

**Guide to Answering Program Implementation Questions
In the 2020-2021 ESSA Consolidated Compliance Reports**

Notice:

Sections of the 2020-2021 ESSA Consolidated Compliance Report have been disabled in order to reduce the reporting burden on LEAs during their response to the COVID-19 pandemic. Only Title III, Part A (ELA and Immigrant) has active Program Implementation questions to report for the 2020-2021 school year.

Please note that the questions may be adjusted for 2021-2022 and beyond because we will be ensuring that they align with both the Program-Specific Provisions and Assurances, as well as the Random Validations. A Program Implementation Documentation Handbook for 2021-2022 will be posted by July 1, 2021.

Title III, Part A—ELA

Program Implementation Question	Compliance Status Response
Needs Assessment	
<p>1. Did the LEA/Fiscal Agent determine that all teachers in Title III language instructional programs for English learners are fluent in both English and any other language used for instruction, including having written and oral communication skills?</p> <p>[Section 3116(c)]</p>	<p>If compliance status is Yes, list the source(s) of documentation readily available to document compliance with the requirement. Documentation that an LEA/Fiscal Agent might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> • Documentation showing that teachers who are providing bilingual instruction are fluent in English and the other language used for instruction. [See Title III Teacher Fluency section of Application Instructions for 2018-2019 for examples of methods for ensuring fluency.] <p>The only reasons why an LEA/Fiscal Agent should mark “N/A” for this question are if the LEA/Fiscal Agent was not required to provide a bilingual program (as per statewide requirements for bilingual instruction) or if it was required to provide one but had a TEA Bilingual Exception in effect for the 2018-2019 school year.</p>
Use of Funds	
<p>1. Did the LEA/Fiscal Agent implement effective parent engagement activities for parents of English learners/immigrant students that went above and beyond other federal programs?</p> <p>[Section 3115 (c)(3)(A)]</p>	<p>If compliance status is Yes, list the source(s) of documentation readily available reflecting implementation of effective parent engagement activities conducted for parents of English learners/immigrant students.</p> <p>Documentation that an LEA/Fiscal Agent might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> • Engagement Planning Tool: Phase 4: Communication of Outcomes • Presentations (e.g., power point slides, presenter’s notes, or handouts.) • Meeting Agenda • Sign-in sheet (Reflects that the activity occurred during the 2020-2021 academic year.) • Notification of event (e.g., emails to parents, newsletters, or a flyer.) <p>Note: The State understands some examples of documentation listed may not be reasonable due to the size of the LEA/Fiscal Agent’s EL population.</p> <p>It is highly unlikely that an LEA/Fiscal Agent receiving these funds could justify a compliance status of “N/A” in response to this question.</p>

Program Implementation Question	Compliance Status Response
<p>2. Did the LEA/Fiscal Agent implement effective family engagement activities for parents of English learners/immigrant students that went above and beyond other federal programs?</p> <p>[Section 3115 (c)(3)(A)]</p>	<p>If compliance status is Yes, <u>list</u> the source(s) of documentation readily available reflecting implementation of effective family engagement activities conducted for families of English learners/immigrant students.</p> <p>Documentation that an LEA/Fiscal Agent might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> • Engagement Planning Tool: Phase 4: Communication of Outcomes • Presentations (e.g., power point slides, presenter’s notes, or handouts.) • Meeting Agenda • Sign-in sheet (Reflects that the activity occurred during the 2020-2021 academic year.) • Notification of event (e.g., e-mails to parents, newsletters, or a flyer.) <p>Note: The State understands some examples of documentation listed may not be reasonable due to the size of the LEA/Fiscal Agent’s EL population.</p> <p>It is highly unlikely that an LEA/Fiscal Agent receiving these funds could justify a compliance status of “N/A” in response to this question.</p>
<p>3. Did the LEA/Fiscal Agent implement effective community engagement activities for parents of English learners/immigrant students that went above and beyond other federal programs?</p> <p>[Section 3115 (c)(3)(A)]</p>	<p>If compliance status is Yes, <u>list</u> the source(s) of documentation readily available reflecting implementation of effective community engagement activities conducted for parents of English learners/immigrant students.</p> <p>Documentation that an LEA/Fiscal Agent might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> • Engagement Planning Tool: Phase 4: Communication of Outcomes • Presentations (e.g., power point slides, presenter’s notes, or handouts.) • Meeting Agenda • Sign-in sheet (Reflects that the activity occurred during the 2020-2021 academic year.) • Notification of event (e.g., e-mails to parents, newsletters, or a flyer.) <p>Note: The State understands some examples of documentation listed may not be reasonable due to the size of the LEA/Fiscal Agent’s EL population.</p> <p>It is highly unlikely that an LEA/Fiscal Agent receiving these funds could justify a compliance status of “N/A” in response to this question.</p>

Guide to Program Implementation Questions—Title III, Part A

<p>5. Did all Title III, Part A staff who were split-funded with other funds maintain appropriate time and effort records? [EDGAR Cost Principles]</p>	<p>If compliance status is Yes, list the source(s) of documentation readily available to document compliance with the requirement.</p> <p>To support a “Yes” response, the LEA/Fiscal Agent should have the following:</p> <ul style="list-style-type: none"> • a list of staff paid with Title III, Part A – ELA funds, including percentage of time spent working in program and sufficient information to indicate the work or duties carried out, as appropriate; • Documentation for charges to payroll, as required in the applicable EDGAR cost principle. <p>The LEA/Fiscal Agent could justify a response of “N/A” only if the LEA/Fiscal Agent had no staff who were split-funded with Title III, Part A – ELA funds and other funds.</p> <p>The LEA/Fiscal Agent should write the following: “LEA or Fiscal Agent had no staff who were split-funded with Title III, Part A – ELA and other funds.”</p>
<p>6. Did the LEA/Fiscal Agent maintain control of Title III, Part A program funds being used to provide equitable services to private school EL students and their teachers? [Section 9501(d)]</p>	<p>If compliance status is Yes, list the source(s) of documentation readily available to document compliance with the requirement.</p> <p>To support a “Yes” response, the LEA/Fiscal Agent should have written procedures for approving and processing Title III, Part A – ELA expenditures related to services to private schools, as well as accounting records showing the approved expenditures according to the LEA’s written procedures.</p> <p>The only reason an LEA/Fiscal Agent could justify a compliance status of “N/A” in response to this question would be that the LEA/Fiscal Agent did not have participating private non-profit schools.</p> <ul style="list-style-type: none"> • The LEA/Fiscal Agent should write the following: “LEA or Fiscal Agent did not have any participating profit nonprofit schools in the Title III, Part A – ELA program.”

Administrative Costs – ELA Program	
<p>7. Did the LEA/Fiscal Agent meet the statutory 2% limitation on administrative costs related to the implementation of the Title III, Part A program? [Section 3115(b)]</p>	<p>If compliance status is Yes, <u>list</u> the source(s) of documentation readily available to document compliance with the requirement. To support a “Yes” response, the LEA/Fiscal Agent should have Title III, Part A -ELA budget documents detailing program and administrative costs.</p> <p>The only reason an LEA/Fiscal Agent could just justify a compliance status of “N/A” would be that the LEA/Fiscal Agent <u>did not have</u> any administrative costs related to the implementation of the Title III, Part A – ELA program.</p> <p>The LEA/Fiscal Agent should write the following: “LEA or Fiscal Agent did not use Title III, Part A – ELA funds for administrative costs.”</p>
<p>8. Did the LEA/Fiscal Agent require third-party contractor(s) associated with the Title III, Part A program to break out administrative costs, which were included in the 2% limitation? [EDGAR Cost Principles and Section 9201]</p>	<p>If compliance status is Yes, <u>list</u> the source(s) of documentation readily available to document compliance with the requirement.</p> <p>To support a “Yes” response, the LEA/Fiscal Agent should have copies of any third-party contracts, requiring the break-out of administrative costs; the LEA/Fiscal Agent should also have Title III, Part A – ELA budget documents detailing program and administrative costs, including the administrative costs from any third-party contracts.</p> <p>The only reason an LEA/Fiscal Agent could justify a compliance status of “N/A” would be that the LEA/Fiscal Agent <u>did not have</u> any third-party contracts.</p> <p>The LEA/Fiscal Agent should write the following: “LEA or Fiscal Agent did not have any did not have any third-party contracts associated with the Title III, Part A – ELA program.”</p>

Title III, Part A - Immigrant

Program Implementation Question	Compliance Status Response
Use of Funds – Immigrant Program	
<p>1. When calculating administrative costs for the Title III, Part A- Immigrant program, did the LEA/Fiscal Agent include all appropriate administrative costs, including both indirect costs and direct costs such as administrative salaries?</p> <p>[EDGAR Cost Principles and Section 9201]</p>	<p>If compliance status is Yes, <u>list</u> the source(s) of documentation readily available to document compliance with the requirement.</p> <p>To support a “Yes” response, the LEA/Fiscal Agent should have Title III, Part A – Immigrant budget documents detailing program and administrative costs.</p> <p>The only reason an LEA could just justify a compliance status of “N/A” would be that the LEA/Fiscal Agent <u>did not have administrative costs related to the implementation of the Title III, Part A – Immigrant program.</u></p> <p>The LEA should write the following: “LEA or Fiscal Agent did not use Title III, Part A – Immigrant funds for administrative costs.”</p>
<p>2. Did all Title III, Part A-Immigrant staff who were split-funded with other funds maintain appropriate time and effort records?</p> <p>[EDGAR Cost Principles]</p>	<p>If compliance status is Yes, <u>list</u> the source(s) of documentation readily available to document compliance with the requirement.</p> <p>To support a “Yes” response, the LEA/Fiscal Agent should have the following:</p> <ul style="list-style-type: none"> • a list of staff paid with Title III, Part A – Immigrant funds, including percentage of time spent working in program and sufficient information to indicate the work or duties carried out, as appropriate; • Documentation for charges to payroll, as required in the applicable EDGAR cost principle. <p>The LEA/Fiscal Agent could justify a response of “N/A” only if the LEA/Fiscal Agent had <u>no</u> staff who were split-funded with Title III, Part A – Immigrant funds and other funds.</p> <p>The LEA/Fiscal Agent should write the following: “LEA or Fiscal Agent had no staff who were split-funded with Title III, Part A – Immigrant and other funds.”</p>
<p>1. Did the LEA/Fiscal Agent maintain control of Title III, Part A-Immigrant program funds being used to provide equitable services to private school immigrant students and their teachers?</p> <p>[Section 9501(d)]</p>	<p>If compliance status is Yes, <u>list</u> the source(s) of documentation readily available to document compliance with the requirement.</p> <p>To support a “Yes” response, the LEA/Fiscal Agent should have written procedures for approving and processing expenditures related to Title III, Part A – Immigrant services to private schools, as well as accounting records showing the approved expenditures according to the LEA’s/Fiscal Agent’s written procedures.</p> <p>The only reason an LEA/Fiscal Agent could justify a compliance status of “N/A” in response to this question would be that the LEA/Fiscal Agent <u>did not have any participating private non-profit</u></p>

Guide to Program Implementation Questions—Title III, Part A—Immigrant

Program Implementation Question	Compliance Status Response
	<p>schools in the Title III, Part A – Immigrant program.</p> <p>The LEA/Fiscal Agent should write the following: “LEA or Fiscal Agent did not have any participating private nonprofit schools in the Title III, Part A – Immigrant program.”</p>
<p>2. Did the LEA’s/Fiscal Agent’s Title III, Part A-Immigrant-funded programs provide enhanced instructional opportunities for immigrant children and youth?</p> <p>[Section 3115(e)]</p>	<p>If compliance status is Yes, <u>list</u> the source(s) of documentation readily available to document compliance with the requirement.</p> <p>To support a “Yes” response, the LEA/Fiscal Agent should have a description in the LEA and/or campus plans that shows how the Title III, Part A – Immigrant program enhances instructional opportunities for immigrant children and youth. The LEA/Fiscal Agent should also have documentation that the program beneficiaries are immigrant children and youth.</p> <p>It is highly unlikely that an LEA/Fiscal Agent receiving Title III, Part A – Immigrant funds could justify a compliance status of “N/A” in response to this question.</p>