	<p><u>Maintenance of Effort</u></p> <ul style="list-style-type: none"> 1. The LEA ensures that it complies with-- The procedures for ensuring maintenance of effort (MOE) as outlined in §§1120A and 9021 of the ESEA and for IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205. 	<p><u>Maintenance of Effort</u></p> <ul style="list-style-type: none"> 1. Documentation for ensuring maintenance of effort (MOE) as outlined in §§1120A and 9021 of the ESEA listed below is required only for LEAs that do not meet the required maintenance of effort. <ul style="list-style-type: none"> a. Source data to support the request to the Department to seek waiver. b. Procedures for determining maintenance of effort (MOE), including funds to be excluded from MOE calculations. 	<p><u>Maintenance of Effort</u></p> <ul style="list-style-type: none"> 1. Documentation listed below is required only for LEAs that do not meet the required maintenance of effort: 2. US ED response to LEAs requesting a waiver of MOE. 3. 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</p>

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<p>Title, X, Part C--The McKinney-Vento Act</p>		<p>2. Documentation for ensuring maintenance of effort (MOE) for IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205.</p> <ul style="list-style-type: none"> a. MOE Eligibility Form with projected expenditures for current year. b. Exception requirement forms with supporting evidence verifying expenditures (usually this is expenditure report) maintained by LEA for LEAs that did not meet or LEAs who reduce effort optionally. <p>3. Correction forms if applicable with supporting evidence verifying expenditures maintained by LEA.</p>	<p>must attach MOE documents (waiver OR financial records) to the LEA's consolidated application.</p>
		<p>Guiding Questions:</p> <p>1. How does the LEA ensure that it complies with the maintenance of effort requirement under Title I/IDEA?</p>	
	<p><u>Comparability</u></p> <p>2. The LEA ensures that it complies with--</p> <ul style="list-style-type: none"> a. The procedures for meeting the comparability requirement as outlined in §1120A of the ESEA. b. The LEA is monitoring comparability at least every two years. Georgia requires that LEAs must meet comparability requirements annually. 	<p><u>Comparability</u></p> <p>2. Evidence that:</p> <ul style="list-style-type: none"> a. 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>Comparability</u></p> <p>2. Copies of:</p> <ul style="list-style-type: none"> a. List of schools within the LEA with allocations. b. 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. c. An LEA Resource Allocation Plan that has been approved by the Department. (Attached to the attachments inside the Comparability application.) d. 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.
		<p>Guiding Questions:</p> <p>1. How does the LEA ensure that it complies annually with the comparability requirements under Title I?</p>	

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		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?	
ESEA SEC. 1111	<u>Assessment Security</u> 3. The LEA has a system for ensuring and maximizing the quality, objectivity, utility, and integrity of assessment and accountability information disseminated by the LEA. The LEA has a system for monitoring and improving the on-going data quality of its assessment system.	<u>Assessment Security</u> 3. Copies of communication to local educators regarding the LEA’s test security policy/plan and consequences for violation. The LEA's test security policy/plan and consequences for violation are made available to local educators.	<u>Assessment Security</u> 3. The LEA provides documentation.
7. SUPPLEMENT NOT SUPPLANT AND INTERNAL CONTROLS – ALL PROGRAMS OF TITLE I, TITLE III, TITLE VI, TITLE X, SCHOOL IMPROVEMENT and IDEA			
2 CFR Part 200, Subpart E 2 CFR 200.319(c) – Procurement/Competition 2 CFR 200.302(b)(6) 2 CFR 200.302(b)(7) 2 CFR 200.305 2 CFR 200.320(d)(3) 2 CFR 200.474(b)	<u>Cost Principles: Reasonable, Necessary, Allocable, and Allowable</u> 1. The LEA ensures that it complies with-- a. The procedures for ensuring that federal funds are expended according to program requirements and cost principles outlined in 2 CFR Part 200, Subpart E. b. The LEA maintains accounting records that are sufficient to permit preparation of reports, tracing of funds to a level of expenditures, identification of the source and use of funds, and budgetary control. c. The LEA maintains accounting records that are supported by source documentation and costs are allowable under applicable laws and regulations.	<u>Cost Principles: Reasonable, Necessary, Allocable, and Allowable</u> 1. Evidence that: a. The LEA has written allowability procedures that provide detailed processes that will take the LEA through grant development and budget process. The allowability procedures may not be a simple restatement of 2 CFR Part 200, Subpart E. b. Payroll for all Federal Programs: showing number of teachers/paraprofessionals/other at each school/location must equal the number approved in the consolidated application and budget). c. Capital expense funds used as detailed in approved application, if applicable. d. The LEA has received approval (email) from the Department to make capital expenditures with Federal funds (object code 700). e. Purchase orders for items in object code 700. f. Records should reconcile with purchase reports and invoices (<i>if different from the Title I Chart of Accounts</i>). Equivalent records include:	<u>Cost Principles: Reasonable, Necessary, Allocable, and Allowable</u>

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		<ol style="list-style-type: none"> 1. LEA Chart of Accounts to support account assignments 2. Budget Reports 3. Expenditure Reports 4. Record of travel authorizations and vouchers 5. Detailed General Ledger accounts expenditure reports 6. Detailed Payroll Labor Distribution Reports (or equivalent payroll report) by facility code for employees charged to federal programs. g. The LEA has a written method for conducting technical evaluations of proposals and selecting recipients for procurement. h. The LEA has a written travel policy and procedures that addresses expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-federal entity. i. Supporting documentation for items selected for review (such as invoices, purchase orders, agendas from conferences, voucher packet, etc.). j. The LEA has completed Class Size Reduction Worksheet and teacher/grade level/content schedules (if applicable). 	
		<p><u>Guiding Questions:</u></p> <ol style="list-style-type: none"> 1. What is the LEA’s check and balance for ensuring its Federal Program payroll corresponds with appropriate personnel? 2. What are the LEA’s current procedures for documenting expenditures such as registration, travel on requisitions for purchases? 3. Has the LEA ensured that 504 costs are not charged to IDEA grants? 	
	<p><u>Supplement not Supplant</u></p> <ol style="list-style-type: none"> 2. The LEA ensures that it complies with-- <ol style="list-style-type: none"> a. The procedures for ensuring that federal funds are supplementing and not supplanting non- 	<p><u>Supplement not Supplant</u></p> <ol style="list-style-type: none"> 2. Evidence that: <ol style="list-style-type: none"> a. Questions or inquiries from LEA staff and schools regarding supplement not supplant issues 	<p><u>Supplement not Supplant</u></p> <ol style="list-style-type: none"> 2. Evidence that: <ol style="list-style-type: none"> a. The LEA has monitored expenditures of the LEA and its schools to ensure

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	<p>federal sources used for the education of participating children.</p>	<p>have been adequately addressed (emails, memos, etc.).</p> <ul style="list-style-type: none"> b. Evidence that the Special Education Director’s salary is above the QBE allotment. c. 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. d. The LEA has an approved budget and record of expenditures of Title I federal funds at both the LEA and school levels. e. Documents that Title I schools have received all the state and local funds they would need to operate in the absence of federal funds. <p>Title I, Part A</p> <ul style="list-style-type: none"> f. The LEA has developed a methodology that equitably distributes state and local funds and resources to each of its schools. g. The LEA has documentation showing the equitable distribution of state and local funds and resources to each of its schools. h. Targeted Assistance Programs <ul style="list-style-type: none"> 1. Expenditures are only used for identified students in a targeted assistance school 2. Expenditures meet traditional 3-prong test (TA Programs ONLY) <ul style="list-style-type: none"> a. What would have happened in the absence of federal funds? b. Did the school provide the program with Title I funds in prior years? c. Is the district providing the program for non-Title I children with other funds? 	<p>that funds are used to supplement, and not supplant State and local funds.</p>
		<p>Guiding Questions:</p> <ul 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? 	

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<p>2 CFR 200 2 CFR 200.61 2 CFR 200.62 2 CFR 200.313 2 CFR 200.313 (d)(1-2) CFR 200.501</p>	<p><u>Internal Controls</u> 3. The LEA ensures that it complies with-- a. The procedures for ensuring that the LEA has sufficient internal controls to ensure federal programs compliance. Title I, Part A; School Improvement 1003(a); School Improvement 1003(g) (SIG); Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title VI, Part B; Title X, Part C--McKinney-Vento Act; and IDEA. b. The LEA ensures vendors and contracted employees are not suspended or debarred: Evidence of Internal controls for procurement; Time stamped verification for suspension and debarment.</p>	<p><u>Internal Controls and Procedures</u> 3. The LEA's written internal control procedures that are designed to provide reasonable assurance regarding the achievement of objectives in the following categories: a. Effectiveness and efficiency of operations; b. Reliability of reporting for internal and external use; c. Compliance with applicable laws and regulations. d. Expenditure detail reports for all completed expenditures related to FLP, Title III and Immigrant 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. e. Evidence of procurement and rationale of contractual service complies with applicable policies, procedures and regulations, and performance/deliverables. 1. Copy of signed contract. 2. Performance/deliverables must be verifiable. f. 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. g. Record of personnel records (semi-annual certifications, personnel activity reports. h. Record of inventory purchased with federal funds that contains the required elements specified in 2 CFR Part 200 (Uniform Grant Guidance). 1. Description of the property, a serial number or other identification number, the source of funding for the property (including the FAIN), who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the project costs for the Federal award under which the property</p>	<p><u>Internal Controls</u> 3. Copies of: a. Cross-Functional Monitoring Report. b. Corrective action plans when required. c. Evidence that audit and monitoring findings, if applicable, have been cleared. d. 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.</p>

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		<p>was acquired, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.</p> <ol style="list-style-type: none"> 2. Copy of LEA Equipment Disposition Policy. 3. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. Georgia requires an annual physical inventory report. <ol style="list-style-type: none"> i. Single A-133 audit reports for two year period (2 CFR Part 200). j. Written plan detailing when after-the-fact periodic certifications will be conducted. k. Current school year's after-the-fact periodic certifications. <ol style="list-style-type: none"> 1. Must reflect an after-the-fact distribution of the actual activity of each employee; 2. They must account for the total activity for which each employee is compensated; 3. Must coincide with one or more pay periods; and, 4. They must be signed and dated by the employee. 5. Additionally, the fixed schedule must identify the cost objective/fund source for each time period on the fixed schedule. 6. Employee schedules identifying the time funded by all fund sources may be used if the personnel have a fixed daily schedule. l. Previous school year's after-the-fact periodic certifications (if two certifications have not been completed in current year). m. Detailed monthly time logs or employee schedules. n. Written procedures and written or digital evidence of LEA verification for suspension and debarment. 	

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<p>Public Law 101-453, 31 U.S.C. 3335 & 6503, CMIA of 1990 34 CFR Part 80.20 (a)(7) EDGAR 2 CFR 200.305</p>	<p><u>Cash Management</u> 4. The LEA provides evidence of: a. Methods and procedures for payment that shall minimize the time elapsing between the transfer of funds and disbursement by the grantee or subgrantee. b. Sub-recipients' requests for federal funds are evaluated, and draw down's of federal cash are only for immediate needs. c. Evidence that LEAs do not draw funds before actual need. Excess cash balances are funds maintained at the recipient/sub-recipients level in excess of immediate (usually 3 days) needs.</p>	<p><u>Cash Management</u> 4. Copies of written cash management procedures that provide: a. Internal controls to segregate duties associated with cash management, to monitor cash management activities (including reconciliations), to ensure reimbursements are made only after costs have been incurred, or cash advances are made as close as is administratively possible (not more than three days) to actual cash outlay, and to implement the requirements of §200.305-Payment (includes regulations regarding earning interest, standards governing the use of banks, etc.). b. Policy/procedures that indicate how sub-recipient requests are evaluated before funds are released for reimbursement. c. 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 3 days usually of request. d. Payments to LEA were determined to meet immediate cash needs. e. Drawdowns made from Title I, Part A; Title I, Part C; Title I, Part, D; Title III, Part A; Title VI, Part B; The McKinney-Vento Act; School Improvement 1003(a) and School Improvement 1003(g) (SIG).</p>	<p><u>Cash Management</u> 4. The LEA provides documentation. a. Copy of The Department Form DE0147 Requests for the LEA.</p>
		<p><u>Guiding Questions:</u> 1. How does the LEA ensure that it adheres to the proper accounting of time and attendance for Title I paid staff? 2. How does the LEA ensure that it adheres to the procedures for maintaining equipment and material purchased with Title I funds? 3. What is the process used to resolve audit issues? 4. Briefly describe the LEA's complaint procedures. 5. Are you aware of any fraudulent activity occurring in this program?</p>	

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		6. Have you been asked to participate in any fraudulent activity for this program? 7. How is the LEA's waste, fraud, abuse, and corruption policy/procedure disseminated to all employees/staff?	
8. WITHIN DISTRICT ALLOCATION PROCEDURES – TITLE I, PART A ONLY			
For more details about requirements, reference ESEA §§1113, 1116, and 1118 §200.77 and §200.78 of the Title I regulations	<u>General LEA Selection and Allocation Requirements</u> 1. The LEA complies with the requirements with regard to: a. Reserving funds for the various set-asides either required or allowed under the statute, and b. 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]	<u>General LEA Selection and Allocation Requirements</u> 1. Copies of: a. 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. b. LEA provides copy of free/reduced lunch count and 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 c. 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: 1. Parent/guardian, Department of Human Services (DHS), Department of Juvenile Justice (DJJ), or another LEA. For those students referred by a parent/guardian or another LEA, documentation regarding poverty must be on file (example: TANF, school lunch application, etc.).	<u>General LEA Selection and Allocation Requirements</u> 1. Copies of: a. Eligible Attendance Area worksheet. b. Enrollment report (previous October). c. School nutrition report (previous October) d. Evidence that the LEA has correctly calculated the district-wide poverty average.
		<u>Guiding Questions:</u> 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?	

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		<ol style="list-style-type: none"> 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>Rank Ordering and Allocation Procedures</u> Sec. 200.77 and 200.78 Sec. 1113</p>	<p><u>Rank Ordering and Allocation Procedures</u></p> <ol style="list-style-type: none"> 2. The LEA has procedure(s) to ensure that it meets requirements related to rank order. <p>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></p> <ol style="list-style-type: none"> 2. Rank Order <ol style="list-style-type: none"> a. Copy of written procedures for identifying eligible students. b. List of students by each content area served in rank order according to multiple, educationally related, objective selection criteria with students receiving services identified in the following programs: <ol style="list-style-type: none"> 1. Targeted Assistance Programs 2. School-wide Programs where participation is offered to a select group of eligible Title I students 3. Flexible Learning Programs (prior to the application of the Federal Rank Order) 	<p><u>Rank Ordering and Allocation Procedures</u></p> <ol style="list-style-type: none"> 2. Rank Order <ol style="list-style-type: none"> a. Evidence that, for each attendance area, the percentage of poverty is correctly calculated. b. Evidence that the feeder pattern, if applicable, is calculated correctly. c. Evidence that charter schools within the LEA are included in the ranking. d. Evidence that, if funds are not available to serve all eligible schools within an eligible school attendance area, schools that have exceeded 75% poverty have been identified and ranked from highest percentage of poverty to lowest percentage of poverty. e. Evidence that, once schools with poverty rates above 75% 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. f. Evidence that LEAs with Priority and Focus, Schools have reserved 5% of the LEA's Title I, Part A allocation for Flexible Learning Programs (FLP). Priority Schools have budgeted 3 to 5 percent of the school's Title I, Part A

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			<p>allocation for professional learning for FLP instructors.</p> <ul style="list-style-type: none"> g. Evidence that the LEA has calculated per-pupil allocation (PPA) amounts. h. Evidence that the LEA has allocated funds to participating school attendance areas in rank order. i. Evidence that the LEA is correctly applying the 125% rule if the LEA is serving schools below 35% poverty. j. Evidence that LEAs use district set-asides only for required activities or for activities that are geared toward district-wide or grade span improvement or other services that must be coordinated at the district level. k. 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 equal to or higher per-pupil allocations than schools that are lower on the poverty scale.
	<p><u>LEA Reservation of Funds</u></p> <p>3. The LEA has procedure(s) to ensure that it meets reservation requirements annually.</p>	<p><u>LEA Reservation of Funds</u></p> <p>3. Evidence that:</p> <ul style="list-style-type: none"> a. 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). b. 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><u>LEA Reservation of Funds</u></p> <p>3. Evidence that:</p> <ul style="list-style-type: none"> a. 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: Homeless Children b. The LEA has reserved funds to serve homeless students who do not attend participating schools and children in local institutions for neglected and delinquent children.

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			<ul style="list-style-type: none"> c. 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. d. An LEA with Priority, Focus, and Title I Schools, if applicable, has reserved 5% of the LEA's Title I, Part A allocation for Flexible Learning Programs (FLP). e. If the LEA receives a Title I, Part A allocation greater than \$500,000, it has reserved at least 1% of that allocation for parental involvement activities. f. After the LEA has determined the private school portion, the LEA has redistributed at least 95% of the remaining parental involvement set-aside to schools. g. Where schools have agreed to return the remaining 95% of the parental involvement set-aside to the LEA for district-wide parental involvement activities, the LEA has a district-wide parent activity assurance on file.
	<p><u>Equitable Services for Private School Participants</u></p> <p>4. 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></p> <p>4. 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.</p> <ul style="list-style-type: none"> a. Amount reserved for instructional services-- Private School Participant b. Amount reserved for parental involvement-- Families of private school participants c. Amount reserved for professional development-- Teachers of private school participants 	<p><u>Equitable Services for Private School Participants</u></p> <p>4. 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:</p> <ul style="list-style-type: none"> a. Amount reserved for instructional services--Private School Participants b. Amount reserved for parental involvement--Families of private school participants

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			c. Amount reserved for professional development--Teachers of private school participants
		<p>Guiding Questions:</p> <p>1. What procedures does the LEA use to ensure that it has correctly calculated the amount of funds for equitable services to private school participants and their teachers and families?</p>	
INDIVIDUAL FEDERAL PROGRAMS			
9. PARENTAL INVOLVEMENT			
<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)</p> <p>34 CFR Part 200 200.22 200.37 200.44 200.48</p>	<p><u>Parent Notifications</u></p> <p>1. Evidence that the LEA and/or school notifies parents about:</p> <p style="padding-left: 20px;">a. School Designation Status for Georgia's Priority, Focus, Reward, or Title I.</p> <p><u>Parent Notifications of Flexible Learning Program (FLP)</u></p> <p style="padding-left: 20px;">b. Flexible Learning Program (FLP) - Notification to parents of eligible children of the availability of FLP at least twice annually, including:</p> <p style="padding-left: 40px;">1. A brief description of services (<i>delivery model, start and end dates, hours of service, times of service: during school, before/after school, Saturdays, summer, etc.</i>) and subject areas served.</p> <p style="padding-left: 40px;">2. An explanation of the procedures used to determine student eligibility.</p>	<p><u>Parent Notifications</u></p> <p>1. Copy of LEA and/or school notifications about:</p> <p style="padding-left: 20px;">a. LEA and/or school designation status notifications must be in a language that parents can understand, dated and sent to parents in a timely manner (beginning of the school year) and they must be made in multiple ways.</p> <p style="padding-left: 20px;">b. Title I schools with no designation status must notify parents/guardians of their Title I status in multiple ways, but not necessarily by direct delivery.</p> <p style="padding-left: 20px;">c. Acceptable additional documentation may include student handbooks, school newsletters, newspaper articles, brochures, flyers, parent meeting agendas, and/or parent meeting presentations, screenshots of school Web sites, etc.</p> <p style="padding-left: 20px;">d. For Priority and Focus Schools, requirements include a dated parent notification (e.g., a letter mailed to parents via the U.S. Postal Service with documentation of completed mailings, email with documentation of parents receiving the notification, or a dated acknowledgement receipt form signed by the parent). The notification will need to be made in more than one way.</p> <p><u>Parent Notification of FLP</u></p> <p style="padding-left: 20px;">e. Copy of two annual notifications (beginning of the school year and again prior to the beginning</p>	<p><u>Parent Notifications</u></p> <p>1. The LEA provides documentation.</p>

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		<p>of services in the second semester) made to parents/guardians in an understandable format and in multiple ways.</p> <ul style="list-style-type: none"> f. The first notification must be direct delivery such as a letter mailed to parents via the U.S. Postal Service with documentation of completed mailings; email with documentation of parents receiving the notification; or dated acknowledgement receipt form signed by the parent. g. Acceptable additional notification include FLP parent response form, electronic means, newspaper articles, Web site screen shot, or other reasonable means. h. The first annual notification must include the following information: <ul style="list-style-type: none"> 1. LEA/School contact information: contact name, mailing address, telephone number, email address, and/or fax number. (Dated letter must be in an understandable format.); 2. 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; 3. A brief explanation of the procedures used to determine student eligibility. 	
	<p><u>LEA Technical Assistance to Schools</u></p> <ul style="list-style-type: none"> 2. Evidence that the LEA provides technical assistance to schools in planning and implementing effective parental involvement practices inclusive of school parental involvement plans, school-parent compacts, and all Title I parental involvement requirements. 	<p><u>LEA Technical Assistance to Schools</u></p> <ul style="list-style-type: none"> 2. Evidence such as: <ul style="list-style-type: none"> a. 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. b. Dated professional development meeting agendas, sign-in sheets, minutes, etc. or other professional development on effective parental involvement practices. 	<p><u>LEA Technical Assistance to Schools</u></p> <ul style="list-style-type: none"> 2. The LEA provides documentation.

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		<ul style="list-style-type: none"> c. Guidance and sample communications to schools on parental involvement requirements, including guidance on the school parental involvement policy and school-parent compacts. d. Communications to schools that discuss and/or disseminate materials and resources on effective parental involvement practices. e. Surveys, emails, training materials, flyers, agendas, emails, and/or memos. 	
<p>Per Corrective Action by The Department related to 2009 US ED Monitoring Finding</p>	<p><u>LEA Parental Involvement Policy/Plan</u></p> <p>3. Evidence of:</p> <ul style="list-style-type: none"> a. Input: Evidence of an LEA parental involvement plan that is revised annually (providing parents with more than one opportunity for feedback), developed jointly, and agreed upon with parents. b. Distribution: Evidence that the completed and revised LEA parental involvement plan has been distributed to parents in multiple ways and available to the local community. c. Content: Evidence that the LEA policy contains the following required content components: <ul style="list-style-type: none"> 1. A revision date (month, date, year) as well as a school year date (2016-2017). 2. A description of how the LEA will provide technical assistance to the schools in planning and implementing effective parental involvement activities. 3. A description of how the LEA will coordinate with other programs such as Head Start, Even Start, Parents as Teachers Program and any state-run preschool program. 4. A description of how the annual evaluation will be conducted with the involvement of parents to evaluate the effectiveness of the parental involvement policy and its programs including identifying barriers and 	<p><u>LEA Parental Involvement Policy/Plan</u></p> <p>3. Evidence such as:</p> <ul style="list-style-type: none"> a. Input: Multiple ways of inviting all Title I parents to provide input such as 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. <ul style="list-style-type: none"> 1. Meeting agendas and sign-in sheets from LEA policy meetings (or other parent input opportunities) with parents. 2. Parent feedback in the form of minutes from the LEA policy meetings (or other parent input opportunities). 3. District procedures on how parents are able to provide input in multiple ways on the LEA parental involvement policy. b. Distribution: Copies of documentation showing evidence of how the LEA parental involvement plan was distributed in multiple ways to parents and the local community in a timely manner (by the end of October). Evidence can include, but is not limited to: meeting agendas, sign-in sheets, screen shot of Web page, email, etc. c. Content: LEA parental involvement policy with revision date, prior to November 1 (month, day, year) as well as the school year and all the required content requirements. 	<p><u>LEA Parental Involvement Policy/Plan</u></p> <p>3. The LEA provides documentation.</p>

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	<p>using the findings to design strategies for more effective parental involvement.</p> <p>5. A list of strategies/activities the LEA will implement to build school staff capacity for greater involvement.</p> <p>6. A list of strategies/activities the LEA will implement to build parent capacity for greater involvement.</p>		
	<p><u>School Parental Involvement Policy/Plan</u></p> <p>4. Evidence of:</p> <p>a. Input: Evidence of a school parental involvement plan that is revised annually (providing parents with more than one opportunity for feedback at flexible times), developed jointly, and agreed upon with parents.</p> <p>b. Distribution: Evidence that the completed and revised school parental involvement plan has been distributed to parents in multiple ways and available to the local community.</p> <p>c. Content: Evidence that the school policy contains the following required content components:</p> <ol style="list-style-type: none"> 1. A revision date (month, date, year) as well as a school year date (2016-2017). 2. Information regarding the Annual Title I meeting. 3. A description of how/when parents can participate in the planning, review, and involvement of the Title I policies and programs. 4. Information regarding how the school is going to communicate with families and notify parents with timely information about Title I programs. 5. A description of how schools and parents will jointly develop the school-parent compact. 	<p><u>School Parental Involvement Policy/Plan</u></p> <p>4. Evidence such as:</p> <p>a. Input: Multiple ways of inviting all Title I parents to provide input such as 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.</p> <ol style="list-style-type: none"> 1. Meeting invitations, agendas, PowerPoint presentations, meeting minutes and sign-in sheets from school policy meetings (or other parent input opportunities) with parents. 2. Parent feedback in the form of minutes from the school policy meetings (or other parent input opportunities). 3. School procedures on how parents are able to provide input in multiple ways on the school parental involvement policy. <p>b. Distribution: Copies of documentation to evidence distribution of the school parental involvement plans in multiple ways (agendas, sign-in sheets, screen shot of Webpage, email, etc.) to parents and the local community in a timely manner (by the end of October).</p> <p>c. Content: School parental involvement policy with revision date, prior to November 1st (month, day, year) as well as all the necessary content requirements.</p>	<p><u>School Parental Involvement Policy/Plan</u></p> <p>4. The LEA provides documentation</p>

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	<ul style="list-style-type: none"> 6. A list of strategies/activities/trainings the school will provide to build school staff capacity. 7. A list of strategies/activities/trainings the school will provide to build parent capacity. 		
	<p><u>School-Parent Compact</u></p> <ul style="list-style-type: none"> 5. Evidence of: <ul style="list-style-type: none"> a. Input: The school–parent compact is revised annually (providing parents with more than one opportunity for feedback at flexible times), developed jointly, and agreed upon with parents. b. Distribution: The school must provide evidence that the school-parent compact was distributed to all parents in multiple ways. c. Content: The school-parent compact must include the following required components: <ul style="list-style-type: none"> 1. A revision date (month, date, year) as well as a school year date (2016-2017). 2. District and school academic achievement goals. 3. Outline of the shared responsibility between the school/teacher, parents, and students for improved student which the responsibilities are aligned with improving the identified school academic achievement goals. 4. List the activities/strategies the school will provide to parents to support student learning at home. 5. Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: <ul style="list-style-type: none"> a. Parent-teacher conferences in the elementary schools at least annually, during which the compact is addressed; b. Frequent reports to parents on their child's progress; and, 	<p><u>School-Parent Compact</u></p> <ul style="list-style-type: none"> 5. Evidence such as: <ul style="list-style-type: none"> a. Input: Multiple ways of inviting all Title I parents to provide input such as flyers, Web site announcements, message recordings, or other school-parent compact meeting advertisements/feedback opportunities. <ul style="list-style-type: none"> 1. 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. 2. School procedures on how parents are able to provide input in multiple ways. b. Distribution: Pictures, PowerPoint presentations, and handouts from school-parent compact meetings. c. Content: Copy of school-parent compact with revision date, prior to November 1 (day, month, year) as well as the school year and all required compact requirements distributed to parents in a timely manner (by the end of October). 	<p><u>School-Parent Compact</u></p> <ul style="list-style-type: none"> 5. The LEA provides documentation.

Cross-Functional Monitoring of LEA Programs

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	<ul style="list-style-type: none"> c. Reasonable access to staff, d. Opportunities to volunteer and participate in their child's class; and, e. Observation of classroom activities. 		
	<p><u>Building School Staff Capacity</u></p> <p>6. Evidence that the LEA and schools have carried out the requirement to build school staff capacity for involvement - the LEA and schools assisted under this part shall educate all school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.</p>	<p><u>Building School Staff Capacity</u></p> <p>6. Evidence such as:</p> <ul style="list-style-type: none"> a. Meeting agendas of professional developments/activities conducted for school personnel. b. Copies of notification of school staff meetings. c. PowerPoint presentations or training materials used for school staff trainings to build capacity to increase parental involvement activities/trainings. d. Sign-in sheets of staff trainings or professional development opportunities to train and educate school personnel on best practices for parental involvement activities. e. Evidence-based articles, social media postings, online training videos, Tip Sheets/Flyers/Handouts/Brochures for effective practice for family engagement, web site screen shots, and training web sites distributed to school staff. 	<p><u>Building School Staff Capacity</u></p> <p>6. The LEA provides documentation.</p>
	<p><u>Parent Input in 1% Set-Aside</u></p> <p>7. Applicable to:</p> <ul style="list-style-type: none"> a. LEAs with Title I, Part A allocations greater than \$500,000 per year, 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 for parental involvement. 	<p><u>Parent Input in 1% Set-Aside</u></p> <p>7. Evidence such as:</p> <ul style="list-style-type: none"> a. Documentation showing that all parents of children receiving Title I services have the opportunity to provide input into how parental involvement funds are budgeted b. Detailed dated meeting agendas and sign-in sheets (month, day, year) from meetings where parents provided input into the parental involvement budget. c. Title I parental involvement survey questions and responses about the parental involvement budget. d. Detailed minutes and evaluations with parent feedback regarding the use of funds for parental involvement. 	<p><u>Parent Input in 1% Set-Aside</u></p> <p>7. The LEA provides documentation.</p>

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		<ul style="list-style-type: none"> e. Handouts or comment cards advertising and/or soliciting parent feedback on the use of funds for parental involvement. f. 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% set-aside parental involvement funds will be budgeted. g. 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. 	
10. SCHOOL IMPROVEMENT 1003(a)			
<p>LEA schools identified for as Priority or Focus Schools have met the requirements of being so identified.</p>	<ul style="list-style-type: none"> 1. Evidence of LEA tracking status of schools in relation to school improvement. 2. Evidence that the LEA has provided written guidance and technical support to schools in developing, revising, implementing and coordinating targeted assistance, school-wide and school improvement plans. 	<ul style="list-style-type: none"> 1. The Division of SDE provides documentation. 2. Current documentation: <ul style="list-style-type: none"> a. 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). b. Written procedures describing how the LEA supports schools in developing, revising, implementing and coordinating targeted assistance, school-wide, 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 	<ul style="list-style-type: none"> 1. Georgia ESEA Flexibility Waiver 2. The LEA provides documentation.

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		<ul style="list-style-type: none"> revising the school's budget so that resources are allocated effectively. c. Copy of District Strategic Plan. d. Copy of expenditure detail reports. 	
ESEA SEC. 1116(b)(4)(B)(i)	3. LEA Assurances.	3. The LEA provides documentation The SEA has signed MOAs on file.	3. Copy of signed MOA for each system. The SEA has documentation on file.
	4. 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.	4. The LEA provides: <ul style="list-style-type: none"> a. Evidence that LEA provided technical assistance in developing and reviewing school improvement plans. b. Copies of current LEA and school improvement, targeted assistance, school-wide plans which include comprehensive needs assessment, scientifically researched based instructional strategies, parental involvement and professional development. c. Copies of dated agendas and/or minutes, sign-in sheets of committee meetings. d. Copies of correspondence between LEA and schools identified for improvement. 	4. The LEA provides documentation.
ESEA SEC. 1003(a) SEC. 1112(c)(1)(D) SEC. 1114(b)(1) SEC. 1116 (b)(1)(B) SEC. 1116 (b)(3) SEC. 1116(b)(3)(A) SEC. 1116(b)(3)(A)(iii) SEC. 1116 (b)(4)–(6) SEC. 1116(b)(7)(C) SEC. 1116 (b)(7)(C)(ii) SEC. 1116(b)(8)(B) SEC. 1116 (b)(14)(B) SEC. 1116(c)(7) SEC. 1116 (c)(9) SEC. 1116 (c)(10)(B)(iii) SEC. 9101(34) SEC. 9306(a)(1)	5. Evidence that the LEA provides assistance to schools identified as Priority or Focus Schools, including implementing required actions. 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. 7. Evidence that where a school is both a school-wide school and a school identified for improvement and develops a single plan, that the LEA ensures that the single plan contains the school-wide requirements under section 1114(b)(1) and the school improvement plan requirements under section 1114(b)(3)(A). (If applicable.) 8. Evidence that School Improvement Grant has been approved.	5. Copies of: <ul style="list-style-type: none"> a. Dated agendas and/or minutes, sign-in sheets of professional development meetings. b. Correspondence between LEA and schools identified as Priority or Focus Schools. c. Training materials. 6. Copies of: <ul style="list-style-type: none"> a. Collaborative planning meeting agendas in schools. b. School professional learning plans and budgets. 7. Copy of the revised School Improvement Plans with the school-wide requirements sufficiently addressed and clearly identified (i.e., The School-wide/School Improvement Plan template). 8. The Division of SDE provides documentation. 9. The LEA provides: <ul style="list-style-type: none"> a. Comprehensive Needs Assessment with a focus on the area of need for the school. 	5. The LEA provides documentation. 6. The LEA provides documentation. 7. The LEA provides documentation. 8. Copy of School Improvement Grant budget for each applicable school – The SEA has needed documentation in Con-App. <ul style="list-style-type: none"> a. List of schools receiving 1003(a) funds and the amount awarded per school. 9. Copy of approved School Improvement Budget. 10. SEA list of schools receiving 1003(a) funds and the amount awarded per school.

Cross-Functional Monitoring of LEA Programs

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34 CFR Part 200 200.36 200.43.	9. Evidence that the LEA and schools use school level data to make decisions about the use of 1003(a) funds for school improvement. 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.	b. Copy of the current, revised targeted assistance/school-wide/school improvement plans. 10. Copies of meeting agendas, sign in sheets, etc. Written description of the LEA's process and procedures for ongoing review of school-level implementation of section 1003(a) funds.	
11. SCHOOL IMPROVEMENT 1003(a) SIG			
LEA schools identified for as Priority or Focus Schools have met the requirements of being so identified.	1. LEA Assurances.	1. The Department provides documentation.	1. Copy of signed School Improvement Grant assurances for each applicable school.
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)	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).	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.	2. The LEA provides documentation.
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	3. Evidence that School Improvement Grant has been approved.	3. The Department provides documentation.	3. Copy of School Improvement Grant budget for each applicable school.
12. SERVICES FOR HOMELESS CHILDREN AND YOUTH			
For more detail about requirements, reference SEC. 1112 (a)(1) and (O)	1. The LEA:	1. The Department provides documentation.	1. The Department provides documentation.

Cross-Functional Monitoring of LEA Programs

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<p>Note: This is a Title I, Part A requirement. SEC. 1113 Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act SEC. 722 SEC. 722(g)(3-7) SEC. 722(e)(3)(C)(i)(IV)</p>	<p>a. Describes services provided for homeless children and youth. The LEA provides evidence of funds reserved under Title I, Part A. b. Provides comparable Title I, Part A services to homeless children and youth attending non-Title I schools.</p>		<p>a. Copy of Comprehensive LEA Improvement Plan (CLIP). b. Copy of Set-Aside page.</p>
	<p>2. The LEA Plan under Section 1112 is coordinated with the McKinney-Vento Act.</p>	<p>2. The Department provides documentation.</p>	<p>2. Copy of the CLIP.</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: a. Identification b. School Selection c. Enrollment d. Transportation e. Disputes</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). a. LEA written procedures. b. LEA written procedures. c. LEA written procedures. d. LEA written procedures. e. LEA written procedures.</p>	<p>3. The LEA provides documentation.</p>
	<p>4. The LEA records the schools in which homeless children and unaccompanied youth experiencing homelessness are enrolled.</p>	<p>4. List of schools and the number of homeless children and unaccompanied youth experiencing homelessness enrolled. (Student roster by student identifier and/or name and school location.)</p>	<p>4. The LEA provides documentation.</p>
	<p>5. The LEA designates a liaison for homeless children and youth that has sufficient training, resources and time to carry out the duties of the Act.</p>	<p>5. Copies of agendas, meeting minutes, emails and/or sign-in sheets for professional development activities received by the LEA homeless liaison and other LEA personnel responsible for the implementation of the McKinney-Vento grant program.</p>	<p>5. Copy of Consolidated Application Coordination page.</p>
	<p>6. The LEA has procedures for providing awareness and contact information of Homeless Liaison to parents, guardians, and school personnel.</p>	<p>6. Copy of flyers, handouts, written procedures for notifying stakeholders, program brochure, posters that identify Homeless Liaison with contact information. List of community locations where information is posted. Training session schedules, emails, minutes, sign-in sheets, agendas, materials (including the LEA homeless policy) for key school personnel training. (Some of these training sessions should take place in the fall so that stakeholders are aware of McKinney-Vento throughout the school year.) Key personnel</p>	<p>6. The LEA provides documentation.</p>

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		should include, but not be limited to counselors, social workers, administrators and parents/guardians.	
	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.	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.	7. The LEA provides documentation.
	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.	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).	8. The LEA provides documentation.
	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.	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.	9. The LEA provides documentation.
Subgrants to local educational agencies for the purpose of facilitating the enrollment, attendance, and success in school of homeless children and youth. SEC. 723 (McKinney-Vento Grantees Only)	10. The LEA shall identify the educational needs of the homeless children and youth, including unaccompanied youth.	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).	10. Copy of the original or continuation grant application with signatures -- Needs and Service Area section
	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.)	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.	11. Copy of the original or continuation grant application with signatures—Evaluation section.
		Guiding Questions: 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.	

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		<ol style="list-style-type: none"> 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. 	
13. SERVICES FOR FOSTER CARE CHILDREN			
<p>For more detail about requirements, reference ESSA SEC. 1112(c)(5)</p>	<ol style="list-style-type: none"> 1. The LEA designates a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency. 2. The LEA develops and implements clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time is foster care. 	<ol style="list-style-type: none"> 1. LEA organization chart, emails, agendas, job description, minutes. 2. LEA written transportation plan for children in foster care. 	<ol style="list-style-type: none"> 1. The LEA provides documentation. 2. The LEA provides documentation.
		<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. Describe the process for selection of the foster care liaison and what qualifications were required for appointment. 	

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		2. Describe and discuss the process for the development and preparation of the LEA's plan for transporting foster care children to the school of origin and how best interest decisions are made in conjunction with child welfare.	
14. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)			
The LEA reserves funds to provide comparable Title I, Part A services to neglected and delinquent children. ----- 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	<ol style="list-style-type: none"> 1. The LEA describes the services provided for neglected and delinquent children. 2. The LEA identifies children in local institutions for neglected and delinquent children. 3. The LEA describes Title I services and educational programs that are year round. 4. The LEA provides high quality instruction based on scientifically based research. 5. The LEA provides special education services as needed. 6. The LEA consults with institutions regarding educational plans and budget. 7. The LEA ensures that institutions implement a parental involvement plan in order to increase student achievement and, if appropriate, decrease delinquent behavior. 8. The LEA verifies the authenticity of neglected facilities in the LEA. 	<ol style="list-style-type: none"> 1. The Department provides documentation. 2. Copy of source data for Annual Survey of Institutions for Neglected and Delinquent Children for previous and current year with student list from each facility. 3. Class schedules and calendar confirming that Title I services and educational program are year round; List of staff at neglected or delinquent institution(s) funded with Title I neglected reservation. 4. Sample curriculum plan based on scientifically based research for institutions operating a school on-site. 5. Number of students receiving special education services and a sample copy of an IEP from a student residing in an institution. 6. Collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and neglected or delinquent facility. 7. Parental involvement correspondence and parental involvement plan. <ol style="list-style-type: none"> (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 a neglected or delinquent facility, then the facility must have a parental involvement plan, correspondence, and activities to the extent feasible. 8. The Department provides documentation. 	<ol style="list-style-type: none"> 1. Copy of Comprehensive LEA Improvement Plan (CLIP). 2. Copy of Consolidated Application Coordination page. 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. 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.
		<u>Guiding Questions:</u>	

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		<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. 	
15. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK (TITLE I, PART D, SUBPART 2 GRANTEEES)			
<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. 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. 5. The LEA provides high quality instruction based on scientifically based research. 6. The LEA provides special education services as needed. 7. The LEA consults with institutions regarding educational plans and budgets. 	<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. 4. The Department provides documentation. 5. Sample curriculum plan based on scientifically based research or institution operating a school on-site. 6. Number of students receiving special education services and a sample copy of an IEP from a student residing in an institution. 7. Collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and neglected or delinquent facility. 	<ol style="list-style-type: none"> 1. The LEA provides documentation. 2. The LEA provides documentation. 3. The LEA provides documentation. 4. Copy of the LEA Title I, Part D, Subpart 2 application from the current or past fiscal year. 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. 10. Copy of local System Application for Children in Delinquent Institutions. 11. Copy of separate budget and fund number for Title I, Part D, Subpart 2 funds. 12. The LEA provides documentation. 13. The LEA provides documentation.

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	<ol style="list-style-type: none"> 8. The LEA ensures that institutions implement a parental involvement plan in order to increase student achievement and, if appropriate, decrease delinquent behavior. 9. The LEA describes Title I services and educational programs that are year round. 10. The LEA describes the process of collaboration with the local facility to provide services for children in delinquent institutions. 11. The LEA accounts for Title I, Part D, Subpart 2 funds separately from other funds. 12. The LEA maintains documentation of any formal agreements between an LEA, a Neglected or Delinquent facility or alternative school program governing the use of subpart 2 funds when they are subcontracted to a facility or program. 13. The LEA provides evidence that the LEA or facility is implementing planned and approved activities. 	<ol style="list-style-type: none"> 8. Parental involvement correspondence and parental involvement plan. <ol style="list-style-type: none"> 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 a neglected or delinquent facility, then the facility must have a parental involvement plan, correspondence, and activities to the extent feasible. 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. 10. The Department provides documentation. 11. The Department provides documentation. 12. Copies of formal agreements and/or memorandum of understanding (MOU) for services paid for with Title I, Part D, Subpart 2 grant funding. 13. Copy of planned and approved activities, including budget reports, records of expenditures, carryover and other summary reports. 	
		<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How does the N&D program use supplemental fund to carry out activities, procedures, and policies as stated in the LEA's application? 	
<p>16. TITLE VI, PART B - RURAL AND LOW-INCOME SCHOOLS PROGRAM</p>			
<p>Title VI, Part B Rural and Low-Income Schools Program (RLIS) SEC. 6222(a) (1-7) Use of Funds</p>	<ol style="list-style-type: none"> 1. The LEA targets funds to schools for specified activities, and activities authorized in Section 6222. 	<ol style="list-style-type: none"> 1. Copy of: <ol style="list-style-type: none"> a. Current LEA budget detailed report of expenditures for Title VI, Part B. b. Source documents for expenditures such as copies of purchase orders, contracts, travel expense reports, as applicable. 	<ol style="list-style-type: none"> 1. Copy of: <ol style="list-style-type: none"> a. Non-regulatory Guidance. b. Consolidated Application Program Information page and Budget Detail and Summary pages. c. The LEA's documentation provided by the Department during on-site monitoring.

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SEC. 6223/6224 Required Plan	2. The LEA has a required plan.	2. The Department provides documentation.	2. Copy of Comprehensive LEA Improvement Plan (CLIP).
SEC. 6232 Supplement, not supplant	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.	3. The Department provides documentation.	3. Copy of Title VI, Part B Assurances from Consolidated Application.
SEC. 6213(a)/6224(d) Accountability	4. The LEA administers an assessment that is consistent with section 1111(b)(3).	4. The Department provides documentation.	4. Verification of required state assessments.
SEC. 6224(b)(1) Accountability	5. The LEA shall submit an Annual Evaluation Report reporting use of grant funds provided.	5. The Department provides documentation.	5. Copy of the Annual Evaluation Report.
		<p>Guiding Questions:</p> <ol style="list-style-type: none"> 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. 	
17. TITLE II, PART A - TEACHER AND PARAPROFESSIONAL QUALIFICATIONS			
<p>Needs Assessment and Planning LEA bases its application for Title II, Part A funds on an annual needs assessment. ESEA/NCLB</p> <p>§2122 (c)(1)</p> <p>LEA includes stakeholders in the needs assessment and planning processes. ESEA/ NCLB §2122(c)(2)</p> <p>ESEA/ ESSA §§1111(g)(1)(B), 1112(b)(2), 2101(d)(2)(E), Georgia EAEE)</p> <p>Section II, Title II, Part A LEA Handbook, <i>A Guide for Advancing Educator Quality in Georgia Schools</i></p>	<p>17.1. Title II Part A Needs Assessment and Planning</p> <ol style="list-style-type: none"> 1. Evidence of: <ol style="list-style-type: none"> a. Written procedures for ensuring an annual needs assessment is conducted which includes all components and subcomponents, required stakeholders, and source documentation. b. Completion of annual needs assessment that was completed in collaboration with principals, teachers (including those teaching students with varied needs) paraprofessionals, other relevant school personnel, parents, community, and business leaders. c. Completion of an annual needs assessment that addresses each of the following Title II, Part A components and subcomponents: <ol style="list-style-type: none"> 1. Student Achievement 2. Professional Learning <ol style="list-style-type: none"> a. Teacher Development 	<ol style="list-style-type: none"> 1. Copy of: <ol style="list-style-type: none"> a. Written procedures for ensuring an annual needs assessment is conducted which includes all components and subcomponents, required stakeholders, and source documentation. b. Dated sign-in sheets identifying stakeholder role for each participant. c. Dated agendas and/or minutes documenting stakeholder participation in the needs assessment and planning processes. d. If appropriate, (1) surveys identifying stakeholder groups surveyed by each instrument; (2) summary of survey results; and, (3) analysis of survey results. e. Title II, Part A Needs Assessment (identifying needs for the <u>current fiscal</u> year). Written summary data and analysis with corresponding source documentation for each of the following Title II, Part A components and subcomponents: <ol style="list-style-type: none"> 1. Student Achievement 2. Professional Learning 	<ol style="list-style-type: none"> 1. Current LEA Consolidated Application

Cross-Functional Monitoring of LEA Programs

CITATION	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<ul style="list-style-type: none"> b. Leader Development c. Professional Growth d. Private School Professional Learning (if applicable) 3. Personnel <ul style="list-style-type: none"> a. Teacher and Leader Recruitment b. Teacher and Leader Retention c. Teacher Experience and Effectiveness 4. Factors that Impact the Learning and Work Environment (<i>limited to Class Size Reduction in FY17</i>) 5. Title II, Part A Grant Administration 	<ul style="list-style-type: none"> a. Teacher Development b. Leader Development c. Professional Growth d. Private School Professional Learning (if applicable) 3. Personnel <ul style="list-style-type: none"> a. Teacher and Leader Recruitment b. Teacher and Leader Retention c. Teacher Experience and Effectiveness 4. Factors that Impact the Learning and Work Environment (<i>limited to Class Size Reduction in FY17</i>) 5. Title II, Part A Grant Administration 	
<p><u>Equitable Access to Effective Educators</u> ESEA/ ESSA §§1111(g)(1)(B), 1112(b)(2), 2101(d)(2)(E), Georgia EAEE)</p>	<p><u>17.2. LEA Equity Action Plan</u></p> <ul style="list-style-type: none"> 2. Evidence of: <ul style="list-style-type: none"> a. Written procedures ensuring the implementation of the current approved LEA Equity Action Plan and the maintenance of corresponding source documentation. b. The LEA is implementing its equity-action plan for the two equity gaps and each corresponding equity intervention selected for improvement in the current fiscal year. 	<ul style="list-style-type: none"> 2. Copy of: <ul style="list-style-type: none"> a. Written procedures ensuring the implementation of the current approved LEA Equity Action Plan and the maintenance of corresponding source documentation. b. A summary of the LEA’s progress in implementing and monitoring the implementation of the LEA Equity Action Plan. The summary must address each LEA selected equity gap and corresponding equity intervention. c. Source documentation verifying implementation of selected equity interventions in the equity action plan (sign-in sheets, agendas, training documents, contracts/ agreements, purchase orders, reports - <i>discipline, staffing, attendance, etc.</i>). 	<ul style="list-style-type: none"> 2. Current approved Equity Action Plan attached to the ConApp.
<p><u>Monitoring and Reporting Program Performance</u> Activities funded by Title II, Part A have a substantial, measurable, and positive impact on student academic achievement. ESEA/NCLB §§2101(2), 2122 (b)(2)</p>	<p><u>17.3. Title II, Part A LEA Effectiveness Plan</u></p> <ul style="list-style-type: none"> 3. Evidence of: <ul style="list-style-type: none"> a. Written procedures describing specifically the LEA’s identified steps for determining the effectiveness of Title II, Part A funded activities. b. The Title II, Part A funded activities are measured for effectiveness in addressing identified needs. 	<ul style="list-style-type: none"> 3. Copy of: <ul style="list-style-type: none"> a. Written procedures describing specifically the LEA’s identified steps for determining the effectiveness of Title II, Part A funded activities. b. The Title II, Part A Effectiveness Plan from the <u>previous fiscal year</u>. c. Summary data and an analysis reflected in the <u>prior year</u>’s effectiveness plan of the data that explains the effectiveness of each Title II, Part A funded activity in addressing one or more of the 	<ul style="list-style-type: none"> 3. LEA’s previous fiscal year Title II, Part A Effectiveness Plan attached to ConApp.

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2 C.F.R. §200.328(a)		LEA’s prioritized needs from the <u>previous fiscal year</u> .	
<p><u>Evidence-Based Professional Learning</u> Professional learning activities are based on a review of research.</p> <p>ESEA/ NCLB §2122 (b)(1)(B)</p>	<p><u>17.4. Evidence- Based Professional Learning</u></p> <p>4. Evidence of:</p> <p>a. Written procedures for ensuring all Title II, Part A funded professional learning activities are based on research or evidence of program success resulting in increased student achievement.</p> <p>b. Evidence that professional learning activities are based on research or based on program success resulting in increased student achievement for all Title II, Part A funded professional learning activities for superintendents, principals, assistant principals, teachers, and paraprofessionals</p>	<p>4. Copy of:</p> <p>a. Written procedures for ensuring all Title II, Part A funded professional learning activities are research based or based on evidence of program success resulting in increased student achievement.</p> <p>b. Literature (or hyperlink to literature) referencing the research for <u>current fiscal year</u> budgeted professional learning activities or providing evidence of program success linked to <u>current fiscal year</u> budgeted professional learning activities.</p>	
<p><u>Professional Qualifications of Paraprofessionals</u> Paraprofessionals meet ESEA/ NCLB Qualifications.</p> <p>ESEA/ NCLB §§ 1112(h)(5)(D)(i-iii), 1119(a)1, 1119(a)3</p> <p>ESSA FAQs 06.30.16</p>	<p><u>17.5. Professional Qualifications of Paraprofessionals</u></p> <p>5. Evidence of:</p> <p>a. Written procedures for ensuring Paraprofessionals working in a program supported by Title I, Part A meet State and Federal professional qualifications.</p> <p>b. Each paraprofessional working in a program supported by funds under Title I, Part A must meet Georgia requirements for paraprofessionals which comply with NCLB requirements and current ESSA guidance.</p>	<p>5. Copy of:</p> <p>a. Written procedures for ensuring Paraprofessionals working in a program supported by Title I, Part A meet State and Federal professional qualifications.</p> <p>b. List of LEA Title I schools (submit in advance).</p> <p>c. List of paraprofessionals in alphabetical order by school (submit in advance).</p> <p>d. For any paraprofessional for which certification is waived, the LEA must provide a copy of:</p> <ol style="list-style-type: none"> 1. High School Diploma OR its equivalent AND, 2. Evidence of: <ol style="list-style-type: none"> a. Two years of study at an institution of higher education (60 semester hours); b. Completion of an associate’s degree or higher degree; OR, c. Passed the appropriate state paraprofessional assessment. 	
<u>Parental Notification</u>	<p><u>17.6. Parents’ Right to Know Notification</u></p> <p>6. Evidence of:</p>	6. Copy of:	

Cross-Functional Monitoring of LEA Programs

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<p>Parents Right to Request the professional qualifications of their child’s teachers and paraprofessionals ESEA/ NCLB §1111 (h)(6)(A)</p> <p>Section III Title II, Part A LEA Handbook, A <i>Guide for Advancing Educator Quality in Georgia Schools</i></p>	<ul style="list-style-type: none"> a. Written procedures for ensuring parents are notified in a timely manner of their rights to request the professional qualifications of their child’s teachers and paraprofessionals. The notifications must comply with federal law and state guidance. b. The LEAs notification to parents of their “Right to Know” the professional qualifications of their child’s teachers and paraprofessionals: <ul style="list-style-type: none"> 1. Notify parents in a format that is understandable and will ensure that all parents have the opportunity to receive the information. To the extent practicable, the notification should be provided in a language that parents may understand. This may include, but is not limited to a LEA or school handbook, a letter mailed home, inclusion in a newsletter, posting on a web site, and/ or a school-wide email. 2. Ensure the notification or document that contains the notification must include the principal’s contact information, the school or LEA name, the date/ month and year of notification. 	<ul style="list-style-type: none"> a. Written procedures for ensuring parents are notified in a timely manner of their right to request the professional qualifications of their child’s teachers and paraprofessionals b. Documentation verifying the LEA has provided written notification to parents of their “Right to Know” the professional qualifications of their child’s teachers and paraprofessionals (handbooks, other LEA or school publication, or letters) 	
<p>Subpart D – Post Federal Award Requirements:</p> <p>Financial Management 2 C.F.R. §200.302</p> <p>Internal Controls 2 C.F.R. §200.303</p> <p>Segregation of Duties Standards for Internal Controls in the Federal Gov’t - 10.03</p> <p>Authorization 2 C.F.R. §200.303 (b)(4)</p> <p>Reconciliation</p>	<p><u>17.7 Internal Controls and Expenditures</u></p> <ul style="list-style-type: none"> 7. Evidence of written internal controls ensuring: <ul style="list-style-type: none"> a. Expenditures adhere to financial management standards: <ul style="list-style-type: none"> 1. require segregation of duties in review and authorization (must include program coordinator), and if necessary, reconciliation of costs charged to the program 2. drawdown based on actual expenditure, and payment must minimize the time elapsing between the transfer of funds and disbursement by LEA. 	<ul style="list-style-type: none"> 7. Copy of internal controls ensuring: <ul style="list-style-type: none"> a. Expenditures adhere to financial management standards: <ul style="list-style-type: none"> 1. require segregation of duties in review and authorization (must include program coordinator), and if necessary, reconciliation of costs charged to the program. 2. drawdown based on actual expenditure, and payment must minimize the time elapsing between the transfer of funds and disbursement by LEA. b. Expenditures (including compensation for personal services), are allowable, reasonable, and allocable including, but not limited to being: 	<ul style="list-style-type: none"> 7. Current approved Title II, Part A Budget in ConApp.

Cross-Functional Monitoring of LEA Programs

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<p>2 C.F.R. §200.303 (b)(5)</p> <p>Subpart E – Cost Principles:</p> <p>Allowability 2 C.F.R. §200.403 ESEA/NCLB §2123</p> <p>Reasonable 2 C.F.R. §200.404</p> <p>Allocable 2 C.F.R. §200.405</p> <p>Consistent w/ Policies 2 C.F.R. §200.403(c)</p> <p>Supplement Not Supplant 2 C.F.R. §200.403(d) ESEA/NCLB §2123(d)</p> <p>Source Documentation 20 U.S.C. §1232(f) 2 C.F.R. §§200.302(b)(3), 200.333, 200.403(g), 200.508(d) 34 C.F.R. §81.31(c)</p> <p>Period of Performance 34 C.F.R. §76.707 2 C.F.R. §§200.77, 200.309, 200.403(g)</p> <p>Time and Effort 2 C.F.R. §200.430 (i)</p> <p>Procurement Standards:</p> <p>General Procurement Standards 2 C.F.R. §200.318</p> <p>Competition 2 C.F.R. §200.319</p> <p>Procurement Methods 2 C.F.R. §200.320</p>	<p>b. Expenditures (including compensation for personal services), are allowable, reasonable, and allocable including, but not limited to being:</p> <ol style="list-style-type: none"> 1. necessary, reasonable and allocable 2. conform to all applicable laws, regulations and guidance 3. are consistent with state and local policies 4. supplemental in nature 5. adequately supported by source documentation 6. occur within the period of performance 7. comply with standards of documentation of personnel expenditures <p>c. Expenditures follow procurement standards:</p> <ol style="list-style-type: none"> 1. maintain oversight of expenditures (including contracts); 2. avoid conflict of interest; and 3. follow federal, state and local standards and policies related to competition and methods of procurement. <p>d. Evidence that Title II, Part A expenditures adhere to Financial Management and Procurement Standards and Federal Cost Principles (including compensation of personal services):</p> <ol style="list-style-type: none"> 1. Segregation of duties in review and authorization (must include the Title II, Part A Coordinator). 2. Reconciliation of costs charged to the program, if necessary. 3. Drawdowns are based on actual expenditures and payment minimizes the time elapsing between transfer of funds and disbursement by LEA. 4. Allowable under applicable laws and regulations. 	<ol style="list-style-type: none"> 1. necessary, reasonable and allocable 2. conform to all applicable laws, regulations and guidance 3. are consistent with state and local policies 4. supplemental in nature 5. adequately supported by source documentation 6. occur within the period of performance 7. comply with standards of documentation of personnel expenditures <p>c. Expenditures follow procurement standards: maintain oversight of expenditures (including contracts),</p> <ol style="list-style-type: none"> 1. avoid conflict of interest 2. follow federal, state and local standards and policies related to competition and methods of procurement <p>d. Provides evidence:</p> <ol style="list-style-type: none"> 1. Copies of Georgia Department of Education Grants Accounting On-line Reporting Systems (GAORS) Form DE147 Fund Requisitions (drawdowns) for Title II, Part A and LEA accounting records of expenditures that support the request of funds. 2. Detailed expenditure report for the <u>previous fiscal year</u> and <u>current fiscal year</u> for Title II, Part A. The expenditures on the report must be sorted by function, object, and location. 3. Supporting source documentation for expenditures selected for review (such as detailed purchase orders and/or invoices, checks, travel expense statements, agendas from conferences, contracts/agreements for services with deliverables and timeline, leave forms, etc.). 4. Title II, Part A Payroll Summary Report for the <u>previous fiscal year</u> and <u>current fiscal year</u>. 	

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	<ol style="list-style-type: none"> 5. Necessary, reasonable, and allocable. 6. Supported by source documentation. 7. Supplemental to non-federal funds. 8. In alignment with approved Title II, Part A budget. 9. For goods and services within the Period of Performance. 10. Comply with standards of documentation of personnel expenditures. 11. Oversight of contracts/purchase orders for contracted services. 12. Avoid conflict of interest. 13. Follow federal, state and local standards and policies related to competition and methods of procurement. 	<ol style="list-style-type: none"> 5. Documentation for recruitment and retention incentives, if applicable. 6. Time and effort records for selected personnel expenditures charged to the Title II, Part A program, etc. 	
<p>Property Standards Subpart D – Post Federal Award Requirements: Property Standards</p> <p>Equipment 2 C.F.R. §200.313</p>	<p><u>17.8 Title II, Part A Purchased Equipment</u></p> <p>8.1 Evidence of written internal controls to direct the management of property (including replacement equipment) until disposition takes place that includes:</p> <ol style="list-style-type: none"> a. Use of the equipment for authorized purposes of the property during the period of performance, or until the property is no longer needed for the purposes of the project. b. Maintenance of property records to include person responsible for maintaining documentation. c. Reconciliation of physical inventory and property records. d. Adequate safeguards to prevent loss, damage, or theft of the property to include investigation if loss, damage, or theft occur. e. Maintenance procedures to keep the property in good condition. 	<p>8.1 Copy of written internal controls to direct the management of property (including replacement equipment) until disposition takes place that includes:</p> <ol style="list-style-type: none"> a. Use of the equipment for authorized purposes of the property during the period of performance, or until the property is no longer needed for the purposes of the project b. Maintenance of property records to include person responsible for maintaining documentation c. Reconciliation of physical inventory and property records d. Adequate safeguards to prevent loss, damage, or theft of the property to include investigation if loss, damage, or theft occur e. Maintenance procedures to keep the property in good condition f. Sale of property procedures to ensure the highest possible return g. Disposition of equipment in accordance with state laws and procedures. <p>8.2 Evidence that the LEA maintains records to document:</p>	<p>Property Standards Subpart D – Post Federal Award Requirements: Property Standards</p> <p>Equipment 2 C.F.R. §200.313</p> <p>Section IV Title II, Part A LEA Handbook, <i>A Guide for Advancing Educator Quality in Georgia Schools</i></p>

Cross-Functional Monitoring of LEA Programs

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<p>Section IV Title II, Part A LEA Handbook, A <i>Guide for Advancing Educator Quality in Georgia Schools</i></p>	<ul style="list-style-type: none"> f. Sale of property procedures to ensure the highest possible return. g. Disposition of equipment in accordance with state laws and procedures. <p>8.2. Evidence the LEA maintains records to document:</p> <ul style="list-style-type: none"> a. Purchase orders documenting purchases of equipment with Title II, Part A funds b. Inventory records showing item description, cost, source of funding for equipment including the Federal Award Identification Number (FAIN), date of purchase, vendor professional, serial number or other identification number, location, use, condition of property, and disposition data including date of disposal. c. It conducts annual physical inventories and reconciles physical inventory with property records. 	<ul style="list-style-type: none"> a. Copies of purchase orders documenting purchases of equipment with Title II, Part A funds. b. Copies of inventory records showing item description, cost, source of funding for equipment including the Federal Award Identification Number (FAIN), date of purchase, vendor professional, serial number or other identification number, location, use, condition of property, and disposition data including date of disposal. Must align with C.F.R. §200.313. (A comprehensive inventory for Federal or other Programs is acceptable.) c. Records/logs of dates that physical inventories were conducted at LEA and schools with date, and signatures of person conducting inventory. 	
<p>18. TITLE III, PART A - LANGUAGE INSTRUCTION FOR LEP (LIMITED ENGLISH PROFICIENT) AND IMMIGRANT STUDENTS</p>			
<p><u>Records and Maintenance</u></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>----- For more detail about requirements, reference ESEA SEC. 3115 (a)(4) SEC. 3121</p>	<p>1. Evidence that the LEA follows federal guidelines and procedures for enrollment and identification of English Learners (EL).</p>	<p>1. Copy of:</p> <ul style="list-style-type: none"> a. LEA policy on EL-related procedures; staff interview responses. b. Attendance records/travel records/agendas indicating student-information or ESOL staff's participating in state or local Title III data entry trainings. 	<p>1. The LEA provides documentation.</p>
	<p>2. Evidence that the LEA maintains required data/records for EL-Yes (EL-Y) and EL-Monitored (EL-M) students.</p>	<p>2. Printout of:</p> <ul style="list-style-type: none"> a. EL, EL-M and Immigrant student record data from LEA student information system (use Data 	<p>2. The LEA provides documentation.</p>

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		Rosters); spot review of EL, EL-M and Immigrant student files. b. Copies of attendance records, travel records, agendas indicating student-information or ESOL staff's participating in state or local data entry trainings.	
		Interviews: 1. Principal, Title III Director, ESOL Teacher	
The LEA provides high-quality professional development designed to improve the instruction and assessment of LEP children. ----- For more detail about requirements, reference ESEA SEC. 3115 (c)(2)	3. Evidence of: a. English Language Development (ELD) standards implementation. b. The LEA staff (<i>including ESOL and non-ESOL teachers and administrative staff</i>) 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 educators performance in the classroom.	3. The LEA provides: a. Narrative describing the LEA's Title III professional development plan and offerings. b. Documents indicating ELD standards training, curriculum development, ESOL endorsement of general education teachers and/or other related activities. c. LEA professional development plan for ESOL, including ESOL needs assessment, long-range professional development goals, meeting dates, session agendas, handouts, sign-in sheets. d. Participation documentation including meeting dates, agendas, conference materials, expense statements, sign-in sheets, etc.	3. The LEA provides documentation.
		Interviews: 1. Principal, Title III Director, Instructional Coach, Regular Education Teacher, ESOL Teacher	
<u>Instructional Programs</u> The LEA increases the English proficiency of LEP children by providing high-quality language instruction programs. ----- For more detail about requirements, reference ESEA SEC. 3115 (c)(1) SEC. 3122 (a)(3)	4. Evidence that: a. The LEA uses approaches and methodologies based on scientifically based research with demonstrated effectiveness in increasing English proficiency and student academic achievement.	4. Samples of: a. Research showing the instructional resources purchased with Title III funds to be scientifically research-based. Samples of research showing the instructional model used by the LEA to be scientifically research-based. b. Research showing the instructional resources purchased with Title III funds to be scientifically research-based.	4. The LEA provides documentation.

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<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</p> <p>ESEA SEC. 1111(b)(2)(B) SEC. 3116 (d)(2) SEC. 3121 SEC. 3122 (a)(3)</p>	<ol style="list-style-type: none"> 5. Evidence that LEA holds schools accountable for annually assessing all ELs' English language proficiency. 6. Evidence that the LEA is making annual increases in the percentage of EL children making progress in learning English. 7. Evidence that the LEA is making annual increases in the percentage of EL children achieving English proficiency. 8. Evidence that the LEA evaluates its district assessment and monitoring procedures, as described in ESEA, SEC. 3121 (a). 9. Evidence that the LEA's EL children are making content area progress, as described in ESEA, SEC. 1111(b)(2)(B). 10. Evidence that ELs are exited based on Georgia's approved Title III exit requirements. 11. Evidence that the LEA performs a biennial Title III program evaluation (self-evaluation instrument). 	<ol style="list-style-type: none"> 5. ACCESS Not-Tested report (use Data Roster) LEA provides additional documentation when ACCESS participation rate is <95%. (I.e., Evidence of policy/process/procedural modification to improve rate to compliance levels.) 6. The Department provides documentation. 7. The Department provides documentation. 8. Narrative describing the LEA's specific policies, processes and procedures related to Monitored ELs and the assessment of 100% of its EL-Ys on the language proficiency assessment (ACCESS for ELLs). 9. The Department provides documentation. 10. 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. 11. The Department provides documentation. 	<ol style="list-style-type: none"> 5. Percentage of the LEA's ELs assessed on previous year's ACCESS. 6. The Department provides documentation (Percentage of the LEA's ELs meeting AMAO 1). 7. The Department provides documentation (Percentage of the LEA's ELs meeting AMAO 2). 8. The LEA provides documentation. 9. The Department provides documentation (AMAO 3). 10. The LEA provides documentation. 11. LEA Self-Evaluation Report and annual CSPR data request. (Annual report describing Title III programs and activities and the progress that Monitored 1 and 2 students made in specified content areas.)
		<p><u>Interviews:</u></p> <p>1. Principal, Title III Director, Instructional Coach, Regular Education Teacher, ESOL Teacher</p>	
	<ol style="list-style-type: none"> 12. Title III Parent Interview data. 	<ol style="list-style-type: none"> 12. Sample copies of: <ol style="list-style-type: none"> a. Actual LEA/school communication inviting EL parents to participate in the Title III Parent Interviews. b. Completed EL Parent Interview roster (use Data Roster). 	<ol style="list-style-type: none"> 12. The LEA provides documentation.
	<ol style="list-style-type: none"> 13. Notification of child's EL Status. 	<ol style="list-style-type: none"> 13. Actual LEA/school communications (compliant with all components of Section 3302) in multiple languages, as appropriate, informing parents of Title III-served students about their child's identification for participation in a language instruction educational program, with list of parents notified. <ol style="list-style-type: none"> a. Documentation of LEA's policies and procedures regarding parental waiver of direct ESOL services. b. Documentation of LEA's policies and procedures regarding parental waiver of ESOL services. 	<ol style="list-style-type: none"> 13. The LEA provides documentation.

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	14. Notification of Failure to Meet Title III AMAOs <i>(Not applicable in 2016-2017).</i>	14. 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).	14. The Department provides documentation, if previously provided to the Department. (Submitted copy of LEA's AMAO letter.)
	15. Notification of Involvement Opportunities and Supporting Student Achievement.	15. 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.	15. The LEA provides documentation.
	16. EL Parent Meetings.	16. The LEA provides: a. Copies of communications in multiple languages, as appropriate, disseminated to parents of ELs regarding effective parental involvement practices and participation opportunities geared toward improving ELs' English proficiency and academic achievement. b. Record of dated meeting notices, agendas, meeting minutes, dated sign-in sheets, letters to parents, invoices, parental involvement surveys, etc. for the purpose of formulating and responding to recommendations from Title III-served EL parents regarding EL parent outreach services.	16. The LEA provides documentation.
SEC. 3115(e)	17. For LEAs receiving Immigrant funding: Evidence that the LEA expends immigrant funds in compliance with SEC. 3115(e)	17. The LEA provides: a. Narrative describing the LEA's specific plan to support the unique, non-linguistic needs of its immigrant students. b. Percent of Immigrant allocation carried over for each of the past two years (as applicable). c. Record of system detail expenditures using Immigrant funds for current fiscal year. d. List of activities performed/materials purchased with Immigrant funds.	17. The LEA provides documentation.
		Interviews:	

Cross-Functional Monitoring of LEA Programs

CITATION	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
		1. Principal, Title III Director, Regular Education Teacher, ESOL Teacher, Parents	
19. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES			
<u>Records Maintenance and Transfer</u>			
<p>For more detail about requirements, reference</p> <p>ESEA SEC. 1301(2) SEC. 1304 (b)(3) SEC. 1308 (b)(1) – (3)</p>	<ol style="list-style-type: none"> 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. Evidence that the LEA has sent and/or received education and health data involving children migrating either in or out of state, country. Evidence of use of the Migrant Student Information Exchange (MSIX), where appropriate. 	<ol style="list-style-type: none"> 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. [Consortium - Desktop only: SIS report to be emailed to Israel Cortez via the GaDOE portal on the scheduled monitoring date.] Local level communication (letters, memoranda, fax transmittals, telephone logs, transfer documents for students leaving the US for other countries, copies of email MSIX move notifications) between the LEA and receiving schools relating to the sharing of educational and student health data. [Desktop only: items listed here are to be emailed to Israel Cortez via the GaDOE portal on scheduled monitoring date.] 	<ol style="list-style-type: none"> Migrant Education Program district monthly reports, and/or Department data collection system reports. Report viewing history on the Department portal Migrant Data Transfer site. Migrant Student Information Exchange (MSIX) usage information.
<u>Identification and Recruitment</u>			
<p>ESEA SEC. 1301(2) SEC. 1304 (b)(3) SEC. 1308 (b)(1) – (3)</p>	<ol style="list-style-type: none"> Evidence that the LEA has ID & R certified staff or operational procedures in place to carry out identification and recruitment functions (including the use of the Occupational Survey) throughout the school year and summer months as required in the Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook. 	<ol style="list-style-type: none"> List of MEP funded staff (full or part time, or contracted), travel reimbursement, phone log, and weekly schedule showing recruitment; completed occupational surveys (10) from various schools selected by the Department showing completion by new students and returning students. [Desktop only: Occupational surveys to be emailed to Israel Cortez via the GaDOE portal on scheduled monitoring date.] 	<ol style="list-style-type: none"> LEA Identification and Recruitment plan.
<u>Priority for Services</u>			
	<ol style="list-style-type: none"> Evidence that the migrant students identified on the LEA Priority for Services (PFS) reports, supplied by the state or regional Migrant Education Program 	<ol style="list-style-type: none"> Current or updated documentation of instructional and/or support services being provided to PFS participants: Migrant staff schedules for the year with 	<ol style="list-style-type: none"> List of names of Priority for Services students.

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	<p>office, are being provided the opportunity for MEP funded services before other migrant students are served during regular and/or summer programs.</p> <p>Evidence that updated Priority for Services reports are verified and reviewed on a regular basis to ensure appropriate students are receiving service priority and that PFS reports are completed as required in the Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook.</p>	<p>PFS names highlighted and participant's first name and last name initial and Supplemental Services Tracking Form showing documentation addressing why or why not a PFS student is being served.</p> <p>Evidence of dissemination of reports, adjustments to services based on reports, and document to teachers and principals explaining PFS, PFS students, and migrant staff schedules.</p>	<p>Updated reports on Priority for Services students; Report of PFS documentation received from LEAs within timeframe.</p>
<u>Comprehensive Needs Assessment and Service Delivery Plan</u>			
<p>For more detail about requirements, reference ESEA SEC. 1306(a)(1)(A)-(G)</p>	<p>5. 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>5. Evidence the LEA is planning and organizing for the FY18 local comprehensive needs assessment, (names of needs assessment team members, agenda, meeting date).</p>	<p>5. The LEA Consolidated Application, LEA/school level Implementation Plan(s) identifying specific migrant participant needs and services. FY16 LEA Comprehensive Needs Assessment submission.</p>
<u>Migrant Services Coordination</u>			
<p>For more detail about requirements, reference ESEA SEC. 1112(b)(1)(E) SEC. 1304(b)(1) SEC. 1304 (c)(4)</p>	<p>6. Evidence that the LEA plans for and consistently monitors its migrant students (K-12, OSY, and DO) 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>Evidence that preschool migrant children (ages 3-5) are served in early childhood programs offered by the MEP, LEA or other community agency.</p>	<p>6. Supplemental Services Tracking Form [Email tracking form on portal or provide electronic file] and documentation explaining why preschool age, K-12, OSY, and DO participants are or are not being served through the Implementation Plans (IPs) and other program, community, social, health, and educational services; migrant staff and tutors current year schedules, OSY profile form, preschool assessments and screeners, home visit documentation, OSY EL screeners, evidence of coordination with other community, social, and educational services.</p>	<p>6. CLIP and Implementation Plans for K-12 and Out-of-School Youth and Drop Outs (OSY/DO), Preschool Age; LEA Current Enrollment Report</p>
<u>Parental Involvement/PAC</u>			
<p>For more detail about requirements, reference ESEA SEC. 1304(c)(3) SEC. 1306(a)(1)(B)(ii) SEC. 1118</p>	<p>7. 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>7. 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</p>	<p>7. The LEA provides documentation.</p>

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		showing migrant parents represent over 50% of the PAC membership.	
<u>Professional Development</u>			
For more detail about requirements, reference ESEA SEC. 1304(c)(6)(B)	8. 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.	8. 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.	8. Participation documentation for staff involved in/attending Department trainings and online modules. PDNow!/Course completion documentation.
<u>Program Evaluation</u>			
For more detail about requirements, reference ESEA SEC. 1304 (b)(1) SEC. 1304 (b)(2) SEC. 1304 (c)(5)	9. The LEA evaluates and improves the effectiveness of the migrant program (on-going and annually) 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.	9. As of the monitoring date, a summary and interpretation of participant progress within the implementations plans, classroom performance, benchmark scores (if any) and the most recent state assessment scores, disaggregated by Migrant compared to Non-Migrant; and Migrant PFS compared to Migrant Non-PFS.	9. 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.
20. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)			
The LEA is compliant in grant management procedures for use of IDEA CEIS funds. 34 CFR 300.208 34 CFR 300.226	1. Evidence that: a. The LEA completes CEIS tab if applicable, has CEIS plan, and reserves the required 15% for 611 and 619 CEIS funds within the grant period. b. CEIS funds are used for allowable activities and intervention services for K-12 regular education students. c. The LEA has timely and accurately reported to the State the number of students who received CEIS services and the number of students who were placed in special education.	1. Copies of: a. Expenditure reports for CEIS funds. b. CEIS logs or GTID numbers for students served.	1. Copies of: a. CEIS plan submitted by deadline. b. Student count information submitted by deadline.

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	<p>d. The LEA expended any and all unspent CEIS required funds during the fiscal year directly following the initial CEIS requirement year.</p>		
<p>The LEA provides equitable participation for private and home school students and expends the required proportionate share funds for eligible students with disabilities. 34 CFR 300.130 – 144 ESEA 612 (a) (10)(A)</p>	<p>2. Requirements:</p> <ul style="list-style-type: none"> a. The LEA substantiates the number of private and home school students with disabilities that do not have Individual Educational Plans (IEPs). b. The LEA enters its Child Find count into the Proportionate Share tab in the Consolidated Application. c. The LEA tracks proportionate share funds. d. The LEA spends required Proportionate Share amount within grant period. If the correct amount was not expended, the LEA carries over that portion to be spent during the subsequent fiscal year. e. The LEA maintains controls of control of any property, equipment and supplies from IDEA used for Proportionate Share. f. If the LEA provided services, it was beyond the existing level of instruction at the private schools. g. If private school personnel were contracted, services were outside the regular duty hours of the teacher unless explicit time was set aside and funded. h. The LEA used state and local funds to supplement, not supplant, the required federal funds to be expended. i. The LEA completes the consultation process to include advertising of process. j. The LEA provides Child Find activities for private schools similar to the LEA schools. k. The LEA states the amount of funds available and type of services to be provided prior to the start of the new school year. 	<p>2. Copies of:</p> <ul style="list-style-type: none"> a. Procedures that the LEA uses to determine that the required consultation occurred. b. Evidence that the LEA has met the requirement for consultation, written affirmation, and evaluation of the program. c. 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. d. The written affirmation from officials of private school or a representative. e. 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. f. Evidence that the LEA has documentation when serving private school children through contracts with a third party that ensures the third party is providing services to eligible private school children in accordance with all IDEA requirements. g. 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. h. Third party contract(s) and invoices from the third party contractor (If applicable). i. Evidence that the LEA has provided guidance/technical assistance to its staff regarding the provision of services to eligible children attending private schools. j. Evidence that the LEA regularly supervises the provision of IDEA services to private and home school children. 	<p>2. Copies of:</p> <ul style="list-style-type: none"> a. Calculated count including formula. b. Line item proportionate share amount in budget.

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		<ul style="list-style-type: none"> k. Evidence of service plans if applicable. l. Evidence of Child Find activities to private schools. 	
<p>The LEA is compliant in grant management procedures for use of IDEA for High Cost Fund.</p> <p>34 CFR 300.704</p>	<ul style="list-style-type: none"> 3. Evidence that: <ul style="list-style-type: none"> a. If the LEA applies for use of the High Cost Grant, it must be for students with disabilities with costs more than three times the average statewide regular education pupil expenses. b. The reported costs are allowable and due to excess costs of direct special education and related services identified in the student's IEP. c. LEA ensures that high cost funds will not be used to pay costs otherwise reimbursed by the Medicaid program. d. LEA ensures high cost funds are not used for administrative purposes. e. LEA ensures all costs are proportional to personnel working with the student and the class as a whole. 	<ul style="list-style-type: none"> 3. Copies of: <ul style="list-style-type: none"> a. Records of cost details and expenditure reports of costs for high cost b. Medicaid reimbursement account expenditures as applicable c. Student Eligibility Reports and Individualized Education Plans. d. Evidence of High Cost expenditures 	<ul style="list-style-type: none"> 3. Copies of: <ul style="list-style-type: none"> a. High Cost Grant Applications b. Student IEPs
<p>The LEA only uses IDEA for the excess costs of students with disabilities.</p> <p>34 CFR 300.16 34 CFR 300.202 Title I A 602.8</p>	<ul style="list-style-type: none"> 4. Evidence that: <ul style="list-style-type: none"> a. The LEA shall conduct annually the Excess Cost calculation for base and final calculations. b. The LEA monitors and maintains Excess Cost documentation. 	<ul style="list-style-type: none"> 4. Copies of: <ul style="list-style-type: none"> a. Expenditure reports that verify excess cost calculation totals in the Excess Cost spreadsheet or automated system. 	<ul style="list-style-type: none"> 4. Copies of: <ul style="list-style-type: none"> a. Excess Cost base and final calculation.
<p>The LEA receives prior written approval for equipment with a per unit cost of \$5,000 or more.</p> <p>2 CFR 200.13 2 CFR 200.439</p>	<ul style="list-style-type: none"> 5. Evidence that: <ul style="list-style-type: none"> a. The LEA received prior approval from the SEA for equipment purchases. 	<ul style="list-style-type: none"> 5. Copies of: <ul style="list-style-type: none"> a. Approval from SEA 	