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| C:\Users\Cori.Alston\Desktop\LOGO_Richard_Woods_BW.png | TITLE III  ***FLASH DRIVE SUBMISSION CHECKLIST***  ***ESEA, Title III, Part A***  Language Instruction for English Learner and Immigrant Students | |
| Name of LEA: | | |
| Name of LEA Title III Director: | Due Date: | |
| The Title III Submission Checklist provides information to the Georgia Department of Education about an LEA’s policies, practices and procedures as they relate to services for English Learners. This document and related submissions constitute an official monitoring of the LEA’s Title III program, and federal compliance determinations are made on the basis of the responses provided and evidences submitted by the LEA. This instrument measures compliance with Title III regulations, as required when Title III-funded programs, activities and/or services are delivered by an LEA. | | |
| **Directions** | | |
| 1. Review each **Element** and consider the **Review Questions** and the **LEA** requirements listed under each **Element**.   Indicate that you have provided the supporting documentation by checking the box that corresponds to each compliance element.   1. **Documents to Support Compliance** must be scanned and filed, in Element order, onto a flash drive and submitted to the GaDOE for review. **Documents submitted must include information from the 2017 - 2018 school year and the current school year to date.** Subsequent to the initial review of the flash drive, follow-up requests for additional supporting documents may be made. 2. Mail the LEA’s flash drive loaded with **Documents to Support Compliance** to: Title III Unit, Georgia Department of Education, c/o Kim Lacewell, 1854 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, Georgia 30334. 3. If you need assistance completing the Submission Checklist, please contact your LEA’s Title III Program Specialist. | | |
| **Assurances** | | |
| The authorized representative assures the Georgia Department of Education that the LEA will:  1.   Keep records and supporting documentation for a period of three years; provide such information as may be necessary for the program evaluation; provide the GaDOE any information needed to carry out its responsibilities under the law.    2.   Adhere to the requirements of the applicable federal statutes and regulations, the state rules governing the program, and all other applicable statutes, including **Title VI of the Civil Rights Act of 1964**.  **ESEA Sec. 3115, Sec. 3116, Sec. 3121** | | |
| **Signatures of Authorized Representatives:**  District Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  District Title III Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | **Submission Date** |
| 1. **LEA Monitoring of Schools and Programs** | | |
| **Element 1.** The LEA conducts monitoring of its programs and subgrantees (if applicable) sufficient to ensure compliance with Federal program requirements. (Overarching compliance requirement of all Federal programs)  **ESEA Title IX Sec. 9304**  **Review Questions:**   * What is the LEA’s process for monitoring the Title III programs in its schools? * How are schools made aware of Title III requirements concerning supplement, not supplant, inventory and use of materials, student identification timelines, entrance and exit procedures? * What technical assistance has been provided to schools to correct non-compliance findings made by LEA Title III monitors?   **The LEA should:**   * Ensure that the required LEA monitoring process policy, including on-site procedures, timelines, schedules, data review, and the reporting and corrective action processes includes information, procedures, timelines, schedules and data to be reviewed relative to the LEA’s Title III program. * Follow established policies and procedures in self-monitoring its Title III programs, recording findings and ensuring implementation of school-level Title III corrective action plans.   **Documents to Support Compliance:**  **A.** Copy of LEA federal program monitoring policy that includes Title III program monitoring procedures  **B.** Copy of any compliance findings as a result of monitoring, corrective actions and technical assistance  **III. Private Schools**  provided to schools subsequent to findings, if applicable.  **Element 3.** 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 limited English proficient and Immigrant children attending private schools located within the LEA’s geographical boundaries. (Compliance requirement of all Federal programs)  **ESEA Title IX Sec. 9501**  **Review Questions:**   * How does the LEA contact private schools to determine participation? * How are ELs and immigrant children and youth who attend private schools identified and assessed? * How does the LEA consult with private schools in a timely, meaningful and ongoing manner to determine the needs of ELs and immigrant children and which services are provided? * Does the LEA maintain title to and an inventory of Title III purchases made for use by private schools?   **The LEA should:**   * Provide evidence that the LEA annually contacts officials of all private schools within the LEA attendance zone to determine if such schools wish their Title III-eligible students to participate in Title III, Part A services. * Provide evidence that consultation occurred prior to decisions made regarding services to eligible private school students and the consultation continued throughout the implementation and assessment of such services, if provided. * Provide evidence of services, supplies and/or materials provided to private schools.   **Documents to Support Compliance:**    **A.**  List of all private schools located within the LEA’s boundaries  **B.** Evidence (copies of U.S. Mail returned receipts indicating delivery and/or responses from each private  school) that **all** private schools within the district boundaries were contacted regarding equitable  participation under Title III of EL students, their teachers or other educational personnel. (Ongoing  communications evidence, if applicable.)  **C.** List of EL and immigrant private school students and the number participating in Title III  **D.** Copies of all purchase orders and accompanying inventory logs, private school participant sign-in sheets,  etc. indicating Title III’s collaborative work with private school(s).  **V. Internal Controls, Expenditures, Inventory, Drawdowns, Cost Principles**  **Element 5.** The LEA adheres to Internal Controls regarding Title III expenditures, inventory and cash management and said controls are maintained in writing, as required by 2 CFR Part 200 (Allowability, Procurement, Time and Effort, Travel, Segregation of Duties, Stipends), are present, and meet requirements for internal controls.  The LEA maintains accounting records that are supported by source documentation and costs are allowable under applicable laws and regulations.  The LEA expends Title III funds to ensure compliance with Title III requirements and to carry out activities consistent with the intent and purposes of Title III statute. **2 CFR Part 200; ESEA Title III Sec. 3115 (b),(g)**  **Review Questions:**   * How do budget items relate to activities that increase English proficiency and academic coursework achievement? * How does the LEA ensure that no more than two percent (2%) of its Title III funds are used for the administration of the grant? * How does the LEA ensure that its Title III costs are allowable under OMB Uniform Grants Guidance and EDGAR? * How does the LEA show that funds used for Title III programs and services follow Title III “Supplement Not Supplant” Guidance issued in October 2008, and support Title III law which provides these funds exclusively for the development, enhancement, and implementation of programs for ELs, the procurement of instructional materials and technological tools, the professional development of teachers and school staff, and assistance for EL parents in improving the academic and English language skills of their children? * Does the LEA ensure that all Title III purchases align with the approved budget in the Consolidated Application? * Does the LEA ensure that no more than 25% of its Title III allocation is carried over into a new fiscal year?   **Documents to Support Compliance:**  **A.**  Title III EL allocations and carryover amounts for past year  **B.**  Complete list of system/consortium expenditures (Expenditure Detail Report from LEA SIS) of Title III  funds from July 1 to June 30 of the **current fiscal year to date and the most recent previous fiscal year**.  (Purchase orders must be made available for review upon request)  **C.**  Copies of purchase orders for all system expenditures of Title III funds from July 1 to June 30 of the  **current fiscal year to date and the most recent previous fiscal year** for the system’s **international**  **enrollment/welcome** center (if applicable)  **D.**  Functions and responsibilities of staff whose salaries are supported with Title III funds. Sampling of  personnel time and effort logs, Personnel Activity Reports and supporting documents  **E.**  Current Title III Equipment Inventory with date and signature indicating most recent check (if applicable) | | |
| **XIX. Title III Statute** | | |
| **Element 19.1. Entrance and Exit Procedures.** The LEA follows standardized, statewide entrance and exit procedures and screens all potential English learners within 30 days of school enrollment. **ESEA Title III Sec. 3113(b)(2)**  **Review Questions:**   * How does the LEA ensure that potential ELs are properly routed for screening? * How does the LEA ensure that screening takes place in a timely manner? * What training is provided to staff involved in the intake and screening process to ensure that proper protocols and procedures are followed? * What training is provided to staff to ensure that EL and immigrant data are correctly gathered and entered? * Does the LEA exit ELs per standardized, statewide procedures, including the use of the Reclassification Review Form, if applicable? * How does the LEA maintain ESOL enrollment and exit records?   **The LEA should:**   * Provide evidence of written LEA policies and procedures regarding the **intake and screening** processes for potential English learners. * Provide evidence that student records include a dated Home Language Survey, screener results, and if applicable, additional documentation supporting placement. * Provide evidence of written LEA policies and procedures regarding the **exiting** process for English learners. * Provide evidence that exited student records include ACCESS for ELLs results that comply with state minimum exit criteria and local exit policy. * Provide evidence of use of Reclassification Review Form, as applicable. (2019-2020) * Provide evidence of policy dissemination and training on English learner intake and exit procedures   **Documents to Support Compliance:**   1. Completed EL Student Roster (use *Data Rosters* Excel file)   **Note: Maintain Excel format. Place completed Data Rosters on main flash drive (in no folder).**   1. Procedural narrative of LEA entrance and exit procedures      1. Copy of LEA policies and procedures for EL and immigrant enrollment, identification and exit      1. Copy of LEA policies and procedures for maintaining academic and assessment records for EL-Y and   EL-M Students     1. Copies ofattendance sheets, travel records, agendas, etc. indicating student-information or ESOL staff’s   participation in state or local EL-related data-entry trainings  **Element 19.2.** **Instructional Programs.** The LEA uses Title III funds to increase the English proficiency English learners by providing effective language instruction educational programs. **ESEA Title III,** **Sec. 3115 (c)(1)**  **Review Questions:**   * How does the LEA determine that its Title III-funded instructional program model(s) are effective? * How does the LEA determine that Title III-purchased instructional resources are effective? * Have the Title III-funded programs/activities in place been implemented by the LEA in previous years? If yes, what evidence indicated that the programs/activities effective in increasing English proficiency (or for Immigrants: acculturation?)   **The LEA should:**   * Provide evidence that supplemental language instructional activities and programs are evidence-based. * Provide research sources and review process for instructional materials selection.   **Documents to Support Compliance:**  **A.** Title III Instructional Program narrative  **B.**  Documentation showing the **supplemental language instructional method(s)** used by the LEA to be  Effective. Examples may include research on best practices of various instructional methods and models.  **C.**  Documentation showing the **supplemental** **instructional resources** (technology, textbooks, etc.) used by  the LEA to be effective. (Examples may include research on best practices using various instructional  resources.)  **D**.  Supporting documentation for Title III funded supplemental programs (time sheets, lesson plans, student  rosters, etc.)  **Element 19.3.** **Professional Development.** The LEA provides effective professional development to teachers and staff, that is designed to improve the instruction and assessment of EL students, is based on evidence-based research, is effective in increasing ELP and academic achievement and is of sufficient intensity and duration to have a positive and lasting impact on the educators’ performance in the classroom. **ESEA Title III Sec. 3115(c)(2)**  **Review Questions:**   * How does the LEA determine the topics for EL-related professional development? * How does the LEA measure the effectiveness of EL-related professional development? * How does the LEA ensure that teachers and administrators are provided long-term or extended EL-related professional development? * Does LEA Title III staff maintain up-to-date knowledge of Title III policies and procedures?   **The LEA should:**   * Provide evidence that local needs assessment outcomes impacted local EL professional development offerings. * Provide evidence that EL professional development includes ESOL and classroom teachers, principals, administrators and other school or community-based personnel. * Provide evidence that locally-supported professional development is effective and supportive of English development and subject matter knowledge and does not consist of one-day or short-term workshops or conferences. * Provide evidence that the LEA’s ESOL program staff or other LEA staff, if applicable, attended ESOL/Title III trainings/workshops/conferences provided by GaDOE or other non-local entities.   **Documents to Support Compliance:**   1. Professional Development narrative 2. LEA Title III professional development plan, including needs assessment, long-range professional   development goals, meeting dates, session agendas, handouts, sign-in sheets.  **C.**   Documentation indicating teacher and administrator participation in EL-specific PD, including agendas,  conference materials, expense statements, etc.  **Element 19.4. Other Effective Activities and Strategies.** The LEA provides or implements other effective activities or strategies that enhance or supplement Title III language programs for ELs, which shall include parent, family and community engagement activities, and which may include strategies that serve to coordinate and align related programs. **ESEA Title III Sec. 3115(c)(3)**  **Review Questions:**   * What other activities or strategies to enhance the Title III language programs were provided or implemented by the LEA? * How are EL parents, families and communities included and engaged in these additional activities/strategies? * If the parent engagement component is held in conjunction with Title I EL parent engagement and outreach, how does the LEA ensure compliance with the Title III requirement that the outreach “enhances or supplements” Title III language programs?   **The LEA should:**   * Provide evidence of strategies or activities that it has in place to supplement the Title III language support program. * Provide evidence that its supplemental language program includes EL parent, family and community engagement activities   **Documents to Support Compliance:**   1. Additional Activities or Strategies narrative 2. Copies of communications (i.e. invitations, materials), in appropriate languages, disseminated to   parents of ELs regarding opportunities for engagement in activities or strategies that  enhance/supplement the Title III language programs  **C.**  Records of agendas, invoices, presentations, meeting notes, handouts, dated sign-in sheets for EL  parent, family and community engagement activities    **D.**   ***Onsite Only*:** Copy of letter advising EL parents of Title III Parent (*Telephone*) Interviews  **E.**   ***Onsite Only*:** Completed EL Parent Interview Roster  **Element 19.5.** The LEA performs annual Title III reports describing the programs and activities and progress of children served using Title III funds.  **ESEA Title III Sec. 3121(a)**  **Review Questions:**   * Does the LEA provide required information to the GaDOE describing programs and activities as required under Title III?   **The LEA should:**   * Provide descriptions to the GaDOE of Title III-supported programs and activities via the annual Title III Self-Reporting Instrument)   **Documents to Support Compliance:**  **A.**   Annual CSPR Data request and Self-Reporting Instrument  **B.**   CLIP Title III Program Plan *(Do not submit; GaDOE has documentation on file.)*  **Element 19.6 Immigrant.** *If applicable,* the LEA uses Immigrant funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. **ESEA Title III Sec.3115 (e)**  **Review Questions:**   * What process led to the selection of immigrant-specific activities and/or materials? * Do the activities/materials provide acculturation and enhanced instructional opportunities or resources for immigrant children and youth?   **The LEA should:**   * Provide materials and/or activities to support the LEA’s increased immigrant population * Provide evidence that programs/services/activities/materials were selected on the basis of the needs of the immigrant population within the LEA   **Documents to Support Compliance:**  **Imm. A.**  Immigrant Children and Youth narrative  **Imm. B.**  List of qualifying immigrant students, their age, country of birth, date of entry in U.S. schools,  primary language and their EL status. (use *Data Rosters* Excel file)    **Imm. C.**  **If applicable,** complete list of system expenditures of Immigrant funds from July 1 to June 30 of  the most recent fiscal year (Purchase orders must be made available for review upon request.)  **Imm.** **D.**  **If applicable,** description of activities performed/materials purchased with Immigrant funds (if  Immigrant and how these activities/materials supported the special needs of immigrant children  and youth. *(Note: Activities should reflect the fact that not all immigrant students require language*  *support services.)* | | |