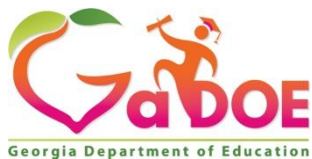


# FY20 Guide for Title III, Part A Cross-functional Monitoring

**For Title III, Part A Directors**

The Federal Programs [GaDOE FY20 CFM Indicators](#) document supersedes all information in this Guide.



September 2019



## GaDOE Guidance for Title III, Part A Program Management

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Please review the [Title IIIA Program Management Guide](#) on the Federal Programs [Title IIIA Language Program website](#), under [Title IIIA Program Management Resources](#). All LEA Title IIIA Directors should follow Title IIIA statute and Nonregulatory Guidance as posted on this website, including the Nonregulatory addendum.

In addition, districts with participating private schools should follow all requirements for equitable services as outlined on the [State Ombudsman](#) website.

Districts who are consolidating Title III, Part A funds with local and/or other federal funds must adhere to all requirements on the [Consolidation of Funds](#) website. Most CoF districts' monitoring will be Desktop.

The Lead LEA (Fiscal Agent) of a regional Title IIIA consortium will be monitored on all Title III Indicators as described in this Guide. Other Title IIIA regional consortium member districts will be monitored on all Title IIIA indicators except Indicator 5.

### Understanding the Monitoring Process:

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The **Title III, Part A Cross-functional Monitoring Process** provides information to the Georgia Department of Education (GaDOE) about a Local Education Agency's (LEA) policies, practices and procedures as they relate to services for English Learner (EL) and Immigrant students. See [Federal Programs Handbook: Information Applicable to all Federal Programs](#).

During the process of submitting a Consolidated LEA Improvement Plan (CLIP), a Title IIIA EL Program Information Plan and a Title IIIA Budget for approval, the LEA has assured the Georgia Department of Education that it:

1. Is maintaining records and supporting documentation for at least three years, will provide such information as may be necessary for program evaluation; and will provide the Department with any information needed to carry out its responsibilities under the law.
2. Is adhering to the requirements of the applicable federal statutes and regulations, the state rules governing the program, and all other applicable statutes, including **Title VI of the Civil Rights Act of 1964**, **ESEA Sec. 3115**, **Sec. 3116**, and **Sec. 3121**

The current *Guide for Title III, Part A Cross-functional Monitoring (CFM)* provides LEAs with steps to follow in the monitoring process and with a series of guiding questions to support the collection of the documentation as listed on the [GaDOE Cross-Functional Monitoring Document 2019-2020](#).

Title III, Part A will monitor the following Federal Programs' CFM Indicators:  
**Overarching Indicators 1, 2, 3, 4 & 5 and Indicators 18.1 - 18.5**

The Title III, Part A Program Specialist assigned to the LEA will review the submitted documentation for each of the Indicators listed in the box above, including information gathered from staff and parent interviews and a review of EL student records. Subsequently, federal compliance determinations are made based on the evidences submitted and information provided by the LEA. Through the online CFM portal, LEAs receive a CFM Report showing which Indicators were Met, Met with Recommendation, or Not Met.

The Federal Programs' CFM process (See **Chapter 7** in the [Federal Programs Handbook: Information Applicable to all Federal Programs](#)) can be either Onsite or Desktop. Both methods measure an LEA's compliance with Title III, Part A regulations, as required under ESEA/ESSA Section 3113(3)(F).

In September, the Federal Programs Director will notify the LEAs on the current monitoring cycle whether their CFM review will be Onsite or Desktop. The Onsite CFM includes group interviews with classroom teacher of EL students, ESOL teachers, administrators, Title III-A Director, and EL parents (by phone). A review of selected EL student records and selected fiduciary documentation is also conducted onsite. The Desktop CFM Review includes documentation submitted electronically, a phone interview with the Director, possible phone interviews with Title III-funded personnel, Title III-served EL parents, and a possible review of selected EL student records submitted electronically through the secure ConAPP Portal messaging system.

## LEA Monitoring Preparation Steps:

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1. **Download the appropriate Monitoring Forms and Resources** from the GaDOE [Title III, Part A Monitoring](#) webpage:
  - a. FY20 [Cross-Functional Monitoring Indicators](#) (Federal programs website document.)
  - b. *Title III, Part A FY20 Program Overview Form* (submit 1 week prior to the Onsite CFM date)
  - c. *Title III, Part A FY Monitoring Guide*
  - d. *Title III, Part A FY20 Monitoring Data Rosters*
  - e. *Title III, Part A FY20 Monitoring Training PPT*
  - f. **Onsite Only:** *Staff Interview Sign-In Sheet*
  - g. **For Parent Interview Process Only:** *Parent Interview Letter*
2. **Prepare the FY20 Monitoring DATA ROSTERS** (Excel spreadsheet)
  - a. **Option #1 - DO-IT-YOURSELF! (DIY)**  
Complete all the student data information in the six tabs on the *EL Monitoring DATA ROSTERS* Excel Spreadsheet
    - i. **Tab 1:** Participating Private School EL-Y and Immigrant Roster
    - ii. **Tab 2a:** EL=Yes Student Roster Data
    - iii. **Tab 2b:** EL Student Class Data

- iv. **Tab 2c:** EL=1 + EL=2 Student Roster Data
  - v. **Tab 3 :** Immigrant Student Roster Data
  - vi. **Tab 4:** EL Parent Information (Onsite & select Desktops)
  - vii. **Tab 5:** LEA Staff List (Onsite Only)
- b. **Option #2** – After November 1, download the pre-populated Monitoring Data Rosters in a ConAPP Secure Portal message sent to you from the Title IIIA Program Specialist.
- i. Review the pre-populated Excel spreadsheet data and update TABS 2a., 2b, 2c, & 3
  - ii. “Clean” the data and add all new EL students on the ROSTERS that recently enrolled.
  - iii. Delete students who have withdrawn.
  - iv. **Complete Tabs 1, 4, & 5** – these will NOT be pre-populated.

Review each Title III-A related **CFM Indicator** listed on the **GaDOE CFM Indicators 2019-2020** document and, using this [FY20 Guide for CFM](#), consider the **LEA** requirements for each indicator.

3. **Create digital file folders** labeled for each one of the Title III-A CFM Indicators: Overarching Indicators 1, 2, 3, 4 & 5 **and** Indicators 18.1-18.5.
- a. You will create 10 file folders labeled by Indicator.
    - i. Folder Indicator 1 – LEA Monitoring Schools Programs
    - ii. Folder Indicator 2 - CLIP
    - iii. Folder Indicator 3 – Services Eligible Private School Children
    - iv. Folder Indicator 4 – EL ACCESS Participation Rate
    - v. Folder Indicator 5 – Internal Controls. Expenditures. Inventory, Drawdowns, Cost Principles
    - vi. Folder Indicator 18.1 – EL Entrance & Exit Procedures
    - vii. Folder Indicator 18.2 – Supplemental Language Instructional Educational Programs (LIEPs) for English Learners (ELs)
    - viii. Folder Indicator 18.3 – EL-focused Professional Development
    - ix. Folder Indicator 18.4 – Parent Engagement to Enhance LIEPs
    - x. Folder Indicator 18.5 – Immigrant Program
  - b. Within each main folder (as listed above), **create a subfolder named according to the Indicator & Sub-Indicator evidences requested** on the Federal Programs [GaDOE Cross-Functional Monitoring Document 2019-2020](#). Please follow Federal Programs’ methodology for creating the folders and naming the evidences inside each folder.

For example:

**Overarching Folder Indicator 1 – LEA Monitoring of Programs**

1. Monitoring Programs  
(includes evidences A-G applicable to Title IIIA)
2. Monitoring Implementation  
(includes evidences A-F applicable to Title IIIA)
3. Monitoring Effectiveness  
(includes evidences A, B, & F applicable to Title IIIA)

**Overarching Folder Indicator 2 – CLIP & SWP/TAP**

1. CLIP (evidences A-C as submitted for overarching)
2. Title IA SWP – Not applicable to Title IIIA

**Overarching Folder Indicator 3 – Services to Eligible Private School Children**

- 1.A. DE1111 forms for FY19 & FY20 (as submitted for overarching)
- 1.B. Private School Invitation Letters & Nonprofit status for FY19 (local records) and for FY20 (inside the SLDS Application: ES4PS)  
(as submitted for overarching)
- 1.C. Evidence of Consultation with Private Schools  
(as submitted for overarching)
- 1.D. (only if the LEA has participating private schools) – evidences 1-7.

IDEA – Not applicable to Title IIIA

**Overarching Folder Indicator 4 – MOE, Comparability, Assessment Security, Reporting, EL Participation**

1.A.– B. – Not applicable to Title IIIA

2.A.– C – Not applicable to Title IIIA

3.A.– B. – Not applicable to Title IIIA

3.C. – EL ACCESS Participation Rate – Evidences 1 & 2 as submitted for Title I, Part A.

4. Within each Digital Subfolder, upload evidence documents by Fiscal Year. (Please upload PDF documents.)

a. *Example*

**Indicator 18.1 – EL Entrance & Exit Procedures**

*Evidence that the LEA follows standardized statewide entrance and exit procedures and screens all potential English Learners within 30 days of school enrollment. (Sec. 3113)*

18.1. Evidence shall include:

*18.1.a. A copy of LEA's policy procedures and processes related to following standardized statewide entrance and exit procedures for identify English Learners and Immigrant children and youth.*

**Subfolder 18.1.a. Policy Procedures Processes**  
**Sub-Subfolder FY19 – Upload FY19 docs**  
**Sub-Subfolder FY20 – Upload FY20 docs**

- b. Follow standard Naming Conventions – Do not use long names for documents.
- c. Clearly mark all Title IIIA documentation as such within the Overarching Indicators, when applicable.

**5. Submitting the Digital Files:**

- a. Submit Title IIIA digital files **2 weeks prior** to the onsite CFM date or on the Desktop review date in the manner and place indicated by Federal Programs.
- b. Documents to support compliance for each Indicator must be scanned and uploaded (in pdf format) in the corresponding *Indicator-labeled* digital file folder, and then submitted in the manner explained by Federal Programs.
- c. The LEA's Monitoring Data Rosters Excel Spreadsheet must be submitted the assigned Title IIIA Program Specialist via the secure ConApp Portal email system.
- d. Documents submitted must include information from the 2018-2019 school year (complete) and the current partial school year to date (2019-2020).
- e. After the initial review of the documentation, follow-up requests for additional supporting documents may be made.

**Note:** Ensure that you provide appropriate and enough supporting documentation in each digital file folder that corresponds to each CFM Indicators applicable to Title III, Part A. If you need assistance understanding the documentation requested or these guiding questions, please contact your LEA's Title III-A Program Specialist.

**Overarching Indicator 1. LEA Monitoring of Programs**

**Indicator 1.** The LEA conducts monitoring of its programs for both implementation and effectiveness of funded strategies/activities at the LEA, school and program levels to ensure compliance with Uniform Grant Guidance and Federal program requirements. (See [GaDOE Cross-Functional Monitoring Document 2019-2020](#), p. 2)

**Guiding Questions:**

- 1. What is our LEA's process for monitoring the Title III, Part A language instruction educational programs (LIEPs) implemented in our schools?
- 2. How are schools made aware of Title III, Part A requirements concerning student identification timelines, EL entrance and exit procedures, supplement not supplant (SNS), inventory, and restrictive use of Title IIIA-purchased resources and equipment?
- 3. What are the established policies and procedures in our LEA to guide our self-monitoring of Title III, Part A LIEPs?
  - a. Who's responsible?

- b. How frequently does it occur?
- c. What are the procedures, timelines, and schedules?
- d. What data do we review when we monitor our schools relative to the Title III-A language instruction educational program?
- e. How do we identify schools where EL students are at high-risk for failure?
- 4. What documentation do we maintain to verify we have monitored our schools' Title IIIA LIEPs?
- 5. Do we have a process for reporting and correcting schools' actions including information, procedures, timelines, schedules and data to be reviewed relative to the LEA's Title III program? What data collection instruments do we use?
- 6. How do we record school findings and ensure implementation of school-level Title III-A corrective action plans?
- 7. What technical assistance have we provided to our schools to correct non-compliance findings made during self-monitoring?

***What are the Required and Possible Evidences to scan & upload?***

**See Federal Programs' CFM Indicators 1.1., 1.2, & 1.3.**

### **CFM Indicator 2. CLIP**

**Indicator 2.** The LEA ensures that it complies with the provision for submitting an annual application to the SEA and revising the LEA's plans as necessary to reflect substantial changes in the direction of the LEA's program. (See [GaDOE Cross-Functional Monitoring Document 2019-2020](#), p. 3.)

#### **Guiding Questions:**

- 1. What procedures do we have for creating, reviewing, and approving the Title IIIA sections of the LEA's overall CLIP?
- 2. How do we document our selection of evidence-based action steps for EL and Immigrant students in the CLIP?
- 3. Did we ensure EL parents, EL teachers, and other EL stakeholders participated in the development of the CLIP?
- 4. Did we include EL student data in our CLIP as the basis for Title IIIA challenges and strengths?
- 5. Did we share EL student data with our stakeholders as they created the CLIP?

***What are the Required and Possible Evidences to scan & upload?***

**See Federal Programs' CFM Indicators 2.1**

### **CFM Indicator 3. Services to Eligible Private School Children**

**Indicator 3.** The LEA consults with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible limited English proficient and Immigrant children attending private schools located within the LEA's geographical

boundaries. (See [GaDOE Cross-Functional Monitoring Document 2019-2020](#),p. 4.) **ESEA Title IX Sec. 9501**

**Guiding Questions:**

1. Do we have a list of all the private schools in our LEA geographical boundaries (attendance zone)? Do we have their DE1111 forms?
2. How does our LEA contact private schools to invite them to participate in Title IIIA? Do we annually contact officials of all private schools within the LEA attendance zone to determine if such schools wish their Title III-eligible students to participate in Title III, Part A services?
3. How do we consult with private schools in a timely, meaningful and ongoing manner to determine the needs of ELs and Immigrant children and which services to be provided?
  - a. What consultation/collaboration has already occurred or is currently occurring regarding services to eligible private school students?
  - b. Do we have sign-in sheets indicating the consultation/collaboration has taken place? Meeting agendas? Evidence of planning/budgeting?
  - c. Do we have a process to assess the implementation of these services?
4. For participating private schools only: How are their ELs and immigrant children and youth identified and assessed? Do we have a complete and current list of these children/youth on the **Monitoring Data Roster**, Tab 1?
  - a. What services, supplies and/or materials do we provide to participating private schools?
  - b. How do we maintain title to and an inventory of Title III purchases made for use by private schools?
  - c. Do we have copies of purchase orders, inventory logs, etc.?

***What are the Required Evidences to scan & upload?***

**See CFM Indicators, Section 3.1.A – D.**

**CFM Indicator 4.3.C. EL ACCESS Participation Rate**

**Indicator 4.3.C.** The SEA will ensure that eligible entities receiving a subgrant under this subpart annually assess the English proficiency of all English learners participating in a program funded under this subpart, consistent with section 1111(b)(2)(G) – ESEA/ESSA Sec.3113(3)(B). (See [GaDOE Cross-Functional Monitoring Document 2019-2020](#), p. 6.)

**Guiding Questions:**

1. What procedures do we have for ensuring all English learners are assessed on the state English language proficiency assessment annually, including English learners with disabilities?
2. How do these procedures include identifying possible EL students who transfer to our LEA during the ACCESS testing window?
3. How do these procedures ensure EL students' missing test sections (language domains) have a properly coded reason for nonparticipation?
4. How do we maintain a complete list of nonparticipants EL students and justifiable reasons for nonparticipation? What are our "justifiable" reasons?

***What are the Required and Possible Evidences to scan & upload?***



## CFM Indicator 5. Internal Controls, Expenditures, Inventory, Drawdowns, Cost Principles

### See Federal Programs' CFM Indicators 4.3.C.

**Element 5.** The LEA adheres to Internal Controls regarding Title III-A expenditures, inventory and cash management and said controls are maintained in writing, as required by 2 CFR Part 200 (Allowability, Procurement, Time and Effort, Travel, Segregation of Duties, Stipends), are present, and meet requirements for internal controls. The LEA maintains accounting records that are supported by source documentation and costs are allowable under applicable laws and regulations. The LEA expends Title III-A funds to ensure compliance with Title III requirements (supplement, not supplant other federal and local funds) and to carry out activities consistent with the intent and purposes of Title III statute. (See [GaDOE Cross-Functional Monitoring Document 2019-2020](#), pp. 7-11) **2 CFR Part 200; ESEA Title III Sec. 3115 (b), (g)**

#### Guiding Questions:

1. How do budget expenditures relate to specific strategies and activities that increase English language proficiency and academic achievement?
2. How do we ensure that no more than two percent (2%) of its Title III funds are used for the administration of the grant?
3. How do we ensure that all Title III-A costs are allowable under OMB Uniform Grants Guidance and EDGAR?
4. How do we show that funds used for Title III-A programs and services follow Title III-A "Supplement Not Supplant" Guidance, and support Title III-A law which provides these funds exclusively for the development, enhancement, and implementation of language programs for English Learner students, the procurement of instructional materials and technological tools, the professional development of teachers and school staff, and assistance for EL parents in improving the academic and English language skills of their children?
5. How do we ensure that all Title III-A purchases align with the most current approved budget (or amended budget) in the Consolidated Application?
6. Have we uploaded the *Title III-A System Payroll Expenditure Reports* (if applicable) and/or *Title III-A System Expenditure Detail Reports* for the **current fiscal year to date and the most recent previous fiscal year** (July 1 to June 30)?
7. Do we have all the Title III-A purchase orders in case they are requested during an onsite review?
8. Do we have all the source documentation for these expenditures (P.O.s, invoices, contracts, agendas, receipts, travel authorizations, pre-approval, Title III-A funded tutors/instructors' lesson plans, student rosters, time sheets, daily attendance, Title III-A funded administrative costs, etc.
9. For all staff whose salaries are supported with Title III-A funds, do we have a job description or list of functions/responsibilities? Do we have a copy of FY19 & FY20 Time/Effort Records, PARs, and supporting documentation?
10. For International Enrollment/Welcome centers – Do we have copies of purchase orders for all system expenditures of Title III funds from July 1 to June 30 of the **current fiscal year to date and the most recent previous fiscal year**.

11. Have we uploaded the current Title III-A Equipment Inventory with date and signature indicating most recent review (if applicable), including P.O.s documenting purchases of equipment with Title III-A funds?
12. Have we uploaded our district's written procedures for managing Title III-purchased equipment, including procedures to ensure their restricted use for ELs in Title IIIA programs?
13. Have we uploaded written procedures for cash management, copies of DE0147's, and supporting accounting records?
14. How do we reconcile drawdown requests and maintain documentation?

***What are the Required Evidences to scan & upload?***

**See CFM Indicators, Section 5.1., 5.2. and 5.3**

**CFM Indicators 18.1 – 18.5 Title III Statute**

**Element 18.1. Entrance and Exit Procedures.** The LEA follows standardized, statewide entrance and exit procedures and screens all potential English learners within 30 days of school enrollment. (See [GaDOE Cross-Functional Monitoring Document 2019-2020](#), p. 26-28) **ESEA Title III Sec. 3113(b)(2)**

**Guiding Questions:**

1. What are our written LEA policies and procedures regarding the **intake and screening** processes for potential English learners?
  - How do we ensure that potential ELs are properly routed for screening? How do we ensure that screening takes place in a timely manner?
  - Do our procedures include use of a signed/dated Home Language Survey, screener results, and if applicable, additional documentation supporting placement?
  - Do our procedures include GUIDE & SLDS for students transferring within Georgia schools?
  - What are our procedures for out-of-state transfer students?
2. What training is provided to staff involved in the intake and screening process to ensure that proper protocols and procedures are followed?
  - Do we have evidence of policy dissemination and training on English learner entrance and exit procedures?
  - How do we ensure that all staff has up-to-date knowledge of Title IIIA policies and procedures?
3. Do we follow the standardized, statewide procedures to exit EL students, including the use of the *EL Reclassification Review Form* (Starting 2018-2019 school year)? What are our written procedures regarding **EL Exit Procedures**?
  - Have we implemented the statewide EL Exit procedures for students with significant cognitive disabilities or students whose disability precludes the assessment on one or more language domains?
4. How do we maintain EL student enrollment and exit records?
  - How do we periodically review EL student records to ensure these are maintained properly?
  - How do we ensure students EL records transfer with them to other schools/states?

- Do our EL records demonstrate that exited students' WIDA ACCESS for ELLs® 2.0 results comply with state minimum exit criteria and local exit policy?
- 5. What training is provided to staff to ensure that EL and immigrant data are correctly gathered and entered accurately in our SIS? Do we have travel records, agendas, attendance rosters, etc. indicating staff participation in state or local EL-related data entry trainings?
- 6. What are our procedures and how do we maintain record of EL monitoring two years post-exit?
  - Do students' records show that the monitoring took place?
- 7. Have we reviewed, updated, and completed the Monitoring DATA ROSTERS?

***What are the Required Evidences to scan & upload?***

**See CFM Indicators, Section 18.1.a – 18.1.d**

## CFM Indicator 18.2. Language Instruction Educational Programs (LIEPs)

**Element 18.2. Language Instruction Educational Programs.** The Title III-A funded LIEPs are effective and demonstrate success in increasing the English language proficiency (ELP) and student academic achievement of English learner (EL) students participating in such programs. (See [GaDOE Cross-Functional Monitoring Document 2019-2020](#), p. 27) **ESEA Title III, Sec. 3115 (c)(1)**

**Guiding Questions:**

1. How do we determine that our Title IIIA-funded instructional programs are effective?
  - What are our instructional goals? Are these written somewhere?
  - Have we included these in our evidences?
2. What instructional methods/models do we use in the supplemental Title III-A language programs?
  - How do we know these are effective?
3. How do we determine that Title IIIA-purchased instructional resources are effective?
  - What research sources do we use during the review process to select instructional materials?
4. Were these language instruction programs, strategies, interventions implemented last year (FY19) in our LEA?
  - If yes, what evidence do we have that indicates that these programs are effective in increasing the English language proficiency for EL students or the acculturation/sociocultural adjustment for Immigrants?
  - What evidence do we have that our supplemental language instruction educational activities and programs were selected because a Strong (?) Moderate (?) Promising (?) Logic Model (?) evidence-base existed to let us know they would help our ELs be successful.
5. What evidence do we have that the Title III-A funded supplemental language instruction educational program was implemented as planned?
  - Time sheets? Lesson plans?
  - Student attendance rosters?
  - Descriptions? Feedback?
  - Meeting agendas? (for after-school tutoring/summer programs, when applicable)

***What are the Required Evidences to scan & upload?***

**See CFM Indicators, Section 18.2.a – 18.2.c**

**CFM Indicator 18.3. EL-Focused Professional Development**

**Element 18.3. Professional Development.** The LEA provides effective professional development to teachers and staff (including ESOL and non-ESOL teachers and administrative staff), that is designed to improve the instruction and assessment of EL students, is based on evidence-based research, is effective in increasing ELP and academic achievement of EL students, and is of sufficient intensity and duration to have a positive and lasting impact on the educators' performance in the classroom. (See [GaDOE Cross-Functional Monitoring Document 2019-2020](#), p. 27) **ESEA Title III Sec. 3115(c)(2)**

**Guiding Questions:**

1. How do we determine the topics for our EL-related professional development?
  - Do we have a one- two- or three-year plan?
  - Do we have evidence that our local needs assessment outcomes had an impact on our EL professional development plan?
2. Do we have a copy of our Title III-A professional development plan, including needs assessment, long-range professional development goals, and the meeting dates, session agendas, handouts, sign-in sheets when the plan was developed?
3. How do we measure the effectiveness of our EL-related professional development?
  - Do we have evidence that our EL-focused PL plan is effective?
  - Have we uploaded this evidence?
  - Do we have evidence that our locally supported professional development is effective and supportive of English development and subject matter knowledge and does not consist of one-day or short-term workshops or conferences?
4. Do we have evidence that we have provided EL-focused PD to ESOL and classroom teachers, principals, administrators and other school or community-based personnel?
  - Have we submitted PL Sign-In sheets that indicate the role of each participant?
5. How do we ensure that teachers and administrators are provided long-term or sustained EL-related professional development of enough intensity and duration to have an impact on their practices with English Learners?
  - Do our PL evidences demonstrate that the PL is more than just workshops, conferences, and ESOL teacher management sessions?
  - Do we have evidence that any conference or short-term workshop participation is part of a larger PD plan that ensures sustainability and scalability across the LEA?
6. Do we have documentation indicating teacher and administrator participation in EL-specific PD, including agendas, conference materials, expense statements, feedback, etc.?
7. Have any of our staff attended EL-focused professional development provided by the GaDOE or other non-local entities? Which ones? How effective was this?

***What are the Required Evidences to scan & upload?***

**See CFM Indicators, Section 18.3.a – 18.3.d.**

## CFM Indicator 18.4. Parent Engagement to Enhance LIEPs

**Element 18.4. Other Effective Activities and Strategies.** The LEA implements effective activities or strategies that enhance or supplement Title IIIA-funded language programs for ELs, including engaging parents, family and community in the Title IIIA-funded activities, and which may include strategies that serve to coordinate and align related programs. ((See [GaDOE Cross-Functional Monitoring Document 2019-2020](#), p. 28) **ESEA Title III Sec. 3115(c)(3)**)

### Guiding Questions:

1. What other activities or strategies do we implement in our LEA that enhance the Title IIIA-funded language instruction educational programs?
2. How are EL parents, families and communities included and engaged in these additional activities/strategies?
3. If the parent engagement component is held in conjunction with Title I EL parent engagement and outreach, how do we ensure compliance with the Title III-A requirement that the outreach “enhances or supplements” Title IIIA-funded language programs?
4. Do we have evidence of strategies or activities that we’ve implemented to supplement our specific Title III-A language instruction program?
5. Do we have evidence that our supplemental Title III-A language program includes EL parent, family and community engagement activities as well?
6. Do we have copies of communications (i.e. invitations, materials), in appropriate languages, disseminated to parents of ELs regarding opportunities for their engagement in activities or strategies that enhance/supplement the Title III-A language programs?
7. Do we have records of agendas, invoices, presentations, meeting notes, handouts, dated sign-in sheets demonstrating we implemented these EL parent, family and community engagement activities?
8. (Onsite & Select Desktop Only) Did we send home to all EL parents the Title III-A Parent (Telephone) Interview invitation letter? Did we send it home in all the applicable languages? Did we keep a copy to upload as evidence?
9. Did we complete the EL Parent Interview Roster (Tab 4) on the Monitoring DATA ROSTERS?

***What are the Required Evidences to scan & upload?***

**See CFM Indicators, Section 18.4.a – 18. d.**

## CFM Indicator 18.5. Immigrant Program

**Element 19.5 Immigrant.** The LEA receiving a Title IIIA Immigrant subgrant expends these funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, in one or more of the ways listed in **ESEA Title III Sec.3115 (e)**. (See [GaDOE Cross-Functional Monitoring Document 2019-2020](#), p. 28.)

**Guiding Questions:**

1. Did we complete the list of qualifying immigrant students, their age, country of birth, date of entry in U.S. schools, primary language and their EL status on the LEA Monitoring *DATA ROSTERS* Excel file? (Tab 3)
2. Do we have written procedures on how we will expend immigrant funds if we were to receive them?
3. What data do we gather to determine immigrant students and their families' needs?
4. Do we have a written description of activities performed/materials purchased with Immigrant funds and how these activities/materials supported the special needs of immigrant children and youth?
5. Do we have evidence that these programs/services/activities/materials were selected based on the needs of the immigrant population within our LEA?
6. Do we provide materials and/or activities to support our increased immigrant population?
7. What process led us to select these immigrant-specific activities and/or materials?
8. Do these activities/materials provide acculturation and enhanced instructional opportunities or resources for immigrant children and youth?
9. What kind of activities or program do we provide for Immigrant students who are already fluent in English?
10. Did we upload a complete list of system expenditures of Immigrant funds from July 1 to June 30 of the most recent fiscal year and purchase orders where applicable?

***What are the Required Evidences to scan & upload?***

**See CFM Indicator 18.5.A.1-5**

## Title III, Part A Program Overview Form

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Download and complete each section of the Title III, Part A Program Overview Form:

- I. EL & Immigrant Student & Teacher Population Data
- II. Title III Required Activities Data
- III. Federal Programs Accountability Data
- IV. Fiscal Data

Submit this Form to the assigned Education Program Specialist one (1) week before the CFM Onsite and/or Desktop monitoring date.

## Onsite Monitoring Timeline

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### Two (2) Weeks Before CFM Visit

1. LEA will submit all required documentation using the Federal Programs CFM file upload method and using the secure Portal email system for the Excel Spreadsheet.
  - Title III Program Specialist will start reviewing LEA's Title IIIA documentation two (2) weeks prior to the onsite CFM visit.
2. LEA will send home to EL parents whose children are served in Title IIIA programs the Letter of Invitation to a Phone Interview with GaDOE Bilingual Parent Liaison
  - GaDOE Bilingual Parent Liaison will start calling EL parents for phone interviews one) weeks prior to the onsite CFM visit and up to one week after the onsite CFM visit.

### One (1) Week Before CFM Date

- LEA will submit the Title III, Part A Program Overview Form (completed) to the assigned CFM Title IIIA Program Specialist
- The assigned CFM Title IIIA Program Specialist will send the District the list of selected teachers and administrators to interview; and via the secure Portal, the list of selected EL student records to review.

## During CFM Onsite Visit

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### Group & Individual Interviews

The Title IIIA Program Specialist will interview a group of administrators, a group of teachers, any Title IIIA-funded personnel, and the district director with knowledge of the Title IIIA Programs.

### Onsite Review of EL Student Records

The Title III-A Regional Specialist will pre-select EL student folders for review on the day of the onsite monitoring visit. These records may include students who have one of the following status: EL=Y, EL=1 or 2, EL-Yes/ESOL-No due to Parent Waiver, ELSwD, EL=I, and students who Did Not Qualify (DNQ) after ELP screener administration.

- The assigned Program Specialist will send the LEA this list of selected student records to review **one week** prior to the onsite CFM date.
- This list will be sent through the secure Portal messaging system.

Selected student records will be reviewed on the onsite CFM date. The Program Specialist will send the LEA an interview and records review schedule for the day. Please secure a separate room for the Title III onsite group interview and record review process.



## Review of Selected P.O.s

The Title IIIA Program Specialist will request P.O.s for onsite review the morning of the CFM visit. Please ensure someone from the district finance office is available to provide these P.O.s

## Desktop Monitoring Timeline

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On the Desktop CFM Date, the LEA will submit all required documentation using the Federal Programs CFM file upload method and using the secure Portal message system for the Excel Spreadsheet. If EL student records are required for submission, these should be attached to a message to the Title IIIA Program Specialist inside the Portal secure messaging system.

Within two (2) weeks, the Title IIIA Program Specialist will schedule a phone interview with the LEA Director and any Title IIIA-funded personnel, or administrators or teachers as deemed necessary after the review of the CFM documentation.

## Post-Monitoring Process

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The Title IIIA Program Specialist submits the LEA's CFM report to the Title IIIA Program Manager, who submits it to the Federal Programs Director after a thorough review process.

All CFM Reports are submitted to the LEA via the Portal CFM application. Please ensure the Title IIIA director has been provisioned to see the CFM reports in the Portal.

The CFM Report will show which CFM Indicators were Met, Met with Recommendations, or Not Met. The LEA is expected to submit (by uploading in the CFM Portal application) within 30 days a Corrective Action Plan (CAP) to address any indicators not met.

The Title IIIA Program Specialist reviews each submitted CAP for the approval process, similar to the CFM Report approval process. LEAs may want to discuss the CAP with the Title IIIA Program Specialist prior to submission.