Title III, Part A
Language Instruction for
English Learner & Immigrant Students

FY20 Cross-Functional Monitoring Process, Indicators, & Documentation
Title III, Part A
General Information & Indicators

1. Will our CFM review be **Onsite** or **Desktop**?
   - In September: Title III-A Regional Specialist will notify LEA whether Onsite or Desktop
   - Regional Specialists will also provide individual & group LEA monitoring training.

2. **Which** Indicators will be monitored?
   - CFM Overarching Indicators: 1, 2, 3, 4, & 5
   - Title III, Part A-specific Indicators: 18.1 – 18.5
General Onsite Monitoring Process

- **Same day** as CFM Team Onsite review
- LEA submits **documentation 2 weeks prior**
- **Group interviews** (1-week advance notice):
  1. Selected classroom teachers who have EL & Immigrant students
  2. Selected ESOL teachers and/or teachers in Title-funded language programs
  3. Selected administrators of schools with EL & Immigrant students
  4. Any Title III-funded staff, when applicable
Onsite Monitoring Process (Cont.)

- **Individual Interview** with Program Director
- **Review** of selected EL student records, fiduciary documentation, & any other documentation as necessary
- **Phone interview** with selected Title III-served EL parents 1 week before/after onsite visit
General Desktop Monitoring Process

• LEA submits documentation
• Files are **DUE same day** as CFM onsite review
• Does **not** include staff interviews, EL Parent interview, or EL records review
• **Does** include **phone interview** with Program Director.
STEP #1: Downloading Forms and Resources

Download appropriate Monitoring Documents from GaDOE Title III, Part A Monitoring Forms and Resources:

- FY20 Cross-Functional Monitoring Indicators
- Title III-A Program Overview Form
- FY20 Title IIIA Monitoring Guide
- LEA Monitoring Data Rosters (Excel Spreadsheet)
- Onsite Only: Staff Interview Sign-In Sheet
- Onsite Only: Parent Interview Letter
## Step #2 – Preparing the Data Rosters

<table>
<thead>
<tr>
<th>Option #1 – DIY</th>
<th>Option #2 – Clean it up!</th>
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<tbody>
<tr>
<td>• <strong>Traditional:</strong> LEA populates all EL and Immigrant student data on an Excel spreadsheet</td>
<td>• Data Collections (GaDOE) will populate all EL and Immigrant data on Tabs 2a, 2b, 2c, &amp; 3.</td>
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<td>• LEAs review &amp; update &amp; “clean” data on Tabs 2a, 2b, 2c, &amp; 3.</td>
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<td>• Since EL &amp; Immigrant Data from Oct FTE will be used, <strong>Rosters will not be available</strong> for review before November.</td>
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Step #2 – Preparing the Data Rosters (DIY)

- All LEAs must use the LEA Monitoring DATA ROSTERS Excel spreadsheet template downloaded from the Title III-A Monitoring website.
- LEA populates all data requested on each one of the Tabs:
  - TAB 1 - Roster of EL & Immigrant students in participating private schools
  - TABs 2.a. & 2.b. & 2c. – Student Record & Class Record of current EL students
  - TAB 3 – Student Record of current Immigrant students
  - TAB 4 - Roster of EL parents & contact information
  - TAB 5 - Roster of LEA staff
- LEA submits Data Rosters 2 weeks prior to Onsite CFM date or, if Desktop, on CFM date.
Step #2 – Preparing the Data Rosters – Clean it up Option!

1. After Oct FTE Report is submitted to state, Data Collections will create LEA Monitoring Data Rosters.
2. Regional Specialist will send pre-populated Data Rosters to LEA via secure MyGaDOE Portal (contains PII).
3. LEA reviews, updates and completes the Data Rosters with current data:
   • Eliminate W/D students
   • Add newly enrolled students
   • Add Title III-served Data Element
4. LEA submits Data Rosters 2 weeks prior to Onsite CFM date or, if Desktop, on CFM date.
Step #3: Organizing the Documentation

• Scan all relevant documentation listed on each CFM Rubric Indicators for Title III, Part A
  (1.1., 1.2, 1.3, 2.1, 3.1, 4.3, 5.1, 5.2, 5.3, 18.1, 18.2, 18.3, 18.4, 18.5)
• Organize the document in folders named according to the Indicator.
• Follow naming conventions. Do not use long names please.
• Include the fiscal year in the documentation title (FY19 or FY20)
• Include Title IIIA in the document title if the evidence is specific to Title IIIA but in an Overarching Indicator
• Follow Federal Programs’ instructions for organizing documentation.
Indicator 18.1 – EL Entrance & Exit Procedures - Requirement

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

ESEA: SEC. 3113
Indicator 18.1 – EL Entrance & Exit Procedures - Documentation

18.1. Evidence shall include:

a. 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 differentiated processes for newly enrolled vs. transfer students, and how the information is shared with relevant staff making placement and coding decisions.

b. Current Year Data Rosters for EL=Yes, EL=1, and EL=2 students generated from Student Record Data and LEA Student Information System.

c. Copies of attendance records, travel records, agendas indicating student-information or ESOL staff’s participation in state or local ESOL data entry trainings for FY19 & FY20.

d. Staff interview responses related to identification of ELs.

e. Onsite review of select EL student files.
Indicator 18.2 – Effective Language Instruction Programs - Requirement

Evidence that the LEA's Title III 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: Sec. 3115 (c)(1); Sec. 3121 (a)(2); Sec. 3121 (a) (3); Sec. 3121 (a)(4); Sec. 3121 (a)(5); Sec. 3121 (a)(6)
Indicator 18.2 – Effective Language Instruction Programs - Documentation

18.2. Evidence shall include:

a. Narrative describing the LEA’s supplemental Title III-A language programs, including instructional goals and evidence that each LIEP is effective in increasing students’ ELP and academic achievement. (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.

b. Data analyses demonstrating that the supplemental Title IIIA language programs are increasing EL students’ English language proficiency (may be derived from CCRPI – Progress toward Proficiency data);

c. Data analyses demonstrating that the supplemental Title IIIA language programs are increasing EL students’ academic achievement (may be derived from CCRPI – Closing the Gaps data).

d. Staff interview responses regarding implementation of LIEPs and their effectiveness
Indicator 18.3 – Effective Professional Learning - Requirement

18.3. Evidence of the LEA staff (including ESOL teachers, non-ESOL teachers, and administrative staff) attending professional development sessions that are:

a. Designed to improve the instruction and assessment of ELs;

b. 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 ELs;

c. Effective in increasing EL students’ English proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and

d. 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: Sec. 3115(c)(2)
Indicator 18.3 – EL-Focused Professional Learning - Documentation

18.3. Evidence shall include:

a. Narrative describing the LEA’s Title III-A professional development plan, implementation of plan, and the effectiveness of the plan on increasing teachers’ and school leaders’ ability to teach and assess EL students. (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 as identified in the CLIP.)

b. FY19 & FT20 LEA Title III-A professional development (PD) plan, including a needs assessment and long-range PD goals (may be drawn from relevant CLIP sections).

c. FY19 & FY20 Documentation of PD plan implementation demonstrating that the PD was designed:
   a. To improve the instruction and assessment of ELs; and
   b. To enhance the ability of teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs.

d. FY19 & FY20 participation documentation including meeting dates, agendas, handouts, conference materials, expense statements, dated sign-in sheets with participant roles notes, etc. and feedback as evidence that the PD was of “sufficient intensity and duration” and as evidence of “all staff participation, including non-ESOL teachers and administrators.”

e. Staff interview responses regarding implementation of PD plan and its effectiveness related to changing teacher and school leader practices with EL students’ instruction and assessment.
Indicator 18.4 – Other Effective Activities & Strategies - Requirement

18.4. Evidence that:

a. The LEA performs other effective activities and strategies that supplement and enhance the language instruction educational programs for EL students.

b. The LEA engages parents, family and the community in those activities, and

c. If activities are held in coordination with Title I EL parent engagement and outreach, the LEA ensures that these activities include elements that fulfill the Title III-A requirement to “enhance or supplement” the Title III-A language programs.
Indicator 18.4 – Other Effective Activities & Strategies - Documentation

18.4. Evidence shall include:

a. Narrative describing the parent, family and community engagement activities (including their effectiveness) performed by the LEA to enhance or supplement the Title III-A funded language programs. Narrative may include procedures for determining how to engage EL parents in the students’ supplemental language program in which schools, and for which parents.

b. FY19 & FY20 copies of communications to EL families regarding EL parent, family and community engagement activities and opportunities as related to the Title IIIA language programs.

c. FY19 & FY20 records of EL parent, family and community engagement activity agendas, invoices, presentations, notes, handouts, dated sign-in sheets, etc. as related to the Title IIIA language programs.

d. EL parent interview responses, including LEA Invitation-to-Interview letter sent to EL parents listed on LEA’s EL Parent Interview Roster.
Indicator 18.5 – Immigrant Programs - Requirement

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).

ESEA: Sec. 3115 (e)
Indicator 18.5 – Immigrant Programs - Documentation

18.5. Evidence shall include:

a. Narrative describing the LEA’s specific plan to support the unique, socio-cultural adaption and possible linguistic needs of its immigrant students. Narrative may include procedures for determining which immigrants have the greatest needs, whether needs are related to cultural adaption to US schools, language, or other, who was involved in the decision-making processes, and how final programs were established.

b. List of Immigrant students generated from Student Record Data and LEA Student Information System.

c. Record of system expenditure detail report and/or general ledgers using Immigrant funds for FY19 and FY20 to date.

d. FY19 & FY20 List of activities performed/materials purchased with Immigrant funds, when applicable.

e. Staff interview responses related to identifying immigrant students and programs designed to meet their needs.
Step #4: Submitting Documentation

- Submit monitoring documentation and *EL Data Rosters* per Federal programs submission process
  - **Desktop** – on CFM Date
  - **Onsite** – 2 weeks prior to CFM Date

1 week prior:
- Submit *Title III-A Program Overview form* to **Title III-A Program Specialist**.
Step #5: Final Onsite Preparations – 1-2 weeks prior

• Mail *EL Parent Interview Letter* to all parents of ELs.
  • 2 weeks prior – NOT earlier, please!
  • Prepare letter in parents’ indicated language of communication.
Title III, Part A Onsite Monitoring Timeline

2 weeks
- Submit Documentation
- Submit Data Rosters

2 weeks
- Send EL Parents the Invitation to Interview Letter in a language they understand

1 week
- Submit Title III, Part A Program Overview
- Receive List of Staff selected for interview
- Receive List of selected EL student records
## Any final questions?

### Title III-A Program Specialists

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<tr>
<th>Region</th>
<th>Title III-A Program Specialists</th>
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<tr>
<td>Northeast Region</td>
<td>Dr. Adria Griffin</td>
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<tr>
<td></td>
<td><a href="mailto:agriffin@doe.k12.ga.us">agriffin@doe.k12.ga.us</a></td>
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<tr>
<td></td>
<td>678-416-1273</td>
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<tr>
<td>Northwest Region</td>
<td>Mr. David Tucker</td>
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<td>404-991-4408</td>
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<tr>
<td>Central Region</td>
<td>Ms. Dely Roberts</td>
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<td><a href="mailto:droberts@doe.k12.ga.us">droberts@doe.k12.ga.us</a></td>
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<td>470-421-9976</td>
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<tr>
<td>South Region</td>
<td>Ms. Tammie Smith</td>
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<td></td>
<td><a href="mailto:tsmith@doe.k12.ga.us">tsmith@doe.k12.ga.us</a></td>
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<td>678-794-3667</td>
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### Contact Information by Region

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*Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future*