



Strategic Improvement Bureaus

2023-2024

Subrecipient Monitoring Protocols

October 2023

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Overview

To carry out its legal obligations effectively as required by federal and state laws and regulations, the Florida Department of Education (FDOE) is committed to supporting local educational agencies (LEAs) to ensure they are in compliance with all grant requirements. Such support is intended to enhance each LEA's use of grant funds to increase student achievement.

The FDOE is required to monitor sub-grant activities to ensure compliance with applicable federal requirements and to verify that performance goals are being achieved. Sec. 1008.32, Florida Statutes, addresses the responsibility of the State Board of Education for oversight and enforcement relative to compliance.

Purpose

These monitoring protocols contain compliance requirements for the fiscal, administrative, and programmatic aspects of federal sub-grants to LEAs. These requirements have three components: a monitoring indicator describing the requirement, legal citations related to the indicator and examples of evidence that may be used to demonstrate compliance with the monitoring indicator. The FDOE monitoring team will use these components to inform requests for documentation, onsite monitoring activities and compliance determinations in the final monitoring report.

These protocols apply to the following federal programs under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015:

1. Title I, Sec. 1003: Unified School Improvement Grant
2. Title I, Part A: Improving the Academic Achievement of the Disadvantaged
3. Title I, Part C: Education of Migratory Children
4. Title I, Part D, Subpart 2: Local Programs for Neglected and Delinquent Children and Youth
5. Title II, Part A: Supporting Effective Instruction
6. Title III, Part A: English Learners and Immigrant Grants
7. Title IV, Part A: Student Support and Academic Enrichment Grants
8. Title V, Part B, Subpart 2: Rural and Low-Income Schools Program
9. Title IX, Part A: Education for Homeless Children and Youth

Acronyms

Acronym	Definition
CFR	Code of Federal Regulations
DFS	Florida Department of Financial Services
EL	English Learner
ESEA	The Elementary and Secondary Education Act of 1965, as amended
ESSA	The Every Student Succeeds Act of 2015
ESSER	Elementary and Secondary School Emergency Relief
F.A.C.	Florida Administrative Code
FDOE	Florida Department of Education
F.S.	Florida Statutes
LEA	Local Educational Agency
MEP	Migrant Education Program
MSIX	Migrant Student Information Exchange
PFS	Priority for Services
SSAE	Student Support and Academic Enrichment
UniSIG	Unified School Improvement Grant
USC	United States Code

Cross-Cutting Compliance Requirements

Cross-Cutting Compliance Requirements			
#	Monitoring Indicator	Citations	Examples of Evidence
1	<p>Stakeholder Consultation for Grant Application LEA develops its grant application for ESEA-funded programs with timely and meaningful consultation with appropriate stakeholders, as defined under each respective part.</p>	<p>Sections 1112(a)(1)(A); 2103(b)(3)(A); and 4106(c)(1)</p>	<ul style="list-style-type: none"> • Consultation meeting notifications sent to stakeholders, including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, and parents. • Sign-in sheets with the stakeholder groups identified. • Agendas or presentations with the programs listed. • Copies of email exchanges with stakeholders. • Documentation of any other feedback received from stakeholders.
2	<p>Property, Equipment, Inventory LEA ensures that inventory controls are in place and that property and equipment are inventoried and monitored.</p> <p>LEA uses federal funds to purchase materials and equipment, in whole or in part, to meet program objectives and must maintain appropriate controls over all property and equipment purchased in accordance with applicable federal and state statutes, rules and regulations.</p> <p>At a minimum, the inventory must include all equipment or property items over \$5,000 per unit; and small, attractive items as defined by the LEA.</p> <p>Disposition of property, supplies and equipment must be in accordance with applicable federal and state statutes, rules and regulations, and the LEA's own policies.</p>	<p>2 CFR Parts 200.313(d)(1); 200.312(a); and 200.313(2)(A)</p> <p>Chapter 274, Florida Statutes (F.S.)</p> <p>Rule 69I-73, Florida Administrative Code (F.A.C.)</p>	<ul style="list-style-type: none"> • Copy of updated inventory listing. • Complete tangible personal property records of all property and equipment purchased with federal funds. • LEA's policies and procedures related to the purchasing, use, management and disposition of property and equipment. • Records of dates that physical inventories were conducted with the date and signatures of the person conducting the inventory. • Documentation for selected fiscal transactions, such as purchase orders, invoices, travel reimbursement vouchers, purchasing requisitions, receiving reports, school board minutes, maintenance records, state approval letter. • Copies of records related to any instances of theft, loss, or damage to equipment.

Cross-Cutting Compliance Requirements			
#	Monitoring Indicator	Citations	Examples of Evidence
3	<p>Records Retention LEA maintains and retains all required records that fully show the amount of federal funds, how the LEA used the funds, the total costs of federally supported projects, the share of costs provided from other sources, records to show compliance with program requirements, and any other records needed to facilitate an effective audit. The LEA must also take reasonable measures to safeguard and protect Personally Identifiable Information.</p>	<p>2 CFR Parts 200.303(e); 200.334; 200.336(a); and 200.337</p> <p>34 CFR Part 76.730-31</p> <p>State of Florida General Records Schedule GS1-SL</p>	<ul style="list-style-type: none"> • Copy of district records retention policy, including descriptions for categories of required records, timelines for storage and maintenance, procedures for archiving and disposal, and designations of responsive individuals or offices. • Copy of district policies and procedures related to data protection and safeguarding Personally Identifiable Information (PII).
4	<p>Required Written Procedures LEA maintains written policies and procedures for the following in accordance with the Uniform Grant Guidance:</p> <ol style="list-style-type: none"> 1. Financial Management System [2 CFR 200.302(b)(1)-(4)] 2. Cash Management System [2 CFR 200.302(6)] 3. Allowability of Costs [2 CFR 200.302(6); 200.403-405] 4. Procurement [2 CFR 200.318(a)] 5. Conflict of Interest [2 CFR 200.318(c)(1)] 6. Method of Conducting Technical Evaluations of Proposal [2 CFR 200.320(d)(3)] 7. Travel [2 CFR 200.474(b)] 8. Property Records [2 CFR 200.313] 	<p>2 CFR Part 200.302(b)(7)</p>	<ul style="list-style-type: none"> • Copy of the written policies and procedures.

Cross-Cutting Compliance Requirements			
#	Monitoring Indicator	Citations	Examples of Evidence
5	<p>Compensation LEA appropriately documents employees’ time and effort whose salary and wages are supported, in whole or in part, with federal funds. Additionally, the LEA has appropriately allocated the salaries, fringe benefits and other charges associated with employees who have responsibilities related to more than one program and tracked their time using cost objectives. The LEA regularly reconciles the budget with time worked and makes budget adjustments as necessary. Compensation for personal services includes <u>all</u> remuneration, paid currently, or accrued, for services of employees rendered during the period of performance under the federal award, including but not necessarily limited to wages and salaries. The total compensation for individual employees:</p> <p>(1) Is reasonable for the services rendered and conforms to the established written policy of the non-federal entity consistently applied to both federal and non-federal activities;</p> <p>(2) Follows an appointment made in accordance with a non-federal entity’s laws and/or rules or written policies and meets the requirements of federal statute, where applicable; and</p> <p>(3) Is determined and supported as provided in paragraph (i) of this section, Standards for Documentation of Personnel Expenses, when applicable.</p>	2 CFR Part 200.430	<ul style="list-style-type: none"> List of employees paid from federal programs. Time sheets, semi-annual certifications, personnel activity reports. A sample of payroll records for selected employees who have responsibilities related to more than one program or cost objective during the project period. Time and effort documentation for all employees who have responsibilities related to more than one program or cost objective during the project period. Daily schedules of staff members. District policies and procedures related to documenting time and effort, including the process for reconciling the budget with time recorded.
6	<p>Allowability of Cost Personnel, equipment, supplies, materials, tangible personal property, utilities and other resources purchased with federal funds are utilized in accordance with the approved grant application and such funds are applicable to federal and state regulations and rules to achieve the objectives of the program.</p>	2 CFR Part 200.403	<ul style="list-style-type: none"> Detailed general ledger for each federal program. A select sample of written agreements for contract services acquired with federal funds. Documentation for selected fiscal transactions, such as purchase orders, invoices, travel reimbursement vouchers, purchasing requisitions, semi-annual certifications. LEA’s procedures for determining allowability of costs (or other documented descriptions of fiscal controls).

Cross-Cutting Compliance Requirements			
#	Monitoring Indicator	Citations	Examples of Evidence
7	<p>Financial Management The non-federal entity’s financial management systems, including records documenting compliance with federal statutes, regulations and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations and the terms and conditions of the federal award.</p>	2 CFR Part 200.302(a)	<ul style="list-style-type: none"> Detailed general ledger for each federal program. Written financial management policies and procedures, including description of district’s accounting systems and process for identifying and tracking federal funds.
8	<p>Procurement Each LEA must meet each of the following standards in procuring goods and services purchased using ESEA funds:</p> <ul style="list-style-type: none"> The LEA’s (or, as applicable, a charter school’s) own policies and procedures. State procurement requirements, in accordance with Rule 6A-1.012, F.A.C. This rule is applicable to school district LEAs, but not to other LEAs. Federal procurement methods and thresholds as established in the Uniform Grant Guidance. 	2 CFR Parts 200.318 and 200.327	<ul style="list-style-type: none"> Copy of LEA’s procurement procedures. Copies of documents maintained for a sample of full procurements, including bid solicitations, quotes, purchase orders, contracts, invoices, and other procurement documents. Where the LEA relied upon an exception to the requirements for competitive procurements under 2 CFR 200.320(c), documentation that the exemption applied.
9	<p>Contracts Contracts (including purchase orders) made by each LEA must contain required provisions in accordance with Appendix II to 2 CFR part 200 of the Uniform Grant Guidance (UGG), including, where applicable, the Davis-Bacon and Related Acts.</p>	Appendix II to the Uniform Grant Guidance (UGG)	<ul style="list-style-type: none"> List of contracts, including purchase orders, including total price and payments to-date. Copy of contracts and purchase orders for selected transactions.

Cross-Cutting Compliance Requirements			
#	Monitoring Indicator	Citations	Examples of Evidence
10	<p>Charter School Reimbursements An LEA that is a charter school sponsor must:</p> <ul style="list-style-type: none"> • Timely notify charter schools within the LEA of the opportunities for funding; • Timely include charter schools in the application and budget for each program; • Ensure that charter activities are compliant with the requirements of each program; and • Timely and accurately reimburse charter schools for allowable expenditures, or if advance payment is authorized, ensure that funds are expended in accordance with Cash Management Principles, as noted in the Green Book. 	Section 1002.33(17)(c), F.S.	<ul style="list-style-type: none"> • Email and other communication with charter schools. • Agendas for meetings with charter schools. • Samples of plans, forms or budgets submitted by charter schools. • General Ledger Transactions. • Tracker, Log or other documentation of correspondence between the LEA and the charter school relating to the plan, budget or payments/reimbursements. • Where payments were not timely made or were denied, correspondence with the charter school identifying with specificity the documentation that is lacking.
11	<p>Supplement, Not Supplant LEA, in accordance with ESSA requirements, uses funds received under ESSA to supplement, and not supplant, state, or local education funds and, where applicable, other federal funds.</p>	Sections 1118(b); 1304(c)(2); 1415(b); 2301; 3115(g); 4110; and 5232	<ul style="list-style-type: none"> • Supplement, not supplant methodology for all federal programs with supplement, not supplant provisions. • Detailed general ledger for each federal program. • Documentation for selected fiscal transactions, such as purchase orders, invoices, travel reimbursement vouchers, purchasing requisitions.
12	<p>Common Federal Program Guidance LEA complies with FDOE’s K12 ESEA Common Federal Program Guidance.</p>	General Assurance 3, 2023-24 FDOE consolidated grant application	<ul style="list-style-type: none"> • Documentation showing evidence of compliance with K12 ESEA Common Federal Program Guidance in the areas of Contracted Services, Field Trips, Teacher Incentives and Out-of-State Travel.
13	<p>Comprehensive Needs Assessment LEA conducts a comprehensive needs assessment that considers information on the academic achievement of children in relation to the challenging state academic standards.</p>	General Assurance 5, 2023-24 FDOE consolidated grant application	<ul style="list-style-type: none"> • Copy of the LEA’s current comprehensive needs assessment.
14	<p>Maintenance of Effort LEA demonstrates that either the combined fiscal effort per student or the aggregate expenditures of the LEA and the state with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.</p>	Section 8521	<ul style="list-style-type: none"> • Records indicating at least 90 percent or more state and local funds. • Records indicating at least 90 percent or more of state and local funds per pupil expenditure. • Policies and procedures related to methodology for meeting maintenance of effort requirements.

Equitable Services Compliance Requirements

Equitable Services Compliance Requirements			
#	Monitoring Indicator	Citations	Examples of Evidence
1	<p>Equitable Services – Consultation for Equitable Services is timely and Meaningful Equitable services consultation processes and meetings between the LEA and private school officials occur (excluding Title V, Part B):</p> <ol style="list-style-type: none"> a. prior to the LEA making any decisions regarding the involvement in participating Title programs of eligible private school students, teachers, and families. b. throughout the implementation and assessment of the participating Title programs and services for private school students. <p>If an LEA establishes a deadline for private school officials to indicate their intent to participate, the deadline must be reasonable and clear and sufficient notice of the deadline must be provided, and the consequence for not meeting the deadline must be communicated. The deadline must give adequate time for private school officials to respond.</p>	<p>Sections 1117(b)(1)(A-L) and 8501(b)</p>	<ul style="list-style-type: none"> • LEA’s equitable services plan. • Documents demonstrating consultation with private school officials, such as meeting notes, meeting sign-in sheets, correspondence between LEA and private school officials. <p><i>(Note: Title I, Part A; Title I, Part C; Title III; and ESSER I equitable services are provided to the participating non-public school that resident students attend. Title II, Part A; Title IV, Part A; and Title IV, Part B equitable services are provided to students enrolled in participating non-public schools within the district boundaries.)</i></p>
2	<p>Equitable Services – Consultation Topics The consultation must include all topics required under the ESEA.</p>	<p>Section 1117(b)(1) 34 CFR Part 200.63</p>	<ul style="list-style-type: none"> • Meeting agendas or contemporaneous notes.
3	<p>Equitable Services – Documentation of Consultation LEA must maintain documentation regarding the consultation process to include written affirmation from private school officials that the consultation has occurred, agreements resulting from consultation and reasons for disagreements.</p>	<p>Section 1117(b)</p>	<ul style="list-style-type: none"> • Written affirmation forms from private school officials. • Communication from the LEA to private school officials memorializing topics discussed, agreements and disagreements.

Equitable Services Compliance Requirements			
#	Monitoring Indicator	Citations	Examples of Evidence
4	<p>Equitable Services – Allocations The ESEA requires an LEA to:</p> <ul style="list-style-type: none"> • Ensure that its expenditures for equitable services for eligible private school children and educators under covered ESEA programs are equal on a per-pupil basis to the expenditures for participating public school children and educators, taking into account the number and educational needs of the eligible private school children and educators. • For TIPA: Ensure that its expenditures for equitable services are equal to the proportion of funds generated by children from low-income families who reside in participating Title I public school attendance areas and attend private schools; and • Determine the proportional share of funds available for equitable services prior to any allowable expenditures or transfers of funds. • Provide timely notice of the allocation. 	<p>Sections 8501(a)(4) and 1117(a)(4)</p> <p>34 CFR § 200.64(a)(1)-(2) 34 CFR § 299.7(a)</p>	<ul style="list-style-type: none"> • Spreadsheets with the calculation of proportional share.
5	<p>Equitable Services – Timely Obligations and Carry Over Funds allocated to an LEA for educational services and other benefits to eligible private school children, their teachers, and their families must be obligated in the fiscal year for which the funds are received by the LEA and carry over is appropriate.</p>	<p>Section 1117(a)(4)(B)</p>	<ul style="list-style-type: none"> • Communication with private school officials notifying them of the allocations.
6	<p>Equitable Services – Delivery to Eligible Children LEA must provide equitable services to eligible children. Eligibility for TIPA is based on where the student resides; eligibility for other programs is based on where the student is enrolled.</p>	<p>Sections 1117(a)(1)(A); 8501(a)(1) and (4)(A)</p>	<ul style="list-style-type: none"> • Enrollment records. • General ledger, invoices for services, and other evidence of provision of services, such as sign-in sheets or schedules.
7	<p>Equitable Services – Program Evaluation LEA must annually evaluate the equitable services it provides to determine the progress being made in meeting participating students’ academic needs. The evaluation must be conducted in consultation with applicable private school officials.</p>	<p>Section 1117(a)(1)(A)</p>	<ul style="list-style-type: none"> • Communication with private school officials. • Consultation agendas. • Evaluation reports.

Equitable Services Compliance Requirements			
#	Monitoring Indicator	Citations	Examples of Evidence
8	<p>Equitable Services – Public Control LEA must maintain control of program funds, as well as title to all materials, equipment and property purchased with federal funds.</p>	Section 8501(d)(1)	<ul style="list-style-type: none"> • Policies and Procedures. • Inventory records.
9	<p>Title I, Part C LEA, through timely and meaningful consultation with private school officials, must give students, teachers and other educational personnel of private schools the opportunity for equitable participation in activities or services provided by Title I, Part C funds.</p>	Section 8501	<ul style="list-style-type: none"> • Evidence of timely consultation with private schools (e.g., emails, phone call logs, meeting agendas, letters). • Service logs that reflect services provided to migrant children enrolled in private schools. • Documentation for equitable services provided to teachers and other educational personnel.
10	<p>Title II, Part A LEA consults with private schools within district boundaries to provide resources for professional learning to the private school teachers if the private school chooses to participate.</p>	Section 8501	<ul style="list-style-type: none"> • Proof of ongoing consultation, not just a single meeting: agendas, minutes, sign-in sheets, emails, video chat logs, etc.
11	<p>Title IV, Part A LEA provides students, teachers and staff of nonprofit, private schools within their boundaries with equitable opportunities to participate. This participation must comply with one or more required areas (access to a well-rounded education, improve school conditions for student learning, improve the effective use of technology) and target the needs of private school students and teachers as determined through consultation with representatives of nonprofit, private schools.</p>	Sections 4106(e)(2)(B) and 8501(a)(3)(A)	<ul style="list-style-type: none"> • A list of the private schools consulted, the dates they were consulted and the method of consultation. • Invitations to initial consultation meetings. • E-mails and letters to private schools. • Presentation and materials provided to private schools during consultation. • Private school denial of funds, if applicable. • Procedures for the provision of equitable services. • Documentation showing fulfillment of private school requests for equitable participation in activities or services.

Title I, Sec. 1003

#	Monitoring Indicator	Citations	Examples of Evidence
1	<p>Support and Improvement Plans LEA develops comprehensive support and improvement plans for Comprehensive Support and Improvement (CSI) schools receiving 1003 school improvement funds and supports schools developing or implementing targeted support and improvement plans for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools receiving 1003 school improvement funds.</p>	Section 1003(e)(1)(A-B)	<ul style="list-style-type: none"> • Evidence of implementation of procedures for developing comprehensive support and improvement plans, or school improvement plans, as described in the LEA UniSIG Application and Plan. • Evidence of implementation of procedures for supporting schools developing or implementing targeted support and improvement plans, or school improvement plans, as described in the LEA UniSIG Application and Plan, if applicable. • Evidence of technical assistance and support and professional learning provided by LEA. • Correspondence between LEA and schools related to CSI, TSI, and ATSI. • Training materials provided to schools related to school improvement.
2	<p>Rigorous Review Process for External Providers LEA uses a rigorous review process to recruit, screen, select and evaluate any external partners with whom the LEA will partner.</p>	Section 1003(e)(1)(D)	<ul style="list-style-type: none"> • Rubric for evaluating providers/proposals and contracts. • Request for Proposals. • Meeting notes or correspondence with providers/external partners. • Interview and documentation notes from screening process. • Documentation of LEA’s evaluation of external partners’ performance after selection.
3	<p>Alignment of Resources LEA aligns other federal, state and local resources to carry out the activities supported with 1003 school improvement funds</p>	Section 1003(e)(1)(E)	<ul style="list-style-type: none"> • Resource Allocation Review (i.e., rubric, notes, results). • Meeting agendas/notes, inventory of resources and descriptions of any problem-solving activities used to determine how to apply resources for the highest impact.

Title I, Sec. 1003 Unified School Improvement Grant (UniSIG)			
#	Monitoring Indicator	Citations	Examples of Evidence
4	<p>Operational Flexibility As appropriate, the LEA modifies practices and policies to provide operational flexibility that enables full and effective implementation of the comprehensive and targeted support and improvement plans.</p>	Section 1003(e)(1)(F)	<ul style="list-style-type: none"> • Evidence of local policies and practices modified to provide operational flexibility or to support its school improvement initiatives (i.e., extended day schedules). • In-district charter school contracts. • Contract with managing entities (i.e., charter operators).
5	<p>Evidence-Based Interventions LEA ensures the “evidence-based” intervention improvement activities or strategies paid for with section 1003 funds are based on strong, moderate or promising evidence of a statistically significant effect on improving student outcomes or other relevant outcomes.</p>	Section 8101(b)	<ul style="list-style-type: none"> • Written procedures to review and approve School Improvement Plans (SIPs) and verify tier of evidence-based intervention(s) as defined by ESSA. • Evidence LEA provided guidance to schools regarding the evidence-based intervention requirements for the SIP. • Source/citations to support selected evidence-based strategies. • Training materials regarding evidence-based interventions.
6	<p>Monitoring Process LEA monitors or reviews how schools are using Sec.1003(a) funds to ensure the on-going quality of school improvement activities.</p>	Section 1003(e)(1)(C)	<ul style="list-style-type: none"> • Evidence of implementation of procedures for monitoring as described in the UniSIG LEA application and plan. • Meeting agendas and notes to review implementation and impact of interventions (e.g., data reviews, student progress reviews).

Title I, Part A

#	Monitoring Indicator	Citations	Examples of Evidence
1	<p>School Eligibility Ranking LEA has annually ranked, in order from highest to lowest, all its eligible school attendance areas in which the population of children from low-income families exceeds 75 percent of the overall population.</p>	Section 1113(a)(3)	<ul style="list-style-type: none"> Public School Eligibility Survey. Written procedures for school allocations. Enrollment data.
2	<p>Comparability Each LEA must use state and local funds in schools served under this part to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part.</p>	Section 1118(c)(1)(A)	<ul style="list-style-type: none"> Documentation of comparable services provided in Title I schools and non-Title I schools.
3	<p>Plan and Consultation LEA developed its plan with timely and meaningful consultation with teachers, principals, other stakeholders and parents.</p>	Section 1112(a)(1)(A)	<ul style="list-style-type: none"> Copy of LEA plan. Consultation meeting notifications sent to stakeholders, including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, and parents. Agendas or presentations with the programs listed. Copies of email exchanges with stakeholders. Documentation of any other feedback received from stakeholders.
4	<p>Comprehensive Needs Assessment LEA completes an annual comprehensive needs assessment per 1114(b)(6).</p>	Section 1114 (b)	<ul style="list-style-type: none"> Copy of LEA's comprehensive needs assessment. Policies and procedures or description of LEA's process for completing a needs assessment and how it particularly assesses needs of children who are failing or at risk of failing to meet state academic standards or other factors determined by LEA.
5	<p>Schoolwide Plan LEA ensures that all its schools operating schoolwide programs developed and implemented a schoolwide program plan developed in compliance with all requirements provided in Sec. 1114(b).</p>	Section 1114(b)	<ul style="list-style-type: none"> Comprehensive schoolwide plan. Description or policy on how plan is made available and accessible to LEA, parents, and the public. Documentation or description of how schoolwide plan implements results of comprehensive needs assessment. Annual evaluation of plan.

Title I, Part A Improving the Academic Achievement of the Disadvantaged			
#	Monitoring Indicator	Citations	Examples of Evidence
6	<p>Schoolwide Program (SWP) Plan: Stakeholder Involvement Schoolwide Program was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, school staff if the plan relates to a secondary school, students and other individuals determined by the school.</p>	Section 1114(b)(2)	<ul style="list-style-type: none"> • SWP plans for schools that have a Title I Schoolwide Program developed with the involvement of the stakeholders listed in this indicator. • Meeting notifications sent to stakeholders. • Meeting minutes from meetings with stakeholders. • Agendas or presentations from meetings with stakeholders. • Sign-in sheets from meetings with stakeholders. • Email exchanges with stakeholders and any other record of feedback received by stakeholders.
7	<p>SWP Plan: Regular Review Schoolwide Program plans and their implementation are regularly monitored and revised as necessary based on student needs to ensure all students are provided with opportunities to meet challenging state academic standards.</p>	Section 1114(b)(3)	<ul style="list-style-type: none"> • Documentation of dated review of SWP plans such as meeting notifications, agendas, sign-in sheets, information materials, emails or drafts of plan revisions, minutes of meetings.
8	<p>Target Assistance Program (TAP): Student Eligibility and Service LEAs with schools implementing Targeted Assistance Programs provide evidence that schools are providing services to eligible participating students.</p>	Section 1115(b)(2)	<ul style="list-style-type: none"> • Description of methodology for identifying students at risk academically, including any relevant data.
9	<p>TAP: Student Progress Review LEA demonstrates that schools implementing Targeted Assistance Programs review the progress of eligible children on an ongoing basis and revise the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the challenging state academic standards.</p>	Section 1115(b)(2)(G)(iii)	<ul style="list-style-type: none"> • Documentation of data meetings reviewing individual student progress and/or the effectiveness of the program, such as meeting agendas or minutes. • Other evidence that shows individual student programs changed as a result of ongoing evaluation.

Title I, Part A Improving the Academic Achievement of the Disadvantaged			
#	Monitoring Indicator	Citations	Examples of Evidence
10	<p>TAP: Similarly Situated Personnel In a school operating a Title I targeted assistance program, the staff paid with Title I funds may assume limited duties beyond classroom instruction that do not benefit Title I students that are assigned to similar personnel who are not paid with Title I funds, provided the time Title I staff spend on such duties is the same proportion of total work time assigned to similar non-Title I funded staff.</p>	Section 1115(d)(2)	<ul style="list-style-type: none"> School staff schedule. School staff assignments. Listing of Title I funded and non-Title I funded staff assigned additional duties.
11	<p>Addressing Disparities in Educator Access LEA must identify and address disparities resulting in low-income and minority students in Title I schools being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.</p>	Section 1112(b)(2)	<ul style="list-style-type: none"> School-level reports of ineffective, inexperienced or out-of-field teachers. Copy of LEA plan to address disparities in educator access. Documentation showing steps the LEA took to carry out its plan to address disparities in educator access.
12	<p>Teachers and Paraprofessionals: Certification All teachers and paraprofessionals working in a Title I program meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.</p>	Section 1112(c)(6)	<ul style="list-style-type: none"> List of names, job titles, and copies of required certifications and licenses.
13	<p>Paraprofessionals: LEA ensures that each paraprofessional who is hired by the LEA and who works in a program supported with Title I, Part A funds has either: (1) Completed at least two years of study at an institution of higher education; (2) Obtained an associate's or higher degree; or (i) Met a rigorous standard of quality and can demonstrate - through a formal state or local academic assessment - knowledge of and the ability to assist in instructing, as appropriate.</p>	34 CFR Part 200.58(c)	<ul style="list-style-type: none"> Listing of paraprofessionals working in programs supported by Title I, Part A. Copy of paraprofessionals' credentials.
14	<p>Professional Learning LEA provides professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments.</p>	Section 1114(b)(7)(iii)(IV)	<ul style="list-style-type: none"> Professional learning plan. Training sign-in sheets. Training agendas.

Title I, Part A			
Improving the Academic Achievement of the Disadvantaged			
#	Monitoring Indicator	Citations	Examples of Evidence
15	Private School Consultation LEA provides timely and meaningful consultation with private school officials.	Section 1117(c)(1)	<ul style="list-style-type: none"> • Documentation of consultation with private school officials. • Description of services provided to private schools.
16	Parent and Family Engagement: LEA Policy LEA has a written district-level Parent and Family Engagement Policy (PFEP) that is developed jointly, mutually agreed upon and distributed to parents and family members of participating children.	Section 1116(a)(2)	<ul style="list-style-type: none"> • District level Title I Parent & Family Engagement Policy (PFEP). • Dated evidence of joint development: meeting minutes, meeting notifications or agendas and/or sign in sheets. Evidence of distribution, such as: web link, newsletter, email blast, parent handbook.
17	Parent and Family Engagement: Language Parent Family Engagement Policy is provided to parents in a language the parents can understand.	Section 1116(b)(1)	<ul style="list-style-type: none"> • Copy of correspondence showing communication with parents in understandable language. • Copy of translated documents.
18	Parent and Family Engagement: School-Parent Compact LEA's Title I School-Parent Compact was developed jointly with parents and outlined how parents, school staff and students will share the responsibility for improved student academic achievement.	Section 1116(d)(1)	<ul style="list-style-type: none"> • Copy of a School-Parent Compact. • Records of parent involvement in the development of the compact.
19	Parent and Family Engagement: Building Staff Capacity LEA ensures its Title I school Parent and Family Engagement Plan has been implemented and that each Title I school has carried out requirements to build staff capacity.	Section 1116(e)(3)	<ul style="list-style-type: none"> • Evidence that each Title I school educates all staff in the value of parent/family engagement and how to communicate and work with parents as equal partners, including meeting agendas and minutes, trainings, tools or guidance provided to staff, or other documentation.
20	Parent and Family Engagement: Building Parent Capacity LEA ensures its Title I school Parent and Family Engagement Plan has been implemented and that each Title I school has carried out requirements to build parent capacity.	Section 1116(e)(1-5,14)	<ul style="list-style-type: none"> • Evidence that each Title I school helps parents understand challenging state academic standards, assessments and how to monitor students' progress. • Copies of materials and trainings provided by Title I schools to help parents work with their children to improve student achievement.

Title I, Part A Improving the Academic Achievement of the Disadvantaged			
#	Monitoring Indicator	Citations	Examples of Evidence
21	<p>Parent and Family Engagement: Annual School Meetings Each Title I School conducts an annual Title I parent meeting which informs parents of their school's participation in Title I, the requirements of the Title I program and the rights of the parents to be involved in their child's education.</p>	Section 1116(c)(1)	<ul style="list-style-type: none"> Evidence that the annual Title I meetings have occurred at Title I schools, including informational materials from the meetings such as agendas, presentations or minutes that show that the requirements of the Title I program and parents' rights to be involved were discussed.
22	<p>Parents' Right-to-Know At the beginning of each school year, LEA notifies the parents of each student attending any school receiving Title I, Part A funds about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals.</p>	Section 1112(E)(1)(A)	<ul style="list-style-type: none"> Copy of parental notification.
23	<p>Parent and Family Engagement: Coordination of Effort LEA must coordinate and integrate with other federal, state and local programs that encourage and support parents to more fully participate in the education of their children.</p>	Section 1116(e)(4)	<ul style="list-style-type: none"> Documentation of coordination efforts with other federal, state, and local programs. Documentation or description of any joint efforts or programs conducted as a result of this coordination.
24	<p>Parent and Family Engagement: Feedback Parents and family members of children receiving services under Title I must be involved in the decisions regarding how funds reserved are allotted for parental involvement activities.</p>	Section 1116(a)(3)(B)	<ul style="list-style-type: none"> Record of parent and family members' involvement and feedback, including meeting agendas and minutes, letters and email correspondence, or other documentation.

Title I, Part A			
Improving the Academic Achievement of the Disadvantaged			
#	Monitoring Indicator	Citations	Examples of Evidence
25	<p>Parent and Family Engagement: Annual Evaluation LEA ensures that an annual evaluation of the effectiveness of the parent and family engagement policy/plan and activities has been completed for participating schools.</p>	Section 1116(a)(2)(D)(i-iii)	<ul style="list-style-type: none"> • Documentation of annual evaluation. • Evidence of the annual evaluation of the district-level PFEP, such as dated meeting notifications, minutes or emails. • Evidence that parents and family members were involved in the annual evaluation of the district-level PFEP, including meeting agendas and minutes, letters and email correspondence, or other documentation. • Evidence to show which barriers were identified by parents, what needs were identified and how the LEA responded to those barriers and needs (such as dated emails, minutes from administrators' meetings, examples of outreach to address problems, etc.).
26	<p>Parent and Family Engagement: Improving Efforts LEA must use the annual evaluation findings to help improve the parent and family engagement efforts.</p>	Section 1116(a)(2)(E)	<ul style="list-style-type: none"> • Documentation showing how the LEA has used the evaluation findings to improve parent and family engagement activities.
27	<p>Parent and Family Engagement: Private School Inclusion LEA's Engagement Plan includes strategies for the inclusion of parents of private school children.</p>	Sections 1116 and 1117(a)(1)(B)	<ul style="list-style-type: none"> • Copy of the LEA's Affirmation of Consultation with Private Schools form. • Copy of LEA's Engagement Plan.
28	<p>Parent and Family Engagement: Informed Participation LEAs and schools are required to provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Sec. 1111 in a format and language such parents understand.</p>	Section 1116(f)	<ul style="list-style-type: none"> • Documentation of parental notification. • Copies of flyers, letters, emails, or other correspondence distributed to families. • Schoolwide program plans.

Title I, Part A			
Improving the Academic Achievement of the Disadvantaged			
#	Monitoring Indicator	Citations	Examples of Evidence
29	<p>Removing Student from Graduation Cohort LEAs must maintain appropriate written documentation to support the removal of a student from the adjusted graduation rate cohort.</p>	<p>34 CFR Part 200.19(b)(1)(i)(iv)</p>	<ul style="list-style-type: none"> • Written documentation (for example, copy of request for transfer from receiving schools that the student enrolled in another school or in an educational program that culminates in the award of a regular high school diploma, obituaries, notes from families) which confirms that a removed student transferred out, migrated to another country or is deceased.
30	<p>Child Welfare Agency Procedures LEA assures it will collaborate with the state or local child welfare agency to develop and implement 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 in foster care.</p>	<p>Section 1112(c)(5)(B)</p>	<ul style="list-style-type: none"> • Written foster care procedures. • Records of transportation services provided to foster care children. • Copy of communications with state or local child welfare agency. • Copy of DCF form CF-FSP 5462, Educational Transition Plan.
31	<p>Early Childhood Services If the LEA chooses to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, such services comply with the performance standards established under Sec. 641A(a) of the Head Start Act.</p>	<p>Section 1112(c)(7) Section 641A(a) of the Head Start Act</p>	<ul style="list-style-type: none"> • Evidence of communication between school staff and early childhood development programs. • Evidence of meetings conducted involving parents, kindergarten or elementary teachers, teachers from Early Childhood Development Programs to discuss the needs of individual children. • Eligibility criteria.
32	<p>Supplement, Not Supplant - TIPA The LEA has developed a methodology for allocating state and local funds to its schools in a "Title I-neutral" manner.</p>	<p>Section 1118(b)(3)(A)</p>	<ul style="list-style-type: none"> • Copy of LEA's supplement, not supplant methodology. • Copy of LEA's calculation of the allocations in accordance with the methodology for the reporting period.

Title I, Part C

Title I, Part C Education of Migratory Children			
#	Monitoring Indicator	Citations	Examples of Evidence
1	<p>Student Assessment LEA must ensure that migrant students are assessed with the same challenging state academic standards that all children are expected to meet.</p>	<p>Sections 1111(c)(4)(E)(iii) and 1304(b)(2)</p>	<ul style="list-style-type: none"> Documentation of the participation rate of migrant students in required state assessments during the current school year.
2	<p>Comprehensive Needs Assessment LEA must conduct a comprehensive needs assessment to identify and address the needs of migratory children aligned with the state Comprehensive Needs Assessment (CNA).</p>	<p>Section 1306(a)(1) 34 CFR Part 200.83</p>	<ul style="list-style-type: none"> Academic and support services data used in the most recently completed needs assessment (e.g., K-12 educational data, parent and family survey data, school readiness assessment data, Out-of-School Youth data, Priority for Services student data). Written summary of needs assessment results from the previous program year. List of instructional and support services provided to address student needs.

Title I, Part C Education of Migratory Children			
#	Monitoring Indicator	Citations	Examples of Evidence
3	<p>Identification of Migratory Children LEA must assist the state in determining the number of eligible migrant children aged 3 through 21, who reside in the state full-time and part-time, through procedures the state may require.</p>	<p>Section 1304(c)(8) 34 CFR Part 200.89 2023-24 Consolidated Application, Title I, Part C, Assurance 9</p>	<ul style="list-style-type: none"> • School enrollment survey for parents (e.g., Student Residency Information Form, Occupational Survey, etc.) that includes questions on recent family moves/changes in residency and job-related questions associated with agriculture or fishing. • Spreadsheet or log that indicates the number of migrant families re-interviewed during the current program year. • At least two completed re-interview forms along with copy of the Certificate of Eligibility (COEs) that correspond with the families re-interviewed. • List of migrant recruiters that includes the recruiters' name and credentials used to verify their qualifications to identify and recruit migratory children. • Documentation demonstrating implementation of quality control procedures. • Documentation indicating COEs were submitted according to state procedures. • Evidence of communication with the LEA's Management Information Services or Information Technology department regarding Survey 5 data (e.g., meeting notes, e-mail correspondences, phone logs, etc.).
4	<p>Coordination of Services and Data Reporting LEA must promote interstate and intrastate coordination of services and ensure educational continuity by reporting comprehensive and accurate academic and health information for migratory children in a timely manner via the local and state student databases when children move from one school district to another, including when such move occurs during the regular school year. The LEA must also make student records available at no cost to the requesting agency to another State Educational Agency (SEA) or LEA, within or outside of the state if the request is made to meet the needs of a migratory child.</p>	<p>Section 1304(b)(3)</p>	<ul style="list-style-type: none"> • Documentation of interstate and intrastate communication with other MEPs (e.g., e-mails, forms, communication logs, etc.) regarding the exchange of student records. • Written LEA processes/procedures for processing migrant student educational and health data via the local student database.

Title I, Part C Education of Migratory Children			
#	Monitoring Indicator	Citations	Examples of Evidence
5	<p>Migrant Student Records Transfer LEA conducts the transfer of migrant student records according to state required policies and procedures, including actively participating with and meeting all Migrant Student Information Exchange (MSIX) System requirements.</p>	<p>Section 1308(b)(2) 34 CFR Part 200.85(d)</p>	<ul style="list-style-type: none"> • Written LEA MSIX processes and procedures. • Evidence of LEA transmitting migrant student records to MSIX and responding to MSIX worklist items according to MSIX timeframes (i.e., Management Information System (MIS) generated MSIX transmission report).
6	<p>Priority for Services (PFS) LEA must give priority to migrant students who have dropped out of school or have made a qualifying move within the previous 1-year period and met at least one of the following criteria: (1) scored at Level 1 or Level 2 on the Florida ELA and Math state assessment; (2) are English Language Learners; (3) have age or grade discrepancies; (4) were retained; or (5) are at risk of failing to meet the state graduation requirements in at least one of the following areas: (1) having an unweighted grade point average of 2.0 or below or (2) having insufficient credits for promotion or graduation.</p>	<p>Section 1304(d)(1)(2) FDOE PFS (Priority for Services) Technical Assistance Paper 2019-39</p>	<ul style="list-style-type: none"> • PFS Log that 1) lists all migratory children identified as PFS in the current project year; 2) indicates which FDOE-prescribed PFS criteria each child meets; and 3) includes the types of instructional and support services provided to them. • LEA's Management Information System/Information Technology (MIS/IT) report indicating PFS students identified in the local database.
7	<p>Continuation of Services LEA must continue to provide services until the end of the school term to a child who ceases to be a migrant child during such term or for one additional year in the absence of comparable services through other programs or through credit accrual programs for high school students until graduation.</p>	<p>Section 1304(e)</p>	<ul style="list-style-type: none"> • Evidence of a needs assessment completed on a child who was determined to meet Continuation of Services (COS) criteria (e.g., academic and/or support service needs data). • List of all migrant students eligible for COS, including the services they received. • Evidence that no other comparable services were available or accessible (e.g., email communication, letter, etc.).
8	<p>Coordination and Collaboration LEA uses Migrant Education Program (MEP) funds only for programs and projects, including the acquisition of equipment in accordance with ESEA, Sec. 1306; and to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other federal programs that can benefit migratory children and their families.</p>	<p>Section 1304(c)(1)</p>	<ul style="list-style-type: none"> • Documentation (e.g., meeting agendas, minutes, or e-mails) verifying the LEA's collaboration with local, state, and federal educational programs serving migratory children.

Title I, Part C Education of Migratory Children			
#	Monitoring Indicator	Citations	Examples of Evidence
9	<p>Parent and Family Consultation LEA must consult with parents of migratory children, including Migrant Parent Advisory Councils (MPACs) about program development, implementation and evaluation in a language and format that parents can understand.</p>	Section 1304(c)(3)	<ul style="list-style-type: none"> • MPAC meeting agendas, minutes and sign-in sheets. • Evidence of the dissemination of LEA’s MEP information in the parents’ language(s) and written at an appropriate level of comprehension (e.g., parent letters, brochures, etc.).
10	<p>Parent and Family Outreach LEA must conduct outreach activities for migratory children and their families to help connect them to support services related to education, health, nutrition and social services, and provide family literacy activities.</p>	Sections 1304(c)(6) and 1304(7)(A)(C)	<ul style="list-style-type: none"> • Needs assessment data for family outreach activities and family literacy activities. • Copy of agendas, flyers and/or brochures for family literacy and/or family outreach activities. • Evidence of an established Migrant Parent Resource Center, if applicable (e.g., flyers, etc.). • Evidence of other resources available to parents (e.g., list of service providers, library passes, a resource guide, etc.).
11	<p>Professional Learning To the extent feasible, the LEA must provide professional learning programs, including mentoring, for teachers and other program personnel.</p>	Section 1304(c)(7)(B)	<ul style="list-style-type: none"> • Needs assessment data to confirm needs addressed by professional learning activities. • Evidence of in-service training or professional learning programs being provided to the LEA’s MEP staff and/or selected school-based staff (At minimum: meeting agendas and sign-in sheets. Additional documents may include minutes, flyers, meeting materials, etc.). • Sample of materials presented or used during professional learning. • Copy of the written agreement between the LEA and the contract service provider conducting professional learning along with any procurement documentation (e.g., cost/price analysis, etc.) and related documentation of expenditures, if applicable.

Title I, Part C Education of Migratory Children			
#	Monitoring Indicator	Citations	Examples of Evidence
12	<p>Information Technology To the extent feasible, LEA integrates information technology into educational and related programs for migrant children.</p>	Section 1304(c)(7)(D)	<ul style="list-style-type: none"> List of all computers, software and other technology items purchased fully or in part with Title I, Part C funds. Documentation demonstrating the need to use the LEA's MEP funds to purchase technology, if applicable. Evidence of staff training on use of software and/or technology if new software or technology was purchased. Check-in/check-out logs for home usage, if applicable.
13	<p>Transition to Postsecondary To the extent feasible, LEA provides programs to facilitate the transition of secondary students to postsecondary education or employment.</p>	Section 1304(c)(7)(E)	<ul style="list-style-type: none"> Copy of agendas, sign-in sheets, communications, or other evidence of such programs.
14	<p>Use of MEP Funds to Meet Unaddressed Needs LEA uses MEP funds to address the needs of migratory children that are not addressed by services available from other federal or non-federal programs, except that migratory children who are eligible to receive services under Title I, Part A may receive those services through funds provided under that part, or through MEP funds that remain available after the agency addresses the identified needs of migratory children that result from their migratory lifestyle.</p>	Section 1306(b)(2)	<ul style="list-style-type: none"> Description of the MEP-funded services specifically provided to address needs of migratory children that were not addressed through other federal or non-federal programs. Description of how such unaddressed needs were identified and prioritized. A select sample of fiscal records (such as purchase orders, invoices, and receipts) related to services specifically provided to meet migratory children's unaddressed needs. A select sample of compensation records (such as time and effort documentation, payroll records, and personnel assignments) related to services specifically provided to meet migratory children's unaddressed needs.

Title I, Part D, Subpart 2

#	Monitoring Indicator	Citations	Examples of Evidence
1	<p>Transition Protocols LEA has protocol for transitioning students from residential facilities back to their school.</p>	Section 1423(4)	<ul style="list-style-type: none"> • Current written transition protocols that describe the process of the LEA transitioning youth back into school from residential placement. • The written transition protocols should include a description of the roles and responsibilities identified to facilitate the prompt and appropriate enrollment of students returning to the district from a residential placement.
2	<p>Transition Procedures and Services LEA provides transition services for all students upon placement in correctional facilities within the LEA and returning from correctional facilities throughout the state.</p>	<p>Section 1425(12) Rule 6A-6.05281(5)(a), F.A.C.</p>	<ul style="list-style-type: none"> • Transition procedures. • Exit packet (e.g., cumulative transcript and grades in process). • Education Transition Plan.
3	<p>Qualified Staff and Access to Technology LEA must ensure correctional facilities funded with Title I, Part D, Subpart 2 are staffed with certified teachers in each subject area. LEA must have access to technology to support high quality education.</p>	<p>Sections 1425(5) and 1425(7)</p>	<ul style="list-style-type: none"> • Staff Qualifications: List of teachers and staff of correctional facilities who are qualified to work with students with disabilities (copy of ESE (Exceptional Student Education) certification for staff members that serve each facility). • Professional Learning: List of staff who participated in training as it relates to working with students with disabilities (login sheets showing Title I, Part D staff attendance at LEA-sponsored ESE training, certificates of training completion, etc.). • List of students that have access to technology.

Title I, Part D, Subpart 2			
Local Programs for Neglected and Delinquent Children and Youth			
#	Monitoring Indicator	Citations	Examples of Evidence
4	<p>Agreements with Facilities LEA must provide documentation from each correctional facility entering into an agreement with an LEA to provide services to children and youth under this subpart and carry out the 13 elements under Sec. 1425.</p>	Sections 1423(2) and 1425	<ul style="list-style-type: none"> • DJJ Educational Program Oversight: Copy of the monitoring report of the educational program provided at DJJ facilities (e.g., schedules of site visitations, completed site visitation reports or checklists). • Copy of formal agreements with correctional facilities that comply with all 13 elements in Sec. 1425 of the ESEA law, including at least one of the following: <ul style="list-style-type: none"> ○ actual formal agreements with all 13 elements highlighted; and/or ○ addendums to all formal agreements ensuring compliance with the 13 elements. • Program Monitoring: Evidence that the LEA has monitored the correctional facility's compliance with the 13 elements in Sec. 1425 of the ESEA law outlined in the formal agreement (e.g., LEA reports or checklist identifying any deficiencies that need to be addressed as they relate to the 13 elements, a summary of the elements that need to be improved).
5	<p>Parental Involvement LEA must provide documentation demonstrating that parents are involved in the efforts to improve the educational achievement of their children and prevent further involvement in delinquent activities.</p>	Section 1425(8)	<ul style="list-style-type: none"> • Documentation that parents have been involved in efforts to improve their child's education. • Documentation that resources have been provided to parents on strategies to prevent their child's further delinquent activities.

Title I, Part D, Subpart 2			
Local Programs for Neglected and Delinquent Children and Youth			
#	Monitoring Indicator	Citations	Examples of Evidence
6	<p>Coordination of Services LEA must provide, as appropriate, a description of how schools will coordinate with existing social, health and other services to meet the needs of students returning from correctional facilities, at-risk children or youth and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources and scheduling flexibility.</p>	Section 1423(6)	<ul style="list-style-type: none"> Evidence of coordination with existing services (e.g., referrals or LEA agreements with local counseling/mental health, medical/dental or nutrition services). Structure of the programs in place to meet the needs of students returning from neglected, delinquent and at-risk programs.
7	<p>Partnerships LEA must provide, as appropriate, a description of any partnership with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.</p>	Section 1423(7)	<ul style="list-style-type: none"> Description and documentation (e.g., emails, meeting agenda/minutes) of any partnership with institutions of higher education or local businesses.
8	<p>High Quality Education Programs LEA must demonstrate how it supports the operation of local education agency programs that involve collaboration with locally operated correctional facilities to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment or further education.</p>	Section 1421(1)	<ul style="list-style-type: none"> Evidence of meeting academic achievement standards with performance data for math and reading being collected at facilities/programs receiving Title I, Part D funds (e.g., performance data in reading and math for the most recent school year reporting in the LEA's student information system).

Title II, Part A

#	Monitoring Indicator	Citations	Examples of Evidence
1	<p>Improving Student Achievement: Hiring Effective Teachers to Reduce Class Size If the LEA uses Title II, Part A funds to recruit and hire additional teachers to reduce class size to improve student achievement, the LEA ensures 1) these teachers are effective; and 2) the class size reduction is to a level that is evidence-based.</p>	Section 2103(b)(3)(D)	<ul style="list-style-type: none"> • Copy of written methodology used to determine class size reduction. • Documentation of evidence-based factors used, level of evidence. • LEA’s plan/template for hiring effective class-size reduction teachers. • LEA’s evaluation methods for determining teacher effectiveness in grades utilizing class-size reduction. • LEA’s written methodology for evaluating the effect of the class size reduction on student achievement at the LEA level. • Evidence that data and analyses were used to evaluate the effectiveness of class size reduction efforts.
2	<p>Professional Learning Activities The LEA provides professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments. Professional learning activities provided by the LEA meet the purpose of Title II, Part A by meeting the following criteria:</p> <p>a. increases student achievement consistent with the challenging state academic standards; b. improves the quality and effectiveness of teachers, principals and other school leaders; c. increases the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and/or d. provides low-income and minority students greater access to effective teachers, principals and other school leaders.</p>	Sections 2103(b)(3)(E); 2103(b)(3)(B); and 1114(b)(7)(iii)(IV)	<ul style="list-style-type: none"> • List of professional learning activities that meet the definition of Sec. 8101(42) on which Title II, Part A funds were expended. • Detailed list of all professional learning activities provided utilizing Title II funds and the supporting evidence for each activity. • Copy of evidence reviewed for each professional learning activity and a description of the level of evidence. • Sign-in sheets including names and positions of attendees. • Travel/lodging receipts. • Records of materials and supplies related to training paid for with Title II funds. • Local data used to analyze the effectiveness of funded professional learning activities. • Evaluation: evidence of evaluation of the effectiveness of the professional learning activities, and the impact on student achievement (with a focus on low-income and minority students).

Title II, Part A			
Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders			
#	Monitoring Indicator	Citations	Examples of Evidence
3	<p>Use of Data LEA uses data and ongoing consultation to continually update and improve activities funded with Title II, Part A funds.</p>	Section 2102(b)(2)(D)	<ul style="list-style-type: none"> • Copy of LEA plan/template for evaluating the effectiveness of the activities outlined in the Title II, Part A application. • Samples of data collected and evidence of evaluation and consultation.
4	<p>Meaningful Stakeholder Consultation LEA provides meaningful consultation with teachers, principals, other school leaders, paraprofessionals, support personnel, parents, family, community partners and stakeholders in the development of the application, and to continually update and improve activities.</p>	Section 2102(b)(3)	<ul style="list-style-type: none"> • Meeting minutes showing dates and times. • Meeting agendas showing required points of discussion. • Sign-in sheets with names and roles of attendees should include all minimum stakeholders mentioned in Sec. 2102(b)(3). • Evidence of coordination with other activities or programs.
5	<p>Teacher Recruitment and Retention LEA targets funds used for teacher recruitment and retention on activities that are reasonable and necessary and that focus on recruiting, training and retaining highly effective teachers and school leaders.</p>	Section 2103(b)(3)(C)	<ul style="list-style-type: none"> • LEA recruitment and retention plan. • Mentorship and on-boarding plans. • Data used to determine teacher effectiveness. • If bonuses are utilized, document how the bonuses are linked to teacher and/or school leader effectiveness. • List of reasonable and necessary materials and supplies purchased to aid in recruitment/retention activities. • Data analysis to determine the effectiveness of recruitment and retention activities (e.g., if attending the same career fair three years in a row, how many quality hires were made?).
6	<p>Prioritization of Funds When making decisions about Title II, Part A funds, the LEA receiving Title II, Part A funds prioritizes schools that are implementing (1) comprehensive support and improvement activities, (2) targeted support and improvement activities, (3) prioritizes children in poverty and children who are neglected or delinquent.</p>	Section 2102(b)(2)(C)	<ul style="list-style-type: none"> • LEA plan/template for evaluating/prioritizing Title II, Part A funds. • Any other evidence that the LEA is prioritizing Title II, Part A funds accordingly.

Title III, Part A

#	Monitoring Indicator	Citations	Examples of Evidence
1	Supplement, not Supplant Title III funds supplement programs for English Learners and immigrant children and youth, and in no case are used to supplant.	Section 3115(g)	<ul style="list-style-type: none"> Fiscal records. Personnel assignments. Description of services and how allocations of services is determined.
2	English Learner Identification LEA has established and implemented entry and exit criteria for identifying English Learners for participation as required by Sec. 3113(b)(2).	Section 3113(b)(2)	<ul style="list-style-type: none"> Provide entry and exit criteria or link to same. For a randomly selected sample of students, provide the following: <ol style="list-style-type: none"> Completed Home Language Usage Survey; Initial Placement form; Initial Parent Notification form; Extension of Service ELL Committee notes; and Annual Parent Notification form.
3	English Learner Assessment LEA annually assesses the English proficiency of all ELs in grades K-12.	Section 1111(b)(2)(G)(i)	<ul style="list-style-type: none"> List of EL students who were not assessed and the reason for not testing.
4	Language Instruction Programs LEA must use funds to ensure that the required language instruction educational program (LIEP) and the supplemental language instruction educational programs focus on the development of English language proficiency and student academic attainment of the state content standards.	Section 3115(c)(1)(A)-(B)	<ul style="list-style-type: none"> LEA’s plan for implementation of state academic standards including the ELD standards (individual pieces might be a curriculum map, lesson plans referenced to ELP standards, pacing guides, etc.). Information showing how programs demonstrate success in increasing English language proficiency and student academic achievement.

Title III, Part A			
Language Instruction for English Learners and Immigrant Students			
#	Monitoring Indicator	Citations	Examples of Evidence
5	<p>Professional Learning LEA provides effective professional learning to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators and other school or community-based organizational personnel, that is:</p> <ol style="list-style-type: none"> a. designed to improve instruction and assessment of ELs; b. designed to enhance instructional strategies; c. effective in increasing children’s English language proficiency or teachers’ subject matter knowledge; and d. of sufficient intensity and duration to have a positive and lasting effect. 	Section 3115(c)(2)(A)-(D)	<ul style="list-style-type: none"> • Description of course and copy of professional learning presentation. • Copy of sign-in sheets. • Copy of agendas, including course meeting days to demonstrate length of the program. • List of training courses or documentation related to face-to-face meetings.
6	<p>State Content Assessment LEA ensures that assessments of EL proficiency shall be aligned with State’s English language proficiency standards.</p>	Section 1111(b)(2)(I)(II)(ii)	<ul style="list-style-type: none"> • Overview of assessments and description or crosswalk showing alignment with State standards
7	<p>EL Exit Criteria LEAs monitor students that meet the exit criteria.</p>	Section 3121(a)(4)	<ul style="list-style-type: none"> • Documentation showing how the LEA is monitoring former ELs that met the exit criteria. • Copy of Exit/Monitoring form for students being monitored.
8	<p>Parental Involvement LEA has an effective means of parent outreach to EL parents (programs, activities, training and family literacy). LEA has evidence that EL parents are involved stakeholders.</p>	Sections 3115(c)(3)(A) and 3116(b)(3)	<ul style="list-style-type: none"> • Calendar of events, topics, promotional materials, and sign-in sheets for parent, family and community engagement activities. • Examples of written communications in languages the parents can understand.

Title III, Part A			
Language Instruction for English Learners and Immigrant Students			
#	Monitoring Indicator	Citations	Examples of Evidence
9	<p>Immigrant Student Instruction LEA must use funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth.</p>	Section 3115(e)(1)(A)-(G)	<ul style="list-style-type: none"> • Documentation of chosen activities such as schedules, sign-in sheets and purchase orders (when applicable) from the list below: <ol style="list-style-type: none"> 1. Family literacy, parent and family outreach and training activities designed to assist parents and families to become active participants in the education of their children; 2. Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth; 3. Provision of tutorials, mentoring and academic or career counseling for immigrant children and youth; 4. Identification, development and acquisition of curricular materials, educational software and technologies to be used in the program carried out with awarded funds; 5. Basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA involved, including the payment of costs of providing additional classroom supplies, costs of transportation or such other costs as are directly attributable to such additional basic instructional services; 6. Other instructional services that are designed to assist children and youth in U.S. elementary and secondary schools in achieving in programs of introduction to the educational system and civics education; 7. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

Title IV, Part A

#	Monitoring Indicator	Citations	Examples of Evidence
1	<p>Stakeholder Consultation LEA must develop its application through consultation with parents, teachers and other stakeholders outlined in statute, including those with demonstrated expertise in programs and activities designed to meet the purpose of this subpart. LEA must consult with stakeholders to meet the purposes of this subpart.</p>	Section 4106(c)	<ul style="list-style-type: none"> • Meeting minutes. • Meeting agendas. • Meeting recordings or transcripts. • List of invited attendees • Sign-in sheets with names and roles of the attendees. • Communication to and from stakeholders. • Stakeholder survey results.
2	<p>Comprehensive Needs Assessment LEA must conduct a comprehensive needs assessment to examine needs for improving access to, and opportunities for, a well-rounded education for all students; school conditions for student learning to create a healthy and safe school environment; and access to personalized learning experiences supported by technology and professional learning for the effective use of technology.</p> <p><i>As outlined in Sec. 4106(d)(2), LEAs receiving an amount that is less than \$30,000 are not required to conduct a comprehensive needs assessment.</i></p>	Section 4106(d)	<ul style="list-style-type: none"> • Process for conducting the needs assessment. • Meeting minutes, recordings and transcripts conducted to determine need. • Copy of the results of the needs assessment, including evaluation of educational access, school conditions, and access to personalized learning experiences. • Results from program and activity evaluations. • A strategic plan composed no more than three years prior to the project period.
3	<p>Prioritization of Funds LEA prioritizes the distribution of funds to schools served by the LEA that are among the schools with the greatest needs as determined by such local educational agency; have the highest percentage or number of children counted under Sec. 1124(c); are identified for comprehensive support and improvement under Sec. 1111(c)(4)(D)(I); are implementing targeted support and improvement plans as described in Sec. 1111(d)(2); or are identified as a persistently dangerous public elementary school or secondary school under Sec. 8532.)</p>	Section 4106(e)(2)(A)	<ul style="list-style-type: none"> • Planning document regarding funding priorities. • Copy of comprehensive needs assessment. • Data showing poverty levels. • List of schools identified for targeted or comprehensive support or identified as persistently dangerous. • List of schools with SSAE programs and activities and rationale for how they were chosen.

Title IV, Part A Student Support and Academic Enrichment			
#	Monitoring Indicator	Citations	Examples of Evidence
4	<p>Well-rounded Educational Opportunities LEA uses Title IV, Part A funds to provide students with access to a well-rounded education.</p> <p>In addition, an LEA that receives an allocation greater than \$30,000 must use at least 20 percent of the funds for activities to support well-rounded educational opportunities.</p>	<p>Sections 4101(1); 4106(e)(2)(C); and 4107</p>	<ul style="list-style-type: none"> • Documents showing program and activity planning, development and implementation. • Classroom data and information such as lesson plans, summary of initial assessments, usage reports, photographs, recordings and work samples, redacted as needed. • Receipts, purchase orders, invoices for activities in this area of focus showing a link to one of the allocable activities under Sec. 4107(a)(3)) or other justification. • General ledger with expenditures for activities in the area of focus indicated, amounting to at least 20 percent where applicable.
5	<p>Safe and Healthy Learning Conditions LEA uses Title IV, Part A funds to improve school conditions for student learning and promote the involvement of parents.</p> <p>In addition, an LEA that receives an allocation greater than \$30,000 must use at least 20 percent of funds for activities to support safe and healthy school conditions for student learning.</p>	<p>Sections 4101(2); 4106(e)(2)(D); and 4108</p>	<ul style="list-style-type: none"> • Documents showing program and activity planning, development and implementation. • Classroom data and information such as lesson plans, summary of initial assessments, usage reports, photographs, recordings and work samples, redacted as needed. • Receipts, purchase orders, invoices for activities in this area of focus showing a link to an allocable activity under Sec. 4108(5) or other justification. • General ledger with expenditures for activities in the area of focus indicated, amounting to at least 20 percent where applicable.

Title IV, Part A Student Support and Academic Enrichment			
#	Monitoring Indicator	Citations	Examples of Evidence
6	<p>Effective Use of Technology LEA uses Title IV, Part A funds to improve the use of technology to support the academic achievement and digital literacy of all students.</p> <p>An LEA does not use more than 15 percent of funds for purchasing technology infrastructure.</p>	<p>Sections 4101(3); 4106(e)(2)(E); and 4109</p>	<ul style="list-style-type: none"> • Documents showing program and activity planning, development and implementation. • Classroom data and information such as lesson plans, summary of initial assessments, usage reports, photographs, recordings and work samples, redacted as needed. • Educator and staff data and information such as professional learning materials, assessments, usage reports, photographs, recordings and work samples. • Receipts, purchase orders and invoices for activities in this area of focus showing a link to an allocable activity listed under Sec. 4109(a)(1) or other justification. General ledger with expenditures for activities in the area of focus indicated, with technology infrastructure amounting to no more than 15 percent of the total amount used for activities under this category.
7	<p>Evaluation LEA must evaluate the effectiveness of its SSAE program activities in each area of focus based on the objectives and outcomes outlined in the application.</p>	<p>Section 4106(e)(1)(E)</p>	<ul style="list-style-type: none"> • Copy of formal evaluation report. • Data showing the effectiveness of SSAE programs and activities. • Results of the evaluation matched with the objectives for the program or activity. • Samples of data collected and evidence of evaluation.
8	<p>Annual Report LEA annually reports to the state for inclusion in the report described in Sec. 4104(a)(2) of how funds are being used to meet the requirements of section 4106(e)(2) subparagraphs (C) through (E).</p>	<p>Section 4106(e)(2)(F)</p>	<ul style="list-style-type: none"> • General ledger with expenditures for activities in each area of focus indicated. • Copy of formal evaluation report. • Receipts, purchase orders, invoices for activities in each area of focus. • Documents showing program and activity planning, development, and implementation.

Title V, Part B

#	Monitoring Indicator	Citations	Examples of Evidence
1	<p>Use of Funds LEA must use grant funds for any of the activities authorized under the following programs:</p> <ul style="list-style-type: none"> • Title I, Part A • Title II, Part A • Title III • Title IV, Part A • Parental Involvement 	Section 5222(a)(1)-(5)	<ul style="list-style-type: none"> • Documents showing program and activity planning, development and implementation for the specific areas of focus included in the application. • Classroom data and information such as lesson plans, summary of initial assessments, usage reports, photographs, recordings and work samples, redacted as needed, for the specific areas of focus included in the application. • Receipts, purchase orders, invoices for activities with the specific areas of focus included in the application. General ledger with expenditures for activities with specific areas of focus indicated.
2	<p>Progress Report LEA annually reports to the state for inclusion in the report described in Sec. 5224 the degree to which progress has been made toward meeting objectives and outcomes.</p>	Section 5224(3)	<ul style="list-style-type: none"> • Data showing the effect of programs included in the application on any of the following state program objectives and outcomes: <ul style="list-style-type: none"> ○ Student achievement in reading, mathematics, science, social studies; ○ Graduation rate; ○ Industry certifications. • Copy of formal evaluation report. • Data showing the effectiveness of programs and activities for the specific areas of focus included in the application. • Results of an evaluation matched with the objectives for the program or activity. • Samples of data collected and evidence of evaluation. • State assessment and LEA progress monitoring results.

Title IX, Part A

#	Monitoring Indicator	Citations	Examples of Evidence
1	Policy and Requirements LEA develops, reviews and revises policies to address the requirements of the McKinney-Vento Homeless Assistance Act, including the removal of barriers to the identification of, or the enrollment, attendance or success in school of, homeless children and youths in the LEA's schools.	McKinney-Vento Homeless Assistance Act, Section 42 United States Code (USC) 11432(g)(6)(A)(i); (E)(iii)	<ul style="list-style-type: none"> Board-approved Homeless Students Policy.
2	Identification Procedures LEA implements procedures to address the identification of homeless children and youth according to statutory definitions.	McKinney-Vento Homeless Assistance Act, Section 42 USC 11432(g)(6)(A)(i)	<ul style="list-style-type: none"> Enrollment, intake and tracking forms for all identified homeless students.
3	Immediate Enrollment LEA implements procedures to address the immediate enrollment of homeless children and youth according to statutory requirements.	McKinney-Vento Homeless Assistance Act, 42 USC 11432(g)(6)(A)(ii)	<ul style="list-style-type: none"> Copies of written procedures for enrolling homeless children.
4	Retention in School of Origin LEA implements procedures to address the retention of homeless students in the school of origin.	McKinney-Vento Homeless Assistance Act, Section 42 USC 11432(g)(3)(B)(iii)	<ul style="list-style-type: none"> Select samples of the following documents: <ol style="list-style-type: none"> Memoranda and other information explaining the rights of parents for their children to attend the school of origin and the availability of transportation; Needs or intake assessment documents; District policies; District tracking of transportation to and from the school of origin; and Extracurricular participation logs.
5	Academic Needs LEA implements procedures to address the academic needs of homeless students.	McKinney-Vento Homeless Assistance Act, Section 42 USC 11432(g)(1)(A)	<ul style="list-style-type: none"> Evidence that services provided address the academic needs of homeless students.
6	Dispute Resolution Process LEA has a process for ensuring prompt resolution of disputes over eligibility, school selection or enrollment in a school.	McKinney-Vento Homeless Assistance Act, Section 42 USC 11432(g)(1)(C), (g)(2)(E)	<ul style="list-style-type: none"> Copy of LEA's dispute resolution process including relevant forms and templates and evidence of a dispute, if applicable.

Title IX, Part A			
McKinney-Vento Education for Homeless Children and Youths			
#	Monitoring Indicator	Citations	Examples of Evidence
7	<p>Public Notice of Educational Rights LEA disseminates the public notice of the educational rights of homeless children and youths in locations frequented by parents, guardians or unaccompanied youth both internally and externally.</p>	McKinney-Vento Homeless Assistance Act, Section 42 USC 11432(g)(6)(a)(vi)	<ul style="list-style-type: none"> Evidence (e.g., emails, location photographs) of disseminated McKinney-Vento posters, brochures or communication tools for internal and external stakeholders.
8	<p>District Liaison District appoints a liaison. Liaison participates in annual professional learning, coordinates with State</p>	McKinney-Vento Homeless Assistance Act, Section 42 USC 11432(g)(1)(J), (f)(5)	<ul style="list-style-type: none"> Contact information and/or director information for liaison Documentation of attendance (e.g., certificates) for the district liaison at in-person and/or virtual conferences, trainings and meetings.
9	<p>Professional Development LEA ensures the provision of professional learning and other support to school personnel providing McKinney-Vento services.</p>	McKinney-Vento Homeless Assistance Act, Section 42 USC 11432(f)(5),(g)(6)(A)(ix)	<ul style="list-style-type: none"> Training materials, including presentation slides, handouts, sign-in sheets and attendance rosters.
10	<p>Assistance from Counselors LEA ensures homeless youths receive assistance from counselors to advise such youths and prepare and improve the readiness of such youths for college.</p>	McKinney-Vento Homeless Assistance Act, Section 42 USC 11432(g)(1)(K)	<ul style="list-style-type: none"> Evidence of counselors’ participating in McKinney-Vento (MV) professional learning, emails to counselors regarding MV requirements to this section, counselors’ logs of sessions with homeless youths, redacted Free Application for Federal Student Aid Verification forms, and redacted Florida Tuition and Fee Verification forms.
11	<p>Enrollment Policy LEA has an enrollment policy and practice that ensures:</p> <ul style="list-style-type: none"> the immediate enrollment and full participation of children and youth experiencing homelessness in the LEA even though they may not have the documents normally needed for enrollment (e.g. proof of immunizations, proof of residency, birth certificate, school records, etc.), including students with IEPs; and continued enrollment for students enrolled in the LEA who become homeless, including those students who are temporarily residing outside of the LEA's boundaries. 	McKinney-Vento Homeless Assistance Act, Section 42 USC 11432(g)(3)(A) and 11432(g)(3)(C)(i)	<ul style="list-style-type: none"> LEA enrollment policy for youth experiencing homelessness.

Title IX, Part A McKinney-Vento Education for Homeless Children and Youths			
#	Monitoring Indicator	Citations	Examples of Evidence
12	<p>Coordination of Services LEA ensures that there is coordination of programs and services to homeless students and families within the LEA (e.g., food and nutrition, transportation, ESE, ELL, Title I) and outside the LEA (e.g., other LEAs, external partners/agencies).</p>	McKinney-Vento Homeless Assistance Act, 42 USC 11432 (g)(5)(A)-(D)	<ul style="list-style-type: none"> Completed collaboration referrals, forms (e.g., Department of Children and Families' Certified Unaccompanied Homeless Youth (UHY) form, copy of school district's Certified UHY card, Department of Health Certified Homeless Youth form, Keys to Independence Verification form), agreements, Memoranda of Understanding, etc., for community and district coordination.
13	<p>Unaccompanied Homeless Youth Forms and Cards LEA provides the Florida Department of Children and Families Certified Unaccompanied Homeless Youth (UHY) form and district-developed Certified UHY cards to eligible UHY.</p>	Sections 743.067 and 1001.42(28), F.S.	<ul style="list-style-type: none"> Copy of disseminated forms and the number of certified unaccompanied homeless youth who received forms and cards.