

Budget Guiding Questions for Title III-A English Learner (EL) & Immigrant Budgets

FY24 Title III-A EL & Immigrant Grant FAIN: **S365A230010**

OVERARCHING Question to Guide Budget Development: **IS IT IN THE EL or IMMIGRANT PROGRAM PLAN?**

Function 1000 – Budget items directly related to the instruction of English learners (ELs) and/or immigrants.

Object Code	Budget Line-Item Description Questions Checklist	Title III Documentation for CFM/Self-Monitoring
140 Aides and Paraprofessionals	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the aide or paraprofessional working only with ELs or immigrant students? <input type="checkbox"/> Is the paraprofessional working under the direction of an ESOL teacher (supplemental)? <input type="checkbox"/> Is the aide or paraprofessional fully or partially funded with this grant? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Title III portion and fund that is paying the other portion. <input type="checkbox"/> The employment terms (full time/part time. If part time – provide details, rate of pay. Hourly, if so, amount. Salaried/ benefits) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). <p>Required attachment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aide or paraprofessional job description that clearly delineates the Title III-funded duties and the duties funded by other sources 	<ul style="list-style-type: none"> • Job Description & Duties • PARs or Time Log • Student Rosters • Work schedule • A resource allocation plan if Title IIIA funds are braided.

<p>199 Other Salaries and Compensation</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who will these teachers be teaching? (Should only be ELs or immigrant students.) <input type="checkbox"/> Is the hourly rate equal to the federally approved district rate per hour for this type of work? (Must be yes.) <input type="checkbox"/> Is this additional compensation for an employed teacher working off-contract hours? (Must be yes.) <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The title of activity <input type="checkbox"/> The hourly rate <input type="checkbox"/> The number of staff who will be paid for this activity. <input type="checkbox"/> The number of hours each person will work (or the number of days they will work in this capacity) <input type="checkbox"/> The timeframe for this work (before school, after school, summer, Saturday school, etc.) <input type="checkbox"/> The research evidence bases for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). <p>Required attachment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> An informal job/work description 	<ul style="list-style-type: none"> • Dated/Timed/Signed Teacher Attendance Rosters • Dated/Timed/Signed Student Attendance Rosters • Lesson Plans and/or other instructional documentation • Signed Periodic Certification • Job/Work Description • LEA-specific effectiveness data on LIEP program (tutoring? Summer school? After school?) • A resource allocation plan if Title IIIA funds are braided. • Other documentation as needed
<p>200</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title III allows LEAs to budget ALL benefits together under object code 200, if permitted by the LEA. <input type="checkbox"/> Is this the way the LEA’s Finance Department wants benefits coded? <input type="checkbox"/> Do the benefits <u>match</u> all the personnel budgeted in Function 1000? (Benefits and salary function codes must match.) <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positions covered by these benefits (must be all positions funded in Function 1000) <input type="checkbox"/> Benefits included (Medicare/FICA, Health, Dental, Life, Workers Comp., Retirement, etc.) 	
<p>210 State Health Ins.</p>	<p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positions covered by this benefit. 	

<p>220 FICA</p>	<p>Must include in budget line-item description: <input type="checkbox"/> Positions covered by this benefit</p>	
<p>230 TRS</p>	<p>Must include in budget line-item description: <input type="checkbox"/> Positions covered by this benefit</p>	
<p>250 Unemployt. Comp.</p>	<p>Must include in budget line-item description: <input type="checkbox"/> Positions covered by these benefits</p>	
<p>260 Work. Comp.</p>	<p>Must include in budget line-item description: <input type="checkbox"/> Positions covered by this benefit</p>	
<p>280 – 290 Other Benefits</p>	<p>Must include in budget line-item description: <input type="checkbox"/> Positions covered by these benefits</p>	
<p>300 Purchased Professional Services</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> If \geq \$25,000, has the LEA checked the suspension/debarment (SAM) list for federal programs for this company/individual? <input type="checkbox"/> If contracting with someone to provide tutoring for ELs or immigrant students, have we ensured that they have the appropriate credentials? <input type="checkbox"/> Is the contracted person employed by the LEA? (Conflict of interest.) <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name of the company/person who will be contracted. <input type="checkbox"/> The service/deliverables the company/person will provide and for whom. <input type="checkbox"/> The number of hours (or days) of service <input type="checkbox"/> Timeframe for the work (before school, after school, summer, Saturday school, etc.) <input type="checkbox"/> The research evidence bases for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • Dated/Timed/Signed Tutor and Student Attendance Rosters • Lesson Plans and/or other instructional documentation • Signed Periodic Certification • Contract Description & Details • Federal Programs Handbook policies/procedures (contract section) • LEA-specific effectiveness data/evidence • A resource allocation plan if Title IIIA funds are braided. • Other documentation as needed

<p>432 Repair & maintenance services – Technology related.</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are the repairs/maintenance only being done on Title III-funded equipment used by or with ELs or immigrant students? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Title III-funded equipment that will be repaired/maintained. <input type="checkbox"/> Name of the company providing the service 	<ul style="list-style-type: none"> • P.O.s demonstrating reasonableness of repair cost. • Title III equipment inventory, with all Federal required components
<p>530 Communications/ Telecommunications</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is this a postage cost to mail instructional packets home for the supplemental Title IIIA program? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documents being mailed. <input type="checkbox"/> Reason for mailing 	<ul style="list-style-type: none"> • P.O. or Receipt • Copy of what was mailed home
<p>532 Communications/ Web-Based Subscriptions & Licenses</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do regular education students use this same software? How is the software funded for them? <input type="checkbox"/> Will only ELs or immigrant students use this software? (Cannot be used for exited ELs or ELs not receiving ESOL.) <input type="checkbox"/> Is it designed to increase the academic English language proficiency and/or content proficiency of ELs or immigrant students? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name of the instructional software <input type="checkbox"/> State the number of licenses that will be purchased. <input type="checkbox"/> The per unit price of each license <input type="checkbox"/> The subscription year for the licenses (It must benefit the ELs in this grant period.) <input type="checkbox"/> Only one software program per line item (best practice). <input type="checkbox"/> The research evidence bases for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Date of subscription clearly marked. • Intended participants in the software program clearly marked. • LEA-specific effectiveness data/evidence • Usage reports • Student growth reports • A resource allocation plan if Title IIIA funds are braided.

<p>610 Supplies</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are these instructional resources that enhance/expand the existing language program (ESOL)? <input type="checkbox"/> Are these instructional resources that enhance/expand the supplemental Title III program? <input type="checkbox"/> Do these resources benefit ELs or immigrant students in this grant period? <input type="checkbox"/> How do other federal funds and/or local funds provide these supplies for regular ed students? Must avoid supplanting! <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List the items that will be purchased. <input type="checkbox"/> Note that these are consumable instructional resources only for ELs’ or immigrant students’ language instruction in the supplemental Title III program OR note that these are consumable instructional resources only for ELs or immigrant students to enhance/expand the existing language program (ESOL) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Internal control processes • Inventory processes (only for EL use in the Title III program) • A resource allocation plan if Title IIIA funds are braided.
<p>611 Supplies, Technology Related (e.g.: flash drives, monitor stands, Kindles, iPads)</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do other federal funds and/or local funds provide the same technology related supplies/resources for regular ed. students? Must avoid supplanting! <input type="checkbox"/> Does the LEA have inventory procedures to prevent fraud, waste & abuse of pilferable items? <input type="checkbox"/> If providing hotspots, are they for ELs or immigrant students and/or their parents? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The items that will be purchased <input type="checkbox"/> The number of each that will be purchased. <input type="checkbox"/> The “per-unit” cost <input type="checkbox"/> The students will use them. <input type="checkbox"/> Note that these items will not be used for assessment. <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Internal control processes • Inventory processes (only for EL use in the Title III program) • Signed/dated yearly inventory review. • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds are braided.

<p>615 Expendable equipment</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do regular education students use this same resource? How is it purchased for them? <input type="checkbox"/> Who will be using them? Will only ELs or immigrant students use these electronic devices? <input type="checkbox"/> Does the LEA have inventory procedures to prevent fraud, waste & abuse of pilferable items? <input type="checkbox"/> Is the cost reasonable & purchase necessary? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name of the equipment that will be purchased. <input type="checkbox"/> The number of items that will be purchased. <input type="checkbox"/> The cost per item <input type="checkbox"/> How the item(s) will be used <input type="checkbox"/> Who will use the items. <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Signed/dated yearly inventory review. • Internal control processes (only for EL use in the Title III program) • Inventory processes • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds are braided.
<p>616 Expendable Computer Equipment (ex: Chromebooks)</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who will be using them? (Only ELs or immigrant students?) <input type="checkbox"/> Do regular education students receive these items through local or other federal funding sources? <input type="checkbox"/> Does the LEA have inventory procedures to prevent fraud, waste & abuse of pilferable items? <input type="checkbox"/> Is this cost reasonable & purchase necessary? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name of the equipment that will be purchased. <input type="checkbox"/> The number of items that will be purchased. <input type="checkbox"/> The cost per item <input type="checkbox"/> How the item(s) will be used and who will use the items <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Internal control processes (only for EL use in the Title III program – LEA designed) • Signed/dated yearly inventory review. • Inventory processes • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds are braided.

<p>641 Textbooks (Printed)</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are these supplemental textbooks (i.e., the LEA has already purchased ESOL textbooks)? <input type="checkbox"/> Are they designed to increase the academic English language proficiency of ELs? Are they effective in doing so? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name of the books and/or vendor <input type="checkbox"/> The number of each that will be purchased. <input type="checkbox"/> The per unit cost <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Internal control processes (only for EL use in the Title III program – LEA designed) • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds are braided.
<p>642 Books (other than textbooks) and Periodicals</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are these print resources other than textbooks? <input type="checkbox"/> Are these resources supplemental to the LEA’s ESOL program? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name of the books and/or vendor <input type="checkbox"/> The number of each that will be purchased. <input type="checkbox"/> The per unit cost <input type="checkbox"/> How the books will be used <input type="checkbox"/> If bilingual dictionaries are purchased, must indicate in the line-item description, “These will not be used in state-required assessments”. <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Documentation that supports the supplemental nature of the purchased resources • Internal control processes (only for EL use in the Title III program – LEA designed) • Federal Programs Handbook policies/procedures • If bilingual dictionaries, evidence of them being used in instruction. • A resource allocation plan if Title IIIA funds are braided.

<p>810 Dues and Fees</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is this a subscription fee or a license or registration for an instructional activity for ELs or immigrant students? <input type="checkbox"/> How does the activity accomplish the intents and purposes of the Title III-A grant? <input type="checkbox"/> Are these only for EL students (Not for EL=1 and EL=2 students nor for EL students who are not receiving ESOL language instruction) or immigrant students? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name what will be purchased <input type="checkbox"/> Cost of each fee/license/registration/subscription <input type="checkbox"/> If the fee is for summer school registration or credit recovery courses, indicate the number of ELs who will benefit. <input type="checkbox"/> The research evidence bases for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) 	<ul style="list-style-type: none"> • Student registration documentation • Student participation documentation • Federal Programs Handbook policies/procedures • LEA specific effectiveness data/evidence • Other documentation as needed
<p>881 Consolidation of Funds</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Will the LEA be consolidating Title III-A funds into Fund 150? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> This statement: “Consolidation of Funds” 	

Function 2100 – EL and/or Immigrant Parent & Pupil Services

Object Code	Budget Line-Item Description Questions Checklist	Title III Documentation for CFM/Self-Monitoring
177 Family Services/Parent Coordinator	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the LEA use local/other state (QBE/FTE) or federal funds to provide a Family Services/Parent Coordinator specifically for the parents of ELs or immigrant students? <input type="checkbox"/> Will the person in this position only work with EL or immigrant parents and families? (Must be true for Title IIIA-funded salary portion.) <input type="checkbox"/> Is this position fully or partially funded? <input type="checkbox"/> Is this a Parent Involvement position supplemental to what is provided by Title I? How? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name of the position that will be funded. <input type="checkbox"/> Percentage that will be funded with Title III funds and the percentage funded by other sources (if applicable) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). <input type="checkbox"/> <p>Required attachment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Job description that clearly delineates the Title III-funded duties and the duties funded by other sources. 	<ul style="list-style-type: none"> • Job Description • Periodic Certification • Time Logs, if split-funded • Parent Event Yearly Plan/Schedule, Agendas, Attendance Rosters, Surveys, Feedback, and related documentation • A resource allocation plan if Title IIIA funds are braided.
191 Other Administrative Personnel	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is this employee providing services or managing employees who are providing services only to parents of ELs or immigrant students? <input type="checkbox"/> Is this position fully or partially funded by Title III? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name of the position who will be funded. <input type="checkbox"/> Percentage funded with Title III funds and the percentage funded by other sources (if applicable) 	<ul style="list-style-type: none"> • Job description and duties • Time logs, if split-funded • LEA specific effectiveness data/evidence of the parent engagement activities

	<input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). Required attachment: <input type="checkbox"/> Job description that clearly delineates the Title III-funded duties and the duties funded by other sources	<ul style="list-style-type: none"> • A resource allocation plan if Title IIIA funds are braided.
<p>199 Other Salaries and Compensation</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who will these staff be working with (Should only be parents and families of ELs or immigrant students)? <input type="checkbox"/> Is the hourly rate equal to the federally approved LEA rate per hour for this type of work? <input type="checkbox"/> Is this additional compensation for an employed staff member working off-contract hours? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The hourly rate <input type="checkbox"/> The number of staff who will be paid for this activity. <input type="checkbox"/> The number of hours each person will work (or the number of days they will work in this capacity) <input type="checkbox"/> The timeframe for this work (before school, after school, summer, Saturday school, etc.) <input type="checkbox"/> The research evidence-base for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). <p>Required attachment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> An informal job/work description 	<ul style="list-style-type: none"> • Informal job description • Student and or parent rosters • Time logs • Agendas, Notes, Other documentation • Deliverables / Artifacts from the work accomplished. • LEA specific effectiveness data / evidence • A resource allocation plan if Title IIIA funds are braided.
<p>200 Benefits</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title III allows LEAs to budget ALL benefits together under object code 200, if permitted by the LEA. <input type="checkbox"/> Is this the way the LEA’s Finance Department wants benefits coded? <input type="checkbox"/> Do the benefits match all the personnel budgeted in Function 1000? 	

	<p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positions covered by these benefits. <input type="checkbox"/> Benefits included (Medicare/FICA, Health, Dental, Life, Workers Comp., Retirement, etc.) 	
210-290 Benefits	If the LEA requires benefits to be broken out into separate line items, please refer to pages 2-3 of this document for a description of each item.	
300 Contracted Professional Services	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> If \geq\$25,000, has the LEA checked the suspension/debarment (SAM) list for federal programs for this company/individual? <input type="checkbox"/> If contracting with someone to provide tutoring for ELs or immigrant students, have we ensured that they have the appropriate credentials? <input type="checkbox"/> Is the person being contracted an employee of the LEA? (Conflict of Interest) <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name of the company/person who will be contracted. <input type="checkbox"/> The service/deliverables the company/person will provide and for whom. <input type="checkbox"/> The number of hours (or days) of service <input type="checkbox"/> Timeframe for the work (before school, after school, summer, Saturday school, etc.) <input type="checkbox"/> The research evidence-base for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program) ... 	<ul style="list-style-type: none"> • EL Parent Engagement Plan • Workshops/training • Agendas & sign-in sheets • Invitations/flyers • Contract Description & Deliverables • Federal Programs Handbook policies/procedures • LEA specific effectiveness data/evidence • Other documentation as needed. • A resource allocation plan if Title IIIA funds are braided.
432 Repair/Maintenance	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are the repairs/maintenance only being done on Title III-funded equipment used by or with ELs, immigrant students or their families? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Type of Title III-funded equipment that will be repaired/maintained. <input type="checkbox"/> Name of the company providing the service 	<ul style="list-style-type: none"> • Inventory demonstrating this is Title IIIA equipment being repaired. • P.O. demonstrating reasonableness of repair cost

<p>530 Communication</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is this for postage to mail information home to parents of ELs or immigrant students that is not also being sent to non-EL/non-immigrant parents? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documents being mailed. <input type="checkbox"/> Reason for mailing 	<ul style="list-style-type: none"> • P.O. • Copy of the communication sent home
<p>532 Communications/Web-Based Subscriptions & Licenses</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is this item only being used by parents/families of ELs or immigrant students? <input type="checkbox"/> Is this software provided to the parents/families of non-ELs or non-immigrant students by another funding source? Must avoid supplanting! <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name and purpose of the software <input type="checkbox"/> How/when it will be used <input type="checkbox"/> How number of licenses that will be purchased <input type="checkbox"/> The per unit price of each license <input type="checkbox"/> The subscription year for the licenses (it must benefit the parents/families of ELs or immigrant students in this grant period) <input type="checkbox"/> Only one software program per line item (best practice). <input type="checkbox"/> The research evidence-base for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Date of subscription clearly marked. • Intended participants in the software program clearly marked. • LEA specific effectiveness data/evidence • A cost allocation plan if Title IIIA funds are braided.
<p>580 LEA Staff Travel</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How is this travel related to the EL or immigrant Parent Engagement program? <input type="checkbox"/> How does it enhance the Title IIIA-funded language instruction program? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positions for whom travel will be paid. <input type="checkbox"/> Reasons why they are traveling. <input type="checkbox"/> Where they are traveling (specify) 	<ul style="list-style-type: none"> • Travel Documentation • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds are braided.

	<input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program).	
<p>595 Other Purchased Services</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are these purchased services for parents/families of Title III-served ELs or immigrant students only? <input type="checkbox"/> How do these purchased services improve instruction for ELs or immigrant students? <input type="checkbox"/> Has SAM.gov (Suspension and Debarment website) been checked, if services are ≥\$25,000? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name of the purchased services <input type="checkbox"/> The services provided. <input type="checkbox"/> Per service cost <input type="checkbox"/> The research evidence bases for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • Dated/Timed/Signed PD Participants • P.O.s or invoices • Service Description • Federal Programs Handbook policies/procedures • LEA specific effectiveness data/evidence • Other documentation as needed. • A resource allocation plan if Title IIIA funds are braided.
<p>610 Supplies</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are these supplies for a parent engagement program? If so, which program? <input type="checkbox"/> How are they necessary for the activity/strategy/program? <input type="checkbox"/> Is the cost reasonable? <input type="checkbox"/> Are these supplies for a participating private school? If so, is the cost within the equitable services allocation amount? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List the items that will be purchased. <input type="checkbox"/> If these are supplies for a participating private school, indicate the name of the school. <input type="checkbox"/> If these supplies are for ELP screening & assessment for participating private schools, specify the name of the materials. 	<ul style="list-style-type: none"> • P.O.s • Internal control processes (only for use in Title IIIA programs) • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds are braided.

	<input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program).	
<p>611 Supplies, Technology Related (e.g., flash drives, monitor stands, Kindles, iPads below capitalization threshold)</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do other federal funds and/or local funds provide this technology related supplies/resources for parents? Must avoid supplanting! <input type="checkbox"/> Does the LEA have inventory procedures to prevent fraud, waste & abuse of pilferable items? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The items that will be purchased <input type="checkbox"/> Why these items are needed. <input type="checkbox"/> The number of each that will be purchased. <input type="checkbox"/> The “per-unit” cost <input type="checkbox"/> Who will use these items? <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Internal control processes (only for use in Title IIIA programs) • Signed/dated annual inventory review. • Inventory processes • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds are braided.
<p>615 & 616 (Expendable equipment / expendable computer equipment)</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Will only ELs or immigrant students or their parents use these items? <input type="checkbox"/> Does the LEA have inventory procedures to prevent fraud, waste & abuse of pilferable items? <input type="checkbox"/> Is this a reasonable cost and is this purchase necessary? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name of the equipment that will be purchased. <input type="checkbox"/> The number of items that will be purchased and the cost per item. <input type="checkbox"/> How the item(s) will be used <input type="checkbox"/> Who will use the items? <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Internal control processes (only for use in Title IIIA programs) • Inventory processes • Signed/dated annual inventory review. • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds are braided.

<p>642 Books (other than textbooks) and Periodicals</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are these items supplemental to what the LEA already provides for parents? <input type="checkbox"/> Will only ELs or immigrant students or their parents use the items? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name of the books and/or vendor <input type="checkbox"/> The number of each that will be purchased. <input type="checkbox"/> The per unit cost <input type="checkbox"/> How the books will be used <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • Internal control processes (only for use in Title IIIA programs) • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds are braided.
<p>810 Dues and Fees</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is this a subscription fee or a license or registration? <input type="checkbox"/> How does the activity accomplish the intents and purposes of the Title III-A grant? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name what will be purchased <input type="checkbox"/> Purpose of this expense <input type="checkbox"/> Cost of each fee/license/registration/subscription <input type="checkbox"/> Individuals who will participate in this activity 	<ul style="list-style-type: none"> • Conference (Agendas/attendance) Documentation • Redelivery Documentation • Federal Programs Handbook policies/procedures • LEA specific effectiveness data/evidence

Function 2210 – Improvement of Instruction - Includes all activities that enhance the instructional experience of the students. This includes technology services, academic coaches, online learning programs for the students, etc.

Object Code	Budget Line-Item Description Questions Checklist	Title III Documentation for CFM/Self-Monitoring
<p>116 Stipends</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are these Professional Development Stipends for staff for participating in an EL (or immigrant)-focused Professional Development Course or Workshop? 	<ul style="list-style-type: none"> • Source Documentation (agendas, sign-in sheets, rosters, course completion verification,

	<ul style="list-style-type: none"> <input type="checkbox"/> Does the Stipend amount match the LEA’s established stipend policy written in its Financial Procedures? <input type="checkbox"/> What is the LEA’s plan to evaluate the impact of the Professional Development (PD) on the teacher’s classroom performance/evidence of proficiency because of this PD? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A description of what the stipend is for (activity and number of hours of off-contract participation) <input type="checkbox"/> The stipend amounts. <input type="checkbox"/> The number of staff who will be paid a stipend 	<p>etc.) for Professional Learning Federal Programs Handbook policies/procedures</p> <ul style="list-style-type: none"> • Evidence that the stipend was paid after the employee’s evidence of proficiency of the PD was demonstrated
<p>190 Other Management Personnel</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does this position accomplish the intents and purposes of the grant? <input type="checkbox"/> Is the salary reasonable & does it adhere to LEA’s Federal Policies/Procedures? <input type="checkbox"/> Is the person in this position providing only EL (or immigrant)-focused PD? <input type="checkbox"/> Is the position partially or fully funded with Title IIIA? <input type="checkbox"/> Does the job description clearly represent Title III-A grant management duties in the Title IIIA portion? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name the person and/or position being funded <input type="checkbox"/> The Title III portion and fund that is paying the other portion (if split funded) <input type="checkbox"/> The employment terms (full time, part time? If part time – provide details, rate of pay. Hourly, if so, amount. Salaried? With or without benefits? <p>Required attachment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Job description that clearly delineates the Title III-funded duties and the duties funded by other sources 	<ul style="list-style-type: none"> • Periodic Certification or split funded time logs • Job Description • A resource allocation plan if Title IIIA funds are braided.
<p>191 Other Administrative Personnel</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does this position accomplish the intents and purposes of the grant? <input type="checkbox"/> Is the salary reasonable & does it adhere to LEA’s Federal Policies/Procedures? <input type="checkbox"/> Is this fully funded by Title III or split-funded? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title of this position <input type="checkbox"/> Percentage funded by Title III and percentage funded by another source (if applicable) 	<ul style="list-style-type: none"> • Job Description • Periodic Certification Forms • Time Logs, if split-funded • Daily work schedule • A resource allocation plan if Title IIIA funds are braided.

	<input type="checkbox"/> Why is this position necessary? Required attachment: <input type="checkbox"/> Job description that clearly delineates the Title III-funded duties and the duties funded by other sources	
199 Other Salaries & Compensation	Think about: <input type="checkbox"/> Is this additional compensation for someone providing EL (or immigrant)-related professional development or doing curricular work to school/LEA staff? <input type="checkbox"/> Does the hourly rate match the LEA's Federal Programs' hourly rate for additional compensation? <input type="checkbox"/> How does this align with the LEA's Title IIIA EL (or immigrant)-focused PD Plan? Must include in budget line-item description: <input type="checkbox"/> The title of the activity <input type="checkbox"/> The hourly rate <input type="checkbox"/> The number of staff who will be paid for this activity <input type="checkbox"/> The number of hours (or days) of additional work for this activity <input type="checkbox"/> The timeframe for this work (before school, after school, summer, Saturday school, etc.) <input type="checkbox"/> The research evidence- base for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) Required attachment: <input type="checkbox"/> An informal job/work description	<ul style="list-style-type: none"> • Informal job description • Time logs • Deliverables / Artifacts from the work accomplished • Federal Programs Handbook policies/procedures • LEA specific effectiveness data/evidence • A resource allocation plan if Title IIIA funds are braided.
200 Benefits	Think about: <input type="checkbox"/> Title III allows LEAs to budget ALL benefits together under object code 200, if permitted by the LEA. <input type="checkbox"/> Is this the way the LEA's Finance Department wants benefits coded? <input type="checkbox"/> Do the benefits match all the personnel budgeted in Function 1000? Must include in budget line-item description: <input type="checkbox"/> Positions covered by these benefits <input type="checkbox"/> Benefits included (Medicare/FICA, Health, Dental, Life, Workers Comp., Retirement, etc.)	
210-290 Benefits	If the LEA requires benefits to be broken out into separate line items, please refer to pages 2-3 of this document for a description of each item.	

<p>300 Purchased Professional Services</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do the contracted services improve instruction for ELs or immigrant students? <input type="checkbox"/> Has SAM.gov been checked, if contract is \geq\$25,000? <input type="checkbox"/> Is the contracted vendor a system employee? <input type="checkbox"/> What deliverables does the contract include? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name of the company/person who will be contracted <input type="checkbox"/> The service will the company/person provide and for whom <input type="checkbox"/> The number of hours (or days) of service <input type="checkbox"/> Timeframe for the work (before school, after school, summer, Saturday school, etc.) <input type="checkbox"/> The research evidence-base for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) 	<ul style="list-style-type: none"> • Dated/Timed/Signed PD Participants • Signed Periodic Certification • Copy of contract • Federal Programs Handbook policies/procedures • LEA specific effectiveness data/evidence • Other documentation as needed • A resource allocation plan if Title IIIA funds are braided.
<p>432 Repair/Maintenance</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are the repairs/maintenance only being done on Title III-funded equipment used by or with English learners or immigrant students? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Title III-funded equipment that will be repaired/maintained <input type="checkbox"/> Name of the company providing the service 	<ul style="list-style-type: none"> • Inventory demonstrating this is Title IIIA equipment being repaired • P.O. demonstrating reasonableness of repair cost
<p>441 Rental of Venue</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the rental of venues for Title III PD only? <input type="checkbox"/> Is the rental cost reasonable and it the rental necessary to implement the plan? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name of the rental facility <input type="checkbox"/> Reason why renting a facility is necessary <input type="checkbox"/> Cost of the rental <input type="checkbox"/> Timeframe of the rental 	<ul style="list-style-type: none"> • P.O. or invoice or contract with rental venue demonstrating dates venue was rented that align with PD documentation AND reasonableness of venue rental • Justification for outside LEA venue rental
<p>532</p>	<p>Think about:</p>	<ul style="list-style-type: none"> • P.O. or invoice showing dates of subscription

<p>Web-based Subscriptions & Licenses</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is there demonstrated evidence that this software license/subscription increases teachers' capacity to understand and implement curricula, instruction & assessment specific to English Learners or immigrant students? <input type="checkbox"/> Is the subscription year within the 15-month grant period of performance? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name and purpose of the software <input type="checkbox"/> How/when it will be used <input type="checkbox"/> How number of licenses that will be purchased <input type="checkbox"/> The per unit price of each license <input type="checkbox"/> The subscription year for the licenses <input type="checkbox"/> Only one software program per line item (best practice). <input type="checkbox"/> The research evidence base for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) 	<p>within 15-month grant period</p> <ul style="list-style-type: none"> • LEA specific effectiveness data/evidence • A resource allocation plan if Title IIIA funds are braided.
<p>580 Travel</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does this travel accomplish the intent/purposes of the grant? <input type="checkbox"/> Is the expense reasonable & necessary? <input type="checkbox"/> Does it adhere to the LEA's Federal Programs Travel Policies & Procedures? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The personnel who will be traveling <input type="checkbox"/> The number who will be traveling <input type="checkbox"/> Where are they traveling <input type="checkbox"/> The name of the event they will attend 	<ul style="list-style-type: none"> • Travel documentation • Federal Programs Handbook policies/procedures • LEA specific effectiveness data/evidence
<p>595 Other Purchased Services</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are these purchased services for Title III PD only? <input type="checkbox"/> How do these purchased services improve instruction for ELs or immigrant students? <input type="checkbox"/> Has SAM.gov been checked, if services are \geq\$25,000? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The cost of the purchase <input type="checkbox"/> What the purchase includes <input type="checkbox"/> The research evidence base for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) 	<ul style="list-style-type: none"> • Dated/Timed/Signed PD Participants • P.O.s or invoices • Service Description • Federal Programs Handbook policies/procedures • LEA specific effectiveness data/evidence

		<ul style="list-style-type: none"> • Other documentation as needed
<p>610 Supplies</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How are they related to the activities in this Function? <input type="checkbox"/> How are they necessary for the activity/strategy/program? <input type="checkbox"/> Is the cost reasonable? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List the items that will be purchased <input type="checkbox"/> Describe who will use the supplies 	<ul style="list-style-type: none"> • P.O.s • Internal control processes (only for Title IIIA programs) • Federal Programs Handbook policies/procedures
<p>611 Supplies, Technology Related (ex: flash drives, monitor stands, Kindles, iPads below capitalization threshold)</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do other federal funds and/or local funds provide this same type of technology related supplies/resources for teachers? <input type="checkbox"/> Does the LEA have inventory procedures to prevent fraud, waste & abuse of pilferable items? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The items that will be purchased <input type="checkbox"/> The number of each that will be purchased <input type="checkbox"/> The “per-unit” <input type="checkbox"/> Types of individuals who will use these items 	<ul style="list-style-type: none"> • P.O.s • Internal control processes (only for Title IIIA programs) • Inventory processes • Signed/dated annual inventory review • Federal Programs Handbook policies / procedures
<p>615 & 616 (Expendable equipment / expendable computer equipment)</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the LEA have inventory procedures to prevent fraud, waste & abuse of pilferable items? <input type="checkbox"/> Is the cost reasonable & purchase necessary? <input type="checkbox"/> Are these items for Title III PD only? <input type="checkbox"/> Do other federal and/or local funds provide these items to all teachers? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name of the equipment that will be purchased <input type="checkbox"/> The number of items that will be purchased <input type="checkbox"/> The cost per item <input type="checkbox"/> How the item(s) will be used <input type="checkbox"/> Types of individuals who will use these items 	<ul style="list-style-type: none"> • P.O.s • Internal control processes (only for Title IIIA programs) • Inventory processes • Signed/dated annual inventory review • Federal Programs Handbook policies / procedures

<p>642 Books (other than textbooks) and Periodicals</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are these items supplemental to what the LEA already provides? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name of the books and/or vendor <input type="checkbox"/> The number of each that will be purchased <input type="checkbox"/> The per unit cost <input type="checkbox"/> The purpose of the books 	<ul style="list-style-type: none"> • P.O.s • Internal control processes (only for Title IIIA programs) • Federal Programs Handbook policies / procedures
<p>810 Dues and Fees</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is this a subscription fee or a license or registration? <input type="checkbox"/> How does the activity accomplish the intents and purposes of the Title III-A grant? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name what will be purchased <input type="checkbox"/> Purpose of this expense <input type="checkbox"/> Cost of each fee/license/registration/subscription <input type="checkbox"/> The research evidence base for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) <input type="checkbox"/> Individuals who will participate in this activity 	<ul style="list-style-type: none"> • Conference Documentation • Redelivery Documentation • Federal Programs Handbook policies / procedures • LEA specific effectiveness data/evidence

Function 2213 – Instructional Staff Training

(Other applicable functions for non-instructional staff may be coded to 2210, 2400 or other requested functions, per salary source.)

Object Code	Budget Line-Item Description Questions Checklist	Title III Documentation for CFM/Self-Monitoring
<p>113 Substitute for Teacher</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are the substitutes for teachers attending a Title IIIA-funded PL training? (Regular substitutes for ESOL teachers are not allowed in Title IIIA ex. Sick, maternity, medical or personal leave) <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The number of substitutes that will be hired for each PL session. <input type="checkbox"/> The name of the PL 	<ul style="list-style-type: none"> • Substitute periodic certification. • A resource allocation plan if Title IIIA funds are braided.

	<input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program).		
114 Substitute for Paraprofessional	<p>Think about:</p> <input type="checkbox"/> Are the substitutes for paraprofessionals attending a Title III training? (Regular substitutes for ESOL paraprofessionals are not allowed in Title IIIA, i.e., sick, maternity, medical or personal leave.)	<ul style="list-style-type: none"> • Substitute periodic certification 	
116 PD Stipends	<p>Must include in budget line-item description:</p> <input type="checkbox"/> The number of substitutes required for each PL session. <input type="checkbox"/> The name of the PL	<p>Think about:</p> <input type="checkbox"/> Are these Professional Development Stipends for staff for participating in an EL (or immigrant)-focused Professional Development Course or Workshop? <input type="checkbox"/> Does the Stipend amount match the LEA’s established stipend policy written in its Financial Procedures? <input type="checkbox"/> What is the LEA’s plan to evaluate the impact of the PD? on the teacher’s classroom performance/evidence of proficiency because of this PD?	<ul style="list-style-type: none"> • Source Documentation (agendas, sign-in sheets, rosters, course completion verification, etc.) for Professional Learning • Federal Programs Handbook policies/procedures
191 Other Administrative Personnel	<p>Must include in budget line-item description:</p> <input type="checkbox"/> The number of substitutes required for each PL session. <input type="checkbox"/> The name of the PL	<p>Think about:</p> <input type="checkbox"/> How does this position accomplish the intents and purposes of the grant? <input type="checkbox"/> Is the salary reasonable & does it adhere to LEA’s Federal Policies/Procedures? <input type="checkbox"/> Is this fully funded by Title III or split-funded?	<ul style="list-style-type: none"> • Formal job description • Time logs if split-funded • PD and coaching documentation • LEA specific effectiveness data/evidence

	<ul style="list-style-type: none"> <input type="checkbox"/> Percentage funded by Title III and percentage funded by another source (when applicable) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). <p>Required attachment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Job description that clearly delineates the Title III-funded duties and the duties funded by other sources 	<ul style="list-style-type: none"> • A resource allocation plan if Title IIIA funds are braided.
<p>199 Other Salaries & Compensation</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is this additional compensation for someone providing EL (or immigrant)-related professional development or doing curricular work to school/LEA staff? <input type="checkbox"/> Does the hourly rate match the LEA’s Federal Programs’ hourly rate for additional compensation? <input type="checkbox"/> How does this align with the LEA’s Title IIIA EL (or immigrant)-focused PD Plan? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The title of the activity <input type="checkbox"/> The hourly rate <input type="checkbox"/> The number of staff who will be paid for this activity. <input type="checkbox"/> The number of hours (or days) of additional work for this activity <input type="checkbox"/> The timeframe for this work (before school, after school, summer, Saturday school, etc.) <input type="checkbox"/> The research evidence bases for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). <p>Required attachment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> An informal job/work description 	<ul style="list-style-type: none"> • Informal job description • Time logs • Agendas, Notes, Other documentation • Deliverables / Artifacts from the work accomplished. • Federal Programs Handbook policies/procedures • LEA specific effectiveness data/ evidence • A resource allocation plan if Title IIIA funds are braided.
<p>200 Benefits</p>	<p>Think about:</p>	

	<input type="checkbox"/> Title III allows LEAs to budget ALL benefits together under object code 200, if permitted by the LEA. <input type="checkbox"/> Is this the way the LEA’s Finance Department wants benefits coded? <input type="checkbox"/> Do the benefits match all the personnel budgeted in Function 1000? Must include in budget line-item description: <input type="checkbox"/> Positions covered by these benefits. <input type="checkbox"/> Benefits included (Medicare/FICA, Health, Dental, Life, Workers Comp., Retirement, etc.)	
210-290 Benefits	If the LEA requires benefits to be broken out into separate line items, please refer to pages 2-3 of this document for a description of each item.	
300 Purchased Professional Services	Think about: <input type="checkbox"/> Who is being contracted? <input type="checkbox"/> For what are they being contracted? <input type="checkbox"/> Has the LEA checked the suspension/debarment list for federal programs for this company/individual if expense is over \$25K with one vendor? <input type="checkbox"/> How do these services accomplish the intent and purposes of the grant? <input type="checkbox"/> Are these services reasonable & necessary? Must include in budget line-item description: <input type="checkbox"/> The name of the vendor <input type="checkbox"/> The service(s) they will provide. <input type="checkbox"/> The research evidence bases for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program).	<ul style="list-style-type: none"> • P.O.s • Signed Contract • PD Attendance Rosters, Agendas, Handouts • Federal Programs Handbook policies/procedures • LEA specific effectiveness data/evidence • A resource allocation plan if Title IIIA funds are braided.
432 Repair/Maintenance	Think about: <input type="checkbox"/> Are the repairs/maintenance only being done on equipment used for Title III-funded professional learning? Must include in budget line-item description: <input type="checkbox"/> The Title III-funded equipment that will be repaired/maintained. <input type="checkbox"/> Name of the company providing the service	<ul style="list-style-type: none"> • Inventory demonstrating this is Title IIIA equipment being repaired. • P.O. demonstrating reasonableness of repair cost

<p>441 Rental of a venue</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the rental of venues for Title III PD only? <input type="checkbox"/> Is the rental cost reasonable? <input type="checkbox"/> Is the rental expense necessary? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name of the rental facility <input type="checkbox"/> Reason why renting a facility is necessary. <input type="checkbox"/> Cost of the rental <input type="checkbox"/> Timeframe of the rental <p>If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program).</p>	<ul style="list-style-type: none"> • P.O. or invoice or contract with rental venue demonstrating dates venue was rented that align with PD documentation AND reasonableness of venue rental. • Justification for outside LEA venue rental • A resource allocation plan if Title IIIA funds are braided.
<p>532 Web-based subscription or license for professional development</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is there demonstrated evidence that this software license/subscription increases teachers’ capacity to understand and implement curricula, instruction & assessment specific to ELs or immigrant students? <input type="checkbox"/> Is the subscription year within the 15-month grant period of performance? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name and purpose of the software <input type="checkbox"/> How/when it will be used <input type="checkbox"/> How number of licenses that will be purchased <input type="checkbox"/> The per unit price of each license <input type="checkbox"/> The subscription year for the licenses <input type="checkbox"/> Only one software item per line item (best practice). <input type="checkbox"/> The research evidence bases for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Date of subscription clearly marked. • Intended participants in the software program clearly marked. • LEA specific effectiveness data/evidence • A resource allocation plan if Title IIIA funds are braided.
<p>580 Travel</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does this travel accomplish the intent/purposes of the grant? <input type="checkbox"/> Is the expense reasonable & necessary? 	<ul style="list-style-type: none"> • Travel Documentation

	<input type="checkbox"/> Does it adhere to the LEA’s Federal Programs Travel Policies & Procedures? Must include in budget line-item description: <ul style="list-style-type: none"> <input type="checkbox"/> The personnel who will be traveling <input type="checkbox"/> The number who will be traveling <input type="checkbox"/> Where are they traveling? <input type="checkbox"/> The name of the event they will attend. 	<ul style="list-style-type: none"> • Federal Programs Handbook policies/procedures • LEA specific effectiveness data/evidence for the larger activity/strategy/program of which this travel was a component.
<p>595 Other Purchased Services</p>	Think about: <ul style="list-style-type: none"> <input type="checkbox"/> Are these purchased services for EL or immigrant-focused PD only? <input type="checkbox"/> How do these purchased services improve instruction for ELs or immigrant students? <input type="checkbox"/> Has SAM.gov been checked, if services are \geq\$25,000? Must include in budget line-item description: <ul style="list-style-type: none"> <input type="checkbox"/> The cost of the purchase <input type="checkbox"/> What the purchase includes <input type="checkbox"/> The research evidence bases for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) 	<ul style="list-style-type: none"> • P.O.s • Dated/Timed/Signed PD Participants • P.O.s or invoices • Service Description • Federal Programs Handbook policies/procedures • Other documentation as needed. • LEA specific effectiveness data/evidence for the larger activity/strategy/program this travel was a component of....
<p>610 Supplies</p>	Think about: <ul style="list-style-type: none"> <input type="checkbox"/> How are they related to the activities in this Function? <input type="checkbox"/> How are they necessary for the activity/strategy/program? <input type="checkbox"/> Is the cost reasonable? Must include in budget line-item description: <ul style="list-style-type: none"> <input type="checkbox"/> List the items that will be purchased. <input type="checkbox"/> Describe how the supplies will be used for EL-focused PD. <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Internal control processes (only for Title III programs) • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds are braided.

<p>611 Supplies, Technology Related (ex: flash drives, monitor stands, Kindles, iPads below capitalization threshold)</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do other federal funds and/or local funds provide these technology-related supplies/resources for teachers? <input type="checkbox"/> Does the LEA have inventory procedures to prevent fraud, waste & abuse of pilferable items? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The items that will be purchased <input type="checkbox"/> The number of each that will be purchased. <input type="checkbox"/> The “per-unit” <input type="checkbox"/> The individuals who will use these items. <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Internal control processes (only for Title III programs) • Inventory processes • Signed/dated annual inventory review. • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds are braided.
<p>615 & 616 (Expendable equipment / expendable computer equipment)</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the LEA have inventory procedures to prevent fraud, waste & abuse of pilferable items? <input type="checkbox"/> Is the cost reasonable & purchase necessary? <input type="checkbox"/> Are these items for Title III PD only? <input type="checkbox"/> Do other federal and/or local funds provide these items to all teachers? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name of the equipment that will be purchased. <input type="checkbox"/> The number of items that will be purchased. <input type="checkbox"/> The cost per item <input type="checkbox"/> How the item(s) will be used <input type="checkbox"/> The individuals who will use these items <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Labeled & Inventoried • Internal control processes (only for Title IIIA programs) • Inventory processes • Signed/dated annual inventory review • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds are braided.
<p>642 Books (other than textbooks)</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are these items supplemental to what the LEA already provides? <p>Must include in budget line-item description:</p>	<ul style="list-style-type: none"> • P.O.s

and Periodicals	<input type="checkbox"/> The name of the books and/or vendor <input type="checkbox"/> The number of each that will be purchased <input type="checkbox"/> The per unit cost <input type="checkbox"/> The purpose of the books <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program).	<ul style="list-style-type: none"> • Internal control processes (only for Title IIIA programs) • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds are braided.
810 Dues and Fees	<p>Think about:</p> <input type="checkbox"/> Is this a subscription fee or a license or registration? <input type="checkbox"/> How does the activity accomplish the intents and purposes of the Title III-A grant? <p>Must include in budget line-item description:</p> <input type="checkbox"/> Name what will be purchased <input type="checkbox"/> Purpose of this expense <input type="checkbox"/> Cost of each fee/license/registration/subscription <input type="checkbox"/> The research evidence base for the effectiveness of this activity/strategy/program with ELs (strong, moderate, promising, or logic model) <input type="checkbox"/> Individuals who will participate in this activity	<ul style="list-style-type: none"> • P.O.s • Conference Agendas & Attendance Evidence • Redelivery Documentation • Federal Programs Handbook policies/procedures • LEA specific effectiveness data/evidence

Overarching Question for Functions 2230 + 2300:
Have I exceeded the 2% CAP for the total sum of Direct + Indirect + Audit Costs?

Function 2230 – General Administration of Grant

(Everything budgeted in this function counts towards the LEA’s allowable 2% admin costs.)

Object Code	Budget Line-Item Description Questions Checklist	Title III Documentation for CFM/Self-Monitoring
142 Salary of Secretarial Staff	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are the secretary’s duties related directly to the management of the Title IIIA grant? <input type="checkbox"/> Is this position partially or fully funded in Title IIIA? <input type="checkbox"/> Does the job description clearly represent Title III grant management duties in the Title IIIA portion? <input type="checkbox"/> Is the salary reasonable and does it adhere to LEA’s Federal Policies/Procedures? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name the person/position being paid <input type="checkbox"/> The Title III portion and fund that is paying the other portion (if split funded) <input type="checkbox"/> The employment terms (full time, part time? If part time – provide details, rate of pay. Hourly, if so, amount. Salaried? With or without benefits? <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). <p>Required attachments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Job description that clearly delineates the Title III-funded duties and the duties funded by other sources 	<ul style="list-style-type: none"> • Periodic Certification or split funded time logs • Job Description • A resource allocation plan if Title IIIA funds are braided.
190 Other Management Personnel	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does this position accomplish the intents and purposes of the grant? <input type="checkbox"/> Is the salary reasonable & does it adhere to LEA’s Federal Policies/Procedures? <input type="checkbox"/> Is this job directly related to the management of the Title III-A grant? <input type="checkbox"/> Is the position partially or fully funded with Title IIIA? <input type="checkbox"/> Does the job description clearly represent Title III-A grant management duties in the Title IIIA portion? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name the person and/or position being funded <input type="checkbox"/> The Title III portion and fund that is paying the other portion (if split funded) 	<ul style="list-style-type: none"> • Periodic Certification or split funded time logs • Job Description • A resource allocation plan if Title IIIA funds are braided.

	<input type="checkbox"/> The employment terms (full time, part time? If part time – provide details, rate of pay. Hourly, if so, amount. Salaried? With or without benefits? <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the funding sources and the method (by percentage of intended student group or by sub-activity within the overall program) that will be used. Required attachment: <input type="checkbox"/> Job description that clearly delineates the Title III-funded duties and the duties funded by other sources	
<p style="text-align: center;">191 Other Administrative Personnel</p>	Think about: <input type="checkbox"/> How does this position accomplish the intents and purposes of the grant? <input type="checkbox"/> Is the salary reasonable & does it adhere to LEA’s Federal Policies/Procedures? <input type="checkbox"/> Is this job directly related to the management of the Title III-A grant? <input type="checkbox"/> Is the position partially or fully funded with Title IIIA? <input type="checkbox"/> Does the job description clearly represent Title III-A grant management duties in the Title IIIA portion? Must include in budget line-item description: <input type="checkbox"/> Name of the person/position being funded <input type="checkbox"/> The Title III portion and fund that is paying the other portion (if split funded) <input type="checkbox"/> The employment terms (full time, part time? If part time – provide details, rate of pay. Hourly, if so, amount. Salaried? With or without benefits? <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). Required attachment: <input type="checkbox"/> Job description that clearly delineates the Title III-funded duties and the duties funded by other sources.	<ul style="list-style-type: none"> • Periodic Certification • Job Description • A resource allocation plan if Title IIIA funds are braided.
<p style="text-align: center;">200 Benefits</p>	Think about: <input type="checkbox"/> Title III allows LEAs to budget ALL benefits together under object code 200, if permitted by the LEA. <input type="checkbox"/> Is this the way the LEA’s Finance Department wants benefits coded? <input type="checkbox"/> Do the benefits match all the personnel budgeted in Function 1000?	

	<p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positions covered by these benefits <input type="checkbox"/> Benefits included (Medicare/FICA, Health, Dental, Life, etc.) 	
<p>210-290 Benefits</p>	<p>If the LEA requires benefits to be broken out into separate line items, please refer to pages 2-3 of this document for a description of each item.</p>	
<p>432 Repair & Maintenance – Technology</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are the repairs/maintenance only being done on Title III-funded equipment used by or with ELs or immigrant students? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Title III-funded equipment that will be repaired/maintained <input type="checkbox"/> Name of the company providing the service 	<ul style="list-style-type: none"> • P.O.s • Title III equipment inventory
<p>532 Web-based subscription or license</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the subscription year within the 15-month grant period of performance? <input type="checkbox"/> Is this software only for the use for the management of Title III (not ESOL) data? If not, will it be funded by multiple sources? If so, what are those sources and what is the percentage funded by each? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name and purpose of the software <input type="checkbox"/> How/when it will be used <input type="checkbox"/> How number of licenses that will be purchased <input type="checkbox"/> The per unit price of each license <input type="checkbox"/> The percentage funded by each funding source <input type="checkbox"/> The subscription year for the licenses <input type="checkbox"/> Only one software item per line item (best practice). <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • Date of subscription clearly marked • Intended participants in the software program clearly marked • A resource allocation plan if Title IIIA funds are braided.
<p>580</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is this the director’s travel to grant management conferences and trainings? <input type="checkbox"/> Is the expense reasonable & necessary? 	<ul style="list-style-type: none"> • Travel Documentation

Travel	<input type="checkbox"/> Does it adhere to the LEA’s Federal Programs Travel Policies & Procedures? Must include in budget line-item description: <ul style="list-style-type: none"> <input type="checkbox"/> The personnel who will be traveling <input type="checkbox"/> The number who will be traveling <input type="checkbox"/> Where are they traveling <input type="checkbox"/> The name of the event they will attend <p>If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program).</p>	<ul style="list-style-type: none"> • Federal Programs Handbook policies/procedures • A resource allocation plan if Title IIIA funds will be braided.
610 Supplies	Think about: <ul style="list-style-type: none"> <input type="checkbox"/> Are these reasonable & necessary to manage the grant? Must include in budget line-item description: <ul style="list-style-type: none"> <input type="checkbox"/> List the items that will be purchased <input type="checkbox"/> Describe how the supplies will be used for EL-focused PD <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • A resource allocation plan if Title IIIA funds are braided.
611 Supplies – Technology	Think about: <ul style="list-style-type: none"> <input type="checkbox"/> Are these reasonable & necessary to manage the grant? Must include in budget line-item description: <ul style="list-style-type: none"> <input type="checkbox"/> List the supplies that will be purchased <input type="checkbox"/> Include the cost per unit <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • P.O.s • A resource allocation plan if Title IIIA funds are braided.
615 & 616 Expendable Equipment	Think about: <ul style="list-style-type: none"> <input type="checkbox"/> Are these reasonable & necessary to manage the grant? <input type="checkbox"/> Are LEA Federal Programs inventory procedures followed? Must include in budget line-item description:	<ul style="list-style-type: none"> • P.O.s • Federal Programs Handbook policies/procedures

	<input type="checkbox"/> List the equipment that will be purchased <input type="checkbox"/> Include the cost per unit <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program).	<ul style="list-style-type: none"> • A resource allocation plan if Title IIIA funds are braided.
810 Dues and Fees	<p>Think about:</p> <input type="checkbox"/> Is this subscription necessary to manage the grant? <input type="checkbox"/> Is this a conference registration for the Title IIIA director to attend a conference focused on managing the grant?	<ul style="list-style-type: none"> • P.O.s • Federal Programs Handbook policies/procedures
882 Consolidation of Administrative Funds*	<p>Think about:</p> <input type="checkbox"/> If the LEA is consolidating admin funds, have we budgeted all the 2% of the original allocation here? <input type="checkbox"/> Did we round up or round down? (Must round down any 2% amounts with cents.)	<p style="text-align: center;">NO DOCUMENTATION NEEDED!</p>
	<p>Must include in budget line-item description:</p> <input type="checkbox"/> Name of the subscription <input type="checkbox"/> Name of conference	
	<p>Must include in budget line-item description:</p> <input type="checkbox"/> The statement, “Consolidation of Administrative Funds”	
	<p>Required Attachment:</p> <input type="checkbox"/> The submitted “Consolidation of ESSA Administrative Funds” Federal Programs document	

**Only for LEAs with GaDOE pre-approval to consolidate administrative funds.*

Function 2300 – Audit Cost and Indirect Costs

(Everything budgeted in this function counts towards the LEA’s allowable 2% admin costs.)

Object Code	Budget Line-Item Description Questions Checklist	Title III Documentation for CFM/Self-Monitoring
300 Purchased Professional Services	Think about: <input type="checkbox"/> Audit costs and indirect costs count toward the LEA’s Title III-A 2% cap on administrative costs. Must include in budget line-item description: <input type="checkbox"/> The statement, “audit costs” or “administrative costs”.	<input type="checkbox"/> P.O.
880 Federal Indirect Costs	Must include in budget line-item description: <input type="checkbox"/> The statement, “audit costs” or “administrative costs”. Required attachment: <input type="checkbox"/> None	

Function 2700 - Transportation

Object Code	Budget Line-Item Description Questions Checklist	Title III Documentation for CFM/Self-Monitoring
180 Bus Drivers	Think about: <input type="checkbox"/> Is this transportation for a pre-approved Title III-A field trip? If so, has the Field Trip Form been completed & uploaded, and pre-approved? <input type="checkbox"/> Is this transportation for a Title III-A summer program? Has the summer school been approved? <input type="checkbox"/> Is the cost reasonable & necessary? <input type="checkbox"/> Is this activity split-funded with other federal programs? If so, does this cost represent the share of EL (or immigrant student) population in the activity? Must include in budget line-item description: <input type="checkbox"/> Clear description of the activity that requires Title III-A funded transportation. <input type="checkbox"/> Name the type of students who are being transported. (Must be EL or immigrant students) <input type="checkbox"/> Number of drivers funded <input type="checkbox"/> Driver’s hourly rate of pay <input type="checkbox"/> Number of days the drivers will work	<ul style="list-style-type: none"> Bus driver periodic certification Field Trip Forms in ConAPP as Attachment List of EL students participating in the activity requiring transportation Evidence that these EL students represent the same share of the activity that is indicated in the transportation costs.

	<input type="checkbox"/> If this is split-funded with other federal programs, describe how the percentage being charged to Title III-A was calculated. <input type="checkbox"/> If the transportation is for a pre-approved field trip, include a description of the field trip and what students will be participating in. the activity. <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). Required attachment: <input type="checkbox"/> Pre-approved Field Trip form (if for a field trip)	<ul style="list-style-type: none"> • A resource allocation plan if Title IIIA funds are braided.
<p style="text-align: center;">200 Benefits</p>	Think about: <input type="checkbox"/> Title III allows LEAs to budget ALL benefits together under object code 200, if permitted by the LEA. <input type="checkbox"/> Is this the way the LEA’s Finance Department wants benefits coded? <input type="checkbox"/> Do the benefits match all the personnel budgeted in Function 2700? Must include in budget line-item description: <input type="checkbox"/> Positions covered by these benefits <input type="checkbox"/> Benefits included (Medicare/FICA, Health, Dental, Life, etc.)	
<p style="text-align: center;">210-290 Benefits</p>	<p>If the LEA requires benefits to be broken out into separate line items, please refer to pages 2-3 of this document for a description of each item.</p>	
<p style="text-align: center;">519 Student Transportation Purchased from Another LUA</p>	Think about: <input type="checkbox"/> Why are the student transportation services purchased from other sources? <input type="checkbox"/> What are the sources? <input type="checkbox"/> How do they support the Title III language programs? <input type="checkbox"/> How is this reasonable & necessary? Must include in budget line-item description: <input type="checkbox"/> The activity the transportation is for <input type="checkbox"/> Who will be transported? <input type="checkbox"/> The name of the vendor providing the transportation services <input type="checkbox"/> Vendor charges and how the costs were calculated	<ul style="list-style-type: none"> • Contracts • Date/Time services rendered • Description of services rendered • SAMS.gov vendor search documentation
<p style="text-align: center;">595 Other Purchased Services</p>	Think about:	<ul style="list-style-type: none"> • Contracts

	<ul style="list-style-type: none"> <input type="checkbox"/> What are these purchased services? <input type="checkbox"/> How do they support the Title III-A language (or immigrant) program? <input type="checkbox"/> Are they reasonable & necessary? <input type="checkbox"/> Does the LEA pay one transportation cost or pay the drivers and fuel separately? <input type="checkbox"/> Has the Field Trip Form been completed, uploaded, and pre-approved? <input type="checkbox"/> Has SAM.gov been checked, if services are \geq\$25,000? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The activity the transportation is for and who will be transported. <input type="checkbox"/> The name of the vendor providing the transportation services. Vendor charges and how the costs were calculated <p>Required attachment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Approved Field Trip Form 	<ul style="list-style-type: none"> • Date/Time services rendered • Description of services rendered • LEA Federal Programs Handbook • Approved Field Trip Forms in ConAPP as Attachment
<p>620 Energy</p>	<p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transportation bus fuel cost for what activity? <input type="checkbox"/> Are the fuel costs reasonable & necessary? <input type="checkbox"/> Has the Field Trip Form been completed, uploaded, and pre-approved? <p>Must include in budget line-item description:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The activity the fuel is for <input type="checkbox"/> Who will be transported? <input type="checkbox"/> Reason for the transportation <input type="checkbox"/> If Title IIIA funds will be part of a “braided funds” fiscal model, indicate the resource allocation plan, i.e., funding sources and method (by percentage of intended student group or by sub-activity within the overall program). 	<ul style="list-style-type: none"> • Approved Field Trip Forms in ConAPP as Attachment • Federal Programs Handbook • A resource allocation plan if Title IIIA funds are braided.