**Purpose**

The ***Title III Monitoring Scoring Criteria Template*** is to assist districts in preparing the evidence to be submitted for the Title III monitoring. This is **not a required** document but is provided as support for districts.

**Guiding Principles/Documents**

In completing this Monitoring Scoring Criteria Rubric, please keep at the center:

1. [ESSA Title III Sec. 3001 – 3203 (p.190-207)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)
2. [Dear Colleague Letter, January 7, 2015](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf)
3. Non-Regulatory Guidance: English Learners and Title III of ESEA, as amended by ESSA. September 23, [2016](https://oese.ed.gov/files/2020/07/essatitleiiiguidenglishlearners92016.pdf); January 2, [2019](https://oese.ed.gov/files/2020/07/elandiitleiiiaddendum1219.pdf) (Addendum)
4. [ESSA Title 1A – (assessment and parent notification sections)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)

**Tips to assist with submission**

1. Check the submission expectations on the rubric for the expected number of items to submit.
2. If the requested information on the rubric does not apply to you, please click the checkbox option in the template.
3. There is a notes column for districts to provide:
	1. A description of the evidence provided
	2. Links for documentation found electronically.
	3. Other information the district wishes to share.
4. It is recommended that the district create an electronic folder:
	1. Labeled 2022-23 TIII monitoring\_district name.
	2. Create a folder for each of the items on the rubric for which the district is submitting evidence.
	3. Save this template in the master folder – this will assist ODE staff in reviewing any items not applicable for the district.
5. Zip the folder
6. Send the zipped folder to ODE via the [ODE District Secure File Transfer](https://district.ode.state.or.us/apps/xfers/) application to Marisol Rodriguez, Leslie Casebeer, and your district Title III Point of Contact, Kim Miller or Susy Mekarski
	1. Using this application will make sending evidence secure while protecting student privacy.
	2. Do not use Google or One-Drive share options as these tools do not meet the student privacy security requirements.
7. The district can choose to include hyperlinks to evidence
	1. Include the links on the template in the notes column.
	2. Please make sure all links are shared with anyone who has the link.
	3. Please ensure that any shared hyperlinks protect student privacy (PII information).
8. Email your Title III ODE Point of Contact if you need assistance
	1. Kim Miller – kim.a.miller@ode.oregon.gov
	2. Susy Mekarski – susan.mekarski@ode.oregon.gov

| **Section 1: English Learner Plan** |
| --- |
| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| 1. The district has an EL Plan addressing the requirements of [Sec 3116.](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)
 | [Sec. 3116](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)Title VI– OCR Guidelines | The district submitted a copy of the most recent EL plan or notified ODE that no changes were made.  | **By checking the box below the district asserts that the district has not made changes to EL plan**[ ]  | Evidence Links/Description |

| **Section 2. Identification of English Learners** |
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| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| 1. The district identifies potential ELs for screening, administers screener, and notifies parents within the required timeline: 30 calendar days at the beginning of the school year, or 14 calendar days from student enrollment once the school year has started.
 | Sec. [3111(2)(A)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)[3116](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)[Sec. 1112](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)Title VI– OCR GuidelinesOAR 581-023-0100 – (4)DCL- A, p. 10, F, p. 24J, p.37NRG- A8, 1-4 | The district submitted a random sampling of Language Use Surveys (LUS) forms from the most recent school year. This sampling should include examples of a LUS leading to identification screeners and not leading to identification screeners. Samples in all home languages used for parent notification (must be signed by district personnel and dated (dd/mm/yyyy). Evidence must include copies for both initial identified students, as well as the students continuing as an identified EL.**Note:** Districts submit either Bridge/Legacy LUS for the 22-23 school year up to 12/31/2022 enrollment or Oregon LUS for enrollment after 1/1/2023.**For newly enrolling students, all districts must include evidence of student enrollment date, proficiency test date, and parent notification letter date, this could be a spreadsheet with student ID number and dates.****Language Use Survey and Parent Notification Letters submission expectation (based on number of enrolled ELs):*** 10 or fewer students – all copies
* 11-50 students –10 copies
* 51-100 students – 20 copies

Greater than 101 students –25 copies |  | Evidence Links/Description |

| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| --- | --- | --- | --- | --- |
| 1. District has a process/procedure to identify ELs for special education
 | [Title VI – OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)DCL - F, p. 24NRG - Sec. K | The district provided evidence, such as process/procedures and a description to identify students for special Education and any other related services Special Education process/procedures should include pre-referral process that includes EL staff in IEP meetings. Copies of IEP/504 plans for identified ELSWD students that include a description of student strengths, instructional goals, instructional and linguistic supports, and assessment participation.Submission expectation based on number of enrolled students with an IEP/504:* All available grade levels
* Fewer than 5 students – copies of all IEP/504 plans
* Greater than 5 students – at least 6 copies but no more than 10 copies
 | **By checking the box below the district asserts that the district does not have any ELs who have been identified for special education**[ ]  | Evidence Links/Description |
| 1. District has a process/procedure to identify ELs for and talented,
 | [Title VI – OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)DCL - F, p. 24NRG - Sec. K | The district provided evidence, such as policies, practices, procedures, and a description to identify students for additional services that include:Gifted and Talented,  | **By checking the box below the district asserts that the district does not have any ELs who have been identified for TAG**[x]  | Evidence Links/Description |
| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| 1. District has a process/procedure to identify potential ELs (students enrolling with LUS who cannot access the ELPA screener with any accessibility supports due to known or suspected disability) - code 2-J in the EL data collection.
 | [Sec. 3111(2)(A)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)[Sec. 3116](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)Title VI – OCR Guidelines | Copies of IEP/504 plans for potential ELs that include a description of student strengths, instructional goals, instructional supports, and assessment participation.**Submission expectation:*** District includes the process and a statement that the district does not have any currently identified Potential ELs (code 2-J) if appropriate **OR**
* District included the process and copies of IEPs for enrolled Potential ELs in the district
* Wherever possible IEPs submitted reflect the various grade levels enrolled in the district.
	+ 1-5 Potential ELs enrolled in the district – copies of all IEPs
	+ 6 or more Potential ELs enrolled in the district –at least 6 but no more than 10 copies of IEPs
 | **By checking the box below, the district asserts the district does not have any potential ELs** [ ]  | Evidence Links/Description |

| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| --- | --- | --- | --- | --- |
| 1. The district has a process/procedure for parents/guardians who did not want their child to receive language services to sign an informed refusal of service (also known as a waiver form).
 | [Sec. 1112](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided samples of signed/dated parent right of refusal for services (waiver). Including copies in all languages available for parent/guardian.**If the district does not have any ELs with parent/guardians with a waiver for EL service enrolled in the district, please include a statement to the fact for this item.****Submission expectation based on number of ELs with parent/guardian waivers for EL instructional services:*** 10 or fewer students –all copies
* 11-50 students – 10 copies
* 51-100 students –20 copies
* Greater than 101 students –25 copies
 | **By checking the box below, the district asserts that the district does not have any students with a waiver for EL service.** [ ]  | Evidence Links/Description |

| **Section 3. Parent, Family, & Community Engagement** |
| --- |
| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| 1. The district engages with parents and families of students who receive language services, as authentic partners in the decision making around programs, activities, and procedures.
 | [Title VI– OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html) [Sec 3115](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)[Sec 3116](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)DCL- J, p.37NRG- Sec. E | The district provided samples of activities (minimum of 5) that support parent engagement. This could include parent meetings, literacy nights, back-to-school, sign-in sheets, and other activities demonstrating parent engagement and leadership opportunities. Consider the level of authentic engagement with parents/guardians/community members to include:* Collaboration
* Involve
* Consult
* Inform

See page 10 of this [document](https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web%5B1%5D.pdf) for more information.Submission Evidence could include:* Sign in sheets
* Agendas
* Presentations
* PAC meetings
* Flyers
* Etc.
 |  | Evidence Links/Description |

| **Section 4. Annual ELP Assessment** |
| --- |
| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| 1. The district has an annual process/procedure to measure the English proficiency of all identified ELs using the State proficiency assessment.
 | [Sec. 1111](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided a written narrative of the district’s annual plan for Oregon’s English Language Proficiency Assessment (ELPA), including: * When the district will administer the ELPA summative;
* How the district prioritizes the order of students to be assessed;
* How the district will verify all ELs have participated in the summative assessment.
 |  | Evidence Links/Description |
| 1. The district has a process/procedure for training the test administrators on Oregon’s ELP assessment.
 | [Title VI– OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html) [Test Administration](https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx) | The district provided a written description (no more than 500 words) of the training process, as well as copies of training materials and test administrator signed forms. The district included copies of testing assurances for staff administering the ELPA summative and screener.**Submission expectation based on number of trained staff:*** 10 or fewer staff – copies of all staff members
* 11+ staff – 10 copies
 |  | Evidence Links/Description |

| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| --- | --- | --- | --- | --- |
| 1. The district has a process/procedure to monitor how ELs and ELSWD participate in the annual ELPA summative assessment with available accessibility support ELPA Summative refers to all ELPA summative assessments (in-person, remote and Alt ELPA)
 | [Sec 1111](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | District provides a description of how the district identifies each EL for ELPA summative accessibility supports and how the district enters those supports into the test system to ensure appropriate testing for ELs on the ELPA summative (in-person, remote, or Alt ELPA) in a timely manner. The district should use the Oregon Accessibility Manual to determine supports<https://www.oregon.gov/ode/educator-resources/assessment/Documents/accessibility_manual.pdf>**Submission expectation based on the number of enrolled ELs and enrolled ELSWD with accessibility supports.*** All districts include description of how the district determines appropriate accessibility supports for enrolled ELs/ELSWD students
* Whenever possible include evidence from all grade levels represented in the district.

If the district has:* Fewer than 10 enrolled ELs /ELSWD with accessibility supports – copies of all enrolled students that provides evidence of what accessibility supports were selected for the students
* Greater than 11 enrolled ELs/ELSWD with accessibility support – at least 11 copies but no more than 20.

This evidence could be a spreadsheet with student ID number and accessibility type denoted. | **By checking the box below the district asserts that the district does not have any students who participate in the ELPA summative with any accessibility supports.**[ ]  | Evidence Links/Description |

| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| --- | --- | --- | --- | --- |
| 1. The district has a process/procedure to monitor the ELPA domain exemptions for the ELPA summative assessment and appropriately codes them into the testing system. (This includes all ELPA summative (in person, remote and Alt ELPA)
 | [Sec 1111](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided a description of the district’s process/procedure in determining domain exemptions on the ELPA summative assessments (in-person, remote, or alt ELPA) that includes how the district loads these domain exemptions into the test system in a timely manner to ensure appropriate administration of the annual ELP assessment for ELs with IEPs/504s with exemptions. **Submission expectations:*** All districts include a description of the process to determine domain exemptions for students with IEPs/504s
* All district include a description of the process used to load the domain exemptions in the test system that includes the district timeline for completing this work and how the district monitors that the domain exemptions have been applied prior to the student logging into the assessment.
	+ If the district has fewer than 6 enrolled students with an IEP/504 with a domain exemption – please submit copies of the IEP/504 that documents this exemption
	+ If the district has more than 6 enrolled students with an IEP/504 with a domain exemption – please submit at least 6 copies of the IEP/504 but no more than 10 copies of the IEP/504 that documents the exemption.
 | **By checking the box below the district asserts that the district does not have any students that have a domain exemption in any ELPA summative assessment.**[ ]  | Evidence Links/Description |

| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| --- | --- | --- | --- | --- |
| 1. The district has a process/procedure to determine which students will participate in the Alt ELPA assessment.
 | [Sec 1111](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided a detailed description of how the district determined which students would be eligible for and would participate in the Alt ELPA assessment. **Submission expectations:*** The district provided a written description of the process the district will use/has used to determine which students would participate in the Alt ELPA assessment.
* The district provided copies of IEPs that document the ELSWD is participating in the Alt ELPA based on the numbers below, whenever possible including all grade levels in the school district.
	+ These IEPs may be the same ones included in the prior question, there is no need to duplicate the submission as long as you have documented that reviewers need to refer to IEPS submitted for question X.
	+ Fewer than 5 students participating in Alt ELPA – copies of all IEPs as evidence of Alt ELPA participation
	+ Greater than 6 – at least 6 copies of IEPs but no more than 10 copies
 | **By checking this box the district asserts the district does not have any students who will be participate in the Alt ELPA**[ ]  | Evidence Links/Description |

| **Section 5. Exiting/Monitoring English Learners** |
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| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| 1. The district monitors the progress of ELs in meeting challenging state academic standards each of the 4 years after they are no longer receiving services.
 | [Sec. 3121](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)[Title VI– OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)DCL- H, p.32I, p. 35NRG - Addendum starting on p.44 | The district provided a description (no more than 500 words) of the district’s monitoring process for exited ELs for each of the 4 years. Additional evidence that documents the district monitoring process which could include monitoring surveys completed by educators and records of interventions provided.District provided evidence of how the district provided additional support/ interventions for monitored ELs needing academic support.If applicable, the district provided evidence of the district’s determination to return a monitored EL into an EL program. This is to be done with full parent/guardian consent and agreement. This evidence could include work samples, formative assessments, teacher surveys, meeting notes, parent meeting notes, etc.**Submission expectation based on number of monitored ELs:*** 10 or fewer students –all copies
* 11-50 students– 10 copies
* 51-100 students – 20 copies
* Greater than 101 students – 25 copies
 | **By checking the box below, the district asserts that the district does not have any students on monitoring status.** [ ]  | Evidence Links/Description |

| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| --- | --- | --- | --- | --- |
| 1. The district has a process/procedure that demonstrates ELs with waivers for service are regularly monitored.
 | [Title VI– OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)[Sec 3121](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided a random sampling of monitoring documentation for ELs with a waiver for services.Evidence could include: monitoring surveys completed by educators, MTSS notes, progressing monitoring notes, records of interventions provided, or similar. **Submission expectation based on number of students with waivers for EL service:*** 10 or fewer students –all copies
* 11-50 students– 10 copies
* 51-100 students – 20 copies
* Greater than 101 students – 25 copies
 | **By checking the box below, the district asserts that the district does not have any students with a waiver for service.** [ ]  | Evidence Links/Description |
| **Section 6. Access to Instructional Program/Graduation** |
| 1. The district has a process/procedure for implementing and monitoring effective elementary, middle, and high school language instruction educational programs aligned with state English Proficiency Standards.
 |  | The district provided a description of how the district is implementing and monitoring effective elementary, middle, and high school language instruction educational programs that are coordinated and aligned with state English Language Proficiency (ELP) standards.Submission evidence may include **:*** Lesson plans with Oregon ELP standards, from all grade bands with current ELs (elementary, middle, and high school) (total sample size is 5-10 lesson plans).
* Sample formative assessments measuring the ELP standards
* Classroom observation protocols used for monitoring ELD programs
 |  | Evidence Links/Description |

| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| --- | --- | --- | --- | --- |
| 1. The district has adopted EL Instructional materials.
 | OAR 581-023-0100-04 OAR 581-022-2355 | The district submitted evidence of the districts adopted EL instructional materials.Submission evidence may include:* Minutes from district school board adopting the instructional materials
* Presentation to district school board
* District postponement request
* Instructional materials district review process and documentation
* Independent adoption review evidence.
 |  | Evidence Links/Description |
| 1. The district has a program of services that provides meaningful access to all classes (e.g., core, elective, special programs)
 | [Title VI– OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)DCL- D, p. 17E, p. 22G, p. 29H, p. 35NRG- A 3, Sec. C, Sec. D, K1, K3 | The district provided a description of instructional services offered as well as the building master schedules (the building master schedule for all grade levels), and secondary (grades 6-12) student schedules. **Submission expectations for secondary student schedules based on number of students:*** 10 or fewer students – copies of all student schedules
* 11-50 students – 10 copies
* Greater than 50 students – 20 copies

**The total sample size must contain schedules from more than one class.** |  | Evidence Links/Description |

| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| --- | --- | --- | --- | --- |
| 1. The district has a program of service for ELs that includes a comprehensive high school education leading to completion with a regular high school diploma, a modified diploma, or a certificate.
 | [Title VI– OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)DCL- D, p. 17E, p. 22G, p. 29H, p. 35NRG- A 3, Sec. C, Sec. D, Sec. K | The district provided a description of the program of services that include: * Education leading to a diploma
	+ Regular
	+ Modified
	+ Extended certificate

And a random sampling that documents the program of service. (Evidence includes student transcripts and IEP documentation.)The transcripts submitted identify which diploma the student is working towards (regular, modified, extended certificate).**Submission expectation based on the number of enrolled high school ELs:*** 10 or fewer students – copies of all
* 11-50 students – 10 copies
* More than 50 students – 20 copies

If the district does not have any enrolled HS ELs a statement attesting this will suffice. |  | Evidence Links/Description |
| **Section 7. Staffing for English Learner Programs** |
| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| 1. The district is in compliance with proper certification, license, or endorsements for instructional staff of ELs.
 | [Sec. 3116 (3)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)OAR 584-036-0015NRG- Sec. D | The district provided evidence of teacher certification, license, and/or endorsement for staff instructing ELs from TSPC.**Submission expectation:**Provide a list of all EL teachers, their TSPC license and ESOL endorsements.* This list includes
	+ Teacher name
	+ License type
	+ Valid dates for the license
	+ Endorsement Type
	+ Valid dates for the endorsement
 |  | Evidence Links/Description |
| 1. District provides comprehensive and effective professional development to classroom teachers, principals, and other school leaders that is designed to improve the instruction and assessment of ELs.
 | [Sec. 3115(3)(2)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)DCL - C, p. 14NRG - A3, Sec. C, Sec. D, Sec. K | The district provided a description with supporting evidence of training offered and educational leaders who attended the training. **Submission examples:*** List of trainings offered
* Attendance records
* Evidence of feedback from training (surveys, etc.)

Evidence of implementation of the training (i.e., walkthrough notes, etc.) |  | Evidence Links/Description |

| **Section 8. Private Schools** |
| --- |
| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| 1. The district has a process/procedure to allow timely and meaningful consultation with appropriate private school officials during the design, and development of Title III programs for their participation in the Title III programs.
 | [Sec 8501](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)[Sec 1117](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided signed/dated consultation with private schools, that includes:* The identification of ELs;
* The administration of the annual language assessment; and
* The identification of Recent Arrivers.

For districts not having a private school in the district boundaries, a statement asserting that will suffice for this monitoring element. | **By checking the box below, the district asserts that the district does not have any private schools located in the district’s boundaries**[ ]  | Evidence Links/Description |
| **Section 9. English Learner Data** |
| 1. The district has a process/procedure to determine which ELs are identified for 5 or more years that includes ELSWD Students.
 | [Sec 3121](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)[Sec 3122](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)[Sec 1111(c)(4)(A)(ii)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided a description of the district’s policy for determining which ELs and ELSWD have been identified as an EL for 5 or more years.ELSWD (English Learner Students with Disabilities) |  | Evidence Links/Description |
| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| 1. The district has a process/procedure to determine the number and percentage of ELs making progress towards English Proficiency aggregated for all ELs and ELSWD.
 | [Sec 3121](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)[Sec 1111(c)(4)(A)(ii)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided a description of the district’s process to determine which ELs are making progress towards English Proficiency. Include data for all ELs and ELSWDs |  | Evidence Links/Description |
| 1. The district has a process/procedure for sharing the EL Legislative Report with the school board and for posting the report to the district web page.
 | [ORS 327.016](https://www.oregon.gov/ode/reports-and-data/LegReports/Pages/default.aspx) | The district provided evidence of the district process for sharing the EL Legislative Report and posting the report to the district web page. Submission evidence could include:* District written process for sharing and posting the Legislative Report
* School Board Minutes documenting the sharing of the EL Legislative Report
* School Board Presentation documenting the sharing of the EL Legislative Report
* Web page link where the Legislative Report is available for the community
 |  | Evidence Links/Description |

| **Section 10. Fiscal Review – This section is completed by the Fiscal Agent for the Title III grant (Consortium Member Districts do not complete this section)** |
| --- |
| **Item** | **Guidance** | **Evidence** | **Checkbox** | **District Notes for ODE Reviewers** |
| 1. The district/ESD maintains clear and accurate fiscal records that indicate use/expenditure of Title III funds.
 | [Sec 1118](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)[Sec 3115](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The District/ESD provided the following evidence of the Title III fiscal records:**Required for all sub-grantees*** CIP Budget narrative for previous school year (include regular and carryover).
* Review of the sub-grantees spending trend over the past 3 years. Did the sub-grantee spend down each grant in a timely manner? How much carryover funds dis the sub-grantee have from one year to the next?
* Explanation of how the district/ consortia determines the effectiveness of any Title III purchase (PD or supplemental materials).
* Description of sub-grantees inventory procedures for items purchased with Title III funds.

**Required submission if applicable to the sub grantee*** Copies of current position - descriptions for staff funded by Title III.
* Time and effort logs for staff funded by Title III and other funding.
* Copies of contracts paid for by Title III funds and required deliverables by contact.
* Explanation how the sub-grantee determines the deliverables for each contract.
* Purchase orders and payments for items funded by Title III funds.
 | **By checking this box the district asserts that the district is a member of a Title III consortium and not the fiscal agent.**[ ]  | Evidence Links/Description |