

Companion Guide for Title III, Part A Cross-Functional Monitoring

For Title III, Part A Directors

This Companion Guide is a supplement to the Federal Programs' CFM Indicators document.



August 2023



GaDOE Guidance for Title III, Part A Program Administration

- Title IIIA Program Administrators follow ESEA/ESSA Title IIIA statute and Nonregulatory guidance, including the Nonregulatory addendum posted on the Federal Programs [Title IIIA Language Program](#) webpage, under *Title IIIA Guidance*.
- The [Title IIIA Program Management Handbook](#) provides information on how these statutes procedures operated in Georgia.
- In addition, local education agencies (LEAs) follow all requirements for equitable services as outlined on the [State Ombudsman](#) website.
- LEAs consolidating Title III, Part A funds with local and/or other federal funds (called CoF LEAs) adhere to requirements on the [Consolidation of Funds](#) website.

Understanding the Cross-Functional Monitoring Process

The **Title III, Part A Cross-Functional Monitoring (CFM)** process provides information to the Georgia Department of Education (GaDOE) about Title IIIA subgrantee LEAs' policies, practices, and procedures related to services for English learner (EL) and Immigrant students. The main source of information regarding the CFM process is on the [Federal Programs Monitoring](#) webpage and in the [Federal Programs Handbook: Information Applicable to all Federal Programs](#).

During the annual process of submitting a Consolidated LEA Improvement Plan (CLIP), a *Title IIIA EL Program Information Plan* and a Title IIIA Budget for approval, the Title IIIA subgrantee LEA assures the GaDOE that it:

1. Is maintaining records and supporting fiduciary and program implementation 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 *Companion Guide for Title III, Part A CFM* provides LEAs with steps to follow in the monitoring process and with a series of guiding questions to support the collection of evidence of implementation as listed on the *GaDOE Cross-Functional Monitoring Indicators Document* posted on the [Federal Programs Monitoring](#) webpage.

Title III, Part A will monitor the following Federal Programs' CFM Indicators:
Overarching Indicators 1, 2, 3, 4 and Indicators 16.1 - 16.5

The Title III, Part A Program Specialist team reviews the submitted documentation for each of the indicators listed in the box above, including information gathered from parent interviews and from a review of EL student records. Subsequently, the team makes federal compliance determinations based on the evidence submitted and information provided by the LEA. Through the online CFM portal, the CFM team sends LEAs a CFM Report showing which indicators were Met, Met with Recommendation, or Not Met.

The Federal Programs' CFM process described in the [Federal Programs Handbook: Information Applicable to all Federal Programs, Chapter 6](#) is either virtual, onsite, or hybrid as requested by the LEA and measures an LEA's compliance with Title III, Part A regulations, as required under ESEA/ESSA Section 3113(3)(F).

LEA Monitoring Preparation Steps:

1. LEA downloads the current fiscal year's CFM Forms and Resources from the GaDOE [Title III, Part A Cross-Functional Monitoring](#) webpage:
 - a. *Cross-Functional Monitoring Indicators* (on the [Federal Programs Monitoring](#) webpage)
 - b. *Title III, Part A Program Overview Self-Report* (for traditionally funded LEAs)
 - c. *Title III, Part A Program Overview Self-Report* (for CoF LEAs)
 - d. *Title III, Part A Required Written Procedures*
 - e. *Title III, Part A Data Rosters for CFM* (template)
 - f. *Required EL Student Documentation*
 - g. **For Parent Interview Process Only:** *Parent Interview Letter* (Provided in English & Spanish for traditional funded LEAs.)

2. LEA prepares the *FY24 Title III, Part A Data Rosters for CFM* (One Excel document with six spreadsheets).
 - a. **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 *FY24 Title III, Part A Data Rosters for CFM* template:
 - i. **Tab 1:** Participating Private School EL = 'Y' and Immigrant Student Roster Data
 - ii. **Tab 2:** EL = 'Y' (Yes) Student Roster Data
 - iii. **Tab 3:** EL = '1' and EL = '2' Student Roster Data
 - iv. **Tab 4:** Immigrant Student Roster Data
 - v. **Tab 5:** Title III Served EL Parent Contact Information
 - vi. **Tab 6:** Title III Compensated Staff Roster (Anyone compensated with Title IIIA funds: partial/full salaried, hourly, additional compensation, stipends etc.)

 - b. **Option #2** – After December 30, the Title IIIA Program Specialist sends the LEA a pre-populated *FY24 Title III, Part A Data Rosters for CFM* using the ConAPP secure portal email message system.
 - i. LEA reviews the pre-populated data provided on Spreadsheets #2, #3, and #4.
 1. LEA removes students who have withdrawn since Data Collections FTE Cycle #1 submission.
 2. LEA adds new EL = 'Y', EL = '1', EL = '2', and immigrant students who have enrolled since Data Collections FTE Cycle #1 submission.
 3. LEA adds data information to all empty columns.
 4. LEA adds comments for data that might raise questions or when data is not available (far right-hand column).
 5. LEA completes and accurately reports all student data elements on these spreadsheets, as applicable.
 - ii. LEA completes the student, parent, and staff information required in Spreadsheets #1 (Private School Student Roster), #5 (Title III Served Parent Contact Information), and #6 (Title III Compensated Staff List). GaDOE does not pre-populate these spreadsheets.

Note: LEAs add any missing data elements for all students, ex., ELP Screener Name & Scores, WIDA *ACCESS / Alternate ACCESS* scores, School Entry Date for kindergarten students only, etc.) If data is not available, LEAs provide an explanation in the column to the far right, titled "Comments".

Preparing the *Title IIIA Data Rosters for CFM*

Receive / Prepare (Nov/Dec)

LEA receives pre-populated ***Title IIIA Data Rosters for CFM*** in MyGaDOE portal secure email,
OR
 LEA prepares own ***Title IIIA Data Rosters for CFM*** using template.

Review / Update

1. Remove withdrawn students.
2. Add newly enrolled students.
3. Add any missing data elements.
4. Provide an explanation in the "Comments" column when data is not available.

Complete

1. Private School Student Roster, when applicable
2. EL = 'Yes' Student Roster
3. EL = '1' and EL = '2' Student Roster
4. Immigrant Student Roster
5. EL Parent Contact Roster
6. Title IIIA Compensated Staff

Review / Submit

All Rosters
 All Data
 All Comments

Two weeks prior to CFM Date!

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3. LEA downloads, prepares, and submits the *Title III, Part A Program Overview Self-Report*.

Per ESEA/ESSA Sec. 3121(a), the self-report is a template for providing data and information on the Title IIIA funded activities conducted during the previous and the current school year for English learner (EL) students, their teachers and school administrative leaders, and their parents and families. LEAs may use this report annually to evaluate the Title IIIA funded programs and activities per ESEA/ESSA Sec. 3121(b).

The Overview Self-Report has six sections to complete and includes some minor fiscal data. Each data chart lists the source where the LEA can find the information.

- **Section 1:** Demographic and assessment data
- **Section 2:** LIEP data
- **Section 3:** PD data
- **Section 4:** Family Outreach data
- **Section 5:** Immigrant data

(LEA Name)
Title III, Part A Program Overview Self-Report

Per ESEA/ESSA Sec. 3121(a), complete the following self-report with data and information on the Title IIIA funded activities provided to English learner (EL) students, their teachers and school administrative leaders, and their parents and families during the previous and the current school year. You may use this report annually to evaluate the LEA's Title IIIA funded programs and activities per ESEA/ESSA Sec. 3121(b).

SECTION 1 – EL and Immigrant STUDENT DATA

FY24 Data on EL Student & ESOL Teacher Population
 Source: EL = "Y" Data Roster

	Number of Current ELs at each level	Percent of ELs to Total School Population	Percent of ELs whose Parents Waived ESOL	Percent of ELs Not Served in ESOL per IEP	Number of ESOL Teachers
Primary Schools					
Elementary Schools					
Middle Schools					
High Schools					
Alternative Schools (includes virtual)					
Totals					

Total Number of ESOL-Certified or Endorsed Teachers

	Number of Part-Time ESOL Teachers	Number of Full-Time ESOL Teachers	Percent of ESOL Endorsed/Certified Teachers in LEA to Total Teachers in LEA

FY24 Data on Former EL Student Population (2 years post-exit only)
 Source: EL = "1", EL = "2" Data Roster

	Number of Former ELs (EL = "1" and EL = "2" Only)	Percent of Former ELs (EL = "1" and EL = "2" to Total School Population)
Primary Schools		
Elementary Schools		
Middle Schools		
High Schools		
Alternative Schools (includes virtual)		
Totals		

FY24 Data on Immigrant Student Population
 Source: Immigrant Data Roster

	Number of Immigrant Students	Percentage of Immigrant Students to Total Student Population
Primary Schools		
Elementary Schools		
Middle Schools		
High Schools		

CoF LEAs prepare a shortened version (Section 1 only) of the *Title III, Part A Program Overview Self-Report*.

LEAs review each Title IIIA applicable **CFM Indicator** listed on the **GaDOE CFM Indicators** document and considers the requirements for each indicator using this [CFM Companion Guide](#).

4. LEA determines how to submit CFM documentation to the GaDOE.

GaDOE Federal Programs provides pre-recorded training on CFM logistics in [GaDOE Community/Professional Learning/Recorded Webinars](#), and two live virtual Q&A sessions a month later for LEAs to ask questions.

Will the LEA use the CFM application in the SLDS?

If the LEA plans to submit documentation via the **CFM application in SLDS**, GaDOE provides digital folders to collect the documentation. The LEA scans and uploads all applicable source documentation to the appropriate folders, per the CFM Indicators and their elements. GaDOE recommends using short naming conventions that include the Fiscal Year first and a title that immediately indicates what it is, ex., FY24 tutoring time sheets, FY24 Title IIIA P.O.s.

Will the LEA use another digital platform?

If the LEA plans to submit documentation using a **digital platform other than the SLDS**, then the LEA follows the procedures outlined below and emails federalprograms@doe.k12.ga.us with the name of the digital platform that will be used, including instructions for accessing the site.

Will the LEA choose an onsite monitoring?

If choosing onsite monitoring, the LEA digitally submits documentation that is required two weeks prior to the onsite CFM date. In addition, other documentation may be required to be submitted digitally.

5. LEA creates digital file folders labeled for each one of the Title IIIA applicable CFM Indicators: Overarching Indicators 1, 2, 3, & 4 and Indicators 16.1-16.5.

- a. **LEA prepares eight or nine** file folders labeled by Indicator and Element.
 - i. Folder Indicators 1.1, 1.2, 1.3 – LEA Monitoring of Programs
 - ii. Folder Indicator 2.1 – Consolidated LEA Improvement Plan (CLIP)
 - iii. Folder Indicator 3.1 – Services to Eligible Private School Children
 - iv. Folder Indicators 4.1, 4.2, 4.3 – Internal Controls, Expenditures, Inventory, Drawdowns, Cost Principles
 - v. Folder Indicator 16.1 – EL Entrance & Exit Procedures
 - vi. Folder Indicator 16.2 – Supplemental Language Instructional Educational Programs (LIEPs) for English learners (ELs)
 - vii. Folder Indicator 16.3 – EL-focused Professional Development
 - viii. Folder Indicator 16.4 – Parent Engagement to enhance LIEPs
 - ix. Folder Indicator 16.5 – Immigrant Program (as applicable)
- b. Within each main folder (as listed above), LEA **creates a subfolder for the Indicator elements and subfolders for each fiscal year's documentation as requested** on the Federal Programs the *GaDOE Cross-Functional Monitoring Indicators Document* posted on the [Federal Programs Monitoring](#) webpage. It is important that LEAs follow Federal Programs' methodology for creating the folders and naming the source documentation inside each folder.

Examples:

Folder: Overarching Indicator 1 – LEA Monitoring of Programs

- 1.1. Monitoring Programs - Includes documentation for A-G & I, applicable to Title IIIA.

- 1.2. Monitoring Implementation - Includes documentation for A, C, D, E & I, applicable to Title IIIA.
- 1.3. Monitoring Effectiveness - Includes documentation for A and E, applicable to Title IIIA.

Folder: Overarching Indicator 2 – CLIP

- 2.1 CLIP - Includes documentation for A-Cii, applicable to Title IIIA.

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

- 3.1 Includes documentation for A-C and D, E, F, G.iii, H.ii, I, J, K and L (when applicable).

Folder: Overarching Indicator 4 – Internal Controls, Expenditures, Inventory, Drawdowns, Cost Principles

- 4.1. – Include documentation for A-J, except H, applicable to Title IIIA.
- 4.2. – Include documentation for A-D, applicable to Title IIIA.
- 4.3. – Include documentation for A-D, applicable to Title IIIA.

6. Within each digital subfolder, LEA submits source documentation by Fiscal Year. (PDF documents.)

a. *Example*

Indicator 16.1 – EL Entrance & Exit Evidence

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)

16.1.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 16.1.A. Policy Procedures Processes

Sub-Subfolder FY23 – Submit FY23 documents.

Sub-Subfolder FY24 – Submit FY24 documents.

- b. LEAs follow standard naming conventions – Short names for documents with fiscal year.
- c. LEAs mark all Title IIIA documentation as such within the Overarching Indicators, when applicable.

7. LEA submits CFM Digital Files:

- a. Submit the following Title IIIA digital files **2 weeks prior** to the CFM date:
- Two fiscal years' (current and previous year) ***Detailed Expenditure Detail Reports and Payroll Reports*** for the Title III English Learner and Immigrant (if applicable) subgrant awards.
 - Updated completed *Title III, Part A Data Rosters for CFM*. (LEA submits the *Title III, Part A Data Rosters for CFM* to the Title III Specialist assigned to the LEA for CFM in the MyGaDOE portal email system.)
- b. LEA submits all other documentation **on or before 9:00 AM on the CFM date**.
- c. LEA submits documents to support compliance for each Indicator in the corresponding *Indicator-labeled* digital file folder, and in the manner explained by Federal Programs. (See pp. 7-14 of this Guide.)

- d. LEAs provide documentation from the previous fiscal grant year and the current partial fiscal grant year. (See pp. 7-14 of this Guide.)
- e. After the initial review of the documentation, GaDOE Title IIIA Specialists may send LEAs follow-up requests for additional supporting documents.

Cross-Functional Monitoring (CFM) Timeline Chart

	LEA Tasks		GaDOE Tasks		LEA Tasks
Two Weeks Before CFM Date	LEA submits Title III EL and Immigrant FY23 and FY24 <i>Expenditure Detail Reports and Payroll Reports</i> in the Federal Programs CFM platform (or via the LEA's selected submission method).	One Week Before CFM Date	Title III Program Specialist reviews documentation and sends the LEA the <i>Expenditure Detail and Payroll Reports</i> with selected expenditures highlighted in yellow.	By CFM Date	LEA scans and submits source documentation in the CFM document submit platform Indicator 4.1., to include applicable purchase orders, time sheets, and other supporting documentation.
	LEA submits the completed, updated <i>FY24 Title IIIA Data Rosters for CFM</i> using the secure Portal email system to the Title IIIA Program Specialist assigned to monitor the LEA.		Title III Program Specialist reviews documentation and sends the LEA, via secure MyGaDOE portal email a list of selected EL students, EL = '1' and EL = '2' students and possible immigrant students.		LEA scans and submits in secure MyGaDOE portal email system the required student records. See Required EL Student Documentation .
	LEA sends home to EL parents, whose children are served in a Title IIIA LIEP, the <i>Letter of Invitation</i> to a phone interview (in English and Spanish) with GaDOE Bilingual Parent Interviewer. (Parent interviews are not conducted in LEAs that consolidate funds into Fund 150.)		GaDOE Bilingual Parent Interviewer calls EL parents and conducts phone interviews. Parent Interviewer compiles an Interview Report to submit to GaDOE, which is later provided to the LEA.		LEA submits all required documentation using the Federal Programs CFM file submit method (or LEA selected method).

Note: It is critical that LEAs provide relevant and sufficient supporting documentation in each digital file folder that corresponds to each CFM Indicator monitored by Title III, Part A. The Title IIIA Specialist team is ready to provide LEAs with in-person and or virtual assistance understanding the documentation requested.

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.

Self-Monitoring Checklist for Indicator 1.1 **WRITTEN PROCEDURES** for Monitoring Title IIIA Programs:

- Did we submit the LEA's written procedures describing how the LEA monitors the Title III, Part A programs to include the Title IIIA budgets/expenditures, EL entrance/exit procedures (identification), supplemental LIEPs, EL-focused PD, EL parent, family, and community outreach programs, and Title IIIA Immigrant Programs, when applicable?
- Do the procedures include the steps the LEA will take to monitor and provide technical assistance to schools implementing one of these Title IIIA programs?
- Do the procedures include the positions responsible for implementing the Title IIIA programs and for monitoring them?
- Do the procedures include a timeline/schedule for monitoring the Title IIIA programs?
- Do the procedures include a list of the documentation that will be maintained to demonstrate that the Title IIIA programs have been monitored?
- Do the procedures describe the process for requiring and following up on corrective action at the school level, when applicable?
- Do the procedures include how the Title IIIA budget(s) and expenditures are monitored?
- Do the procedures include the process the LEA uses to identify high risk schools within the district?

For LEA's Consolidating Funds in Fund 150:

- Did we submit 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 English Learner and/or Immigrant Programs?

Self-Monitoring Checklist for Indicator 1.2 Monitoring Implementation of the LEA's written procedures:

- Did we submit completed data collection instruments used to monitor the implementation of the LEA's Title IIIA programs, such as checklists, interview guides, program walkthrough forms, observation forms, etc.?
- Did we submit a copy of our schedule for monitoring schools with Title IIIA programs?
- Did we submit samples of communications to schools that demonstrate we monitored the Title III funded activities?
- Did we submit evidence that we provided technical assistance to schools when we identified issues during monitoring (monitoring reports, corrective actions, etc.)?
- Did we submit evidence of monitoring our Title III programs (LIEPs, PD, PFE and IMM, when applicable) such as documentation of school visits, oversight of program implementation, corrective action steps taken, review of software usage reports, etc.)?
- Did we submit evidence of monitoring documentation as evidence that students were reported accurately to the state as Title IIIA Served=Yes and/or Immigrant Program Participation=Yes (when applicable)?

For LEA's Consolidating Funds in Fund 150:

- Did we submit evidence that at least one sample school is implementing a schoolwide EL language instruction program that includes ESOL and additional language instruction activities supplemental to ESOL and which meets the schools' Intents and Purposes for consolidating Title IIIA funds?
- Did we submit evidence that at least one sample school is providing schoolwide sustained 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, that is not one-day workshops or conference attendance?
- Did we submit evidence that at least one sample school is conducting schoolwide EL parent, family and community outreach activities that enhance or supplement the school's language instruction educational programs (LIEPs)?

- If the LEA received Immigrant funds in FY23 or FY24, did we submit 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 students' sense of well-being and connectedness in U.S. school systems?
- Did we submit evidence of monitoring documentation as evidence that students were reported accurately to the state as Title IIIA Served=Yes and/or Immigrant Program Participation=Yes (when applicable)?

For LEA's Consolidating Funds Title III, Part A IMMIGRANT subgrant funds in Fund 150 in FY23 and/or FY24:

- Did we submit 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 submit source documentation showing summary of raw data collected and analyzed that we used to determine the effectiveness of each Title III funded activity/strategy (completed logic models and supporting data)?
 - Does the data reviewed align with the Logic Model SMART goal or activity SMART goal?
 - Does the summary include conclusions about whether the Title IIIA program activities were effective?
 - Does the summary address students' English language proficiency (possibly by language domain skill) and/or academic achievement (possibly by identified areas of need)?
- Did we submit our completed/annotated logic models?

For LEA's Consolidating Funds in Fund 150:

- Did we submit LEA/school-selected documentation demonstrating the effectiveness of grant funded activities and interventions included in the SWP and I&P for Title IIIA at all sampled consolidating Title I schoolwide schools?
- Did the evidence we submitted demonstrate 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 submit documentation of the effectiveness or impact a sample school's EL-focused professional learning had on classroom teachers' instructional practices, including teachers who are not ESOL teachers, principals and other school leaders, administrators and other school or community-based organizational personnel?
- Did we submit evidence of the effectiveness of a sample school's EL parent, family and community engagement activities that enhanced or supplemented the school's supplemental language instruction educational programs (LIEPs) for ELs?

Overarching 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.

Self-Monitoring Checklist for Indicator 2.1:

- Did we submit written procedures for creating, reviewing, and approving the CLIP, which include resolution procedures for unapproved CLIPs?
- Did we submit documentation to support the selection of evidence-based action steps in the CLIP and/or Title III EL and Immigrant budgets?

- Did we submit evidence that the Title III Director and EL parents participated in the CLIP preparation? (Recommended that teachers of ELs and other EL stakeholders also be included.)
- Did we submit evidence of CLIP preparation, such as review checklists/rubric, schedule, samples of correspondence with schools and other LEA departments?

Overarching 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. **ESEA Title IX Sec. 9501**

Self-Monitoring Checklist for Indicator 3.1:

- Does ES4PS indicate that 2023-2024 invitations were sent in the 2022-2023 school year to all private schools (non-profit and profit), located within the LEA’s geographic boundaries, for the provision of FY24 equitable services to eligible private schools based on the GaDOE Private School List?
- Does the invitation include all the required elements?
- Did we submit evidence of making a good faith effort to contact all private schools (non-profit and profit) within the LEA boundaries that did not respond in ES4PS?
- Did we submit evidence (agenda and sign-in sheet) of conducting an initial consultation meeting between the LEA and private school officials regarding the provision of services during the FY24 school year, that this meeting occurred prior to July 1, 2023, and that all Title III topics as required by the state were reviewed?

For LEAs with Title III participating private schools:

- Did we complete in ES4PS both Form A (for SY2023-2024) and Form B (for SY2022-2023)?
- Did we submit evidence of current year non-profit status for participating private schools?
- Did we submit documentation supporting 2023-2024 Form A Program counts used to generate FY24 proportionate share for Title IIIA (Verification of K-12 EL students identified in 2022-2023 and/or K-12 Immigrant students identified in October 2023)?
- Did we submit documentation supporting 2023-2024 English learner student eligibility for Title IIIA services?
- Did we submit evidence that all enrolled and identified English learners participated in the 2023 WIDA *ACCESS Alternate ACCESS*?
- Did we complete the Private School Roster (Spreadsheet #1) on the *FY24 Title IIIA Data Rosters for CFM*?
- Did we submit the needs assessment results of private school ELs and their families, teachers, and leaders supporting FY24 Title IIIA Equitable Services Implementation Plan?
- Did we submit documentation of FY24 Implementation Plan for EL Services and aligned FY24 budget, including budget adjustments?
- Did we submit documentation of ongoing consultation between the LEA and the participating private school(s) such as meeting agendas/minutes/sign-in sheets?
- Did we submit evidence of planning and budgeting Title III programs and funds with the private school officials?
- Did we submit records of provision of Title III services, programs, materials, and/or resources, including FY24 expenditures, to the private school?
- Did we submit 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?

- When applicable, did we submit evidence of adequately addressing Title III/English learner related problems and complaints raised by private school officials?

Overarching Indicator 4 - Fiduciary

Indicator 4. 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 IIIA 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. **2 CFR Part 200; ESEA Title III Sec. 3115 (b) and (g).**

For LEA's Consolidating Funds in Fund 150: The following written procedures must be provided only if the LEA had any Title III, Part A EL and/or immigrant funds that were not consolidated in FY23 and/or FY24.

Self-Monitoring Checklist for Indicator 4.1: Written Internal Controls

- Did we submit 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, and stipend requirements)?
 - Travel Policy?
- Did we submit the Title III EL and Immigrant (when applicable) Payroll and Expenditure Detail Reports for FY23 and FY24 two weeks before the CFM date?
- If we consolidate Title IIIA funds into Fund 150, did we submit payroll and expenditure detail reports for Fund 150 and all contributing funds?
- Did we submit source documentation for all requested Title III EL and Immigrant (if applicable) subgrant expenditures?
- Did we submit Time and Effort Records (time logs, periodic certifications, fixed schedules, etc.) for FY23 and FY24?
- Did we submit a copy of the Consolidation of Administrative Funds request (when applicable)?
- Did we submit the single audit reports for FY22 and FY23?
- Did we submit the FY23 General Ledger for Title III EL and Immigrant (when applicable)?
- Did we submit evidence of verifying vendors against the Suspension and Debarment (SAM) database for all expenditures of \$25,000 or greater from a single vendor, across all LEA federal funding programs/sources?
- Did we submit source documentation to support administrative cost charges to the Title IIIA subgrant?

Self-Monitoring Checklist for Indicator 4.2: Inventory

- Did we submit the LEA's written procedures for managing Title III-purchased equipment (EL or Immigrant) 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 in private schools?
- Maintenance procedures to keep the property in good condition?
- Did we submit copies of all purchase orders over the last five years (FY20 - FY24) for equipment purchases using Title III English Learner or Immigrant subgrant funds?
- Did we submit 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 submit 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 4.3: Cash Management

- Did we submit the LEA's written cash management (payment) procedures?
- Did we submit FY23 & FY24 DE0147s (draw down requests) for the Title III EL and Immigrant subgrants (to date and when applicable)?
- Did we submit evidence that we reconciled draw down requests, if needed, along with supporting documentation?

Title III, Part A Statute Indicators 16.1 – 16.5

Indicator 16.1 - Entrance and Exit Procedures

16.1. 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. **ESEA Title III Sec. 3113(b)(2)**

Self-Monitoring Checklist for Indicator 16.1: EL Entrance/Exit Procedures

- Did we submit the LEA's written policy, written procedures, and processes, including persons responsible for monitoring implementation of procedures, aligned to standardized statewide entrance and exit procedures for identifying English learners and immigrant children and youth. Procedures should include EL identification procedures for new and transfer students, process to identify students with an IEP and/or those suspected of having a disability, exit and reclassification process, how student EL status information is shared with relevant staff making placement decisions and how status and program services are reported in the LEA's Student Information System (SIS), including who is responsible for submitting comments to relieve data collection errors?
- Did we submit the completed and accurate *FY24 Data Rosters for CFM* for all EL = 'Y', EL = '1', EL = '2' students, and immigrant students generated from October 2023 FTE Cycle #1 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 requested EL student records that contain all the required documents, per the [Required EL Student Documentation](#), and labeled with student's name and EL status (EL = 'Y', EL = '1', EL = '2')?
- Did we submit the completed *Title III, Part A Program Overview Self-Report* (Section 1) reflecting two years of Title IIIA student data?

- Did we submit source documentation of annual state/local training on state reporting data elements related to English Learner and Immigrant Programs for applicable staff (data entry staff) such as attendance records, agendas, and presentations?

Indicator 16.2 - Language Instruction Educational Programs (LIEPs)

16.2. 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. **ESEA Title III, Sec. 3115 (c)(1)**

Self-Monitoring Checklist for Indicator 16.2:

- Did we submit the completed *Title III, Part A Program Overview Self-Report* (Section 2) reflecting two years of student implementation data on Title IIIA language instruction educational program (LIEP) activities?
- Did we submit source documentation of FY23 and FY24 LIEP activities aligned to the LIEP plan and overview self-report? May include tutoring or summer school student and teacher attendance records, tutoring or summer school lesson plans, software usage, progress and data reports, observation documentation, school level implementation plans, software program usage reports, etc.

Indicator 16.3 - EL-Focused Professional Development

16.3. 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. **ESEA Title III Sec. 3115(c)(2)(A-D)**

Self-Monitoring Checklist for Indicator 16.3:

- Did we submit the completed *Title III, Part A Program Overview Self-Report* (Section 3) reflecting two years of data and information on professional learning activities that met the four requirements of the statute?
- Did we submit the LEA's FY24 Title III, Part A EL focused PD plan (if not submitted during budget review)?
- Did we submit source documentation of FY23 and FY24 PD activities aligned to the PD plan and overview self-report to include:
- i. PD session dates and total activity time?
 - ii. Dated attendance records with participant roles noted?
 - iii. Agendas, handouts, presentations, and other materials?
 - iv. Documentation of positive and lasting impact PD had on classroom practices?
 - v. Documentation of effectiveness of EL curriculum products produced by Title III funded staff, or ESOL endorsement activities, or other Title III funded staff activities, as applicable?

Indicator 16.4 – EL Parent, Family, Community Outreach

16.4. 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 IA EL parent engagement and outreach programs.

ESEA: Sec. 3115 (c)(3) ESEA Title III Sec. 3115(c)(3)

Self-Monitoring Checklist for Indicator 16.4:

- Did we submit the completed *Title III, Part A Program Overview Self-Report* (Section 4) reflecting two years of data and information on EL Parent, Family, Community outreach activities that enhanced or supplemented the LIEPs?
- Did we submit our Title III, Part A EL Parent, Family, Community outreach program plan (if not submitted during budget review)?
- Did we submit examples of communications (in parent preferred languages) to invite and promote EL Parent, Family, Community outreach activities as aligned to the plan and the overview self-report?
- Did we submit source documentation of FY23 and FY24 EL Parent, Family, Community outreach and training activities aligned to the plan and the overview self-report, to include agendas, dated attendance records, presentations, handouts, training documentation, etc.?

Note that documentation of ESOL Program parent meetings and/or Title I, Part A activities does not meet the Title III, Part A requirement.

Indicator 16.5 - Immigrant Program

16.5 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).

Self-Monitoring Checklist for Indicator 16.5:

- Did we submit the completed *Title III, Part A Program Overview Self-Report* (Section 5) reflecting two years of data and information on activities for immigrant students, their teachers, or their parents and families?
- Did we submit source documentation of FY23 and FY24 Title III funded immigrant program activities, such as student and teacher attendance rosters, tutoring and/or summer school lesson plans, software program usage reports, agendas, attendance records, presentations, training documentation for personnel working with immigrants, personnel job descriptions, activity schedules/calendar, etc.?

Post-Monitoring Process

- Within four (4) weeks from the monitoring date, the Title IIIA Program Manager sends the LEA superintendent and CFM contact, via email, a draft CFM report summarizing the current condition and documents reviewed for Title IIIA Indicator 16.
- Within seven (7) calendar days from receipt of the draft report, the LEA responds to the draft CFM report by email - either acknowledging and indicating no further action OR acknowledging and providing missing documentation.
- Within seven (7) to ten (10) days from the date of acknowledgment/end of the final upload window, Title IIIA finalizes the monitoring report, and the LEA receives the results through the monitoring application in the MyGaDOE portal, including any required corrective actions.
- Within 30 days of receipt of the final CFM report, the LEA submits any required corrective action plan (CAP) documentation via the monitoring application in the MyGaDOE portal.
- Within 30 days of receipt of the required corrective action documentation, the Title IIIA Program Specialist reviews all submitted documents and either approves or requests revisions. LEAs may want to discuss the CAP/other required documentation with their Title IIIA Program Specialist prior to submission.

Please ensure the Title IIIA Director and the Superintendent are provisioned to view CFM reports in the ConAPP CFM portal.