

**Monitoring Indicators for Title III
Overarching Requirement - SEA Sub-recipient Monitoring**

State Monitoring of Subgrantees. Sections 3115, 3116, and 3121; EDGAR 34 CFR 80.40		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> • What process does the SEA use to monitor subgrantees? • How do the evaluation components of the monitoring plan address the requirements under Sections 3113, 3115, 3121, 3122 and 3302? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Monitoring plan/process, including list of completed and planned on-site visits (monitoring cycle and schedule), data review, reporting and corrective action processes pertaining to most recent monitoring by the SEA. • Copy of monitoring instrument(s) and criteria for selecting subgrantees for review, including on-site monitoring, desk reviews and/or subgrantee self-assessment tools. • Copies of most recent monitoring reports issued to subgrantees and subgrantee responses to reports. • Procedures for corrective actions required of subgrantees that fail to comply with Title III requirements. 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Monitoring process, including on-site visits, data review, reporting and corrective action processes pertaining to most recent monitoring by the SEA. • Technical assistance provided by SEA during and as a result of monitoring process. <p><u>Interview:</u></p> <ul style="list-style-type: none"> • Staff describes the SEA’s monitoring processes and feedback received by subgrantee from the SEA.

**Monitoring Indicators for Title III
Standards, Assessment and Accountability**

1.1: English Language Proficiency (ELP) Standards. Section 3113		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> • Has the State established ELP standards and objectives that are derived from the four domains of speaking, listening, reading, and writing and cover grades K-12? • Are the State ELP standards aligned with achievement of the State academic content and student academic achievement standards described in Section 1111(b)(1)? • Has the State disseminated the ELP standards and provided training and technical assistance on implementation of the standards? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Copy or link to State’s current ELP standards. • Evidence of a process for alignment of State ELP standards with the achievement of State academic content standards. • Evidence that the State ELP standards were disseminated Statewide. • Documentation of training and technical assistance provided to Title III subgrantees on implementation of the State’s ELP standards. <p><u>Interview:</u></p> <ul style="list-style-type: none"> • Staff outlines development of the ELP standards and objectives including any completed or planned activities. • Staff describes professional development and technical assistance provided to subgrantees on Statewide ELP standards implementation. 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Evidence of ELP standards implementation. • Evidence of participation in State training and/or technical assistance for implementation of State ELP standards. <p><u>Interview:</u></p> <ul style="list-style-type: none"> • Staff describes how the State ELP standards have been implemented at the district level, including professional development provided to teachers and other staff, and curriculum development activities.

**Monitoring Indicators for Title III
Standards, Assessment and Accountability**

1.2: English Language Proficiency (ELP) Assessment. Sections 3113 and 3116		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> • Does the State ELP assessment address the four domains of speaking, listening, reading and writing? How does the State derive and report a score for comprehension? • Has the State aligned the ELP assessment(s) to the ELP standards? • How has the State ensured that the ELP assessment(s) are valid and reliable? • How does the State ensure subgrantees annually assess the English proficiency of <u>all</u> Title III LEP students in grades K-12 consistent with Section 1111(b)(7)? • What is the State’s process for initial identification and placement of LEP students? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Test administration manuals for ELP assessment(s) and/or other documents provided to test administrators on test administration policies and procedures, including policies on accommodations on ELP assessment(s) for students with disabilities. • Evidence of a process for alignment such as an alignment study or other documentation demonstrating alignment of State ELP assessment to State ELP standards. • Evidence that the ELP assessments address the four domains. • If applicable, timeline and process for transition to new ELP assessment, and State plans to continue to make AMAO determinations during the transition. <p><u>Interview</u></p> <ul style="list-style-type: none"> • Staff describes process for ensuring that all Title III LEP students in grades K-12 are annually assessed on the ELP assessment. • Staff explains how the ELP assessment(s) addresses the four domains and enables the SEA to generate a score for the domain of comprehension. • Staff explains the process that the SEA has followed to ensure that the State ELP assessment is aligned to the State standards. 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Process for verifying number and percentage of Title III LEP students tested on ELP assessment and method for reporting results to the State. • Technical assistance provided by the SEA regarding ELP assessment. • Documentation of process for providing technical assistance to schools in their jurisdiction on how to administer the ELP assessment. • Evidence of a diagnostic instrument used for initial placement. <p><u>Interview</u></p> <ul style="list-style-type: none"> • Staff describes communications from the SEA regarding ELP assessment(s). Staff provides an overview of the process for identifying and placing LEP students.

**Monitoring Indicators for Title III
Standards, Assessment and Accountability**

1.3: Annual Measurable Achievement Objectives (AMAOs). Sections 3122(a)(1)(2)(3) and 1111(b)(2)(B)		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> • Has the State set AMAO targets for grades K-12 that address the four domains of ELP as required in Section 3122(a)(2)? • Do the State’s AMAO targets reflect annual increases in the number and percentage of children making progress in learning English and attaining ELP? • Does the State include all Title III students in AMAO 1 and AMAO 2? • What are the State’s decision rules for making AMAO determinations for consortia? • Has the State calculated all three AMAOs and made determinations for all subgrantees? • Has the State notified all Title III subgrantees that have not met the AMAOs? • How does the State hold subgrantees accountable for meeting the AMAOs, including subgrantees that do not meet AMAOs for two or four consecutive years? • Does the State have a plan for providing technical assistance to Title III subgrantees that did not meet AMAOs? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • AMAO targets and methods for calculating AMAOs, including definitions of AMAO1, 2 and 3. • Written State plan for making Title III AMAO determinations and timeline for notifying subgrantees of their AMAO status. • Copy of the State notification to subgrantees that did not meet AMAOs. • List of subgrantees that did not meet AMAOs in each of the last four years and notification to these subgrantees. • Copy of the State’s accountability plan for subgrantees who fail to make AMAOs. • State plans and current activities to assist Subgrantees that did not meet Title III AMAOs for two and four consecutive years. • If applicable, improvement plan samples or templates for subgrantees that do not meet AMAOs for two consecutive years. • Decision rules for how the State makes AMAO determinations for consortia members. <p><u>Interview</u></p> <ul style="list-style-type: none"> • Staff confirms current AMAO targets and explains the State’s method for developing the targets. Staff discusses any changes to targets from previous years. • Staff describes the State’s plan and activities conducted to assist subgrantees that did not meet Title III AMAOs for two and four consecutive years. 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Title III improvement plan related to two-year accountability provisions and/or documents related to four-year accountability provisions, if applicable. • State notification that indicates whether LEA met all three AMAOs. • State notification letters to LEAs that have not met AMAOs, if applicable. <p><u>Interview:</u></p> <ul style="list-style-type: none"> • Staff demonstrates knowledge of subgrantee’s AMAO status, and any applicable sanctions for not meeting AMAOs for two or four consecutive years.

**Monitoring Indicators for Title III
Standards, Assessment and Accountability**

1.4: Data Collection and Reporting. Sections 3121 and 3123; EDGAR 34 CFR 76.731		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> • Has the State established and implemented data collection methods in order to provide complete and accurate data to meet all Title III reporting requirements? • How does the State ensure that subgrantees track and report academic content performance of students for two years after they exit a Title III language instruction educational program? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Complete and accurate Consolidated State Performance Report (CSPR) data. • Evidence that the State has provided technical assistance to subgrantees on procedures for reporting data. • Procedures for data collection and means of verification of subgrantee data. <p><u>Interview:</u></p> <ul style="list-style-type: none"> • Staff describes how it informs subgrantees regarding data collection requirements, collects data from subgrantees, and verifies that these data are accurate. 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Evidence that subgrantees have procedures in place to collect data on individual LEP students from schools and report these data to the SEA. <p><u>Interview:</u></p> <ul style="list-style-type: none"> • Staff gives an overview of the process for collecting and reporting ELP assessment data to the SEA, including how staff has addressed any discrepancies in these data, such as any student records that cannot be matched or any partial scores due to child absences.

Monitoring Indicators for Title III Instructional Support

2.1: State Level Activities. Section 3111 (b)(2)		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<p>Does the State carry out one or more of the State level activities described in Section 3111(b)(2)?</p>	<p><u>Documentation:</u></p> <p>Evidence that the State is carrying out one or more of the following activities:</p> <ul style="list-style-type: none"> • Conducts or facilitates professional development activities and evaluates the effectiveness of those activities. • Carries out planning, evaluations, administration, and interagency coordination. • Provides technical assistance to subgrantees. • Promotes parental and community participation. • Provides recognition for subgrantees that have exceeded State AMAO targets. 	<p><u>Interview:</u></p> <p>Staff describes State level activities implemented at the LEA level.</p>

Monitoring Indicators for Title III Instructional Support

2.2: State Oversight and Review of Local Plans¹ . Sections 3116(a) and 3115(c); EDGAR 34 CFR 76.770		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> • Does the State require eligible entities to submit a plan to the SEA that contains the information, assurances and certification required in Section 3116? • Does the State review and approve procedures for local plans to ensure that subgrantees use funds for required activities described in Section 3115(c)? <p style="margin-left: 40px;">To increase the English proficiency levels of LEP students by providing high- quality language instruction educational programs that are based on scientifically based research (SBR).</p> <p style="margin-left: 40px;">To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not in language instructional programs), principals, administrators, and other school personnel.</p>	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Process used for subgrantee submission and SEA review of subgrantee local plan(s), and any plan amendments. • Evidence of subgrantee plans containing all elements described in Section 3116. • Evidence that the State ensures that local plans include a certification that all teachers in any language instruction educational program are fluent in English and any other language used for instruction (3116)(c). • Copy of signed assurances from subgrantees as outlined in Section 3116(d) and 3116(c). • Timeline for State review, approval, and notification of funding for Title III subgrants. • Technical assistance provided to subgrantees on local plan requirements as described in Section 3116(b). 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Most recently approved local plan from the subgrantee. • Notification of application instructions and guidance from SEA. • Feedback from the SEA regarding their local plan. • Subgrantee certification for ensuring teacher fluency in English and any other language used for instruction.

¹ Note, States can meet this requirement through a consolidated local plan, as provided for in Section 9305 of the ESEA.

Monitoring Indicators for Title III Instructional Support

2.3: Activities by Agencies Experiencing Substantial Increases in Immigrant Children and Youth. Sections 3114 and 3115		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> • Does the State ensure subgrantees receiving funds for immigrant children and youth use the funds to pay for activities outlined under Section 3115(e)? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • List of subgrantees under the immigrant set aside. • State guidance to eligible entities regarding application for the immigrant grant program and program requirements. <p><u>Interview:</u></p> <ul style="list-style-type: none"> • Staff describes its process for informing eligible entities regarding the immigrant subgrants and its requirements, determining the funding formula and awarding grants, and ensuring that subgrantees utilize these funds to pay for the activities outlined under Section 3115(e). 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Records of the number of immigrant students being served by the subgrantee. • Copy of subgrantee plan approved by SEA. • Evidence that activities conducted by subgrantees are those outlined under Section 3115(e). <p><u>Interview:</u></p> <ul style="list-style-type: none"> • Staff demonstrates an understanding that the immigrant grant program is distinct from the Title III formula grant program. • If the LEA is the recipient of an immigrant grant, staff describes the guidance and oversight received from the SEA regarding this grant, as well as the types of activities offered and students served.

Monitoring Indicators for Title III Instructional Support

2.4: Private School Participation. Section 9501		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> • Does the State ensure that its subgrantees comply with ESEA requirements regarding participation of LEP students, their teachers, or other educational personnel in private schools in areas served by the subgrantee? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • SEA policies and procedures addressing statutory requirements for the provision of services to eligible children attending private school. • Evidence that the SEA monitors subgrantee compliance with the provision of equitable services to eligible children, their teachers, or other educational personnel. • Evidence that the SEA monitors that the subgrantee conducts “timely and meaningful” consultation with appropriate private school officials during the design and development of the Title III program. • SEA approved process available for filing of complaints by private school officials. 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Written subgrantee policies and procedures for provision of services on an equitable basis to eligible LEP children enrolled in participating private schools. • Timeline of subgrantee-initiated contact with private schools to conduct consultation regarding equitable participation of LEP students, their teachers, or other educational personnel in Title III, and timeline when services began. • Subgrantee assessment of services provided and how the results of the assessment are used to improve services. • Documentation indicating that all private schools within the LEA intended to/did not intend to participate in Title III. The number of eligible students participating in each private school. • Documentation of how students’ and teachers’ needs were identified. Evidence of how students were assessed. • Documentation reflecting available funding amount. • Documentation of consultation process for services provided. • How does LEA monitor services to private school students and evaluate effectiveness of services?

Monitoring Indicators for Title III Instructional Support

2.5: Parental Notification and Outreach. Section 3302		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> • How does the State ensure that subgrantees comply with parental notification requirements regarding initial and continuing placement of LEP students in language instruction educational programs as outlined in Section 3302(a)? • How does the State ensure that subgrantees comply with the parental notification provisions for failure to meet Title III AMAOs in Section 3302(b)? • How does the State ensure that the notifications are in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand? • How does the State ensure that all subgrantees implement an effective means of outreach to parents of LEP children regarding their education as specified in Section 3302(e)? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Sample subgrantee notification containing all the components required under Section 3302(a) (1-8). • Guidance from SEA describing parental notification requirements and/or templates of parental notification letters. <p><u>Interview:</u></p> <ul style="list-style-type: none"> • SEA discusses how it assists subgrantees to develop parental notifications. 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Sample subgrantee notification containing all components required under Section 3302(a) (1-8). • Evidence of implementation of an effective means of outreach to parents of LEP children (sample notices). • If applicable, samples of parental notifications regarding subgrantee failure to meet Title III AMAOs.

Monitoring Indicators for Title III Fiduciary

3.1: State Allocations, Reallocations and Carryover. Sections 3111(b); 20 USC 6821(b)(3); Sections 3114(a)-(d)		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<p><u>State Allocations:</u></p> <ul style="list-style-type: none"> • Has the SEA reserved not more than 5% for State level activities/administration? • Has the SEA reserved not more than the maximum allowed for administration (60% of the State level reservation or \$175,000, whichever is greater) for that State? • Is the SEA using that portion of its State set aside funds not used for administration to carry out one or more of the following: <ul style="list-style-type: none"> • Professional development activities and other activities that assist personnel in meeting State and local certification and licensing requirements for teaching LEP children. • Planning, evaluation, administration, and interagency coordination related to the subgrants. • Providing technical assistance and other forms of assistance to eligible entities that are receiving subgrants from the SEA. • Providing recognition, which may include providing financial awards to subgrantees that have exceeded their AMAOs. <p><u>Immigrant Set Aside:</u></p> <ul style="list-style-type: none"> • Of the funds available for subgrantees (at least 95 percent of an SEA's allocation, except for States where the minimum set-aside of \$175,000 would exceed 5% of their Title III grant), has the SEA reserved an amount – not to exceed 15% of its Title III allocation, for subgrant(s) to eligible entities to serve immigrant children and youth as required by Section 3114(d)? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Budget [including breakdown of funds reserved for State activities (SEA budget and personnel records) and subgrantee awards]. <p><u>State Allocations:</u></p> <ul style="list-style-type: none"> • Documentation that the amount reserved for administrative expenses does not exceed the maximum allowed for that State. • Documentation that any funds reserved and used to carry out one or more allowable activities other than administrative activities do not exceed the maximum allowed for that State. • Documentation that the funds reserved for administrative costs are used to pay for the costs of planning and administering activities involved in awarding subgrants to eligible entities and carrying out State level activities. 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Budget [including breakdown of funds] for Title III formula subgrants and Immigrant Children and Youth subgrants, if applicable. • Grant award notification. • Notification of LEA's Title III immigrant subgrant. • Documentation of count of LEP students submitted to SEA. • Documentation of reallocated funds, if applicable.

² Except in cases where the minimum reservation of \$175,000 for administration is greater than 5% of the total grant.

Monitoring Indicators for Title III Fiduciary

3.1: State Allocations, Reallocations and Carryover. Sections 3111(b); 20 USC 6821(b)(3); Sections 3114(a)-(d)		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> • Does the SEA have written policies/procedures for the allocation of funds to LEAs for Title III immigrant subgrants? • Has the SEA made the Title III immigrant subgrants to LEAs? <p><u>Title III LEP Allocations:</u></p> <ul style="list-style-type: none"> • Has the SEA allocated at least 95 percent of its allocation to eligible LEAs?² • Has the SEA used the LEP counts provided by the LEAs to calculate the amount of each LEA's allocation? • How has the SEA determined the allocation for each LEA? • Are public charter school LEAs included in the application process and subsequent allocations under Title III? • Does the SEA include counts of private school LEPstudents in the calculation of each LEA's allocation? • Are all allocations for LEP subgrants at least \$10,000? • Are there any consortia that receive Title III funds? Is there a designated fiscal agent for each consortium? • How does the SEA determine if a subgrant will not be used for the purpose for which it was made? <p><u>Reallocation:</u></p> <ul style="list-style-type: none"> • What is the State's reallocation process? How does the State reallocate funds? 	<ul style="list-style-type: none"> • Record of the SEA's final awards to eligible entities. <p><u>Immigrant Set Aside:</u></p> <ul style="list-style-type: none"> • List of eligible LEAs that have received Title III immigrant subgrants. <p><u>Title III LEP Allocations:</u></p> <ul style="list-style-type: none"> • SEA calculations and final allocations to eligible entities. • Record of LEA counts of LEP students provided by LEAs. • Evidence that LEAs are eligible to receive subgrants. <p><u>Reallocation:</u></p> <ul style="list-style-type: none"> • Written SEA policies and procedures for reallocating funds. • Evidence that reallocations are in accordance with written policies and procedures. 	

Monitoring Indicators for Title III Fiduciary

3.2: District Allocations, Reallocations and Carryover. Section 3115		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> • Has the LEA reserved not more than two percent of its allocation for the administration of the Title III program? Does the LEA include both direct and indirect costs in the two percent? • What type of technical assistance has the SEA provided related to how LEAs may and must use funds? • How does the SEA ensure that funds are used for required and authorized activities? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • SEA guidance or instructions about amount of funds with Title III administrative cost restrictions. • SEA procedures to ensure that LEAs meet requirements related to amount with Title III administrative costs. 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Evidence that the LEA has reserved no more than two percent of its allocation for administration. • Evidence that the LEA has included both direct and indirect costs in the two percent reservation. • Evidence that the LEA is implementing required activities (budget reports, records of expenditures). • Evidence that the LEA is implementing activities that are authorized (budget reports, records of expenditures).

Monitoring Indicators for Title III Fiduciary

3.3: Maintenance of Effort. Sections 1120A and 9021		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> • How does the SEA ensure that LEAs comply with the maintenance of effort fiscal requirement that applies to Title III and other covered programs under the ESEA? • How does the SEA provide technical guidance and support of its LEAs in the area of MOE? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Procedures for determining maintenance of effort (MOE), including funds to be excluded from MOE calculations. • MOE report comparing fiscal effort of the preceding fiscal year with the second preceding fiscal year as defined by §299.5 of the Department’s MOE regulation. • For each LEA that does not maintain effort, the SEA calculations to determine how much of the LEA’s allocation for each covered program is reduced. <p><u>Interview:</u></p> <ul style="list-style-type: none"> • Staff understands which types of funds are to be included and excluded when determining maintenance of effort. • Staff understands that an LEA’s allocations under Title III and the other covered programs must be reduced by the exact proportion its education expenditures from State and local sources in the preceding fiscal year fell below 90 percent of its expenditures in the second preceding fiscal year. <p><u>Interview:</u></p> <ul style="list-style-type: none"> • Staff understands maintenance of effort can be determined by using either fiscal effort per student or aggregate expenditures. 	<p><u>Documentation</u></p> <p><i>(Usually done at the SEA level. If maintenance of effort is calculated at the LEA, provide the same evidence as requested from the State, in addition to SEA guidance on procedures for calculating maintenance of effort.)</i></p>

Monitoring Indicators for Title III Fiduciary

3.4: Supplement, Not Supplant – General. Section 3115(g)		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<p><u>SEA</u></p> <ul style="list-style-type: none"> • How has the SEA demonstrated that it has met the supplement, not supplant provision for funds retained for State level activities? • Is there a State law or policy that provides for a reduction in the amount of State aid available to LEAs for implementing language instruction education programs for LEP students based on the amount of Title III funds that LEAs receive? • How does the SEA ensure that its LEAs comply with the supplement, not supplant requirements? • How does the SEA provide technical assistance to LEAs in the area of supplement, not supplant? <p><u>LEA</u></p> <ul style="list-style-type: none"> • What is the instructional program/service provided to all students (eg. to meet <i>Lau</i> requirements)? How are Title III funds providing activities/services that are supplemental? • What funds is the LEA using to provide the core language instruction educational program for LEP students? • How has the LEA demonstrated that services provided with Title III funds are in addition to services that students would otherwise receive from State, local or other Federal funds? • What services is the LEA required by other Federal, State, local laws or regulations to provide? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Budget records • Personnel records • Inventory records • Written SEA process for ensuring that LEAs meet supplement, not supplant requirements. • Evidence that questions or inquiries from LEAs regarding supplement, not supplant issues have been adequately addressed. • Evidence that the SEA has monitored expenditures of LEAs to ensure that funds are used to supplement, and not supplant other Federal, State and local funds. • Record of how programs/services were funded in previous year. <p><u>Interview:</u></p> <ul style="list-style-type: none"> • Staff describes technical assistance provided to LEAs regarding this requirement. • Staff describes the process for ensuring compliance with this requirement. 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Budget records • Personnel records • Inventory records • LEA approved budget and records of expenditures of Title III funds at the district level. • Record of expenditures that verify that funds have not supplanted other Federal, State, and local funds. • Evidence that the LEA has not reduced State or local funds expended to implement language instruction programs serving LEP students based on the amount of Title III funds the LEA receives. • LEA and school staff demonstrate an understanding of statutory requirement. • LEA staff describes technical assistance provided by the SEA.

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Fiduciary**

3.4: Supplement, Not Supplant – General. Section 3115(g)		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> • How has the LEA demonstrated that it is not using Title III funds to provide services that it is required to make available under State or local laws or other Federal laws? • How has the LEA demonstrated that it is not using Title III funds to provide services that it provided in the prior year with State, local or other Federal funds? • If not, can the LEA provide evidence that would rebut the presumption that supplanting took place. 		

Monitoring Indicators for Title III Fiduciary

3.4A: Supplement, Not Supplant – Assessment. Sections 1111(b)(7) and 3113(b)(2)		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<p><u>Use of Funds to Develop ELP Assessments</u></p> <ul style="list-style-type: none"> • What funds were used to develop ELP assessments required under Section 1111(b)(7)? • What funds were used to develop an ELP assessment that meets the requirements of Section 3113 or to enhance an ELP assessment already meeting the Section 1111(b)(7) requirements so that it meets Section 3113 requirements? <p><u>Use of Funds to Administer ELP Assessments</u></p> <ul style="list-style-type: none"> • What funds has the SEA or LEA used to identify LEP students who may need language services, including the development of ELP screening or placement assessments? • What funds do the SEA and/or LEA use to pay for the costs of administration, scoring or reporting of ELP assessment, and materials or equipment related to the administration of annual ELP assessments? • What guidance has the SEA provided to LEAs on paying for the administration of ELP assessments? <p><u>Screening and Placement Assessments for LEP Students</u></p> <ul style="list-style-type: none"> • What funds does an LEA use to develop and administer assessments to identify LEP students and place them in core language programs? • What kind of guidance has the SEA provided to LEAs about paying for the development and administration of ELP screening and placement assessments? 	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Budget records • Purchase orders • Personnel runs • Letters • Memos • Agendas 	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Budget records • Purchase orders • Personnel runs • Letters • Memos • Agendas

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Fiduciary**