



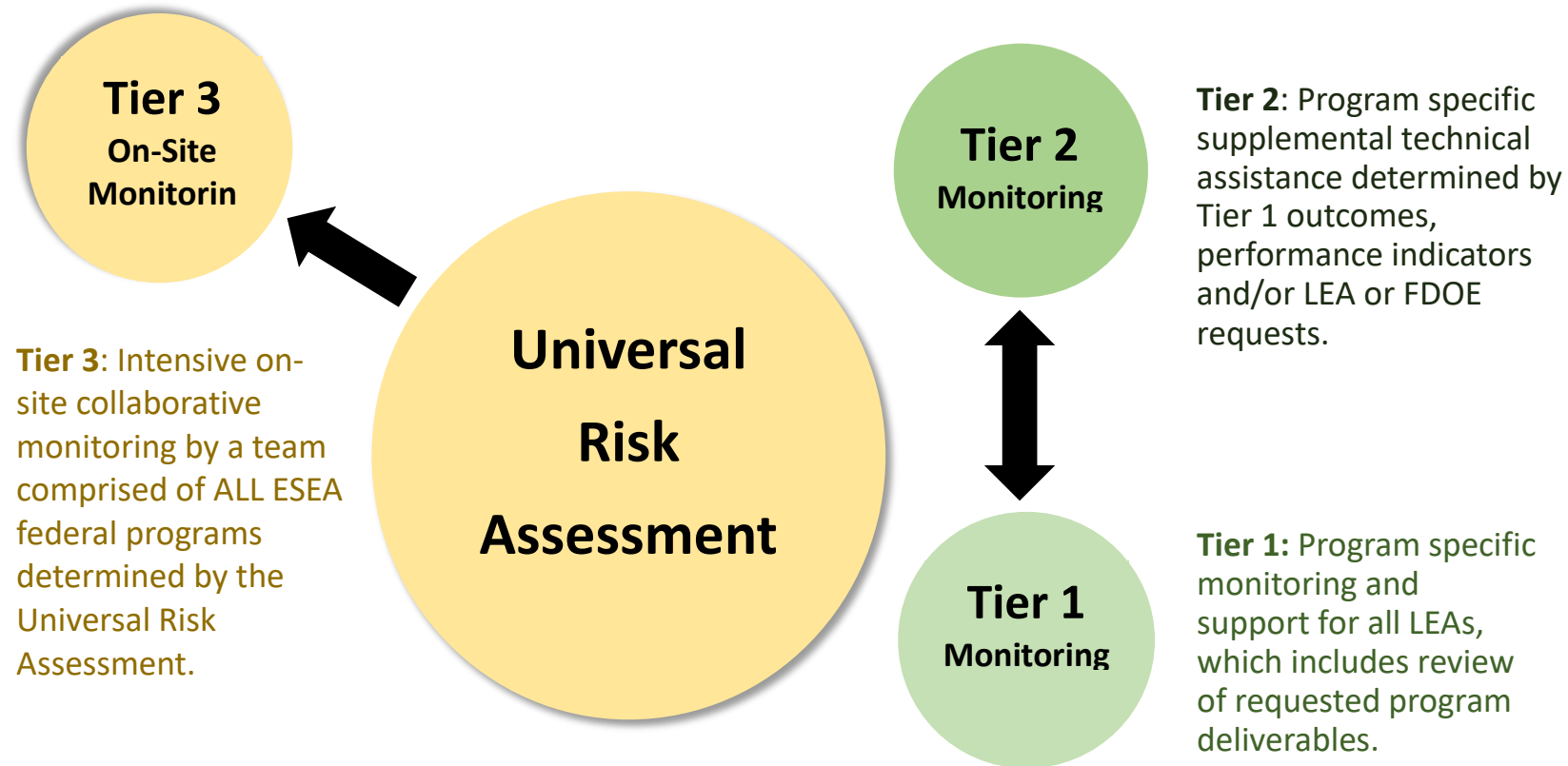
Florida's 2022-23 K12 ESEA Federal Programs Monitoring Tool

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Universal Monitoring System

The Florida Department of Education's 2022-23 Universal Monitoring System is designed to define a tiered support system to be used by all K12 ESEA Federal Programs. This system identifies the levels of monitoring and tiered support provided to Local Educational Agencies (LEAs).



Tier 1 Monitoring

Tier 1 monitoring and support is defined as program specific monitoring that will be provided to all LEAs including review of program deliverables outlined by the program office. The program office will evaluate the information provided by LEAs to ensure program requirements are documented.

Purpose of the Monitoring Tool

The 2022-23 Monitoring Tool identifies the detailed components of each Tier 1 topic and provides samples of required documentation that the LEA shall upload to ShareFile. Please note that the sample documents listed within this tool are not an exhaustive list of the allowable evidence that may be accepted by program

offices. For further guidance on additional acceptable documentation please contact individual program offices. LEAs are required to submit Tier 1 documentation for all programs that receive funding for the 2022-23 grant cycle. The following programs are included in the tool:

- Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C – Education of Migratory Children
- Title I, Part D – Neglected & Delinquent Youth
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement
- Title IV, Part A – Student Support and Academic Enrichment
- Title V, Part B – Rural and Low-Income Schools
- Title IX, Part A – McKinney-Vento Program

Florida's 2022-23 K12 ESEA Federal Programs Tier 1 Monitoring One-Pager

Topical Support – September 1	Topical Support – October 1	Topical Support – January 1	Topical Support- February 1
October Uploads	November Uploads	February Uploads	March Uploads
Title I, Part A	Title I, Part A	Title I, Part A	Title I, Part A
Schoolwide Program Plan	Annual Title I Meeting	Equitable Services	Foster Care
Title I, Part C	Title I, Part C	Title I, Part C	Title I, Part C
Residency Verification	Priority for Services	Migrant Parent Advisory Council	No Upload Required
Title I, Part D	Title I, Part D	Title I, Part D	Title I, Part D
Educational Services	Professional Development	Transition Supports	Evaluation
Title II, Part A	Title II, Part A	Title II, Part A	Title II, Part A
Cross Coordination and Collaboration	Equitable Services	Project Outcomes	No Upload Required
Title III, Part A	Title III, Part A	Title III, Part A	Title III, Part A
Language Instruction Notice (A)	Program Implementation	Language Instruction Notice (B)	No Upload Required
Title IV, Part A	Title IV, Part A	Title IV, Part A	Title IV, Part A
Stakeholder Consultation	Equitable Services	Program Activity and Implementation	Evaluation
Title V, Part B	Title V, Part B	Title V, Part B	Title V, Part B
Attendance	No Upload Required	Program Implementation	No Upload Required
Title IX, Part A	Title IX, Part A	Title IX, Part A	Title IX, Part A
Attendance (Transportation)	Collaboration	Postsecondary Transition	No Upload Required

Florida's 2022-23 K12 ESEA Federal Programs Tier 1 Monitoring Tool

October Uploads: Due October 31, 2022

Title I, Part A

Topic: Schoolwide Program Plan

1. An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) ...

ESEA Section 1114(b)

School-level Sample of Required Documentation

1. The LEA should provide the Schoolwide Program Plan for each identified sample school.

Title I, Part C

Topic: Residency Verification

1. The LEA shall assist the state in determining the number of eligible migratory children aged 3 through 21, who reside in the state full-time and part-time, through such procedures as the state may require. As part of determining the number of eligible migratory children, the LEA must verify that each eligible migratory child in its district resided in its district at least one day or more between the calendar dates of September 1 and August 31.

ESEA Section 1304

LEA-level Sample of Required Documentation

- 1(a). Provide a description of how the LEA verifies the residency of migratory children. Include what methods are used to verify residency, what dates are recorded for residency verification dates,
- 1(b). Provide a list of those migratory children who will turn 3 years old during the school year.

Title I, Part D

Topic: Educational Services

1. LEA ensures formal agreements with participating correctional facilities and alternative programs.

ESEA Section 1423(2)

LEA-level Sample of Required Documentation

1. For each LEA serving students with Title I, Part D funds in correctional facilities with formal agreements, the LEA should provide a current cooperative agreement between LEA and DJJ, LEA and county jail, and contract for educational services between LEA and contracted provider, if applicable.

Title II, Part A

Topic: Cross Coordination and Collaboration

1. The LEA ensures the implementation of a system of professional development to increase the quality and effectiveness of teachers, principals and other school leaders.

ESEA Sections 2101(c)(4)(B)(i)(I) and 2102(b)(F)

LEA-level Sample of Required Documentation

1. The LEA will provide documentation that shows how multiple federal supplemental programs are being used to provide professional development.

Title III, Part A

Topic: Language Instruction: Notice A

1. Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, **not later than 30 days** after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of — ...

ESEA Section 1112(e)(3)(A)

School-level Sample of Required Documentation

1. The LEA will provide a letter dated not later than 30 days after the beginning of the school year that informs parents that their student has been placed or is still in an English language instruction educational program.

Title IV, Part A

Topic: Stakeholder Consultation

1. ESEA Section 4106(c) requires LEAs to develop its application in consultation with entities outlined in Section 4106(c)(1) and engage in continued consultation with those entities for the purposes outlined in Section 4106(c)(2).

ESEA Section 4106(c)

LEA-level Sample of Required Documentation

1. The LEA documentation to show continued consultation occurred or will occur may include:
 - an agenda with meeting notes from a stakeholder meeting occurring after the start of the grant period;
 - a calendar invite showing a scheduled meeting with meeting details;
 - a recording of a virtual stakeholder meeting occurring after the start of the grant period; and
 - e-mail correspondence occurring after the start of the grant period with multiple stakeholders discussing the implementation of activities and programs.

Title V, Part B

Topic: Attendance

1. Florida allocates using the average daily attendance method outlined in Section 5221(b)(3)(B). LEAs are required under Section 5231 to provide this information to the USDOE and the state educational agency.

ESEA Section 5231

LEA-level Sample of Required Documentation

1. The LEA should provide documentation to demonstrate measures are in place to prevent attendance errors and address truancy. Documentation must include:
 - Procedures for identifying and correcting attendance errors,
 - Truancy policy and procedures.

Title IX, Part A

Topic: Attendance (Transportation)

1. The local educational agency (LEA) shall ensure the parent or guardian of a homeless child or youth, and any unaccompanied youth, are fully informed of all transportation services, including transportation to school of origin, even if such transportation is across LEA lines, and are assisted in accessing transportation to the school that was selected.

McKinney-Vento Act Sections 722(g)(1)(J), 722(g)(5)(A)(ii)

LEA-level Sample of Required Documentation

- 1(a). Documents provided to parent or guardian of homeless children or youths or unaccompanied youths fully informing them of school of origin and/or comparable services transportation including copies of trainings and/or meetings with parents/guardians, unaccompanied youths.
- 1(b). Collaborative planning and MVA training meeting agendas, sign-in sheets with the LEA transportation department personnel, to inform and facilitate coordinate, include schedules, agendas, training materials, sign-sheets, emails, and request forms.
- 1(c). Communication and coordination records/logs with the LEA's Transportation Department regarding requests for school of origin transportation, the start of that transportation.
- 1(d). Communication Student Transportation Referral or Request Form or emails.
- 1(e). Inter-LEA agreement, communication, and coordination records inter-district arrangement of homeless students' transportation to and from their school of origin.

November Uploads: Due November 30, 2022

Title I, Part A

Topic: Annual Title I Meeting

- Each school served under this part shall convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and explain the requirements of this part, and the right of the parents to be involved...

ESEA Section 1116(c)(1)

School-level Sample of Required Documentation

- For each sample school, the LEA should provide evidence of inviting parents to attend an Annual Title I meeting held at a convenient time, the actual convening of the meeting which included content on parental rights to be informed and involved.

Documentation may include meeting flyers or advertisements, agendas, minutes, sign-in sheets, and presentation materials.

Title I, Part C

Topic: Priority for Services

- The LEA shall give priority to serving migrant students who have made a qualifying move within the previous 1-year period and who have either a) dropped out of school or b) met at least one of the following criteria: (1) scored at Level 1 or Level 2 on the Florida Standards 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.

ESEA Section 1304(d)(1) & (2) P.L. 114-95

LEA-level Sample of Required Documentation

- Provide the LEA's list of migratory children identified as Priority for Services (PFS). The list should include PFS eligibility criteria prescribed by FDOE and ESSA.

Title I, Part D

Topic: Professional Development

- LEA ensures correctional facilities are staffed with teachers and other qualified staff trained to work at-risk children and youth, including students with disabilities.

ESEA Section 1425(5)

LEA-level Sample of Required Documentation

- For each LEA serving students in correctional facilities with Title I, Part D funds, the LEA should provide documentation of completed professional development and agendas for upcoming professional development. Indicate professional development activities funded by Title I, Part D, if applicable.

Title II, Part A

Topic: Equitable Services

1. The LEA consulted with appropriate private school officials through timely and meaningful consultation occurred to discuss opportunities for eligible private schools to participate in Title II, Part A activities and services.

ESEA Section 8501(c)(3)

LEA-level Sample of Required Documentation

1. The LEA should provide documentation that appropriate private school consultations were both timely and meaningful, include dates and attendees, and that Title II, Part A activities and services were discussed.

Title III, Part A

Topic: Program Implementation: Resources and Materials

1. The LEA shall use the funds for developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.

ESEA Section 3115(a)(1)

LEA-level Sample of Required Documentation

- 1(a). The LEA should provide a list of supplemental resources and materials, such as resource personnel, technology, e-books, printed books and materials.
- 1(b). The LEA should provide a statement for how these resources and materials supplement implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.

Title IV, Part A

Topic: Equitable Services

1. The Local Educational Agency (LEA), through timely and meaningful consultation with private school officials, shall give students, teachers, and other educational personnel of private schools the opportunity for equitable participation in activities or services provided by Title IV, Part A funds.

ESEA Section 8501

LEA-level Sample of Required Documentation

- 1(a). The LEA should submit evidence that the LEA has procedures in place to provide private schools with equitable participation in activities or services provided by Title IV, Part A.

Documentation must include procedures for the following provision of equitable services:
 - Collecting private school requests,
 - Ordering items and securing services requested by private schools,
 - Delivery of items and/or confirmation of services.

	<p>1(b). The LEA should provide documentation showing fulfillment of at least one private school request for equitable participation in activities or services provided by Title IV, Part A.</p> <p>LEAs with no participating private schools must upload documentation showing there are no participating private schools and/or documentation showing private schools within the LEA declined to participate.</p> <p>LEAs without an equitable services requirement are not required to upload documents. This includes charters, university lab schools, FLVS, and FSDB.</p>
Title V, Part B	
No Upload Required	
Title IX, Part A	
<p>Topic: Collaboration</p> <ol style="list-style-type: none"> 1. The LEA liaison shall coordinate and collaborate with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths. 2. The LEA shall ensure homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies. 3. The LEA shall coordinate the provision of services with local social services agencies and other entities and entities providing services to homeless children and youths and their families. <p><i>ESEA Sections 722(g)(5)(A)(i), 722(g)(6)(A)(i), 722(g)(6)(C)</i></p>	<p>LEA-level Sample of Required Documentation</p> <ol style="list-style-type: none"> 1(a). The LEA should provide communication and/or e-mails of homeless liaisons coordinating with other LEAs to serve the needs of homeless students. 1(b). The LEA should provide communication and/or e-mails of homeless liaisons coordinating with school and LEA programs within the LEA to serve the needs of homeless students. 1(c). The LEA should provide communication and meeting records showing homeless education-specific coordination or collaboration with community partners relevant to the identification of homeless children and youths and provision of other related services. 2(a). The LEA should provide communication and meeting records showing homeless education-specific coordination or collaboration with community partners relevant to the identification of homeless children and youths and provision of other related services. 3(a). The LEA should provide a list of coordinating agencies and services provided to homeless children and youths. 3(b). The LEA should provide copies of memoranda of agreements, contracts, etc. with coordinating agencies, if applicable.

February Uploads: February 28, 2023

Title I, Part A

Topic: Equitable Services

1. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part...

ESEA Section 1116(a)(1)(D)

LEA-level and School-level Sample of Required Documentation

- 1(a). Using the Title I, Part A coversheet, the LEA should provide the amount allocated in the equitable proportion of funds as well as how the allocation was spent and how much was rolled forward.
- 1(b). The LEA should provide evidence of parental participation in determining the use of the parent and family engagement set-aside.

Title I, Part C

Topic: Migrant Parent Advisory Council

1. The Local Educational Agency (LEA) shall 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.

ESEA Sections 1304(c)(3) and (5), P.L. 114-95

LEA-level Sample of Required Documentation

- 1(a). Evidence that a functioning district MPAC has been established, such as meeting agendas, minutes, sign-in sheets, and surveys that document input from migrant parents on the development, implementation, and evaluation of the LEA's MEP.
- 1(b). Evidence that information about the LEA's MEP was communicated to migrant parents in their home language, such as parent surveys, letters, or evaluation instruments.

Title I, Part D

Topic: Transition Supports

1. LEA ensures correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

ESEA Sections 1423(1) and (12), 1425(1)

LEA-level Sample of Required Documentation

1. For each LEA serving students with correctional facilities with Title I, Part D funds, the LEA should provide procedures for obtaining and assessing educational records, determining appropriate educational programming and ensuring educational staff and facility staff are aware of the students' individualized education program.

Procedures must include:
 - IEP, if applicable;
 - Section 504 plan, if applicable; and
 - Progress monitoring plan and education transition plan (required for students in DJJ schools).

Title II, Part A

Topic: Evaluate Effectiveness

1. The LEA annually evaluates the effectiveness of its Title II, Part A program to address student and educator learning needs.

ESEA Section 1111 (a)(1)(L)(c)(4)(B)(i)

LEA-level Sample of Required Documentation

- 1(a). The LEA should provide evidence that demonstrates the effectiveness of one major activity that includes both short- and long-term measures of success and pre-and post-assessment data.
- 1(b). The LEA should provide the projected budgeted and expended funds for this one major activity.

Title III, Part A

Topic: Language Instruction Notice (B)

1. For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

ESEA Section 1112(e)(3)(B)

School-level Sample of Required Documentation

- 1(a). The LEA should provide one dated parent notification 2-week letter, from each applicable sample school to determine that parents of children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, are sent notifications during the first 2 weeks of the child being placed in a language instruction educational program.

Title IV, Part A

Topic: Program Activity and Implementation

1. Well-rounded Educational Opportunities – ESEA Section 4107 requires LEAs to use a portion of funds to develop and implement programs and activities that support access to a well-rounded education.
2. Safe and Healthy Learning Conditions – ESEA Section 4108 requires LEAs to use a portion of funds to develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments.
3. Effective Use of Technology – ESEA Section 4109 requires LEAs to use a portion of funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of students.

LEA-level Sample of Required Documentation

- 1(a). The LEA will submit documentation to show the development and implementation of one program for Well-rounded Educational Opportunities, if applicable.
- 2(a). The LEA will submit documentation to show the development and implementation of one program for Safe and Healthy Learning Conditions, if applicable.
- 3(a). The LEA will submit documentation to show the development and implementation of one program for Effective Use of Technology, if applicable.

Documentation for 1(a) through 1(c) may include professional development materials, meeting notes, lesson plans, summary of initial assessments, usage reports, photographs, recordings, work

<i>ESEA Sections 4107, 4108, and 4109</i>	samples and other documentation that shows program implementation.
Title V, Part B	
<p>Topic: Program Implementation</p> <p>1. ESEA Section 5224 requires the state educational agency to determine how local educational agencies and schools use funds as allowed under Section 5222(a)(1-5).</p> <p>Grant funds awarded to an LEA shall be used for any of the following:</p> <ul style="list-style-type: none"> • Title I, Part A • Title II, Part A • Title III • Title IV, Part A • Parental Involvement <p><i>ESEA Section 5224</i></p>	<p>1. The LEA will submit documentation to show the development and implementation of one program for each area of focus (if applicable).</p> <p>Documentation may include professional development materials, meeting notes, lesson plans, summary of initial assessments, usage reports, photographs, recordings, work samples and other documentation that shows program implementation.</p>
Title IX, Part A	
<p>Topic: Postsecondary Transition</p> <p>1. The LEA shall ensure homeless youths receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.</p> <p>2. The LEA shall ensure unaccompanied homeless youth (UHY) are informed of their status as independent students and that youths may obtain assistance from the LEA liaison to receive verification for purposes of the Free Application for Federal Student Aid (FAFSA).</p> <p>3. The LEA shall assist students experiencing homelessness with documentation regarding eligibility for Florida tuition and fee exemptions.</p> <p><i>ESEA Sections 722(g)(1)(K), 722(g)(6)(A)(x)(III); Sections 409.1452, Florida Statutes (FS)</i></p>	<p>LEA-level Sample of Required Documentation</p> <p>1(a). The LEA should provide communications with, training or technical assistance provided to school counselors regarding MVA requirements to prepare and improve postsecondary readiness for homeless youths.</p> <p>1(b). The LEA should provide examples of referrals, communications or samples of scheduled counseling appointments with homeless youths (redacted student information).</p> <p>2(a). The LEA should provide documents informing homeless unaccompanied youths of their independent status on FAFSA.</p> <p>2(b). The LEA should provide samples of tuition exemption verification forms (redacted student information).</p> <p>3(a). The LEA should provide samples of tuition exemption verification forms (redacted student information).</p>

March Uploads: March 31, 2023

Title I, Part A

Topic: Foster Care

1. When a determination is made that it is not in such child's best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment; the enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records...

ESEA Section 1111(g)(1)(E)(ii)-(iii)

School-level Sample of Required Documentation

1. For each of the sample schools, where applicable, the LEA should provide a redacted list of foster students enrolled. This list should include the date of exit from school 1 and entrance into school 2 within 2-3 days, if it is determined that the school of origin is not in the best interest of the child.

Title I, Part C

No Upload Required

Title I, Part D

Topic: Student Achievement

1. LEA shall evaluate the program not less than once every three years, disaggregating data on participation by race, gender, ethnicity, and age, to determine the program's impact on participants, including student achievement data.

ESEA Section 1431

LEA-level Sample of Required Documentation

1. For each LEA serving students with Title I, Part D funds, the LEA should provide documentation of program and student evaluation which assesses academic and non-academic services.

Documentation should include procedures, schedule, instruments and measures. There should be evidence that the LEA uses the results of evaluations to plan and improve subsequent programs.

Title II, Part A

No Upload Required

Title III, Part A

No Upload Required

Title IV, Part A

Topic: Evaluation

1. ESEA Section 4106(e)(1)(E) requires LEAs to evaluate the effectiveness of the activities in the application which should include if the program objectives and intended outcomes of activities implemented under Sections 4107-4109 were met.

ESEA Section 4106(e)(1)(E)

LEA-level Sample of Required Documentation

1. The LEA will submit documentation to show the evaluation of one program for each area of focus, if applicable.

Title V, Part B	
No Upload Required	
Title IX, Part A	
No Upload Required	