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This guidance, intended for Georgia’s school district administrators of federal Title III¹ programs, addresses how Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of English learners (ELs), including through the provision of language support programs, activities that increase the knowledge and skills of teachers who serve ELs, and outreach toward EL families, parents and communities. All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws.²

Specifically, LEAs must use state (ESOL QBE) and/or local funding to run the language programs required under Title VI of the Civil Rights Act of 1964 and the EEOA. Per these laws all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. To meet their state/local obligations under Title VI and the EEOA, LEAs must, for example:

- Identify and assess all potential EL students in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with Castañeda v. Pickard and the Supreme Court decision in Lau v. Nichols;
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of a school district’s language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated³ to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and
- Ensure meaningful communication with limited English proficient (LEP) parents.

¹ Title III includes two types of subgrants to LEAs: EL formula subgrants (See ESEA section 3111 and 3114(a)) and immigrant children and youth subgrants. (ESEA section 3114(d)).

² As recipients of Federal financial assistance under ESEA and other Department-funded grant programs, and as public entities, States and LEAs must also not discriminate against ELs in their educational programs based on race, color, national origin, sex, age, or disability

³As further explained in the 2015 EL DCL (see, e.g., page 6), Castañeda v. Pickard requires that the program and practices used by the school (as part of the language assistance program) be reasonably calculated to implement effectively the educational theory adopted by the school.
Title III: General Grant Information

Legislative and Fiscal Data (Identical for both EL and Immigrant)
Fiscal Year: 7/01/2017 – 9/30/2018
Georgia Department of Education
Title III Part A Allocations

Federal Agency: U.S. Department of Education
FAIN: S365A170010
DUNS: 806743159
CFDA: 84.365A English Language Acquisition, Language Enhancement and Academic Achievement Program for Limited English Proficient Children

Title III Grant Timeline

Spring
- High EL-incidence LEAs begin Systems Planning (CNA, DIP and Title III Program Information and Budget), ensuring EL elements are included across the systems.
- Low EL-incidence LEAs consider participating in a consortium and engage with similarly situated LEAs. Fiscal agent/lead initiates with participating members collaborative planning sessions to develop consortium’s Title III initiatives. All consortium members include EL elements in their individual LEA Systems Plans (CNA and DIP).

July
- Independent Title III LEAs and Consortium Lead LEAs submit annual Title III report to GaDOE
- USED announces award amount to GaDOE
- GaDOE calculates LEA subgrants based on LEAs’ EL and Immigrant student numbers (drawn from Student Record)
- Small-allocation LEAs are advised of their approximate per-EL allocation to aid in consortium-membership decisions
- Consortia fiscal agent/lead LEAs submit consortium’s MOU/agreement to GaDOE Title III office

August
- Independent and Consortia LEA subgrant allocations are presented to the State Board for review and approval
- Consortia Lead LEAs complete Title III Program Information tab and Budget on behalf of their Consortium

September
- GaDOE Grants Accounting Unit begins loading funds into GaORS
Title III: Language Instruction for English Learners Grant

How Allocations are Determined
Around July 1 of each year, the U.S. Department of Education (USED) awards the Georgia Department of Education multiple formula grants, of which Title III, Part A is one. Upon receipt of this grant, the state must calculate each LEA’s individual Title III allocation. LEAs receive Title III funding based on a formula prescribed by USED.

The USED formula first requires states to reserve a portion of the grant for use with Immigrant students. No more than 15% of the Title III grant may be reserved for this purpose, and due to the fact that the majority of Georgia’s immigrant students also receive support under the English Learner subpart of Title III, the state elects to reserve 5% of its award for this non-language focused support of immigrant students. This results in 95% of the Title III funds provided to LEAs being used for the purpose of language support and 5% used for immigrant cultural and social integration activities.

Language support funding is based on the number of English learners reported as “EL-Y” at the close of the most recent Student Record. The total funds to be allocated are divided by the total number of EL-Y students across the state. This results in a per-EL allocation amount. Then, each individual LEA’s EL-Y count is multiplied by the per-EL allocation amount. The product is the LEA’s Title III English learner grant award. It is important to note that Title III [Sec. 3114(b)] does not permit States to award English learner grants of less than $10,000. LEAs that receive Title III English learner subgrants are referred to as Independent Title III LEAs.

The Title III Statewide English Learner Consortium
LEAs that do not qualify for an allocation of at least $10,000 may not be considered “independent” Title III LEAs, but may choose to partner with other small-allocation LEAs to form a Title III Consortium. This is permitted in Title III law, provided that the total English learner allocation for the LEAs participating in that Title III Consortium is greater than or equal to the $10,000 minimum award amount.

Prior to the enactment of the ESSA, the Georgia Department of Education organized, supported, managed and monitored a Statewide Title III Consortium of approximately 95-member LEAs. This statewide group of small-allocation LEAs received state-directed professional learning related to ELs, state-developed parent notification of Title III services letters, state-developed letters regarding LEAs’ achievement of Title III language goals, and it contracted services with a translated documents library and reimbursed members for their purchase of supplemental EL instructional materials. In addition, the Georgia DOE completed the Consolidated Application (ConApp) and the Title III budget on behalf of the Statewide Title III Consortium as a whole. As a result of its group status, annual Title III achievement goals were calculated in the aggregate and reported in concordance with the Consortium’s status as a single Title III LEA.

However, passage of the Every Student Succeeds Act (ESSA) changed a number of activities that take place in federal programs and this has provided much more flexibility and independence to local education agencies, eliminating state-driven initiatives in favor of local choice. For example, Georgia’s Systems of Continuous Improvement now require LEA recipients of federal funding (Title III included) to complete a comprehensive needs assessment (CNA) and a district improvement plan (DIP) that encompass and outline the specific activities LEAs intend to support with their federal funds. These plans form the basis upon which funded LEAs must develop their Consolidated Application and federal budgets. As identified needs, and LEAs’ subsequent requests, differ markedly from one LEA to the next, State personnel are no longer able to complete the individualized planning and budgetary elements of the ConApp on a statewide basis, as was done in the past.
In addition, parent communication requirements have moved from Title III to Title I. The new Title I letter must be provided to parents of those ELs who will be served in a supplemental, federally-funded language program. This required letter must include specifics related to the methods of instruction used in the Title I/Title III language support program and/or activities selected by the LEA, based on the CNA and DIP. As the flexibility afforded to LEAs permits them to choose and implement their own effective, Title-funded instructional programs and models tied to their individual needs, no longer can the State supply this information in a ‘template’ formatted letter for a statewide group of LEAs; these components of this letter are now LEA-specific.

Also, one of the greatest benefits afforded to Statewide Title III Consortium members, was the single, Consortium-wide report generated on its EL accountability goals (AMAOs). Unfortunately, Consortium-wide reporting is no longer permissible under the ESSA. This is due to the fact that, when accountability for EL language progress moved into the realm of Title I, progress reporting transitioned from the LEA level – as it was under Title III - to the school level, as is typical for Title I accountability.

Finally, the ESSA has established a robust number of new reporting requirements under Title III [Sec. 3121(a)]. Data and narratives must be provided to the State from each LEA Title III recipient – Consortium members included. One narrative, in particular, requires specific details concerning the LEA’s basic (ESOL) language programming and a description of how Title III funds supplement (and do not supplant) that State program. State personnel are unable to accurately report on this element, among others, for the individual districts participating in a large, diverse statewide consortium.

**LEA-Proposed Title III English Learner Consortia**

As indicated previously, LEAs are permitted to create their own consortia. Together, LEA Consortium Members must qualify for at least a $10,000 allocation to be approved for a grant as a Title III Consortium. LEAs that wish to combine their allocations must select one member LEA to act as fiscal agent and lead consortium LEA. Like Independent Title III LEAs, the fiscal agent/lead is permitted to use up to 2% of the consortium’s grant for direct administrative costs. The fiscal agent/lead of an LEA Title III Consortium bears the following responsibilities:

a. Maintenance of the written MOU or agreement regarding Consortium members’ participation;

b. Submission of the Consortium’s collaboratively-developed Title III Program Plan, Assurances and Budget (including Amendments) in the Consolidated Application;

c. Ensuring that Title III funds are shared and spent to fully carry out the Program Plan, benefit all consortium members equally, and ensure fulfillment of Title III-required activities;

d. Control of all fiscal transactions of the consortium (requisitions, purchases, payments, etc.);

e. Maintenance of records of all inventory lists and financial transactions carried out on behalf of the consortium;

f. Expenditure monitoring of all participating LEAs to ensure compliance with Title III supplement, not supplant requirements; and

g. Fulfillment of data gathering, reporting and documentation submission requirements, on behalf of the Consortium, for Title III monitoring and reporting purposes. *(See Title III Monitoring section, p. 24 and Annual Reporting Requirements section, p 26.)*

Members of an LEA consortium must closely and collaboratively plan during each phase of the Consolidated LEA Improvement Plan (CNA, DIP, Title III Program Plan, Title III Budget and Assurances) to ensure that each LEA member’s needs are adequately addressed in their individual CNA and DIP – and then combined and jointly submitted in the Consortium’s single Title III Program Plan and Budget. For this reason, it is recommended that LEA Title III Consortia consist of no more members than can be supported by a single LEA fiscal agent. More than four LEA members in a
consortium may prove challenging to the fiscal agent from the standpoint of coordination of effort and data reporting. *(See Appendices A and B for sample LEA consortium forms and guidance.)*

**Title III EL Program Requirements**

All Independent Title III LEAs and members of Title III Consortia must adhere to a number of general requirements of the law as well as perform the three **Required Sub.grantee Activities** described in Title III, Sec. 3115(c).

General Title III requirements of LEAs include:

- **Adherence to standardized, statewide ESOL entrance and exit procedures** [Sec. 3113(b)(2)] *(See ESOL Resource Guide for specific criteria. All ESOL program information is on the ESOL webpage under the Office of Curriculum and Instruction: [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx)*

- **Screening** of all potential ELs within 30 days of enrollment in a school [Sec. 3113(b)(2)]

- Compliance with Title I requirement to **test 100% of ELs** on the ACCESS for ELLs assessment [Sec. 3113(b)(3)(B)]

- Using Title III funds in ways that **build capacity** to support ongoing EL content area achievement [Sec. 3113(b)(3)(E)]

- LEA certification that **all teachers in a Title III-funded language instructional program/activity** are fluent in written and oral English and any other language that may be used for instruction. *This is included in the LEA Title III Assurances.* [Sec. 3116(c)]

- Assurance that the LEA is **complying with the Title I parent notification of services requirement.** *This is included in the LEA Title III Assurances.*

- **Selection of one or more methods or forms of effective instruction** to be used in the supplemental programs and activities provided to assist ELs in reaching English proficiency and meeting content standards [Sec. 3115(f)(1)]

LEAs **must** use Title III funds to carry out three Required Sub.grantee Activities as well. These are:

- Provide effective, **supplemental language programs** that **demonstrate successes** in increasing ELs’ English proficiency and content achievement

- Provide effective professional development (PD) for **teachers, administrators and other school personnel.** This PD must fulfill 4 requirements. It must:

  1. Be designed to **improve the instruction and assessment of ELs;** and

  2. Be designed to **enhance participants’ ability** to understand and implement curricula, assessment practices and instructional strategies for ELs; and

  3. **Prove effective** in increasing ELs’ English proficiency or substantially increasing participants’ subject matter knowledge, teaching knowledge or teaching skills; and
4. **Be of sufficient intensity and duration** to have a positive and lasting impact on teachers' performance in the classroom. [See Sec. 3115(c)(2)]

- Provide and implement **parent, family and community engagement activities that enhance or supplement the Title III-funded language activities/programs**. This may include strategies that serve to coordinate and align related programs (such as Georgia’s Title I Parent-School Partnership programs).

**Activities Authorized under Title III: English Learner Grant**

Due to the limited size of Title III allocations, most LEAs will expend the entirety of their funds on the fulfillment of the three required subgrantee activities. Should, after developing a needs-based program plan based on the three required activities, some Title III funds remain unencumbered, LEAs may be authorized to undertake certain specified activities. These include upgrading program objectives, improving ELs’ instructional program, providing ELs with tutorials and intensified instruction, developing and implementing effective Pre-K language programs, providing outreach programs and family literacy services, improving EL instruction – including ELs with special needs – by providing supplemental technology or access and offering programs or courses designed to help ELs achieve success in postsecondary education. [Sec. 3115(d)]
**Title III: Immigrant Students Grant**

**How Allocations are Determined**

Per Title III law, a reservation of funds is made to provide cultural and social supports to students identified as Immigrants. In Georgia, the amount reserved is 5% of the overall LEA grant.

The definition of “immigrant” under Title III law is unique. A student is considered by Title III to be an immigrant if he/she meets 3 requirements:

1. Born outside of the U.S. or Puerto Rico
2. Enrolled in U.S. schools for less than 3 years
3. Is between the ages of 3 and 21

LEAs qualify for Immigrant funds if they show a “significant increase” in immigrant students. Per law, this increase must be measured against the previous two years’ average. For example, if in 2016 an LEA enrolled 104 qualified immigrant students (see above for definition of ‘immigrant’) and in 2017 it served 111 immigrant students, its two-year average is 58. In order to receive an Immigrant grant, it must show a ‘significant increase’ over that student average of 58. Title III requires that the increase in immigrant students be significant and the grant award be of sufficient size and scope to allow the recipient LEA to build future capacity to serve its immigrant population.

In Georgia, an LEA may qualify for an Immigrant grant if, based on Student Record (SR), its most recently reported immigrant student population is 50 or more. If this is the case, it must be determined whether its current population constitutes a ‘significant increase’ over the previous two-year average. For each LEA whose SR indicates enrollment of 50 or more immigrant students, its two prior years’ immigrant counts will be averaged. If the current count represents an increase of 10% or more over the average, the LEA qualifies for an Immigrant grant. (See Appendix C for more details on Immigrant calculations.)

The $10,000 minimum allocation requirement does not apply to Immigrant grants, therefore it is possible for an LEA to receive an Immigrant allocation despite not meeting the minimum allotment for an EL allocation.

**Activities Authorized**

LEAs awarded Immigrant grants must use the funds to pay for activities that provide supplemental instructional opportunities for immigrant children and families. *It is important to note that student language instruction is not the purpose of the Title III immigrant grant.* English learner grants support English language instruction, whereas Immigrant grants provide cultural and social supports.

LEAs must use immigrant awards for one or more of the following activities:

- Family literacy, parent and family outreach and training designed to assist caregivers in becoming active participants in their child’s education
- Recruitment of and support for personnel who have been specifically trained to provide services to immigrant students
- Immigrant student tutorials, mentoring and academic or career counseling
• Instructional services, supplies or transportation costs that are *directly attributable to the presence of immigrant students* in the LEA

• Other instructional services to assist immigrant students in achieving in U.S. schools, such as programs of introduction to the U.S. educational system and civics education

• Offering comprehensive community services in coordination with entities that have expertise in working with immigrants

• Curricular materials, educational software or technology that supports the instructional or community services provided by this grant for immigrant students and families
**Consolidated Application, Part 1: The CLIP (Comprehensive LEA Improvement Plan)**

**Overview (Introduction/Purpose)**
Georgia’s Consolidated Application allows LEAs to submit one comprehensive, electronic application in order to receive funding for several federal and state programs. Each year, LEAs must submit this application to the Georgia Department of Education to receive federal funds. An LEA’s application provides its stakeholders and GaDOE reviewers with the LEA’s overarching plan to improve student achievement. Each district school superintendent is required to sign-off on the plan. This signifies to the GaDOE that the superintendent agrees to adhere to all federal and state program assurances.

Starting July 1, 2017, under the ESSA, Georgia’s Comprehensive LEA Improvement Plan (CLIP) includes several pieces: district Comprehensive Needs Assessment (CNA) report, district parent engagement policy, district improvement plan, district foster care transportation plan, and the district Title I, Part C - Identification and Recruitment Plan, if applicable. LEAs are required to use the improvement planning templates because woven throughout are mandated application components of various federal programs.

Completing the Comprehensive Needs Assessment (CNA)
The CNA is a living document; therefore, each district will be required to update its CNA annually and complete a new CNA every three years. Please note that, although the primary function of the CNA process is to identify and develop plans for the use of federal funds, this responsibility should not be borne by just one federal programs staff member in an LEA. Instead, the CNA must be recognized as a broad administrative project whose ownership is shared among a multitude of offices within a district (or school). This cross-system planning is necessary, as it would be rare for one staff member to possess all the professional knowledge needed to support plan development for each of the five system areas in the Continuous Improvement framework.


It is comprised of three (3) sections: 1. Planning and Preparation, 2. Data Collection and Analysis, and 3. Needs Identification and Root Cause Analysis. This Title III Resource Guide will highlight the specific Title III Elements in the CNA. In Appendix E, is a chart identifying the Title III Elements in the CNA along with their page number and guiding questions that may help support your District’s efforts on this document.

Georgia Department of Education
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1. PLANNING and PREPARATION

1.1 IDENTIFICATION of TITLE III TEAM MEMBERS

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Watch the Planning and Preparation webinar for additional information and guidance.

1.1.1 Required Team Members

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<thead>
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<th>Program</th>
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<th>Name</th>
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</thead>
<tbody>
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1.1.2 Recommended and Additional Team Members

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<td>Multiple Programs</td>
<td>Student support personnel that are EL</td>
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<td>Multiple Programs</td>
<td>Principal representatives with high EL at their School</td>
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<tr>
<td>Multiple Programs</td>
<td>High school counselor / academic counselor that work with ELs</td>
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<tr>
<td>Multiple Programs</td>
<td>Early childhood or Head Start coordinator that involve ELs</td>
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<tr>
<td>Multiple Programs</td>
<td>Teacher representatives that teach a large number of ELs</td>
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<table>
<thead>
<tr>
<th>Program</th>
<th>Position/Role</th>
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<td>Title III, Part A</td>
<td>Bilingual parent liaisons</td>
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1.2 IDENTIFICATION of TITLE III STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

1.2.1 Required Stakeholders

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<td>Parents of English Learners</td>
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<tbody>
<tr>
<td>Title III</td>
<td>Parents of English learners</td>
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1.2.2 Recommended and Additional Stakeholders

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<td>Title III</td>
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<td>Title III</td>
<td>Representatives from businesses employing non-English speakers</td>
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</table>

2. TITLE III DATA COLLECTION and ANALYSIS
Because the intent of the CNA report is to benefit LEAs in the most productive and meaningful manner, LEAs are welcome to make use of more current and accurate data than is provided in their pre-populated template. There is also space available within the report to make note of any updated data used during the CNA process.

Questions to Consider -

2.1 COHERENT INSTRUCTIONAL SYSTEM
- 2.1.2 – What processes specific to EL learning needs are described?
- 2.1.2 – What processes address the academic and language progress and achievement of ELs?

2.2 EFFECTIVE LEADERSHIP
- 2.2.2 – To what extent is EL-related professional learning provided to administrators and other school leaders?
- 2.2.2 – What PL needs are identified for leaders?

2.3 PROFESSIONAL CAPACITY
- 2.3.2 – To what extent is EL-related professional learning provided to teachers and other school personnel?
- 2.3.3 – How does EL-related professional learning factor into the LEA’s professional capacity trends?

2.4 FAMILY AND COMMUNITY ENGAGEMENT
- 2.4.2 – How does the LEA promote parent and family engagement in the education of ELs?

2.5 SUPPORTIVE LEARNING ENVIRONMENT
- 2.5.1 – How does the LEA data compare to the State’s data with regards to English Learners?
- 2.5.2 – Small Student Subgroups – How do low-incidence LEAs (Title III Consortia LEAs) address ELs in this section?
- 2.5.3 Are English Learners’ needs addressed, if necessary based on data in 2.5.1?

2.6 DEMOGRAPHIC AND FINANCIAL
- 2.6.1 – How does the LEA’s EL population compare to the State’s EL population (by percentage)?
- 2.6.1 – How do low-incidence LEAs (Title III Consortia) address ELs in this section?
- 2.6.3 – Are ELs a factor in the LEA’s demographic/financial trends?

2.7 STUDENT ACHIEVEMENT
- 2.7.1 – Are district English Learners improving in ELA and Mathematics from year to year at the primary, elementary, middle, and high school levels?
- 2.7.1 – Review current EL English proficiency levels per grade-level band.
- 2.7.1 – Do the low-incidence LEAS (Title III Consortia) provide EL data in this section?
- 2.7.2 – Is EL achievement addressed, where applicable?
- 2.7.3 – Are ELs addressed in the overall student achievement trend summary?

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 TRENDS AND PATTERNS
- 3.1 – Are ELs and their achievement a factor in the District’s Trends and/or Patterns?
3.2 PROGRAM STRENGTHS AND CHALLENGES

- 3.2.8 – What are the District’s Title III Challenges and Strengths?

3.3 IDENTIFICATION AND PRIORITIZATION OF OVERARCHING NEEDS

- 3.3 – Are any of the overarching needs related to English Learners?

3.4. ROOT CAUSE ANALYSIS

- 3.3 – Are any of the root causes related to English Learners and/or the Title III Program?

Developing the District Improvement Plan (DIP)

Completion of the CLIP also includes the development of a District Improvement Plan (DIP). The District Improvement Plan is wholly designed to fulfill the purpose of documenting goals and plans for the use of supplemental federal funds under the ESSA.

The needs identified in the CNA, and subsequently addressed in the District Improvement Plan, will vary by LEA. The template is designed to allow a district to address up to four (4) needs. When a need and goal are identified, they are addressed through all five (5) systems. In most scenarios, each need and goal will be addressed through all five (5) systems. There may be an instance where the connection to a specific system and structure is not possible. However, the district team should still review each system and agree that there is not a connection and document the reason(s) on the template.

The DIP is located on the Georgia Department of Education website under Offices & Divisions>School Improvement>Federal Programs>Georgia’s System of Continuous Improvement or at the following link, http://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Plan/GaDOE%20FY18%20District%20Improvement%20Plan%20-%20TEMPLATE.pdf

The DIP is comprised of four sections,

1. General Implementation Plan Information
2. District Improvement Goals
3. FY18 LEA Equity Action Plan, and
4. Required Questions

**Title III directors** should use Section 2. District Improvement Goals to specify how the LEA will use Title III funds to address district goals, as they related to ELs, through each of the 5 systems of improvement.
In the **English Learners** section under **Supplemental Supports** (See example from Coherent Instructional System here.) LEAs specify what Title III-funded supplemental action steps will be implemented for each applicable system of improvement. It is important to use general terminology here, reserving specific terminology for the Title III Budget itself.

The **Possible Funding Sources** column is another area where Districts may identify Title III as a potential funding source for EL-appropriate **Action Steps**. Title III expenditures associated with **Action Steps** here must then also specify that alignment to the appropriate **Action Step** in the Title III budget.

![Coherent Instructional System Table](image)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Possible Funding Sources</th>
<th>a. Timeline for Implementation</th>
<th>b. Method for Monitoring</th>
<th>c. Responsible</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?
- Economically Disadvantaged
- English Learners
- Migrant
- Race/Ethnicity/Minority
- Students with Disabilities
Consolidated Application, Part 2: Title III Program-Specific Elements

General Title III Assurances
The following Assurances are included as a component of the electronic ConApp and must be accepted by the LEA superintendent prior to submission to the GaDOE, if the LEA wishes to receive a Title III subgrant. This applies to all Independent Title III LEAs and LEAs acting as Lead Fiscal Agent for a Title III consortium.

The LEA complies with standardized statewide ESOL entrance and exit procedures and screens all students who may be English learners within 30 days of enrollment. [SEC. 3111(b)(2)(A)]

The LEA assures compliance with section 1112(e) prior to, and throughout, each school year as of the date of application [SEC. 3116(b)(4)(A)]

The LEA assures that it is not in violation of any State Law, including constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126 [SEC. 3116(b)(4)(B)].

The LEA assures that consultation took place with teachers, researchers, school administrators, and parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing its educational plan for English learners. [SEC 3116(b)(4)(C)]

The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal head Start agencies, and other early childhood education providers. [SEC.3116(b)(4)(D)]

The LEA assures that all teachers in any Title III-funded language instruction educational program are fluent in English and any other language used for instruction, including having written and oral communications skills.[SEC. 3116(c)]

The LEA consults with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA’s geographical boundaries. [Section 9501]
Accessing the Title III Components of the Consolidated Application

- Access the Consolidated Application using your personal login at the following link, https://portal.doe.k12.ga.us/login.aspx

- Click Consolidated Application>Application>Title Programs

- Select your district from the drop-down menu, then select search and your district will appear in the Application List.
• Click on your district’s name in the Application List. This will open the district’s Programs page.

• Using the drop-down menu to add programs, select *Title III Language Instruction for English Learners* to the program to your list of Federal Programs.

• Open the program tab by clicking on *Title III Language Instruction for English Learners*

• Within the Title III page click the tab titled *Program Information*.

• Use the text boxes provided to respond to each of the five questions.
Completing the Title III Program Information Tab

In this tab LEAs describe their plan for using Title III funds to supplement their State-compliant QBE/local funded ESOL programming. Elements of this tab, in addition to elements of the DIP, are reviewed to ensure that the LEA is providing compliant language instruction programs, professional learning and parent/family engagement activities, as per Title III law. The questions are as follows:

1. Describe the effective programs and activities proposed to be developed, implemented and administered under Title III that will help ELs increase their English language proficiency and meet the challenging state academic standards as identified in the CNA. Include extended learning opportunities, summer school, and any other innovative programs that are planned.

2. Describe the effective professional development that will be provided to educators working with English learners to ensure systematic growth for English learners in English language and academic content skills. Indicate the topic, the intended participant group for each offering and the planned duration of each offering.

3. Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under the subpart assist English learners in achieving English proficiency based on the State’s English language proficiency assessment under section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in section 1111(c)(4)(A)(ii) and meeting the State’s challenging academic standards.

4. Describe the LEA’s policies and procedures for:
   - entering students into the ESOL program;
   - exiting students from the ESOL program, and;
   - monitoring exited students’ progress for a period of at least two years.

5. Describe how the LEA will provide technical assistance and support to its schools and educators to ensure effective implementation of its Title III-funded initiatives.

Supplement, Not Supplant

The LEA monitors its own and its schools’ Title III expenditures to ensure that the funds are used to supplement, and not supplant, state, local, and other federal funds, and the Title III unit of the GaDOE verifies compliance with this requirement when it performs its onsite and desktop Title III monitoring of Independent Title III LEAs and the Lead LEA of Consortia.

**Title III Sec. 3115(g) SUPPLEMENT, NOT SUPPLANT.** – “Federal funds made available under this subpart shall be used to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and Immigrant children and youth and in no case to supplant such Federal, State, and local public funds.”
It may be important to note that the often-discussed provision in Section 1118(b) of the ESEA setting forth requirements that Title I funds supplement and do not supplant non-Federal funds does not apply to Title III. Title III does, however, contain its own provision prohibiting supplanting of other Federal, State, and local funds, and that provision was not changed by the ESSA. (See Section 3115(g) of the ESEA).

In general, it is presumed that supplanting has occurred: 1) if the SEA or LEA uses Federal funds to provide services that the State Educational Agency (SEA) or LEA was required to make available under other laws; or 2) the SEA or LEA uses Federal funds to provide services that the SEA or LEA provided with non-Federal funds in the prior year. See OMB Compliance Supplement, Department of Education Cross-Cutting Section, Part 4, Section 84 Section III.G.2.2, at 4-84.000-16, available at https://www.whitehouse.gov/sites/default/files/omb/assets/OMB/circulars/a133_compliance/2016/2016_compliance_supplement.pdf. Therefore, just as prior to enactment of the ESEA, as amended by the ESSA, Title III funds cannot be used to fulfill an LEA’s obligations under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA).

Title III Budgeting

Budget Timeline – Please follow the Title I Budget Submission Timeline

- September 1 – Budget Submission is Open
- October 1 – Fiscal Year Begins
- September 30 – Fiscal Year Ends

Budget Training

The Georgia Department of Education Title III Team provides LEAs with budget training via regional webinars scheduled during the months of August and September. The webinars will be recorded and posted on the Title III Program Management webpage. Additionally, the Title III unit has developed a Title III-specific Chart of Accounts and Guiding Questions Budget Chart which are included as Appendices E and F. The Guiding Questions chart may assist LEAs in determining the allocability of expenditure items. The chart also may act as a budget review checklist to ensure all Function & Object Codes are correctly attributed. Adhering to budget guidelines and verifying complete and correct accounting prior to submission, greatly increases our ability to approve budgets in their initial review.

Supporting the EL Budget in the CLIP (CNA/DIP) and Program Information Tab

Georgia’s Systems of Continuous Improvement framework was designed to support LEAs’ need for flexibility in using federal funds to supplement state and local funds to better meet the individual needs of their student population. Therefore, it is expected that EL-related needs will be addressed where applicable in the CNA and DIP and that Title III funds may be used as source funds for EL-related action steps. Including ELs in Title III-allowable Action Steps and Supplemental Supports provides context and rationale for related expenditures found in the Title III Budget.
Developing the Budget
The following section provides answers to many frequently asked questions related to Title III, Part A EL & Immigrant Budgets. Please feel free to call your Title III Regional Specialist if you have any questions that are not addressed on the following pages.

Federal Cost Principles
The LEA’s Title III Budget must only include items that comply with the four Federal Cost Principles: allowable, allocable, reasonable and necessary. The burden of proof resides on the LEA to provide evidence of such. Portions of the Uniform Grant Guidance related to these requirements are provided for your review in Appendix G.

Note: Title III will follow Title I and Federal Programs guidance for determining reasonableness of expenditures. Title III costs for additional compensation to employees working off-contract should adhere to the District’s Federal Programs pre-determined hourly wage for such activities. Typically, an hourly wage for off-contract work is calculated as the employee’s state salary hourly wage without the local supplement.

2% Direct Administrative Expenses Cap
Title III law allows LEAs to expend no more than 2% of the subgrant on direct administrative expenses. [Sec. 3115(b)]
- The 2% Direct Administrative Expenses must not be calculated on carryover funds. Only the Original Allocation may have the 2% direct administrative cost assigned to it.
- All expenditures in Function #2230 will be calculated in the 2% Direct Administrative Cost

Note: Beginning July 1, 2017, the Title III Direct Administrative Expenses will not include the District’s Indirect Costs for managing the Title III Program.

Federal Programs Chart of Accounts
The Title III Chart of Accounts has been created for you directly from the state Chart of Accounts. (See the Title III website or Appendix E.) The Function and Object Codes found in the Title III Chart of Accounts will be those made available for Title III use in the Consolidated Application.

If you are contemplating a budget item that does not align to any of the Function and Codes provided in the Title III Chart of Accounts, please contact your Title III Regional Specialist to learn whether or not a new function/code may be added.

Functions, Object Codes, & Line Item Descriptions
- Use the appropriate Function & Object Codes per your District’s Financial Accounting.
- Follow the Title III Chart of Accounts (Appendix E)
- Provide as much detail as possible in the line item descriptions. See Common Errors Below.
- Starting FY19 (optional for FY18), please include the DIP Goal Number, Action Step Number, and Element Code, where appropriate, in Budget Line Item Descriptions. This will facilitate and
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expedite your LEA’s Budget review. The Element Codes are found on the DIP page 7.

Example: Goal 2, CIS-1, 3, & 4, Action Step 5.

Common Errors:
Lack of consistency
- If a salary or proportion of a salary is in the budget, ensure that the benefits align proportionally.
- If substitutes are in the budget, ensure their benefits are also in the budget and vice versa.

Lack of specificity
- Specify conferences to be attended, curricula, book titles, etc. to be purchased, vendor names, etc.
- Indicate the percentage of voice/data costs to be charged to Title III.
- Correlate any voice/data charges to the proportion of salary charged to Title III.

Spending the Funds

Uniform Grant Guidance
The LEA Title III Director is expected to manage Title III expenditures by adhering to the Uniform Grant Guidance in the Administrator’s Handbook on EDGAR, 3rd Edition (2015). This book was provided to all LEAs at the Federal Programs Summer 2016 Conference. Relevant sections of the EDGAR Handbook are referenced, with selected citations in Appendix G.

Internal Controls
The LEA ensures that it complies with the procedure for ensuring that federal funds are expended according to program requirements, evaluated and monitored for effectiveness and adhere to cost principles outlined in 2 CFR Part 200, Subpart E. See also EDGAR 2 CFR Part 200, §200.303 Internal controls in Appendix G.

Supporting Documentation
The LEA maintains accounting records that are sufficient to permit preparation of reports, tracing of funds to a level of expenditures, identification of the source and use of funds, and budgetary control. The LEA maintains accounting records that are supported by source documentation and costs are allowable under applicable laws and regulations. See EDGAR, 2 CFR Part 200 §200.302 Financial Management in Appendix G.

Examples of Supporting Documentation:
- Tutoring Documentation
  - List of Students tutored
  - Student Sign-In Sheets/Dated/Signed
  - Teacher Sign-In Sheets/Dated/Signed, Teacher Lesson Plans)
- Record of Inventory
  - Include Fiscal Year’s Federal Grant Award Identification Number (FAIN) on Inventory record
  - Written inventory procedures for all Federal Programs in LEA
• Professional Learning Activities
  o Agendas
  o Sign-in Sheets, Dated/Signed, Role of participants
  o Handouts
• After-the-Fact Periodic Certifications
  o Written plan detailing when after-the-fact periodic certifications will be conducted (Federal Programs)
• Monthly Detailed Time Logs
• Written procedures & written or digital evidence of LEA verification for suspension and debarment.
• Strong, Moderate, Promising or Rationale-Building Evidence that student interventions improve English proficiency and academic achievement, that teacher and administrator PD is of a high-quality, personalized, and increases their capacity to teach ELs, and that parent, family, & community engagement strategies are effective
  o “Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.”
  o GaDOE Title II and Title III program staff will guide LEAs to consider the levels of evidence when budget planning/monitoring activities, and support the use of available websites/resources. Please refer to the “Evidence-Based Interventions” PowerPoint Presentation from the Federal Programs’ Summer Conference 2017 found at: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx

Compensation
• All Title III-funded positions or proportionate positions, additional compensation, stipends, etc. should be supported by narrative in the LEA’s CNA, DIP and Program Information Tab.

Contracted Services
• Indicate whether the contracted services are provided by internal staff or outside consultants
• Identify who the District will contract with for these services; how the District complies with Federal requirements for contracted services (suspension/debarment requirements) as well as whether or not the District will enter into a written contractual agreement.

Travel Expenses
• Travel costs must adhere to the LEA’s Federal Programs policies, procedures, and processes
• Meals and mileage are reimbursed according to state travel guidelines
• USED is not allowing out-of-country travel with Title III funds

Carry-Over Amounts
• Districts are strongly encouraged to spend 100% of their Title III sub-grant during the 15-month period of performance. However, if necessary, up to 25% of an original subgrant may be carried over into the next fiscal year. This carryover amount must be completely spent in the following fiscal year, no exceptions. Any funds left unspent are returned to the GaDOE.
• Title III does not allow a District to submit a waiver for the carryover amount.
• When an LEA receives the official letter from the GADOE Grants Accounting Office announcing the Carry-Over Amount (superintendent receives this letter), the LEA has 45 days from the letter date to amend its budget to account for these additional funds. (This is done via the submission of a Budget Amendment for the Carry-Over amount.)

Amendment Processes
Per EDGAR 2 CFR Part 200, §200.308 (b) Recipients are required to report deviations from budget or project scope or objective, and request prior approvals from Federal awarding agencies for budget and program plan revisions, in accordance with this section. (p. 113)

• After your budget is approved by GaDOE, any transfer of funds from one function or object code to another would require a Budget Amendment to be submitted.
• Any Budget Amendment must be supported by the EL-related elements in the LEA’s Needs Assessment (CNA) and Improvement Plan (DIP) to show alignment with LEA initiatives.
• LEAs may submit a budget amendment in the Consolidated Application Portal until the federal programs award period of performance ends on September 30.
• Budget amendments are subjected to a comprehensive review process, which includes a review of the original budget.

Required Attachments
Job Descriptions
All fully or proportionally-funded positions included in the Title III, Part A Budget must be accompanied with a Job Description uploaded in the Attachments Tab in the ConApp for review along with the budget. The document naming conventions for Job Descriptions are: the Fiscal Year, District Name, Specific Grant Name and Job Title that matches the Job Title in the Grant from which the full or proportional salary is being funded.
Example: FY18ApplingTitleIII-ALEP_SIOPInstructionalCoachJobDescription.

• The Job Descriptions must specify which tasks are funded with state/local funds and which tasks are funded with federal funds.
• Any administrative duties should be reflected in the job description.
• The phrase “and any other tasks as assigned” is not acceptable in a federally-funded Job Description. This type of “duty” must be funded with state/local funds.
• Federally funded positions cannot manage/oversee non-federally funded positions.
• The Job Description Title must match the Job Title in the Budget

Title III Educational Field Trip Approval Form
All requests for student field trips in either the Title III- A English Learner or Title III Immigrant Budgets must be accompanied by a completed Field Trip Approval Form uploaded in the Attachments Tab in the ConAPP. This form will be reviewed by GaDOE federal programs staff along with the Title III budget. The Field Trip Form should follow these naming conventions: Fiscal Year, District Name, Specific Grant Name, and Document Title. Example: FY18ApplingTitleIII-A ELFieldTripForm
The Field Trip Approval form template can be found on main page of the Title III Website, under For Districts.

Immigrant Program Information Tab & Budget
For LEAs allocated Immigrant subgrants, the Immigrant Program Information tab must be completed in concert with the Immigrant budget. Activities led by the LEA using Immigrant funds must be described in detailed narrative in the Immigrant tab question. Each expenditure noted in the IMM budget must be linked to the activities specified in the Immigrant Program Information question(s) and may only be made in support of allowable activities under the grant (see p.8.) Districts must be careful to ensure that Immigrant supports are not language-focused, but rather cultural/social-focused as federal monitors are very sensitive to this issue.

Note: If IMM and EL funds are co-mingled to fund the same type of activities, please clarify the percentage of funds used from each program in relation to the percentage of EL and/or IMM students benefiting from those activities.
Title III Monitoring

Under Sec. 3113(b)(8), States awarding Title III subgrants to LEAs must monitor those LEAs for compliance with Title III statute. The monitoring of LEAs takes place on a four-year rotational cycle, however LEAs may be embedded out-of-cycle into a monitoring year based on an assessment of their risk. The Title III monitoring cycle is in the process of syncing with the Title I cycle – with the ultimate goal being that all title-funded programs in an LEA are monitored in one visit, cross-functionally. This “Cross-Functional Monitoring” (CFM) includes staff from all Title I units, Title II, Title III, as well as staff from Special Education and Supports. Monitoring visits typically last one to two days for all but the largest of the LEAs and the visit dates are agreed upon by GaDOE federal programs staff and central office staff at the LEA. The monitoring cycle is posted on the Federal Programs – Title I – Federal Programs Monitoring website.

Preparing for a Title III Monitoring Visit
LEAs eligible for Title III monitoring, as part of Cross-Functional Monitoring (CFM), are those receiving Independent Title III EL Allocations, those acting as Lead LEA in a Consortium, and any LEA in receipt of Immigrant funds. (Immigrant funds are monitored via Desktop monitoring.)

To guide LEAs through the monitoring process, each Regional Title III Specialist conducts live webinar trainings to those LEAs on the upcoming monitoring docket. Thus, the LEAs preparing to be monitored will receive communication directly from their assigned Title III specialist. The email will include the date, time and link for a live GoToWebinar training session which will give participants an opportunity to learn details about the monitoring process and the required submissions as well as ask questions of their Title III monitor.

*It is important to note* that changes and improvements are made to the Cross-Functional Monitoring process each year. Therefore, a training webinar held in a prior year – though helpful – may not be comprehensive or fully aligned to the current year’s monitoring process. For this reason it is **highly encouraged** that LEAs preparing to be monitored attend their assigned, live GoToWebinar training session. Questions related to these sessions should be directed to the LEA’s assigned regional Title III specialist.

Monitoring Support Documents
On the Federal Programs – Title III website is a section entitled “Title III Monitoring Documents”. All LEAs are welcome and encouraged to review these documents in order to become familiar with what is required and will be requested of them when Title III monitoring is performed in their LEA. *Those previewing these documents outside of their assigned monitoring year however, must recognize that monitoring processes may change slightly from one year to the next.* The training webinars provide specific guidance on how LEAs should use these documents as they prepare to be monitored.

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The supporting documents are organized by “Onsite” and “Desktop” monitoring. LEAs that are monitored via the Desktop process do not have parent or staff interviews conducted and therefore – when Desktop monitoring – the GaDOE Desktop monitoring templates do not require LEAs to submit contact information for these groups.

LEAs may also wish to review the “Title III Monitoring Protocol Rubric” which is the document that regional monitors use to review LEA programs and services offered under Title III.

Post-Monitoring

Following the onsite visit/desktop review, the Title III Specialist has 30 days to complete the monitoring report. The report is submitted electronically through the GaDOE Portal (similar to the CLIP) and is reviewed by the Title III Program Manager who, upon approval, submits it to the Federal Programs Director for final review and approval. Once fully approved, it will be released to the LEA for review and response (if necessary). Note: Each LEA has self-selected its staff that are permitted Portal access. If not provided with Portal access him/herself, a Title III Director expecting a monitoring report should communicate with Portal-approved colleagues to ensure that he/she is advised when the LEA’s Title III report is returned from the GaDOE.

In the event that Title III findings were assigned to the LEA, a “Corrective Action Plan” (CAP) must be developed to address and correct the findings. A CAP template is attached to those Title III monitoring reports that have findings and a separate template must be submitted to describe the plan for resolving each finding. LEAs submit their CAP(s) as attachments in the Portal. The LEA’s plan must result in findings being fully corrected within one year with interim dates provided for progress checks/document submissions.

Corrective Action Plans are due 30 days after the LEA receives the monitoring report from the GaDOE. The Regional Title III Specialist reviews the CAP(s) and either approves the plans or suggests changes. If the plan is approved, the LEA is provided with a Provisional Title III Clearance letter indicating that, if implemented with integrity, the LEA’s plan to correct the Title III findings is substantive and likely to result in success. At this point the LEA may embark upon its plan. Once the LEA has completed its year-long corrective action process, the Title III regional specialist performs a follow-up review (onsite or desktop) of the LEA’s progress and, if all findings have been suitably corrected, will provide the LEA with a Final Clearance letter indicating that the CAP has been successful and is complete.

Questions about this post-monitoring process should be directed to the LEA’s regional Title III specialist.
Title III Annual Reporting Requirements

In the spring of each year, LEA Title III recipients (both Independent and Consortium Lead LEAs) must submit to the GaDOE information and data as required by USED for the annual Consolidated State Performance Report (CSPR). This report provides the State and USED with information about the performance of those ELs who are/were served under the LEA’s Title III program. Do not include in this report any ELs who were not Title III-served. (See Data Collections Student Record Data Elements for more information about coding Title III-served and not-served ELs).

The required elements are included on a form, called “Title III LEA Annual Report,” which is posted each spring on the Title III web page under Title III Resources. This form must be completed, signed by the Title III director and LEA superintendent and submitted in hard copy to the Title III unit by July 1 of each year. These reporting requirements can be found in Sec. 3121 of Title III law and are also listed below.

1. A description of the programs and activities conducted by the consortium LEAs with Title III funds, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds;

2. A description of the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability;

3. The number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(F) by the end of each school year, as determined by the State’s English proficiency assessment under section 1111(b)(2)(G);

4. The number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency;

5. The number and percentage of English learners meeting challenging State academic content and student academic achievement standards for each of the 4 years after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability;

6. The number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the member LEAs; and

7. Any other information that the GaDOE may require.
Appendices

Appendix B – 2018 – 2019 LEA Consortium Sample MOU or Agreement
Appendix C – 2017 – 2018 Immigrant Definition and Funding Matrix
Appendix D – 2017-2018 Title III Elements in the CNA
Appendix E – 2017-2018 Title III Chart of Accounts
Appendix F – Title III Budget Guiding Questions
Appendix G – Uniform Grants Guidance / EDGAR selections
Appendix H – Summary of Title III and ESOL Changes Shared at Federal Programs Summer Conference 2017
2018-2019 Guidelines for Title III Consortium Memorandum of Understanding or Agreement between Lead Applicant LEA and Member LEAs

1. On the MOU/Agreement, list the acting fiscal agent for the consortium, as well as each LEA that will be participating in the consortium. Include the signatures of the superintendents/designees of the LEAs participating in the Title III Consortium.

2. Develop a common plan to use the Title III funds efficiently to meet the identified needs of the consortium members. The plan must detail the activities that each member of the group will perform to carry out the purpose of ensuring that ELs develop English proficiency and meet the same academic content and achievement standards that all students are expected to meet. The plan must include the following three elements:
   a. How the participating LEAs will supplement services for ELs;
   b. How professional development will be provided to improve instruction for ELs; and
   c. What outreach services and/or activities will be provided to EL parents, families or communities.

3. State the responsibilities of the fiscal agent which must include:
   a. Maintenance of the written MOU/agreement regarding consortium members’ participation;
   b. Submission of the Consortium’s collaboratively-developed Title III Program Plan, Assurances and Budget (including Amendments) in the Consolidated Application;
   c. Ensuring that Title III funds are shared and spent to fully carry out the Program Plan, benefit all consortium members equally, and ensure fulfillment of Title III-required activities;
   d. Control of all fiscal transactions of the consortium (requisitions, purchases, payments, etc);
   e. Maintenance of records of all inventory lists and financial transactions carried out on behalf of the consortium;
   f. Expenditure monitoring of all participating LEAs to ensure compliance with Title III supplement, not supplant requirements; and
   g. Fulfillment of data gathering, reporting and documentation submission requirements, on behalf of the Consortium, for Title III monitoring purposes.

4. Specify how the consortium will meet the reporting provisions of Title III, which annually requires
   (1) a description of the programs and activities conducted by the consortium LEAs with Title III funds, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds;
(2) a description of the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability;

(3) the number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(F) by the end of each school year, as determined by the State’s English proficiency assessment under section 1111(b)(2)(G);

(4) the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency;

(5) the number and percentage of English learners meeting challenging State academic content and student academic achievement standards for each of the 4 years after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability;

(6) the number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the member LEAs; and

(7) any other information that the GaDOE may require.

5. A Consortium receiving Title III funds must use those funds:

   “(1) to increase the English proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate the effectiveness successes in increasing—

   “(A) English language proficiency; and

   “(B) student academic achievement in the core academic subjects; and

   “(2) to provide effective professional development 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—

   “(A) designed to improve the instruction and assessment of English learners;

   “(B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and use implement curricula, assessment practices and measures, and instructional strategies for English learners;

   “(C) based on scientifically based research demonstrating the effectiveness of the professional development in effective in increasing children’s English proficiency or
substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

“(D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and

(3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners which –

(A) shall include parent, family, and community engagement activities; and

(B) may include strategies that serve to coordinate and align related programs.”

ESEA, as amended by the ESSA, Title III Section 3115(c)
Elementary and Secondary Education Act, Title III, Part A, Language Instruction for ELs LEA Consortium Memorandum of Understanding/Agreement, (Insert) School Year

This Memorandum of Understanding/Agreement represents the agreed-upon Title III program, services and products to be provided to English learner (EL) students in the W County School District, the X County School District, Y City Schools and the Z Charter School, (Members), during the [insert] school year. The W County School District (WCSD) will act as lead local educational agency (LEA) and member. The consortium shall be named the W County Title III Consortium (the Consortium).

The WCSD will be responsible for acting as the fiscal agent for the Consortium and will submit the W County Title III Consortium Program Plan, Budget and any subsequent Amendments, file the required expenditure reports and maintain fiscal records for the Consortium. The Consortium will plan to expend all Title III funds during the [insert year] grant year. WCSD must continue to serve as the fiscal agent for the Consortium until all funds are expended or, at maximum, for the duration of the 27 months grant period.

According to the [insert year] Georgia Department of Education Title III calculations, based on [previous year] Student Record data submitted by the Members to the GaDOE, the Consortium enrolled [insert EL Counts] EL students, which results in a subgrant amount of approximately [insert grant amount]. In its role as the lead LEA, the Consortium will support a total amount of programs, services, and products as indicated below:

<table>
<thead>
<tr>
<th>Program/Service/Product</th>
<th>Approximate Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead LEA may claim up to 2% Direct Administrative Costs</td>
<td>$_______</td>
</tr>
<tr>
<td>(Consortium grant amount allocation X 2%)</td>
<td></td>
</tr>
<tr>
<td>Lead LEA may claim program related indirect expenses</td>
<td>$_______</td>
</tr>
<tr>
<td>(Expenses cannot exceed Lead LEA’s approved indirect cost)</td>
<td></td>
</tr>
<tr>
<td>Reimburse purchase of ___ as supplemental instructional resources.</td>
<td>$_______</td>
</tr>
<tr>
<td>Reimburse costs of after-school programs for materials/staff hours</td>
<td>$_______</td>
</tr>
<tr>
<td>Provide professional development series regarding effective EL student instructional practices to # consortium teachers, staff and administrators @ $____ each.</td>
<td>$_______</td>
</tr>
<tr>
<td>Reimburse costs of EL parent/family engagement materials/activities</td>
<td>$_______</td>
</tr>
</tbody>
</table>
Anticipated Total Title III Consortium Grant allocation $_______

1 Source: CADOE, March 2017, Adapted for use in Georgia.

In addition to the above services and products, the WCSD will coordinate regular meetings for the purpose of assessing the needs of the Consortium.

Changes regarding the provision, the scope and/or nature of the planned services must be made by agreement of the Members and submitted in accordance with the GaDOE budget amendment procedures. Funds must be used before the end of the 27 months grant period.

As lead LEA, the WCSD is responsible for gathering Consortium data, compiling, completing and submitting the Annual Title III Report to the GaDOE and, as a Title III subgrantee, engaging in Title III monitoring on behalf of the Consortium.

Signature of the LEA representative represents the indication that the Consortium has met and conferred and the member LEAs are in agreement to all stated requirements and responsibilities.

**Signatures of Authorized Representatives:**

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Print Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consortium Lead LEA Representative (Superintendent or Designee)</td>
<td>Consortium Member LEA Representative (Superintendent or Designee)</td>
</tr>
<tr>
<td>Signature of Consortium Lead LEA Representative (WCSD)</td>
<td>Signature of Member LEA Representative</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Print Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consortium Member LEA Representative (Superintendent or Designee)</td>
<td>Consortium Member LEA Representative (Superintendent or Designee)</td>
</tr>
<tr>
<td>Signature of Consortium Member LEA Representative</td>
<td>Signature of Member LEA Representative</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Print Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consortium Member LEA Representative (Superintendent or Designee)</td>
<td>Consortium Member LEA Representative (Superintendent or Designee)</td>
</tr>
<tr>
<td>Signature of Consortium Member LEA Representative</td>
<td>Signature of Member LEA Representative</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>
Appendix C – 2017-2018 Immigrant Definition and Funding Matrix

**Immigrant Children and Youth Subgrant Eligibility Requirements:**

Districts qualify for an Immigrant subgrant if their **immigrant student count is at or above 50 and** that number represents an **increase** of at least **10% over the LEA’s previous two-year average** immigrant population.

<table>
<thead>
<tr>
<th>District Name</th>
<th># Immigrant Students Reported in Current Year</th>
<th>LEA Meets Minimum Number for Immigrant Grant?</th>
<th># Immigrant Students Reported Year One (2015-2016)</th>
<th># Immigrant Students Reported Year Two (2016-2017)</th>
<th>Minimum Number Current-Year Immigrant Students Needed to Qualify</th>
<th>Is Current-Year Number ≥ 10% the Average of the Previous 2 Years?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE 1</td>
<td>600</td>
<td>Yes</td>
<td>570</td>
<td>585</td>
<td>636</td>
<td>NO</td>
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<tr>
<td>A County Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(10%-increase over average of Year 1 and Year 2)</td>
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<tr>
<td>SAMPLE 2</td>
<td>274</td>
<td>Yes</td>
<td>250</td>
<td>233</td>
<td>267</td>
<td>YES</td>
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<tr>
<td>B County Schools</td>
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<td></td>
<td></td>
<td></td>
<td>(10%-increase over average of Year 1 and Year 2)</td>
<td></td>
</tr>
<tr>
<td>SAMPLE 3</td>
<td>75</td>
<td>Yes</td>
<td>115</td>
<td>90</td>
<td>114</td>
<td>NO</td>
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<tr>
<td>C County Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(10%-increase over average of Year 1 and Year 2)</td>
<td></td>
</tr>
<tr>
<td>SAMPLE 4</td>
<td>35</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>Does not meet initial minimum (50) for subgrant consideration.</td>
<td>NO</td>
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<tr>
<td>D County Schools</td>
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</table>

**Key Term**

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Immigrant Children and Youth:</td>
<td>The term immigrant means individuals who: (A) are aged 3 through 21; (B) were born outside of the U.S. (C) have been attending one or more schools in any one or more States for less than 3 full academic years.</td>
</tr>
<tr>
<td>U.S.:</td>
<td>This includes each of the 50 States, the District of Columbia, and Puerto Rico. This definition is for Title III purposes only and is unlike the definition of “State” in Section 9101 of the Elementary and Secondary Education Act (ESEA), which applies generally to ESEA programs. Section 9101 does include the outlying areas.</td>
</tr>
</tbody>
</table>

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## Appendix D – 2017-2018 Title III Elements in the CNA

<table>
<thead>
<tr>
<th>CNA Page</th>
<th>CNA Element</th>
<th>CNA Element Description</th>
<th>Title III GaDOE Staff, consider...</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. 16</td>
<td>2.1.2.</td>
<td>Coherent Instructional System Guiding Questions – Planning for quality instruction</td>
<td>What processes specific to EL learning needs are described?</td>
</tr>
<tr>
<td>p. 17</td>
<td>2.1.2.</td>
<td>Coherent Instructional System Guiding Questions – Monitoring student progress</td>
<td>What processes address the academic and language progress and achievement of ELs?</td>
</tr>
<tr>
<td>p. 26</td>
<td>2.2.2.</td>
<td>Effective Leadership Guiding Questions - Providing Quality Professional Learning</td>
<td>To what extent is EL-related professional learning provided to administrators and other school leaders? What PL needs are identified for leaders?</td>
</tr>
<tr>
<td>p. 31</td>
<td>2.3.2.</td>
<td>Professional Capacity Guiding Questions – Developing Staff</td>
<td>To what extent is EL-related professional learning provided to teachers and other school personnel?</td>
</tr>
<tr>
<td>p. 32</td>
<td>2.3.3.</td>
<td>Professional Capacity Trends &amp; Patterns</td>
<td>How does EL-related professional learning factor into the LEA’s professional capacity trends?</td>
</tr>
<tr>
<td>p. 37</td>
<td>2.4.2.</td>
<td>Family &amp; Community Engagement Guiding Questions – Supporting student success and Collaborating with the community</td>
<td>How does the LEA promote parent &amp; family engagement in the education of ELs?</td>
</tr>
<tr>
<td>p. 42</td>
<td>2.5.1.</td>
<td>Data related to Discipline &amp; Attendance</td>
<td>How does the LEA’s data compare to the State’s data with regards to English Learners?</td>
</tr>
<tr>
<td>p. 44</td>
<td>2.5.1.</td>
<td>Small Student Subgroups: Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).</td>
<td>How do the low-incidence LEAs (Title III Consortium) address ELs in this section?</td>
</tr>
<tr>
<td>p. 47</td>
<td>2.5.3.</td>
<td>Supportive Learning Environment Trends &amp; Patterns – What are the important trends &amp; patterns that will support the identification of student, teacher, and leader needs?</td>
<td>Are English Learners’ needs addressed, if necessary, based on data in 2.5.1?</td>
</tr>
<tr>
<td>p. 48</td>
<td>2.6.1.</td>
<td>Student Demographics (2015-16) (%)</td>
<td>How does the LEA’s EL population compare to the State’s EL population (by %)?</td>
</tr>
<tr>
<td>p. 49</td>
<td>2.6.1.</td>
<td>Small Student subgroups: (see description in 2.5.1.)</td>
<td>Do the low-incidence LEAs (Title III Consortium) address ELs in this section?</td>
</tr>
<tr>
<td>p. 51</td>
<td>2.6.3.</td>
<td>Demographic &amp; Financial Trends &amp; Patterns</td>
<td>Do ELs factor into the LEA’s demographic/financial trends?</td>
</tr>
<tr>
<td>pp. 52-68</td>
<td>2.7.1.</td>
<td>GA Milestones Academic Achievement Data: Grades 4-8 ELA &amp; Math and H.S. Am Lit &amp; Analytic Geometry</td>
<td>Are District English Learners improving in ELA &amp; Math from year to year at elementary, middle, and high school levels?</td>
</tr>
<tr>
<td>p. 69</td>
<td>2.7.1.</td>
<td>WIDA ACCESS 2.0 Data</td>
<td>Review current EL English proficiency levels per grade-level band</td>
</tr>
<tr>
<td>p. 70</td>
<td>2.7.1.</td>
<td>Data for Small Student subgroups (see description in 2.5.1.)</td>
<td>Do the low-incidence LEAs (Title III Consortium) provide EL data in this section?</td>
</tr>
<tr>
<td>p. 72</td>
<td>2.7.2.</td>
<td>Student subgroup gaps (Data Sources: ACCESS &amp; GM ELA &amp; Math)</td>
<td>Is EL achievement addressed, where applicable?</td>
</tr>
<tr>
<td>p. 72</td>
<td>2.7.3.</td>
<td>Student Achievement Trends &amp; Patterns</td>
<td>Are ELs addressed in the overall student achievement trend summary?</td>
</tr>
<tr>
<td>p. 79</td>
<td>3.2.8. Title III - Language Instruction for English Learners &amp; Immigrant Students</td>
<td>What are the Title III Challenges &amp; Strengths?</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>p. 81</td>
<td>3.3. Identification &amp; Prioritization of Overarching Needs</td>
<td>Are any of the Overarching needs related to English Learners?</td>
<td></td>
</tr>
<tr>
<td>p. 83-84</td>
<td>3.4. Needs Identification &amp; Root Cause Analysis</td>
<td>Are any of the Root Causes related to Title III?</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix E – 2017-2018 Title III Chart of Accounts

<table>
<thead>
<tr>
<th>Object Codes</th>
<th>1000 Instruction</th>
<th>2100 Pupil Services &amp; Family Engagement</th>
<th>2210 Improvement of Instructional Services</th>
<th>2213 Instructional Staff Training</th>
<th>2330 General Administration</th>
<th>2300 Audit Cost and Indirect Cost</th>
<th>2700 Student Transportation Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>110 - Instructional Staff/Coach</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>113 - Substitute</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>114 - Substitute</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>116 - Professional Dev.Stipends</td>
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<td></td>
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<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>140 - Aides, Paraprofessionals</td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>142 - Clerical</td>
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<td>X</td>
<td></td>
<td></td>
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<td>X</td>
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<tr>
<td>172 - Elementary Counselor</td>
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<td>X - Supplemental</td>
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<tr>
<td>173 - Secondary Counselor</td>
<td></td>
<td>X - Supplemental</td>
<td></td>
<td></td>
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<tr>
<td>176 - School Social Worker</td>
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<td>X - Supplemental</td>
<td></td>
<td></td>
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<tr>
<td>177 - Family Services, Parent Coordinator</td>
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<td>X</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>180 - Bus Drivers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X - Approved field trips only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>190 - Other Management Personnel</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X - Title III Director</td>
<td></td>
<td></td>
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<tr>
<td>191 - Other Administrative Personnel</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>199 - Other Salaries and Compensation</td>
<td>X - Tutoring after school or in the summer by Employee; Supplemental compensation for employees who: teach English and/or literacy classes for EL or immigrant parents; offer services in the parent outreach program</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>210 - State Health Insurance</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>X - Approved field trips only</td>
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<td>220 - FICA</td>
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<td>X - Approved field trips only</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>X - Contracted Tutoring non-employee</td>
<td>X - Audit Cost</td>
<td>X - PD Venues</td>
<td>X - Approved field trips only</td>
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<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
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<td>230</td>
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<td>Benefit in Lieu of Soc.Security</td>
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<td>Other Employee Benefits</td>
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<td>519</td>
<td>Student Transportation Purchased From Other Sources</td>
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<td>Communications, telecommunications</td>
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<td>Web-based Subscriptions &amp; Licenses</td>
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<td>District Staff Travel</td>
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<td>Computer Software that is Actually Owned on Hard Disk</td>
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<tr>
<td>615</td>
<td>Expendable Equipment - calculators, VCRs, DVD players</td>
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<td>Expendable Computer Equip. &lt;$5,000 - computers, printers, disk drives, smartboards</td>
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<td>X</td>
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<td>Energy</td>
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<td>641</td>
<td>Textbooks</td>
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<td>X - Supplemental</td>
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<td>642</td>
<td>Books (Non-Textbooks) &amp; Periodicals</td>
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<td>Registration Fees</td>
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<td>Fed. Indirect Cost Charges</td>
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<td>Schoolwide Allocations</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>

X - Approved Field Trip Form
Appendix F – Title III Budget Guiding Questions

- **Note #1:** The Education Department General Administrative Regulations (EDGAR) thresholds for federal funds apply as well as the cost principles contained in Office of Management and Budget (OMB) Circulars A-21, A-87 and A-122 that require expenditures of federal funds to be---at a minimum---necessary, reasonable, allocable to the program, allowable under the program and legal under state and local law. What steps are appropriate to ensure that the purchase will be reasonable and necessary? Does the District have a policy for purchases of $5000 or more? Do we issue an RFP? Do we require multiple quotes? Is there a system of internal controls which provides reasonable assurance charges are accurate, allowable, and properly allocated? Do they comply with established accounting policies and practices?

- **Note #2:** Federal Funds cannot be used for services required under State/Local/ and OCR regulations, such as translation/interpretation services for all school communication sent to English-only parents. Thank you.

- **Note #3:** EL Parent & Family Engagement is now under Title I. Thank you.

<table>
<thead>
<tr>
<th>Function</th>
<th>Object</th>
<th>Description Questions Checklist</th>
<th>Title III Documentation to Maintain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1000</strong></td>
<td>Includes activities dealing directly with the interaction between teachers and students. Teaching may be provided in a variety of locations and through another approved medium. Included are activities of aides or classroom assistances.</td>
<td></td>
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</tr>
</tbody>
</table>
| 140 – Aides & Paraprofessionals | □ Is the aide or paraprofessional working only with English Learners?  
□ Fully funded or split-funded?  
□ What is the Title III portion and who is paying the other portion? | □ Job Description  
□ PARs or Time Log  
□ Student Roster | Records that accurately reflect the work performed:  
• Dated/Timed/Signed Teacher Attendance Rosters  
• Dated/Timed/Signed Student Attendance Rosters  
• Identification of Student’s EL or Immigrant Status  
• Lesson Plans and/or other instructional documentation  
• Signed Periodic Certification |
| 199 - Other Salaries & Compensation | □ Is this additional compensation for an employed teacher working off-contract hours?  
□ Pay rate per hour?  
□ Is this the typical district rate per hour for this type of work?  
□ Is this the employees state pay rate per hour without the local supplement?  
□ How many hours?  
□ How many teachers? | □ State Health for whom? | □ FICA for whom? Medicare for whom? |
| 210      | □ State Health for whom? | □ FICA for whom? Medicare for whom? | □ Medicare for whom? |
| 230      | □ TRS for whom? | □ Medicare for whom? | □ Medicare for whom? |
| 260 | □ Workers Comp for whom? |
| 290 | □ Other benefits for whom? Which benefits? | • |
| 300 – Purchased Professional & Technical Services | □ Contracted tutoring? How many hours of service? □ Credentials of tutors for working with ELs? (See OCR) □ For which students? □ Which contracting company? □ Has the district checked the suspension/debarment list for federal programs for this company/individual? | • Tutors Credentials/Training/Certification • Dated/Timed/Signed Tutor Attendance Rosters • Identification of Student’s EL or Immigrant Status • Lesson Plans and/or other instructional documentation • Signed Periodic Certification • Suspension/Debarment Documentation |
| 532 - Communications – Web-based Subscriptions & Licenses | □ Do regular education students use this same software? How is the software funded for them? □ Will only ELs use this software? □ What is the subscription year for these licenses? (must be from Oct 1st to Sept 30th – matching the federal fiscal year) □ What is the name of the instructional software? □ Is it designed to increase the academic English language proficiency of English Learners? Is it effective? | • P.O.s • Research on software’s effectiveness with English Learners |
| 610 - Supplies | □ Are these consumable instructional resources for pupil instruction? □ Are these manipulatives, flashcards, or other resources? □ Have you specified the resources, and named most of them? □ Please make sure there are no technology related or computer or other expendable equipment in this Object Code – Thank you! | • P.O.s • Labeled & Inventoried • Internal control processes • Inventory processes |
| 611 – Supplies – Technology Related | □ Do other federal funds and/or local funds provide these technology related supplies/resources for regular ed students?  
■ How many will be purchased?  
■ What is the “per-unit” cost?  
■ Who will use them?  
■ If it is headphones, will they be used for assessment? | • P.O.s  
• Labeled & Inventoried  
• Internal control processes  
• Inventory processes |
| 615 – Expendable Equipment | □ Do regular education students use this same resource?  
■ How is it purchased for them?  
■ Will only ELs use this expendable equipment?  
■ How do regular ed teachers get their resources printed/laminated? | • Labeled & Inventoried  
• Internal control processes  
• Inventory processes |
■ What is the per unit price?  
■ Is it reasonable & necessary?  
■ Who will be using them?  
□ Do regular education students receive these items through local or other federal funding sources?  
□ Will only ELs use these electronic devices?  
□ How will regular ed teachers get Smartboards? Projectors? | • P.O.s  
• Labeled & Inventoried  
• Internal control processes  
• Inventory processes |
| 641 - Textbooks | □ Are these textbooks?  
■ What is the name of the books?  
□ Are they designed to increase the academic English language proficiency of English Learners? Are they effective in doing so? | • P.O.s  
• Research on software’s effectiveness with English Learners  
• Labeled & Inventoried  
• Internal control processes  
• Inventory processes |
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>642</td>
<td>Books other than Textbooks</td>
<td>□ Are these print resources other than textbooks?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ What are they? (Name them &amp; the Publishing Company)</td>
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<td></td>
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<td>□ How will they be used?</td>
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<td></td>
<td></td>
<td>□ Will the Word-to-Word Dictionaries be used for instruction or assessment (accommodation)?</td>
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<td></td>
<td></td>
<td>• P.O.s</td>
</tr>
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<td></td>
<td></td>
<td>• Research on software’s effectiveness with English Learners</td>
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<td></td>
<td></td>
<td>• Labeled &amp; Inventoried</td>
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<td></td>
<td></td>
<td>• Internal control processes</td>
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<tr>
<td></td>
<td></td>
<td>• Inventory processes</td>
</tr>
<tr>
<td>810</td>
<td>Dues &amp; Fees</td>
<td>□ Is this a subscription fee or a license or registration?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ How much is each fee?</td>
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<td></td>
<td></td>
<td>□ How does the activity accomplish the intents and purposes of the grant?</td>
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<td>□ For how many EL students? (summer school registration fees, if applicable)</td>
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<td></td>
<td></td>
<td>• Student Rosters</td>
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<td></td>
<td></td>
<td>• Other documentation as needed</td>
</tr>
<tr>
<td>2100</td>
<td>Pupil Services &amp; Parent &amp; Family Engagement</td>
<td></td>
</tr>
<tr>
<td>177</td>
<td></td>
<td>□ Is the Parent Involvement Coordinator (Specialist, or Liaison) performing activities supplemental to Title I?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Job Description?</td>
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<td></td>
<td></td>
<td>□ Fully funded or split-funded?</td>
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<td></td>
<td></td>
<td>□ What is the Title III portion and who is paying the other portion?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Job Description</td>
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<tr>
<td></td>
<td></td>
<td>• Periodic Certification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Time Logs if split-funded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Parent Event Yearly Plan/Schedule, Agendas, Attendance Rosters, Surveys, Feedback, and related documentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Related Title I documentation as evidence of supplemental nature of activities</td>
</tr>
<tr>
<td>199</td>
<td>Other Salaries &amp; Compensation</td>
<td>□ Additional compensation for someone working with parents?</td>
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<tr>
<td></td>
<td></td>
<td>□ Which parents?</td>
</tr>
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<td></td>
<td></td>
<td>□ or providing other services to students?</td>
</tr>
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<td></td>
<td>Records that accurately reflect the work performed:</td>
<td>• Dated/Timed/Signed Employee Attendance Rosters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dated/Timed/Signed Parent Attendance Rosters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identification of Parents of ELs/Immigrants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lesson Plans and/or other instructional documentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Signed Periodic Certification</td>
</tr>
<tr>
<td>220</td>
<td>Benefits (see 1000)</td>
<td>□ Benefits (see 1000)</td>
</tr>
</tbody>
</table>
| 530 - Communication | □ What is the purpose? (see intents/purposes of sub-grant)  
□ How is this supplemental? | • Documentation |
|---------------------|---------------------------------------------------------------|----------------|
| 532 - Communications – Web-based Subscriptions & Licenses | □ Do regular education students use this same software? How is the software funded for them?  
□ Will only ELs use this software?  
□ What is the subscription year for these licenses? (must be from Oct 1st to Sept 30th – matching the federal fiscal year)  
□ What is the name of the instructional software?  
□ Is it designed to increase the academic English language proficiency of English Learners? Is it effective? | • P.O.s  
• Research on software’s effectiveness with English Learners |
| 580 - Travel | □ Who is travelling?  
□ Why are they travelling?  
□ Where are they travelling?  
□ How does this support the intents/purposes of the sub-grant? | • Travel Documentation |
| 610 - Supplies | □ What supplies? Have you specified them?  
□ For which parents?  
□ Why?  
□ How is this supplemental to Title I? | • P.O.s  
• Labeled & Inventoried, unless consumable  
• Internal control processes  
• Inventory processes |
| 611 – Supplies – Technology Related | □ Do other federal funds and/or local funds provide these technology related supplies/resources?  
□ How many will be purchased?  
□ What is the “per-unit” cost?  
□ Who will use them? | • P.O.s  
• Labeled & Inventoried  
• Internal control processes  
• Inventory processes |
| 615 – Expendable Equipment | □ Who will use them?  
□ How is it supplemental to Title I, and state/local funds? | • P.O.s  
• Labeled & Inventoried  
• Internal control processes  
• Inventory processes |
<table>
<thead>
<tr>
<th></th>
<th>Are these provided to all students? With what funds?</th>
<th></th>
</tr>
</thead>
</table>
□ Labeled & Inventoried  
□ Internal control processes  
□ Inventory processes |
|  | □ What is the per unit price?  
□ Is it reasonable & necessary?  
□ Who will be using them?  
□ Do regular education students receive these items through local or other federal funding sources?  
□ Will only ELs or their parents use these electronic devices? |  |
| 810 – Dues & Fees | □ Conference registration? What conference?  
□ For Whom?  
□ For what purpose? | □ Travel Documentation |
| 2210 – Improvement of Instructional Services | Currently, 2210 includes all activities that enhance the instructional experience of the students. This includes technology services, academic coaches, online learning programs for the students, etc. |  |
| 110 or 190 or 191 | □ What is this position?  
□ Is this fully funded or split-funded?  
□ What is the Title III portion and who is paying the other portion?  
□ Is there a corresponding Job Description uploaded in the ConAPP for this position?  
□ How does this position accomplish the intents and purposes of the grant? | □ Job Description  
□ Periodic Certification Forms  
□ Time Logs if split-funded |
| 199 – Other Salaries & Compensation | □ Additional compensation for someone working with teachers?  
□ Which teachers? | Records that accurately reflect the work performed:  
□ Dated/Timed/Signed Employee Attendance Rosters  
□ Dated/Timed/Signed Teacher Attendance Rosters (with Roles)  
□ Handouts, PPTS, other documentation  
□ Signed Periodic Certification |
| 220 - 290 | □ Benefits (see 1000) |  |
| 532 - Communications – Web-based Subscriptions & Licenses | · Do regular education students use this same software? How is the software funded for them?  
· Will only ELs use this software?  
· What is the subscription year for these licenses? (must be from Oct 1st to Sept 30th – matching the federal fiscal year)  
· What is the name of the instructional software?  
· Is it designed to increase the academic English language proficiency of English Learners? Is it effective? | · P.O.s  
· Research on software’s effectiveness with English Learners |

**2213 – Instructional Staff Training** - Activities associated with the professional development and training of instructional personnel. These include such activities as in-service training (including mentor teachers), workshops, conferences, demonstrations, courses for college credit (tuition reimbursement), and other activities related to the ongoing growth and development of instructional personnel. Training that supports the use of technology for instruction should be included in this code. The incremental costs associated with providing substitute teachers in the classroom (while regular teachers attend training) should be captured in this function code. All costs should be charged to this code regardless of whether training services are provided internally or purchased from external vendors. It should be noted that the salary of a teacher who is attending training would still be reported in function 1000. (FY 2018)

| 113 - Substitute | · Are the substitutes for teachers attending a Title III training? | · Substitute periodic certification |
| 116 – PD Stipends | · Are the teachers earning a stipend for completing a professional development session outside their normal contract hours? | · Name the PD activity  
· Sign-In Sheets, Agendas, Handouts, etc. |
| 199 – Other Salaries & Compensation | · Additional compensation for someone working with teachers?  
· Which teachers? | · Dated/Timed/Signed Employee Attendance Rosters  
· Dated/Timed/Signed Teacher Attendance Rosters (with Roles)  
· Handouts, PPTS, other documentation  
· Signed Periodic Certification |
| 300 – Purchased Professional & Technical Services | · Who is being contracted?  
· For what are they being contracted?  
· Has the district checked the suspension/debarment list | · P.O.s  
· Signed Contract  
· PD Attendance Rosters, Agendas, Handouts |
for federal programs for this company/individual?
☐ How do these services accomplish the intent and purposes of the grant?

| 532 – Communications – Web-based Subscriptions & Licenses | ☐ Do regular ed teachers use this same software? How is the software funded for them?  
 tabindex="0" | ☐ What is the subscription year for these licenses? (must be from Oct 1st to Sept 30th – matching the federal fiscal year)  
 tabindex="0" | ☐ What is the name of the instructional software?  
 tabindex="0" | ☐ Is it designed to increase the effectiveness of teachers of ELs to teach ELs in such a way that their English proficiency and academic achievement increases?  
 tabindex="0" | • P.O.s  
 tabindex="0" | • Research on software’s effectiveness with English Learners  
 tabindex="0" |
| 580 – Travel (Employees) | ☐ Who is travelling?  
 tabindex="0" | ☐ Where are they traveling?  
 tabindex="0" | ☐ What is the conference name?  
 tabindex="0" | ☐ How does that accomplish the intent/purposes of the grant? | • Travel Documentation |
| 610 - Supplies | ☐ What are the supplies to be purchased?  
 tabindex="0" | ☐ How do they accomplish the intent/purposes of the grant?  
 tabindex="0" | ☐ Who is using them? | • P.O.s  
 tabindex="0" | • Labeled & Inventoried  
 tabindex="0" | • Internal control processes  
 tabindex="0" | • Inventory processes  
 tabindex="0" |
| 611 – Supplies – Technology Related | ☐ Do other federal funds and/or local funds provide these technology related supplies/resources for teachers?  
 tabindex="0" | ☐ How many will be purchased?  
 tabindex="0" | ☐ What is the “per-unit” cost?  
 tabindex="0" | ☐ Who will use them? | • P.O.s  
 tabindex="0" | • Labeled & Inventoried  
 tabindex="0" | • Internal control processes  
 tabindex="0" | • Inventory processes  
 tabindex="0" |
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Questions</th>
<th>Documentation Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>612 –</td>
<td>Computer Software (Actual hard disks)</td>
<td>□ Do regular education students use this same software? How is the software funded for them?</td>
<td>• P.O.s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Will only ELs use this software?</td>
<td>• Research on software’s effectiveness with English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ What is the subscription year for these licenses? (must be from Oct 1st to Sept 30th – matching the federal fiscal year)</td>
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<tr>
<td></td>
<td></td>
<td>□ What is the name of the instructional software?</td>
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<tr>
<td></td>
<td></td>
<td>□ Is it designed to increase the academic English language proficiency of English Learners? Is it effective?</td>
<td></td>
</tr>
<tr>
<td>615 –</td>
<td>Expendable Equipment</td>
<td>□ Who will use them?</td>
<td>• P.O.s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ How will this meet the intents/purposes of the sub-grant?</td>
<td>• Labeled &amp; Inventoried</td>
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<td></td>
<td></td>
<td></td>
<td>• Internal control processes</td>
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<td></td>
<td></td>
<td></td>
<td>• Inventory processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ What is the per unit price?</td>
<td>• Labeled &amp; Inventoried</td>
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<td></td>
<td></td>
<td>□ Is it reasonable &amp; necessary?</td>
<td>• Internal control processes</td>
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<tr>
<td></td>
<td></td>
<td>□ Who will be using them?</td>
<td>• Inventory processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Do regular education teacher receive these items through local or other federal funding sources?</td>
<td></td>
</tr>
<tr>
<td>642 –</td>
<td>Books (Other than textbooks)</td>
<td>□ What books are being purchased?</td>
<td>• P.O.s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ How many?</td>
<td>• Labeled &amp; Inventoried</td>
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<td></td>
<td></td>
<td>□ Why?</td>
<td>• Internal control processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Inventory processes</td>
</tr>
<tr>
<td>810 –</td>
<td>Dues &amp; Fees</td>
<td>□ Registration for which conferences?</td>
<td>• P.O.s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Who is attending?</td>
<td>• Conference Agendas &amp; Attendance Rosters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Why?</td>
<td>• Redelivery Documentation</td>
</tr>
<tr>
<td>2230 –</td>
<td>Federal Grant Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>300 –</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>□ Audit Costs</td>
<td></td>
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<td></td>
<td></td>
<td>□ Are the total costs in 2230 and 2300 = or less than 2% of the Original Allocation?</td>
<td></td>
</tr>
<tr>
<td>2300 – General Administration</td>
<td>880 – Federal Indirect Costs</td>
<td>Are the total costs in 2230 and 2300 = or less than 2% of the <em>Original Allocation</em>?</td>
<td></td>
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<td>-------------------------------</td>
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<td>-----------------------------------------------------------------------------------</td>
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</tbody>
</table>
| 2700 – Student Transportation Service | 180 – Bus Drivers | Where are the bus drivers taking the students?  
- To a cluster center school for basic ESOL services?  
- Which students?  
- Why?  
- How many hours? Hourly rate?  
- **Has the Field Trip Form been Completed & Uploaded?** |
|                               | 519 – Student Transportation Purchased from Other Sources | Does your District purchase transportation for students outside the LEA?  
- Where are the bus drivers taking the students?  
- To a cluster center school for basic ESOL services?  
- Which students?  
- Why?  
- How many hours? Hourly rate?  
- **Has the Field Trip Form been Completed & Uploaded?** |
|                               | 620 – Energy - Fuel Costs | Transportation bus fuel costs for what?  
- For whom?  
- Why?  
- **Has the Field Trip Form been Completed & Uploaded?** |

- **Bus driver periodic certification**  
- **Field Trip Forms in ConAPP as Attachment**  
- List of EL & Immigrant Students  
- **Field Trip Forms in ConAPP as Attachment**  
- List of EL & Immigrant Students

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Appendix G - Uniform Grants Guidance / EDGAR (selections)

EDGAR, 2CFR, Part 200, §200.403 Factors affecting allowability of costs. Except where otherwise authorized by statute, costs must meet the following general criteria in order to be allowable under Federal awards:

(a) Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles... (p. 131)

EDGAR, 2CFR, Part 200, §200.404 Reasonable costs. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time of the decision was made to incur the costs...In determining reasonableness of a given costs, consideration must be given to:

(a) Whether the cost is of a type generally recognized as ordinary and necessary for the operation of the non-Federal entity or the proper and efficient performance of the Federal award.
(b) The restraints or requirements imposed by such factors as: sound business practices; arm’s-length bargaining; Federal, state, local, tribal, and other laws and regulations; and terms and conditions of the Federal award.
(c) Market prices for comparable goods or services for the geographic area.
(d) Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the non-Federal entity, its employees, where applicable its students or membership, the public at large, and the Federal government.
(e) Whether the non-Federal entity significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the Federal award’s cost. (p. 131)

EDGAR, 2CFR, Part 200, §200.405 Allocable costs.

(a) A cost is allocable to a particular Federal award or other cost objective if the goods or services involved are chargeable or assignable to that Federal award or cost objective in accordance with relative benefits received... (p. 132)
(d) Direct cost allocation principals: If a cost benefits two or more projects or activities in proportions that can be determined without undue effort or cost, the cost must be allocated to the projects based on the proportional benefit. (p. 132)


(a) Establish and maintain effective internal control over the Federal award that provides reasonable assurance that the non-Federal entity is managing the Federal award in compliance with Federal statues, regulations, and the terms and conditions of the Federal award...
(b) Comply with Federal statues, regulations, and the terms and conditions of the Federal awards.
(c) Evaluated and monitor the non-Federal entity’s compliance with statues, regulations, and the terms and conditions of Federal awards.
(d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings.
(e) Take reasonable measures to safeguard protected personally identifiable information and other
information the Federal awarding agency or pass-through entity designates as sensitive....

EDGAR, 2 CFR Part 200 §200.302 Financial Management. (b) The financial management system of each
non-Federal entity must provide for the following: (p. 108)

(a) Identification, in its accounts, of all Federal awards received and expended and the Federal
programs under which they were received...

(b) Accurate, current, and complete disclosure of the financial results of each Federal award or
program in accordance with the reporting requirements set forth in §200.327 and §200.328...

(c) Records that identify adequately the source and application of funds for federally-funded
activities...

(d) Effective control over, and accountability for, all funds, property, and other assets...(5)
Comparison of expenditures with budget amounts for each Federal award.

(e) Written procedures to implement the requirements of §200.305 Payment.

(f) Written procedures for determining the allowability of costs in accordance with Subpart E – Cost
Principles.
Appendix H: Summary of EL-related Changes Shared at the Federal Programs Summer Conference Sessions, June 21 & 22, 2017

Links to Resources:

- Conference PPTs – [http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx](http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx)
- Title III EL & Immigrant Programs – [http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx](http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx)
- Evidence-based Practices –
  - Evidence for ESSA in Math & Reading Programs: [https://www.evidenceforessa.org/](https://www.evidenceforessa.org/)

Categories & Programs where Changes May Have Occurred:

1. **Student Registration Processes – ESOL Program**
   a. Starting **2018-2019**, only use the state-approved HLS, signed/dated
   b. Input HLS results in SIS & (NEW) SLDS “EL Tab”

2. **Student Screening Processes – ESOL Program**
   a. Districts must screen potential ELs within 30 days of enrollment
   b. **(NEW) - WIDA screener** grades 1 (2nd semester) - 12 (Continue use of Kindergarten W-APT or MODEL in Kindergarten & 1st semester 1st grade.)
      i. Only screener scores may be considered for Eligibility purposes
   c. **Optional** – Input Screener Results in ESOL TAB on SLDS, as well as SIS Program. *(Having electronic access to these data will be helpful when your LEA is Title III monitored and it must provide each EL’s screener scores and date of screening)*
   d. **(NEW)** – Contact Dr. Ellis (in ESOL unit) on rare occasion a non-EL is erroneously coded as EL
3. Parent Engagement Processes

a. **(NEW) “Initial/Continuing Notification of ESOL Eligibility”** Letter to send to all parents whose child qualifies (or continues to qualify after ACCESS testing) for the ESOL program. – ESOL Program

b. **(NEW) Title I Parent Notification of Supplemental Language Program form** - on Title I Family-School Partnership webpage under “Parent Capacity”. To be sent only to parents of those ELs selected to participate in title-funded supplemental language programs. – Title I

c. Include EL parents in all District/School parent engagement outreach services, activities, etc. supplemenating Title I EL parent outreach programs and providing Title III-funded services/activities to ELs’ parents that will help them learn English and help their children learn English and academically achieve. (Refer to pages 12 & 13 of the Pink Book – T3 law!) **Note:** All parents of ELs should get this – not just parents of kids who are in the Title III program. – **Title I & Title III**

**Note:** The Title I Parent Notification of Supplemental Language Program letter (on the Title I Family-School Partnership website) is a **different letter** from the Notification of Initial/Continuing ESOL Eligibility letter (on the ESOL website).

1) An **ESOL enrollment** letter is sent to all ELs either when they are newly identified – i.e., “Hey Mom & Dad, your child qualifies for our ESOL Program!” or continuing in the ESOL program based on ACCESS scores – i.e, “Hey Mom & Dad, your child will be in ESOL again next fall!” This letter also advises parents that they may contact the district if they wish to waive the state-funded direct ESOL services for their child.

2) The **Title I**-required letter is sent to only those parents of EL students who have been selected (based on district policies and protocols) to participate in additional, federally-funded language support through Title I or – more commonly - Title III. i.e., “Hey Mom & Dad, your child will be offered the following federally-funded supplemental language services in addition to ESOL!” Parents are advised that they may waive these title-funded services. (If they do – their child should be coded in Student Record as “Not Title III Served,” just like those EL students who the district did not select to participate in the title-funded supplemental language programming so that they are not included in data extractions when you do your annual Title III performance reports.)

4. Data Collection Processes

a. **(NEW) Monitored ELs will now be coded EL-1 and EL-2 – ESOL Program**

b. **(NEW) ELs who have exited the EL program 3 and 4 years ago will be coded EL-3 and EL-4. - Title I Accountability**
i. These students’ GA Milestones’ Milestones performances will now be included in the EL-subgroup for CCRPI accountability, which will be reported to the state.

– Title I Accountability

5. **(NEW) CLIP Processes – All Federal Programs (including Title III)**
   
   a. Identify EL needs in **CNA** (See Title III Elements in the CNA document on Title III website)
   b. Identify EL-focused actions to meet goals in **DIP** – per root cause analysis
      
      i. In **Coherent Instructional System** – T3 requires evidence-based interventions (see page 11 in Pink Book – T3 Law)
      ii. In **Effective Leadership System** - T3 requires evidence-based EL-focused PD for admin & principal & school leaders (see pages 11-12 Pink Book)
      iii. In **Professional Capacity System** - T3 requires evidence-based EL-focused PD for all teachers of ELs (see pages 11-12)
      iv. In **Family & Community Engagement System** – (see Pink Book pages 12 & 13 & section 3.d. above)
      v. In **Supporting Learning Environment System** – per identified needs
   
   c. Make sure identified needs & action steps support the need for supplemental funds to “improve the education of ELs by assisting ELs to learn English and meet challenging state academic standards” (Purpose & Intent of Title III sub-grant).

6. **Title III Program Supplemental Funds – Title III**
   
   a. **NEW:** Program Information TAB in ConApp
      
      i. Decide how **ELs will be served** with T3 funds at each school and describe this in the Program Information TAB – (Also must be described for parents on the new Title I Notification of Supplemental Language Program letter – see 3c above)
      ii. Describe EL-focused PD for teachers, administrators, school-leaders & other community members
      iii. Describe how the **LEA will ensure** that those schools that use T3 funds are assisting ELs in achieving language skill and content standards (i.e. internal monitoring)
      iv. Describe **policies and procedures** for entry into and exit from ESOL and monitoring programs.
      v. Describe District’s technical assistance/support to schools/educators to ensure effective implementation of Title III-funded initiatives.

   b. **T3 Budget in ConApp**
      
      i. All items described specifically in budget will be supported by EL elements of the CAN & DIP as well as the Program Information TAB.
      ii. **NEW:** Function Code #2213 (See Title III Chart of Accounts & Budget Guiding Questions Document. Attend August Title III ConApp Webinars!)
c. Budget Attachments
   i. **NEW:** A Field Trip Form will be required to be uploaded when EL and/or Immigrant field trips are in the corresponding budget. *(See Title III website)*
   ii. All Title III-funded positions in the budget must have a job description uploaded in the ConApp Portal.

d. Budget Submissions
   i. **NEW:** Title III budgets must be submitted in the Portal for the Title III Specialist to preview and respond with approval or revisions. All budget communication must be in the Portal, we are no longer permitted to “preview” budgets outside of the Portal. Thank you.

7. Cross-functional Monitoring Processes – All Federal Programs (including Title III)
   a. **NEW:** Title III will be closely aligning its monitoring schedule to Title I’s schedule
   b. **NEW:** Title III monitoring documents will be shared between the GaDOE and the LEA exclusively through the GaDOE Portal – no more hard copy/emailed reports or Corrective Action Plans.
   c. Changes in monitoring requirements based on ESSA will be published on the Federal Programs’ Monitoring website.

8. **(NEW)** Annual Program Reporting Requirements – Title III
   There are many! See p.27 of new *Title III Resource Guide* in the Title III Program Management section of Title III website. *(See also Title III law Sec. 3121, p. 16 in Pink Book.)*