FY 22 Companion Guide for

Title III, Part A

Cross-Functional Monitoring

**For Title III, Part A Directors**

**The Federal Programs** [**GaDOE FY 22 CFM Indicators**](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf)

**supersedes all information in this Companion Guide.**



**October 2021**



# GaDOE Guidance for Title III, Part A Program Management

Please review the [Title IIIA Program Management Handbook](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/English%20Learner%20Programs/Title%20III%20A%20Program%20Handbook%20-%20Updated%20September%2021%202022.pdf) on the Federal Programs [Title IIIA Language Program website](https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III,-Part-A---Language-Instruction--for-English-Learners-and-Immigrant-Students.aspx), under Title IIIA Guidance. 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](https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/State-Ombudsman.aspx) 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](https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/consolidation_of_funds.aspx) website.

# Understanding the Monitoring Process:

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](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/OVERARCHING%20Information%20Master%208.27.2021%5b78%5d.pdf).

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 Indicators Document 2021-2022*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf).

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 parent interviews and a review of EL student records. Subsequently, federal compliance determinations are made based on the evidence 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 6*** in the [Federal Programs Handbook: Information Applicable to all Federal Programs](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/OVERARCHING%20Information%20Master%208.27.2021%5b78%5d.pdf) will be virtual and will measure an LEA’s compliance with Title III, Part A regulations, as required under ESEA/ESSA Section 3113(3)(F).

LEA Monitoring Preparation Steps:

1. **Download the appropriate CFM Forms and Resources** from the GaDOE [Title III, Part A Cross-Functional Monitoring](https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III-Monitoring-Documents.aspx) webpage:
   1. [*FY22* [*Cross-Functional Monitoring Indicators*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf)](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf)(on the Federal programs webpage)
   2. [*Title III, Part A FY22 Program Overview Form* (for traditionally funded LEAs)](https://shealy.sharepoint.com/:w:/s/TItleIIIESOLUnit/ESjFSpKkr6JEq1R9HUw26pYBBe7wd5SCyoVbrU93fs8yUQ)
   3. [*Title III, Part A FY22 Program Overview Form* (for CoF LEAs)](https://shealy.sharepoint.com/:w:/s/TItleIIIESOLUnit/ERcw4eoRh-xProVb_WawTO8BHS5yd9JarnE8j0UhNLs7Jg)
   4. [*Title III, Part A FY22 EL\_1-2\_IMM\_Parent\_Staff\_ Data Rosters*](https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III-Monitoring-Documents.aspx) *Template*
   5. [*Spotlight on Title III, Part A, Cross-Functional Monitoring: Digging Deeper into the Indicators*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/English%20Learner%20Programs/Spotlight%20Title%20IIIA%20CFM%20Digging%20Deeper%20Slide%20Deck%2021%20Oct%202021.pdf)
   6. For Parent Interview Process Only: [*Parent Interview Letter*](https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III-Monitoring-Documents.aspx) *(provided in English & Spanish)*
2. **Prepare the *FY22 EL\_1-2\_IMM\_Parent\_Staff DATA ROSTERS*** (One Excel document with six spreadsheets)
   1. **Option #1** - DO-IT-YOURSELF! (DIY) if CFM date is before December 30.

Complete all the student data information in the six spreadsheets on the *FY22 DATA ROSTERS* Template.

* + 1. **Tab 1:** Participating Private School EL-Y and Immigrant Student Roster Data
    2. **Tab 2:** EL=Yes Student Roster Data
    3. **Tab 3:** EL=1 and EL=2 Student Roster Data
    4. **Tab 4 :** Immigrant Student Roster Data
    5. **Tab 5:** EL Parent Information
    6. **Tab 6:** LEA Title III-Funded Staff List (partial/full salaried, hourly, additional compensation, stipends)
  1. **Option #2** – After December 30,download the pre-populated *FY22 Data Rosters* sent to you from the Title IIIA Program Specialist within the ConAPP secure portal email message system.
     1. Review the pre-populated spreadsheets’ data and update all information
     2. Delete students who have withdrawn.
     3. Add new EL students who recently enrolled.
     4. Add data to the empty columns as necessary.
     5. Ensure all data elements are completed and accurate.
     6. **Complete Spreadsheets #1 (Private School Student Roster), #5 (EL Parent Information), & #6 (Title III-paid Staff List) –** these will NOT be pre-populated.

NOTE: Please add any missing data elements for any student (ex: ELP Screener Scores, ACCESS scores, ELP Screener Date, School Enrollment Date for Kindergarten students only, etc.) If data is not available, provide an explanation in the column to the far right, titled “COMMENTS”.

Review each Title III-A applicable **CFM** **Indicator** listed on the ***GaDOE CFM Indicators 2021-2022*** document and, using this *FY22 Guide for CFM,*

consider the **LEA** requirements for each indicator.

1. **Decide how the LEA will submit CFM documentation to the GaDOE. Will the LEA use the CFM application in the SLDS or another digital platform?**

If the LEA will submit documentation via the **CFM application in SLDS,** digital folders have already been created. Please load the applicable documentation, per the CFM Indicators document, to the appropriate folders. Be sure to name the documents with the correct Fiscal Year first (ex: FY 21 tutoring time sheets) and a title that immediately indicates what it is.

If the LEA will submit documentation using a **digital platform other than the SLDS,** please follow the procedures outlined below and email [federalprograms@doe.k12.ga.us](mailto:federalprograms@doe.k12.ga.us) with the name of the digital platform that will be used and include instructions for accessing the site.

**Create digital file folders** labeled for each one of the Title III-A applicable CFM Indicators: Overarching Indicators 1, 2, 3, 4, & 5 **and** Indicators 18.1-18.5.

* 1. You will create ten file folders labeled by Indicator.
     1. Folder Indicators 1.1, 1.2, 1.3 – LEA Monitoring Schools Programs
     2. Folder Indicator 2.1 - CLIP
     3. Folder Indicator 3.1 – Services Eligible Private School Children
     4. Folder Indicator 4.1 – Maintenance of Effort [ESSA sections 8101(11), 6118(c), 8521(a)]
     5. Folder Indicators 5.1, 5.2, 5.3 – Internal Controls. Expenditures. Inventory, Drawdowns, Cost Principles
     6. Folder Indicator 18.1 – EL Entrance & Exit Procedures
     7. Folder Indicator 18.2 – Supplemental Language Instructional Educational Programs (LIEPs) for English learners (ELs)
     8. Folder Indicator 18.3 – EL-focused Professional Development
     9. Folder Indicator 18.4 – Parent Engagement to enhance LIEPs
     10. Folder Indicator 18.5 – Immigrant Program (as applicable)
  2. Within each main folder (as listed above), **create a subfolder** **named according to the Indicator & its elements** with the **documentation as requested** ontheFederal Programs[*GaDOE Cross-Functional Monitoring Document 2021-2022*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf). Please follow Federal Programs’ methodology for creating the folders and naming the source documentation inside each folder.

For example:

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

* 1.1. Monitoring Programs - Includes documentation evidence for A-G & I which are applicable to Title IIIA)
* 1.2. Monitoring Implementation - Includes documentation evidence for A, C-F & J which are applicable to Title IIIA
* 1.3. Monitoring Effectiveness - Includes documentation evidence for A, F-G which are applicable to Title IIIA

**Overarching Folder Indicator 2 – CLIP**

* 2.1 CLIP - Includes documentation evidence for A-C as submitted which are applicable to Title IIIA

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

* 3.1.A. DE1111 forms for FY21
* 3.1.B. Private School Invitation Letters & Nonprofit status for FY21& FY 22 in ES4PS
* 3.1.C. Evidence of Consultation with Private Schools
* 3.1.D. (only if the LEA has participating private schools) – Evidence for elements 1, 2, 5-9

**Overarching Folder Indicator 4 – Maintenance of Effort (MOE) and Comparability, Assessment Security, Reporting, EL Participation**

* 4.1.A.2 – MOE evidence as monitored by Title I, Part A

**Overarching Folder Indicator 5 – Internal Controls, Expenditures, Inventory, Drawdowns, Cost Principles**

* 5.1. – Include documentation evidence for A, C-G, I-J which are applicable to Title IIIA
* 5.2. – Include documentation evidence for A-D which are applicable to Title IIIA
* 5.3. – Include documentation evidence for A-C which are applicable to Title IIIA

1. Within each Digital Subfolder, **upload source documentation by Fiscal Year.** (Please upload PDF documents.)
   1. *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.A. Evidence shall include:

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

**Subfolder 18.1.A. Policy Procedures Processes**

**Sub-Subfolder FY21 – Upload FY21 docs**

**Sub-Subfolder FY22 – Upload FY22 docs**

* 1. Follow standard naming conventions – Do not use long names for documents.
  2. Clearly mark all Title IIIA documentation as such within the Overarching Indicators, when applicable.

1. **Submitting the Digital Files:**
   1. Submit the following Title IIIA digital files **2 weeks prior** to the CFM date:
   * FY 21 & FY 22 Title III English Learner and Immigrant (if the LEA received an IMM sub- grant in either year) **Detailed Expenditure Detail Reports and Payroll Reports**
   * Updated/accurate/complete *FY22 Data Rosters*

(Please submit the DATA ROSTERS to the Title III Specialist assigned to the LEA for CFM using the secure messaging system in the MyGaDOE portal).

b. All other documentation must be submitted **on or before** 9:00 AM on the CFM date.

c. 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.

d. Documents submitted must include information from the 2020-2021 school year (complete) and the current partial school year to date (2021-2022).

e. After the initial review of the documentation, follow-up requests for additional supporting documents may be made.

**Note:** Please ensure that you provide applicable and sufficient supporting documentation in each digital file folder that corresponds to each CFM Indicator monitored by Title III, Part A. If you need assistance understanding the documentation requested or have other questions, please contact your LEA’s

Title III-A Program Specialist.

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| **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 2021-2022*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf), p. 2)  **Self-Monitoring Checklist Specific to Title IIIA for Indicator 1.1 (Self-Monitoring Title IIIA Programs):**  Did we upload the LEA’s process for monitoring how our schools are implementing the Title III, Part A language instruction educational programs?  Does the process include steps we take to monitor and provide technical assistance to schools implementing a Title III program?  Do the procedures include the positions responsible for the implementing and monitoring?  Does the process include a timeline/schedule for the monitoring?  Does it include a list of the documentation that we maintain to demonstrate we’ve monitored our Title III programs?  Does it describe the process for requiring and following up on corrective action at the school level, when applicable?  Does it include the process we use to identify high risk schools within our district?  Does it include procedures on how we ensure the system’s EL identification processes are working (accurately identifying EL students), the Title III funded LIEPs are effective, the EL-specific professional learning activities and EL parent/family/community engagement outreach activities are effective, and the Immigrant program, when applicable?  **For LEA’s Consolidating Funds in Fund 150:**  Did we upload the written procedures that we use to monitor our schools’ implementation of activities and strategies to meet their established **Intents & Purposes** for Title III, Part A?    **Self-Monitoring Checklist for Indicator 1.2 (Monitoring Implementation):**  Did we upload our completed data collection instruments that we used to monitor the implementation of our Title III programs, such as checklists, interview guides, program walkthrough forms, observation forms, etc.?  Did we upload a copy of our schedule for monitoring schools with Title IIIA programs?  Did we upload samples of communications to schools that demonstrate we monitored their Title III funded activities?  Did we upload samples of on-going consultation with Title III stakeholders and community partners that address implementation and progress towards meeting intended outcomes for ELs?  Did we upload evidence that we provided technical assistance to the schools when we identified issues during monitoring (monitoring reports, corrective actions, etc.)?  Did we upload evidence that we monitored our Title III programs (LIEP, PD and PFE) such as school visit schedules, results, corrective action documentation, timeline for schools to submit documentation to the Title III director, review of software usage reports, etc.?  **For LEA’s Consolidating Funds in Fund 150:**  Did we upload evidence from schools that are implementing a supplemental language instruction educational program (LIEP)?  Did we upload evidence from schools providing EL-focused professional learning for classroom teachers (including teachers that are not ESOL teachers), principals and other school leaders, administrators, and other school or community-based organizational personnel?  Did we upload evidence from schools conducting EL parent, family and community engagement activities that enhance or supplement the school’s supplemental language instruction educational programs (LIEPs)?  **For LEA’s Consolidating Funds Title III, Part A IMMIGRANT subgrant funds in Fund 150 in FY 21 and/or FY 22:**  Did we upload evidence of implementation of SWP activities that provide enhanced instructional opportunities for  immigrant children and youth, which may include family literacy, training and outreach, recruitment of personnel trained  to provide services to immigrants, tutorials, mentoring, academic or career counseling, instructional resources,  technology, activities coordinated with community organizations with expertise working with immigrant, and instructional  services designed to address student’s sense of well-being and connectedness in U.S. school systems?  **Self-Monitoring Checklist for Indicator 1.3 (Monitoring Effectiveness):**  Did we upload source documentation showing summary data and analysis that we used to determine the effectiveness of Title III funded activities/strategies from the CLIP and/or in the Title III budget (completed logic models and supporting data, independent/valid research studies, etc.)?  Did we upload the completed ***Title III, Part A English Learner Program Overview Form***?  Did we upload our completed/annotated logic models?  **For LEA’s Consolidating Funds in Fund 150:**  Did we upload evidence of EL’s increase in English Language Proficiency (ELP) and academic achievement (must include data from ACCESS/Alt. ACCESS and GA Milestones – CCRPI; Progress Towards Proficiency Points and Closing the Gaps)? Additional data may be provided (MAP, digital language learning resources, etc.)  Did we upload documentation of the effectiveness of our schools’ EL-focused professional learning for all classroom teachers, including teachers who are not ESOL teachers, principals and other school leaders, administrators and other school or community-based organizational personnel?  Did we upload evidence of the effectiveness of our schools’ EL parent, family and community engagement outreach activities that enhance or supplement the school’s supplemental language instruction educational programs (LIEPs) for ELs?  Did we upload the completed ***Title III, Part A English Learner Program Overview Form for CoF LEAs***?  **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 2021-2022*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf), p. 5)  **Self-Monitoring Checklist for Indicator 2.1:**  Did we upload written procedures for creating, reviewing, and approving the CLIP, which include resolution procedures for unapproved CLIPs?  Did we upload documentation to support the selection of evidence-based action steps in the CLIP and/or Title III EL and Immigrant budgets?  Did we upload evidence that the Title III Director participated in the CLIP preparation?  Did we upload evidence of CLIP preparation, such as review checklists/rubric, schedule, samples of correspondence with schools and other LEA departments?  **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 2021-2022*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf), p. 6) **ESEA Title IX Sec. 9501**  **Self-Monitoring Checklist for Indicator 3.1:**  Did we upload the DE1111 forms submitted to the LEA in FY 21?  Did we send invitations to private schools to participate in Title III English learner and Immigrant equitable services (in ES4PS) for FY 21 & FY 22?  Did we upload evidence of non-profit status for the schools that received an invitation to consult?  Did we upload evidence of initial consultation between the LEA and private school officials that contained Title III topics as required by the state?  If consultation did not occur, did we upload evidence that a good faith effort was made?  **For LEAs with Title III participating private schools:**  Did we complete Forms A & B in the ES4PS site (written affirmation and documentation of on-going consultation between the LEA and the participating private schools)?  Did we upload documentation of ongoing consultation between the LEA and the participating private school(s) such as meeting agendas/minutes/sign-in sheets?  Did we upload English learner student, teacher, and parent needs assessment results?  Did we complete the private school student roster spreadsheet in the *FY 22 DATA ROSTERS* to demonstrate EL and immigrant student eligibility?  Did we upload evidence of planning and budgeting Title III programs and funds with the private school officials?  Did we upload records of provision of Title III services, programs, materials, and/or resources to the private school?  Did we upload evidence that the LEA regularly supervises the Title III services provided to the private school, including Title III funded equipment provided to the private school, expenditures and supporting documentation, evidence of monitoring Title III equitable services implementation, evidence of evaluating the Title III programs and services for effectiveness and the expenditure of carryover, if applicable?  If applicable, did we upload evidence of adequately addressing Title III/English learner related problems and complaints raised by private school officials?  **CFM Indicator 4. Maintenance of Effort (MOE) and Comparability, Assessment Security, Reporting, EL Participation**  **Indicator 4.** The LEA ensures that it complies with the procedures for ensuring maintenance of effort (MOE) as outlined in Sec. 1120A and 8521 of the ESEA and IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205.ESEA: Sec. 1120A; Sec. 1114, 1118; 34 CFR 300.203, 34 CFR 300.204, 34 CFR 300.205. The Maintenance of Effort requirement applies to Title III, Part A, per sections 8101(11), 6118(c), 8521(a).  **Self-Monitoring Checklist for Indicator 4.1.**  If MOE was NOT MET, did Title I, Part A submit to the GaDOE written Procedures for ensuring Maintenance of Effort (MOE), including funds to be excluded from MOE calculations?  Have we contacted our LEA’s Title I, Part A director to ensure source data was submitted to support the request to the Department to seek waiver, if applicable?  Did our LEA meet Title I, Part A’s MOE?  **Note:** Title I, Part A monitors MOE for Title III, Part A. No documentation is required for Title III, Part A.  **Indicator 5.** Evidence that all LEA Internal Controls specific to LEA expenditures required to be in writing by 2 CFR Part 200 (Allowability, Segregation of Duties, Procurement, Technical Evaluation of Competitive Proposals, Conflict of Interest, Time and Effort, Stipends, Travel), 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 2021-2022*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf), p. 10-15) **2 CFR Part 200; ESEA Title III Sec. 3115 (b), (g)**  **CFM Indicator 5. Internal Controls, Expenditures, Inventory, Drawdowns, Cost Principles**  **For LEA’s Consolidating Funds in Fund 150:** The following written procedures and documentation must be provided only **IF** the LEA had any Title III, Part A EL and/or immigrant funds that were **not** consolidated in FY 21 and/or FY 22.  **Self-Monitoring Checklist for Indicator 5.1:**  Did we upload the LEA’s written internal controls for the following?  Allowability Procedures?  Segregation of Duties?  Procurement Procedures?  Method for Conducting Technical Evaluations of Competitive Proposals and Selecting Recipients?  Conflict of Interest Policy?  Personal Compensation Policies (time and effort to include salaries, substitutes, stipends)?  Travel Policy?  Did we upload the Title III EL and Immigrant (when applicable) FY 21 and FY 22 Payroll and Expenditure Detail Reports (two weeks before the CFM date)?  Did we upload the source documentation for all requested Title III EL and immigrant (if applicable) expenditures?  Did we upload the FY 21 & FY 22 Time and Effort Records (time logs, periodic certifications, fixed schedules, etc.)?  Did we upload a copy of the Consolidation of Administrative Funds request (when applicable)?  Did we upload the single audit reports for FY 20 and FY 21?  Did we upload the FY 21 Title III EL and Immigrant General Ledger?  Did we upload evidence of verifying vendors against the Suspension and Debarment (SAM) database for all expenditures of $25,000 or greater, across all LEA federal funding programs/sources?  **Self-Monitoring Checklist for Indicator 5.2:**  Did we upload the LEA’s written procedures for managing Title III-funded equipment that include the following?  Acquisition of equipment?  Method of entering information into the LEA’s inventory management system?  Off-site use of equipment?  Physical inventory?  District equipment disposition procedures?  Adequate safeguards related to loss, damage, or theft of equipment?  How funds, property, and other assets are safeguarded against loss from unauthorized use or  disposition?  Equipment used in private schools?  Maintenance procedures to keep the property in good condition?  Did we upload copies of all purchase orders over the last five years (FY 18-FY22) for equipment purchases using Title III funds?  Did we upload an equipment inventory that included all the required elements (item description, cost, source of funding, FAIN, date of purchase, serial number or other ID number, location, use, condition of the property, disposition data including the date of disposal)?  Did we upload evidence that a physical inventory of Title III purchased equipment was conducted at least every two years to include the signature of the person conducting the inventory and the date the inventory was conducted?  **Self-Monitoring Checklist for Indicator 5.3:**  Did we upload the LEA’s written cash management (payment) procedures?  Did we upload copies of all FY 21 & FY 22 DE0147s (draw down requests) for the Title III EL and Immigrant grants (to date and when applicable)?  Did we upload evidence that we reconciled draw down requests, if needed, along with supporting documentation? |
| **CFM Indicators 18.1 – 18.5 Title III Statute** |
| **18.1. Entrance and Exit Procedures.** The LEA follows standardized, statewide entrance  and exit procedures and assesses all potential English learners within 30 days of school enrollment.  (See [*GaDOE Cross-Functional Monitoring Document 2021-20*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf)*22*, p. 34) **ESEA Title III Sec. 3113(b)(2)**  **Self-Monitoring Checklist for Indicator 18.1:**  Did we upload the LEA’s written policy, procedures, processes, including timeline and persons in charge, related to following standardized statewide entrance and exit procedures for identifying EL students and Immigrant children and youth? (Procedures should include EL identification procedures for new and transfer students, how the information is shared with relevant staff making placement decisions, coding/reporting students in the LEA’s student information system (SIS) and who is responsible for relieving data collection errors.)  Did we upload complete and correct FY 22 DATA ROSTERS for EL=Yes, EL=1 and EL=2 students, and immigrant students generated from October 2021 FTE student data (submitted in the MyGaDOE email portal **two weeks before** the CFM date)?  Did we send, via the secure email system in the MyGaDOE portal the selected EL student records?  Did we upload source documentation of staff training on accurate EL and immigrant identification and reporting such as copies of attendance records and agendas indicating student-information (SIS) and/or EL staff’s participation in state and/or local EL data entry trainings for FY 21 & FY 22?  **18.2. Language** **Instruction Educational Programs.** The LEA's Title III, Part A supplemental language instruction educational programs (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 2021-20*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf)*22*, p. 35) **ESEA Title III,** **Sec. 3115 (c)(1)**  **CFM Indicator 18.2. Language Instruction Educational Programs (LIEPs)**  **Self-Monitoring Checklist for Indicator 18.2:**  Did we upload a narrative to include a description of the LEA’s supplemental Title III-A language instruction educational programs (LIEPs), instructional goals and evidence that each LIEP is effective in increasing students’ English Language Proficiency (ELP) and academic achievement?   * The narrative may include procedures for determining which supplemental LIEP to provide, in which schools, and for which EL students, based on ELP and academic data and student needs as identified in the CNA and CLIP.   Did we upload an analysis of LEA data demonstrating that the Title IIIA funded LIEPs are effective in increasing EL students’ **English language proficiency (ELP)**?  Did we upload an analysis of LEA data demonstrating the success of Title IIIA funded LIEPs in increasing EL students’ **academic achievement**?  Did we upload source documentation for implementation of LIEP activities in FY 21 and FY 22, to date, such as tutoring or summer school EL student and teacher attendance records, tutoring and teacher lesson plans, software usage reports, etc.  **CFM Indicator 18.3. EL-Focused Professional Development**  **18.3.** **Professional Development.** LEA staff (including non-ESOL teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel) participate in professional development opportunities that are: Designed to improve the instruction and assessment of English learners • Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for English learners • Effective in increasing ELs’ English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of their teachers; and • Of sufficient intensity and duration (does not include one-day workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom. (See [*GaDOE Cross-Functional Monitoring Document 2021-20*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf)*22*, p. 35-36) **ESEA Title III Sec. 3115(c)(2)(A-D)**  **Self-Monitoring Checklist for Indicator 18.3:**  Did we upload a narrative to include a description of the LEA’s Title III-A professional development (PD) plan, implementation of plan, and the effectiveness of the plan on increasing teachers’ and school leaders’ ability to teach and assess EL students?    The narrative may include:   * Procedures for determining which EL-focused PD to provide, in which schools, and for which staff, based on effectiveness data and teacher/leader needs * How the PD was designed to improve the instruction and assessment of English learners and * How the PD was designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for English learners   Did we upload source documentation of PD activities implemented in FY21 & FY22 to date, to include the following?   1. Meeting dates/times as evidence of “sufficient intensity and duration”? 2. Dated sign-in sheets with participant roles noted, as evidence that PD was provided to “non ESOL teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel”? 3. Agendas, handouts, presentations, and other materials as evidence of EL focused topics? 4. Evidence from principals and/or teachers that PD had a positive impact on classroom practices (may include administrators’ walk-through observation summary data and/or teachers’ feedback or self-reports)? 5. Evidence of effectiveness of EL-specific curriculum support products produced by the Title III funded staff, or ESOL endorsement activities, or other activities of Title III funded staff, when applicable?   **18.4. Other Effective Activities and Strategies.** The LEA provides and implements other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include, parent, family, and the community engagement activities and strategies that serve to coordinate and align related programs, such as Title I-A EL parent engagement and outreach programs. ESEA: Sec. 3115 (c)(3) (See [*GaDOE Cross-Functional Monitoring Document 2021-20*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf)*22*, p. 36) **ESEA Title III Sec. 3115(c)(3)**  **CFM Indicator 18.4. Parent Engagement to Enhance LIEPs**  **Self-Monitoring Checklist for Indicator 18.4:**  Did we upload a narrative to include a description of the parent, family and community engagement outreach activities and their effectiveness to enhance or supplement the language instruction educational programs (LIEPs) or to coordinate with Title I, Part A language instruction educational activities?   * The narrative may include procedures for determining how to engage EL parents in the students’   supplemental language program, in specific schools, and for specific parents, when applicable.  Did we upload copies of communications (in English and other languages) with EL families regarding EL parent, family and community outreach activities and engagement opportunities as related to the language instruction educational programs (LIEPs)?  Did we upload source documentation of EL parent, family and community outreach and training activities in FY 21 and FY 22 to date, to include agendas, dated sign-in sheets, presentations, meeting notes, handouts, training documentation, etc. (Please do not include documentation of locally required parent-teacher meetings or Title I-A activities.)  **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 Sec. 3115(e). (See [*GaDOE Cross-Functional Monitoring Document 2021-20*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Federal%20Resources/FY22%20CFM%20Document%2010.9.2021.pdf)*22*, p. 36.)  **CFM Indicator 18.5. Immigrant Program**  **Self-Monitoring Checklist for Indicator 18.5:**  Did we upload a narrative to include a description of specific activities implemented to support immigrant students’ wellbeing and sense of connectedness as they adapt to school climate and community in the U.S. and linguistic needs, when applicable?  The narrative may include:   * Procedures for determining which immigrants, families, communities, and which schools were targeted for these activities * Persons/positions involved in the decision-making processes and how final programs were established * Alignment of activities to categories of activities in Sec. 3115(e) * Effectiveness of activities with immigrant students, families, and community (may include perception data)   Did we upload source documentation of Title III funded immigrant program activities in FY 21 and FY 22, such as student and teacher tutoring/summer school attendance rosters, tutoring/summer school plans, software usage reports, agendas, sign-in sheets, presentations, training documentation for personnel working with immigrants, personnel job descriptions, activity schedules/calendar, etc.? |

# Title III, Part A Program Overview Form (upload in Indicator 1.3)

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

1. EL & Immigrant Student & Teacher Population Data
2. Title III Required Activities Data
3. Federal Programs Accountability Data
4. Fiscal Data

**Note**: LEAs consolidating Federal, state, and local funds in Title I, Part A schoolwide programs, will complete a **COF** Title III, Part A, Program Overview Form.

Cross-Functional Monitoring (CFM) Timeline

# Two (2) Weeks Before CFM Visit

# LEA will submit Title III EL and IMM FY 21 & FY 22 Expenditure Detail Reports and Payroll Reports in the Federal Programs CFM file upload platform, **and** the completed, corrected EL, EL=1 & El=2, IMM, Parent, and Staff DATA ROSTERS using the secure Portal email system – mailed to the Title IIIA Program Specialist assigned to monitor the LEA.

* Title III Program Specialist will start reviewing this documentation **two (2) weeks prior** to the CFM date.

1. LEA will send home to EL parents, whose children are served in a Title IIIA LIEP, the *Letter of Invitation* to a phone interview (in English and Spanish) with GaDOE Bilingual Parent Interviewer.
   * GaDOE Bilingual Parent Interviewer will start calling EL parents for phone interviews **two weeks prior to the CFM date and up to two weeks after the CFM date.**

One (1) Week Before CFM Date

The Title IIIA Program Specialist will send the district, via the secure messaging system in the MyGaDOE portal,

1. A list of selected EL student records for LEA to scan and upload in secure portal email system **on the CFM date.**
2. Selected/highlighted expenditures for the LEA to scan and upload source documentation **on the CFM date** in the CFM document upload platform Indicator 5.1. Source documentation to include applicable purchase orders, time sheets, and other supporting documentation.

# The LEA will submit all required documentation using the Federal Programs CFM file upload method (or LEA selected method). EL student records required for submission should be attached to a message sent to the Title IIIA Program Specialist assigned to monitor the district inside the MyGaDOE portal secure messaging system.

# On (or before) the CFM Date

# The LEA will submit all required documentation using the Federal Programs CFM file upload method (or LEA selected method). EL student records required for submission should be attached to a message sent to the Title IIIA Program Specialist assigned to monitor the district inside the MyGaDOE portal secure messaging system.

# Post-Monitoring Process

* 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 final CFM Reports are submitted to the LEA via the MyGaDOE portal CFM application.
* The CFM Report will show which CFM Indicators were Met, Met with Recommendations, or Not Met. Within 30 days, the LEA is expected to submit (by uploading in the CFM portal application) a Corrective Action Plan (CAP) and/or other required documentation to address any indicators that were not met.
* The Title IIIA Program Specialist will review all submitted documentation for the approval process, like the CFM Report approval process. LEAs may want to discuss the CAP/other required documentation with the Title IIIA Program Specialist prior to submission.

**Please ensure the Title IIIA director has been provisioned to see the CFM reports in the portal.**