



Title III-A Monitoring

English Learner Program



Supporting Schools and Students to Achieve

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Federal Programs Monitoring



- Opportunity for reflection
 - Strengths in your programming
 - Areas for improvement
- Title III-A Monitoring
 - Record keeping procedures
 - Core instructional programming
 - Family & community engagement
 - Fiscal accountability

Student Identification (SID)



STUDENT IDENTIFICATION (SID)

Indicator/ Programs	Citation	Supporting Documents and Resources	Y	N	NA	Findings, Actions Needed, Recommendations, Comments
SID 4 <input type="radio"/> ALL LEAs <input checked="" type="radio"/> III-A OCR	<p><u>Applies to ALL Districts/Charters</u></p> <p>The LEA accurately identifies all potential English Learners using the Statewide Home Language Survey (HLS) for all newly enrolling students. Title VI of the Civil Rights Act of 1964;</p> <p>ESSA Section 3113(b)(2).</p>	<input type="checkbox"/> Current State-Approved Home Language Surveys in all students' cumulative files – Qualified EL students and English-only students. Idaho EL and Title III Website > Forms (HLS) (Upload redacted form. Onsite file review also.) <input type="checkbox"/> LEA has current personnel assigned to the ELMS Editor (ISEE admin tool user role)				<p>Finding:</p> <p>The State did not find evidence that the LEA uses the statewide home language survey.</p> <p>The State did not find evidence that the LEA has an individual in the ELMS Editor role.</p> <p>Action Needed:</p> <p>The LEA will begin using the statewide home language student for all newly enrolling students.</p> <p>The LEA will assign the ELMS Editor to role to a staff member to access the application.</p>
SID 5 <input checked="" type="radio"/> III-A OCR	<p>The LEA uses the state approved English language proficiency screener aligned to the State's English language proficiency standards and the State's academic content standards.</p> <p>Title VI of the Civil Rights Act of 1964.</p>	<p>Onsite:</p> <input type="checkbox"/> Completed screener forms documentation in student cumulative files (former IELA Screener, W-APT scoring Summary Sheets or WIDA Online screener report). <p>SDE Preparation:</p> <input type="checkbox"/> W-APTs and Online Screener scores are submitted in ELMS within two weeks of screener assessment administration. <input type="checkbox"/> LEA has certified Kindergarten W-APT and Online Screener proctors administering screener assessments. (WIDA AMS)				<p>Recommendation: EL documentation should be stored in folder within the cumulative record for easy access. Student File Checklist</p> <p>Finding:</p> <p>The State did not find evidence that -</p> <ul style="list-style-type: none"> - The LEA assesses students who have indicated English only on the HLS. - The LEA has certified proctors administering the W-APT/WIDA Screener - The LEA has accurately completed and filed screener placement tests in student cumulative records. - Screener scores are entered into ELMS. <p>Action Needed:</p> <ul style="list-style-type: none"> - The LEA will submit a written process and timeline for training proctors for W-APT and evidence that students tested by uncertified proctors have been

Student Identification (SID) - 2



<p>SID 6</p> <p>● III-A OCR</p>	<p>The LEA accurately qualifies and places eligible EL students in a Language Instruction Educational Program (LIEP) within 30 days using the statewide standardized entrance criteria and process.</p> <p>Title VI of the Civil Rights Act of 1964; ESSA Section 3113(b)(2)</p>	<p><input type="checkbox"/> Written LEA processes and procedures are accessible, to anyone needing information about the LEA's LIEP and services (i.e. EL program manual, flowchart, EL role/responsibilities).</p>			<p>Finding:</p> <p>The State did not find evidence that -</p> <ul style="list-style-type: none"> - The LEA has a <u>written process and/or procedures</u> for identifying, assessing, and placement of eligible students into an EL program. - That the LEA only places eligible students in the EL program. <p>Action Needed:</p> <p>The LEA will submit a written process and procedures for identifying, accessing, and placing only eligible students into an EL program.</p> <p>The LEA will submit evidence that only students who qualify for the program are placed in an EL program.</p>
<p>SID 7</p> <p>● III-A</p>	<p>The LEA accurately exits eligible EL students from a Language Instruction Education Program (LIEP) within the school year they have met using the statewide-standardized exit criteria and process. ESSA Section 3113(b)(2)</p>	<p>Onsite:</p> <p><input type="checkbox"/> Exit forms are in student cumulative files. Idaho EL and Title III Website > Forms (Exit Form)</p>			<p>Finding:</p> <p>The State did not find evidence that the LEA is completing and filing exit forms for students who were exited from the program.</p> <p>Action Needed:</p> <p>The LEA will submit the exit form being used and a timeline for when exit forms will be placed in cumulative files.</p>

Program Needs Assessment, Services, & Evaluation (PROG)



Indicator/ Programs	Citation	Supporting Documents and Resources	Y	N	NA	Findings, Actions Needed, Recommendations, Comments
PROG 19 ● III-A OCR	<p>Each student identified for the CORE EL program receives a high-quality program of instruction that uses approaches, methodologies, and curricular materials/resources that are based on scientific research and proven effective with English Learners. EL programming and services are provided in comparable facilities that do not unreasonably segregate EL students. Title VI of the Civil Rights Act of 1964; <u>Castañeda v Pickard</u> {648 F.2d 989 (5th Cir. 1981)}.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule(s) for all EL services provided detailing specific staff providing such services. <input type="checkbox"/> Descriptions for EL/Bilingual service(s) provided by the Language Instruction Educational Program (LIEP) (e.g. course descriptions, curriculum map, scope and sequence) <input type="checkbox"/> List of curricular resources/materials used for providing core EL instruction. <p>Onsite:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELPs are completed for ELs in ELMS and copies of ELPs in cumulative files. <input type="checkbox"/> Approved State EL Plan (CFSGA) and observable evidence of implementation. 				<p>Finding:</p> <p>The state found inconsistencies in the approaches and methodologies used for the English language development (ELD) programs. According to the <u>Castañeda</u> standard, schools must:</p> <ol style="list-style-type: none"> 1) Base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy; 2) Implement the program with resources and personnel necessary to put the theory into practice; and 3) Evaluate programs and <u>make adjustments</u> where necessary to ensure that adequate progress is being made. [648 F. 2d 989 (5th Circuit, 1981)]. <p>The state did not find evidence</p> <ul style="list-style-type: none"> - that ELPs are completed for ELs in ELMS and copies of ELPs in cumulative files. -of materials or resources used for providing core EL instruction <p>Action Needed:</p> <p>The LEA will create a plan that highlights EL program strengths and addresses specific areas for improvement. The plan shall include focused, comprehensive and on-going professional development specific to meeting the linguistic needs of English learners across all grade levels (K-12). In addition, the plan shall include how the district will ensure effective implementation of professional development in some format (i.e., teacher evaluations, walk-throughs, etc.) to ensure English</p>

Program Needs Assessment, Services, & Evaluation (PROG) - 2



<p>PROG 20</p> <ul style="list-style-type: none"> ● III-A OCR 	<p>Academic/Content instruction for English Learners is designed and implemented, fitting with an effective language instruction educational program that assists English learners in meeting challenging State academic standards. Lau v. Nichols (1974).</p>	<p>Onsite:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence that instruction that has been designed for meeting the needs of ELs. (e.g. lesson plans detailing EL differentiation and/or use of EL strategies in classroom instruction). <p>SDE Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Graduation data for English Learners (check LEA report card) 		<p>Finding:</p> <p>The State found inconsistencies in the approaches and methodologies used for serving English learners in the general education/content area classrooms.</p> <p>Action Needed:</p> <p>The LEA will create a plan that highlights EL program strengths and addresses specific areas for improvement.</p> <p>The plan shall include focused, comprehensive and on-going professional development specific to meeting the academic needs of English learners across all grade levels (K-12).</p> <p>In addition, the plan shall include how the district will ensure effective implementation of professional development in some format (i.e., teacher evaluations, walk-throughs, etc.) to ensure English learners are receiving effective and equitable instructional methods.</p>
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Program Needs Assessment, Services, & Evaluation (PROG) - 3



Indicator/ Programs	Citation	Supporting Documents and Resources	Y	N	NA	Findings, Actions Needed, Recommendations, Comments
						The plan shall be sent to the state Title III-A-EL Program Coordinator for final approval.
PROG 21 ● III-A OCR	<p>The LEA demonstrates that the Core EL program and academic courses indicate that English Learners are achieving and sustaining parity of linguistic and academic achievement with students who entered the LEA's school system already proficient in English.</p> <p>Title VI of the Civil Rights Act of 1964, [648 F. 2d 989 (5th Circuit, 1981)]</p>	<input type="checkbox"/> Sample of current class rosters with letter grades (or comparable for LEAs using standards based report cards) for ELD and Academic/ Content courses. Label English Learners on class rosters. SDE Preparation: <input type="checkbox"/> Check ELMS for list (# and %) of Long Term ELs (ELs in the program 5+ years). <input type="checkbox"/> Longitudinal academic accountability data for English Learner subgroup (Report Card).				<p>Finding:</p> <p>The State found that ELs are significantly not achieving and sustaining parity of linguistic and academic achievement as English proficient peers.</p> <p>Action Needed:</p> <p>The LEA will create a plan that highlights EL program strengths and addresses specific areas for improvement.</p> <p>The plan shall include focused, comprehensive and on-going professional development specific to meeting the academic needs of English learners across all grade levels (K-12).</p> <p>In addition, the plan shall include how the district will ensure effective implementation of professional development in some format (i.e., teacher evaluations, walk-throughs, etc.) to ensure English learners are receiving effective and equitable instructional methods.</p> <p>The plan shall be sent to the state Title III-A-EL Program Coordinator for final approval.</p>
PROG 22 ● III-A OCR	<p>The LEA has created a Title III-A Plan to increase the English proficiency levels of EL students by providing effective language instruction educational program meets the needs of ELs and demonstrate success in increasing (A) English language proficiency (B) student academic achievement. ESSA Section 3115(c)(1); 3116(b)(1)-(2)</p> <p>(NA for LEAs participating in the TIII Consortium)</p>	<input type="checkbox"/> Evidence and/or documentation of meeting previous school year's CFSGA Title III Goals (in Goals Matrix). Onsite <input type="checkbox"/> The LEA has an approved Title III Plan (CFSGA) and observable evidence of implementation.				<p>Finding:</p> <p>The State did not find evidence that</p> <ul style="list-style-type: none"> - the LEA is implementing and/or communicating with others regarding the Title III-A plan and the required activities to increase the English proficiency and academic achievement of EL students. -the LEA is meeting previous school year's goals. <p>Action Needed:</p> <p>The LEA will submit a revised Title III-A Plan and/or a timeline for implementation.</p> <p>The LEA will submit a revised Title III-A Plan with feasibly achievable goals and/or provide a plan on</p>

Program Needs Assessment, Services, & Evaluation (PROG) - 4



Indicator/ Programs	Citation	Supporting Documents and Resources	Y	N	NA	Findings, Actions Needed, Recommendations, Comments
						how to specifically address the achievement of the current year's goals.
PROG 23 ● III-A OCR	EL students are identified and qualified for special programs (Title I, Special Ed, Gifted and Talented) in a timely manner as compared with their English-only peers. EL staff are involved in the placement/programming for ELs participating in special programs. Title VI of the Civil Rights Act of 1964	<input type="checkbox"/> Documentation of joint planning among programs funded by local, state, and federal sources in providing services to English Learners. <input type="checkbox"/> List of ELs placed in and participating in coordinated services/activities. Including, but not limited to, Special Education, Gifted and Talented, Advanced Placement courses, Title-I services, Title I-C Migrant, extracurricular activities. Label English Learners on class or activity rosters. Onsite: <input type="checkbox"/> Documentation in IEP cumulative files that EL personnel were invited to participate in IEP meetings for EL students who are also qualified as Special Education.				Finding The State found that EL students are denied participation to coordinated services and/or activities. The State found evidence that EL students were being over/under identified for special education. The state did not find evidence -that EL personnel are invited to meeting regarding ELs' participation in special programs. - of collaboration between programs serving ELs. Action Needed: The LEA will submit to the State a detailed description of the district's plan to ensure that EL students are placed in and participate in coordinated services/activities as all students. The LEA will submit to the State a detailed description of the district's plan to ensure that EL students are appropriately referred and evaluated for Special Education services. The LEA will submit evidence that EL personnel are invited to meeting regarding ELs' participation in special programs. The LEA will submit evident of a plan and/or timeline showing collaboration of programs serving ELs.
PROG 24 ● III-A OCR	The LEA monitors, for a minimum of two years, the progress of students exited from the program to ensure correct classification, placement, and additional support if needed, Title VI of the Civil Rights Act of 1964	<input type="checkbox"/> Submit LEA Monitoring Form. LEA Monitoring Form includes multiple data sources such as state assessment scores, district assessment scores, grades, teacher feedback, attendance, etc. Onsite:				Finding: The State found inconsistent or no evidence of a district-wide process for timely and effectively monitoring English learners and keeping such information in the student cumulative file. Action Needed:

Program Needs Assessment, Services, & Evaluation (PROG) - 5



<p>PROG 25</p> <p>● III-A</p>	<p>The LEA has a process for entering and verifying ISEE, ELMS, and IDCI data for English Learners. ESSA Section 3121</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Submit LEA's written policy or procedure for timely and effectively entering and verifying data for English Learners. <p>SDE Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual Data Collection in ELMS was submitted on or before June 30th of the prior year. <input type="checkbox"/> ELPs and Erroneous Identification Application (if applicable), and parental waiver of services forms are submitted in ELMS in a timely manner. <input type="checkbox"/> Review most current ISEE upload for Immigrant data accuracy (e.g. language, country of origin, date of entry to the US). <input type="checkbox"/> Review ELMS for EL data accuracy <input type="checkbox"/> LEA has current personnel assigned to these roles: <ol style="list-style-type: none"> 1. Title III EL Programs Coordinator (IDCI) <p>ID English Language Proficiency Assessment Coordinator (IDCI)</p>			<p>Finding</p> <p>The State found inconsistent or no evidence of a district-wide process for timely and effectively entering and verifying ISEE, ELMS, and IDCI data for English Learners.</p> <p>The LEA did not submit the annual ELMS Data collection during the data collection Window – date submitted was (mm/dd/yy)</p> <p>The LEA is not using the Erroneous Identification Request Process in ELMS. The LEA is not using the Parental Waiver of Services form upload in ELMS annually for students whose parents have waived services.</p> <p>Action Needed:</p> <p>The LEA will establish a written policy or procedure for entering and verifying ISEE, ELMS, and IDCI data for English Learners.</p> <p>The LEA will submit the annual ELMS Data collection during the data collection window.</p> <p>The LEA will submit Erroneous Identification requests in ELMS for any students from whom they have removed such status.</p> <p>The LEA will upload annually, Parental Waiver of Services forms in ELMS for any students whose parents have waived LIEP services.</p>
<p>PROG 26</p> <p>● III-A</p>	<p>LEAs must use Title III funds to provide effective professional development for teachers and principals of ELs that is:</p> <ul style="list-style-type: none"> ● Designed to improve the instruction and assessment of ELs; 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas and sign-in sheets for EL specific professional development including participants' roles (e.g. teacher, paraprofessional, administrator) 			<p>Finding:</p> <p>The State did not find sufficient evidence of centralized professional development opportunities for ALL staff specific to meeting the unique needs of migrant students and English learners.</p>

Program Needs Assessment, Services, & Evaluation (PROG) - 6



<p>PROG 42</p> <ul style="list-style-type: none"> ● I-A ● III-A 	<p>All qualified EL students are annually assessed for ELP using the state approved English language proficiency assessment aligned to the state's English language proficiency standards and the State's academic content standards.</p> <p>ESSA Section 1111(b)(2)(G) ESSA Section 3113(b)(3)(B)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> LEA's written policy or procedure for verifying number and percentage of ELs tested on ELP assessments including how the LEA provides appropriate accommodations for ELs with an active IEP on the ELP assessment. <input type="checkbox"/> List of certified ACCESS 2.0 and Alternate ACCESS proctors with corresponding WIDA assessment certificates. <p>Onsite:</p> <ul style="list-style-type: none"> <input type="checkbox"/> English language proficiency assessment score reports are placed in students' cumulative files annually. <p>SDE Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review prior year's ACCESS participation in ACCESS appeals site. (Review for students who were tested and shouldn't have been; students who should have been tested and weren't; check to see if Do Not Score codes were used). <input type="checkbox"/> Evidence that LEA only administers Alternate ACCESS to ELs also participating in other alternate assessments. (SDE will check ELMS and ISEE). <p>Note: Written procedure applies to all Title I-A programs even if there are no enrolled English Learners.</p>		<p>Finding:</p> <p>The State found that the LEA has not identified an individual in the ID English Language Proficiency Assessment Coordinator role.</p> <p>The State found that the LEA does not have certified WIDA assessment administrators giving the annual English Language Proficiency test (ACCESS 2.0) during the assessment window.</p> <p>The State did not find evidence that the LEA has a process for annually assessing <u>all</u> English learners in grades K-12 and/or for maintaining records of all English learners who were not assessed on the ACCESS English Language Proficiency assessment.</p> <p>The State did not find evidence that students participating in the Alternate ACCESS are also taking alternate academic assessments.</p> <p>Action Needed:</p> <p>The LEA will assign an individual to the ID English Language Proficiency Assessment Coordinator role.</p> <p>The LEA will submit a written process and timeline for training and certifying WIDA testing administrators for the annual English Language Proficiency assessment (ACCESS2.0). Additional SDE data correction(s) may be required.</p> <p>The LEA will submit a protocol for how it will ensure that all English learners in grades K-12 are annually tested on the ACCESS English Language Proficiency assessment, for maintaining records of all English learners who are not assessed on the annual ACCESS English Language Proficiency assessment, and/or for ensuring only student participating in Alternate ACCESS are also participating in alternate academic assessments.</p>
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Program Needs Assessment, Services, & Evaluation (PROG) - 7



Indicator/ Programs	Citation	Supporting Documents and Resources	Y	N	NA	Findings, Actions Needed, Recommendations, Comments
PROG 44 ● I-A ● I-C ● III-A ● V-B (revised)	<p>Paraprofessional- an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education. ESSA Section 1112 (c)(6)</p> <p>Paraprofessional, also known as a 'paraeducator' includes an education assistant and instructional assistant. ESSA Section 8101(37)</p>	<p><input type="checkbox"/> Paraprofessional schedule, including where instruction is provided and the name of the supervisor.</p> <p>Note: Each paraprofessional schedule, LEA budget & expenditures, and time and effort should align for all Title programs. Ex: 50% TI-A, 20% TII-A, 30% General Funds</p>				<p>Finding:</p> <p>The state did not find evidence that ALL paraprofessionals in a Schoolwide building are working under the supervision of a certified or licensed teacher.</p> <p style="text-align: center;">AND/OR</p> <p>The State did not find evidence that paraprofessionals in a Targeted Assistance building who are working in a program supported with Title I funds are under the supervision of a- certified or licensed teacher.</p> <p>Action Needed:</p> <p>The LEA will submit documentation that paraprofessionals are working under the supervision of a certified or licensed teacher, which includes a copy of each paraprofessional's schedule and the following: 1) identify the certified teacher who plans the instructional activities and evaluates the achievement of the students for each paraprofessional; 2) and the location of the paraprofessional and the supervisor during instructional periods.</p> <p>In schoolwide programs, Title III-A Documentation may include, but is not limited to, collaboration logs, emails, meeting minutes, etc.</p>

Family & Community Engagement (FACE)



<p>FACE 13</p> <p>● I-A</p>	<p>The LEA ensures that the notifications sent to parents are in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. ESSA Section 1112(e)(4)</p>	<p><input type="checkbox"/> Copies of letters sent to parents in English and other applicable language(s) (i.e. district/school/classroom policy/procedures, newsletters, permission forms).</p> <p><input type="checkbox"/> Copies of Interpreter Confidentiality Agreements (if available).</p> <p>Note: This indicator applies to all Title I-A programs even if there are no enrolled English Learners.</p>			<p>Finding 1:</p> <p>The State found insufficient or no evidence that notifications sent home to parents of English learners are in an understandable and uniform format or a language they understand.</p> <p>Action Needed 1:</p> <p>The LEA will provide translations and interpretation in a language the parents can understand. The LEA must submit evidence that it is providing translations and interpretation for parents. Such evidence can include, but is not limited to, academic notices, safety and medical notices, parent teacher conferences, school handbook(s), field trip notices, parent training notices, etc.</p> <p>Finding 2:</p> <p>The State found that students and/or other family members are being used as interpreters for meetings and parent teacher conferences.</p> <p>Action Needed 2:</p> <p>The LEA will provide evidence that it is actively pursuing additional avenues of interpretative services that maintain confidentiality for student educational meetings and conferences. <u>OR</u></p> <p>that the LEA will provide training for individuals contracted for interpreter services for their district. See the SDE website for sample confidentiality form.</p>
<p>FACE 15</p> <p>● III-A</p>	<p>LEAs are required to provide or strengthen and increase parent, family, and community engagement in programs that serve ELs using Title III funds. ESSA Section 3111(b)(2)(D)(iv)</p>	<p><input type="checkbox"/> Evidence of outreach invitations (e.g. copies of call logs, home visits, invitations, flyers)</p> <p><input type="checkbox"/> Signed attendance sheets with parents of English Learners clearly identified/highlighted.</p> <p><input type="checkbox"/> Meeting agenda and minutes.</p>			<p>Finding:</p> <p>The State found insufficient or no evidence that the LEA has strengthened or increased their means of parent, family, and community engagement.</p> <p>Action Needed:</p>

Family & Community Engagement (FACE) - 2



<p>FACE 16</p> <p>● III-A</p>	<p>Parents, LEA and higher education staff, and community agencies/groups participate in developing and implementing ELD program plan. If applicable, coordinate with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start, and other early childhood education providers. ESSA Section 3116(b)(2)(C)(D)</p>	<p><input type="checkbox"/> Evidence of outreach invitations (e.g. email invitations, flyers)</p> <p><input type="checkbox"/> Meeting agendas and minutes.</p> <p>Signed attendance sheets with participant names and roles/affiliations.</p>			<p>Finding:</p> <p>The State did not find evidence that the LEA is involving parents of English learners, Parents, LEA and higher education staff, and community agencies/groups in the development and implementation of the EL Program.</p> <p>Action Needed:</p> <p>The LEA will submit evidence of parent, LEA and higher education staff, and community agencies/groups involvement in the development and implementation of the EL program. Such documentation can include: sign-in sheets, meeting minutes, agendas, PowerPoint presentations, surveys, and overall results, copies of logs of calls and home visits and notes from these interactions. Involvement can be conducted via meetings, surveys, home visits, phone calls, etc.</p>
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Qualifications- Teacher & Paraprofessional



Indicator/ Programs	Citation	Supporting Documents and Resources	Y	N	NA	Findings, Actions Needed, Recommendations, Comments
Q 1 ● I-A ● I-C ● III-A OCR	The LEA will ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through	<input type="checkbox"/> Schoolwide: List of all instructional paraprofessionals, regardless of funding source, noting how the paraprofessionals meet the paraprofessional requirements. <input type="checkbox"/> Targeted Assistance: List of all teachers and paraprofessionals working in a Title I Targeted				Title III Finding: The state found that not all teachers assigned to provide English language development or access to core curriculum for English learners are appropriately authorized or actively in training for a bilingual or ENL certification/endorsement.

Fiscal Accountability (FA)



- FA1: Written Policies and Procedures
- FA2: Budget & Accounting Systems
- FA3: Allowable Use of Funds
- FA5: Title III-A Allowable Use of Funds
- FA7: CPA Audit
- FA8: Physical Inventory
- FA10: Time & Effort
- FA11: Records Retention

Thank You

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<https://www.sde.idaho.gov/federal-programs/el/index.html>



Supporting Schools and Students to Achieve

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Presentation Title | 16