

Tips and Tricks for Surviving Title III Monitoring

- *This presentation is the compilation of tips and tricks from District Directors. Keep in mind that some revisioning may be necessary due to changes related to ESSA or the state monitoring process*

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Tips from Systems

- Send two "original" flash drives to DOE. -- Ensure all files transfer and names of files are not too long. *(Consider using the "flat" flash drive card provided by T3 at the 2015 Directors conference.)*
- Start early making a list of all the required information. Check items off your list as you gather the information. Even if you aren't on "the list," go ahead and start thinking about how your record keeping supports these structures – especially how your SIS supports data collection.
- Double-check for use of students' official names on documents and data logs.
- Provide English version of documents provided in other languages. Keep copies of these documents in student folders. Just because there is access to the document doesn't mean it was provided, so make sure it is evident that it is provided.
- Provide explanation of items so that monitors do not have to engage in "guesswork." Put yourself in their "shoes." What would you like to see?
- If you do not already have a comprehensive ESOL program manual in place, start working on that now. Think of it as an "If I won the lottery today and resigned, would the next coordinator be able to keep the program running smoothly during the transition?"
- Share the accountability for documentation and record keeping with other parties. Where monitoring is concerned, have schools assume responsibility for providing applicable evidence (just like they do for Advanc-Ed/SACS accreditation!). A sample procedure for this is included in the extra files!

Overall, two KEY components for a successful monitoring are to

start early and to organize well.

I. Private School Consultation

TIP: Keep DE Form 1111 on file each year as a record of public school students enrolled in private schools. Annually, send a certified letter inviting each private school to a consultation meeting regarding participation in federally funded programs for which they are eligible. Schools choose to either participate at the consultation or sign that they are refusing participation in any eligible programs. If they do not respond, the return receipt from the certified mailing is documentation of notification. At the consultation meeting, a presentation of all federal programs is delivered with a description of eligibility and services provided for Title III.

Possible Evidence:

- IA** - A brief narrative including a list of private schools within LEA boundaries and a statement describing participation from the applicable years
- IB** - Scanned copies of DE Form 111, each individually addressed letter of notification with signed responses (original letter if not returned), certified mail receipt, a copy of the presentation provided at the consultation meeting, and a copy of the sign in sheet from the consultation meeting.
- IC** - Scanned copies of each individually addressed letter of notification, certified mail receipt, and a copy of the presentation provided at the consultation meeting (same as in IB since we had no participation)
- ID** – A document that states that lists private school ELs or immigrant students participating
- IE** – Proof of participation (purchase orders, inventory logs, sign-in sheets, etc.)

II. Records and Maintenance

IA - Each element requires a narrative and evidence to support the narrative.

Tip: Include a description of enrollment and identification procedures and training of all personnel involved, record keeping procedures, and data-verification procedures.

IIB - Student Roster (a template is provided by the DOE)

Tip: Form a close, working relationship with the person/dept that knows the intricate workings of your SIS. Most SIS can export the majority of this information into the Excel template if it is already stored there. This makes documentation of access and pulling information easier for monitoring purposes, but also for everyday access to EL-specific data for your program.

IIC - Policies and Procedures for Enrollment

Potential Evidence:

- English Language Development Plan for Waived English Learners
- Intake Flow Charts
- Procedure Checklists
- Director Participation in Technical Assistance Trainings

II. Records and Maintenance

IID - Policies and Procedures for Maintaining Academic and Assessment Records

Potential Evidence:

- EL-M Student Record
- EL-Y Student Record
- English Language Development Plan for Waived English Learners
- Documentation of Individual Teacher Meetings/Records Review
- Intake Flow Charts
- Procedure Checklists
- Director Participation in Technical Assistance Trainings

IIE - Data Entry Training Documentation

Potential Evidence:

- Registration confirmations, agendas, etc. from the Data Collections Conference
- Agendas, sign-in sheets, etc. from local meetings with data personnel

III. Professional Learning

Tip:

Houston County administrators and mainstream teachers of ELs keep a professional learning log. Teachers sign an assurances form to indicate receipt of data, training on interpretation of data and Can Do Descriptors, knowledge of differentiation of instruction based on language proficiency, knowledge of instructional strategies specific for use with ELs, provision and access of LEP accommodations and responsibility of provision for accommodations, and the requirement for sustained professional learning specific to ELs throughout the school year. Administrator receipt of this information is documented through administrator meeting agendas and sign in sheets.

For specific professional learning documentation, each teacher completes a professional learning log indicating date of completion of required learning experiences and progress monitoring/EL instructional strategy sessions as well as additional learning experiences. Two open ended questions have teachers reflect on what they learned and provide a needs assessment for future professional learning. Administrators (principals, assistant principals of instruction, and assistant principals of discipline) complete a similar log that is specific to their professional learning requirements as leaders in buildings with ELs. ESOL teacher specific training was documented with agendas and sign-in sheets. For all groups, system-created professional learning videos are required and documented on the professional learning logs.

Video Descriptions:

- Video 1 – Introduction to legal responsibilities, accessing student data in SIS, ACCESS, ELP Standards
- Video 2 – Using the Can-Do Descriptors to differentiate instruction for ELs
- Video 3 – Model Performance Indicators as tools to transform content standards to meet the needs of ELs
- Video 4 – Strategies for working with parents of English Learners to improve ELP and academic achievement.

III. Professional Learning

Possible Evidence:

- IIIA** – A brief narrative outlining professional learning requirements and provision specific to ESOL teachers, administrators, and teachers with supporting documents referenced.
- IIIB** – Scanned copies of agendas, handouts, pictures from trainings, documentation from conference attendance, etc. specific to ELD standards
- IIIC** – Agenda, sign in sheets, pictures, etc. from ESOL program review. (Hint: The professional learning log open ended questions was great qualitative data to use for the needs assessment!)
- IIID** – I created folders on my flash drive for Administrators, ESOL teachers, and mainstream teachers then included copies of the required videos, assurances forms, professional learning logs, and any other applicable documentation.

IV. Instructional Programs

Possible Evidence:

IVA – You only have to do something here if you are not exclusively using the state-supported ESOL program delivery models!

IVB – Research to support Title III purchased materials are research based.

TIP: Create a document with general categories (student supplies, technology, equipment, books and materials) and include research citations, white papers, journal articles, etc. to support use with English Learners.

V. Evaluation and Accountability

Possible Evidence:

VA – A brief narrative outlining AMAO results

VB – EL-M students (included in Data Roster)

VC – Policies and procedures for ACCESS participation

TIP: Include the DOE ACCESS participation report. If you address how you ensure all ELs are included in ACCESS testing in your ESOL Program Manual, you could extract that page.

VD – List of students not tested (included in Data Roster)

VE – CSPR Data (DOE already has this!)

VF – CLIP Title III Plan (DOE already has this!)

VI. Parental Involvement and Notification

Possible Evidence:

VIA – A brief narrative outlining parental involvement plan

VIB – Copy of letter inviting parents to Title III interview

VIC – Parent Interview Roster (included in Data Roster)

VID – Documentation for EL Parent participation and input

TIP: Parent newsletters, event documentation, surveys, etc. could be submitted here. Make sure you highlight opportunities for parent input (two-way communication). This can also be used for Advanc-Ed documentation for accreditation! Include samples of communication in PHLOTE as appropriate.

VIE – CSPR Data (DOE already has this!)

VIF – CLIP Title III Plan (DOE already has this!)

VII. Fiduciary Responsibilities

VIIA – ESOL Program Plan

*Tip: Do NOT wait until the monitoring preparation time to create this.
It is a massive undertaking!*

VIIB – Immigrant Student List – Included on Data Roster

VIIC – Technical Assistance Training Documentation (Sign in, handouts, agendas, travel statements, etc.)

VII. Fiduciary Responsibilities

Independent Programs:

VIID – Percentage of LEP allocation carried over

TIP: This can be put in a document with a chart, copies of emails regarding allocation from the DOE, etc.

VIIE – System Expenditures

TIP: Gilmer included finance department reports and inventory reports. Houston's requisition form has "supplement, not supplant" questions to indicate that the items are not provided to others, will only be used by ELs, and are necessary to improving proficiency levels. We included samples of these dated requests along with purchase receipts to indicate prior approval was granted after "supplement, not supplant" was ensured.

VIIF – International Enrollment/Welcome Center purchase orders only

VIIG – Inventory Procedures

TIP: If this is in your ESOL program manual, extract that page for evidence. Include emails to principals concerning inventory requirements and expectations.

VIIH – Time and Effort Logs for Title III Funded Personnel

TIP: Include the job description with the certification logs.

VII. Fiduciary Responsibilities

Consortium Programs:

VIID – DOE has information on file.

VIIIE – Inventory Procedures

Immigrant Allocation Districts:

IMMA – Immigrant Children and Youth Narrative

IMMB – Allocation Carry Over

IMMC – System Expenditures specific to Immigrant Funds

IMMD – Activities/Materials purchased to support needs of immigrants

TIP: Make sure you CLEARLY reflect that not all immigrant students may require language support services!)