Title III, Part A
FY20 Cross-Functional Monitoring (CFM)
Rescheduled for Fall 2020
Review, Refresh, & Relax
August 6, 2020
Title III, Part A General Questions

1. Will the FY20 re-scheduled CFM be Desktop?
   YES

2. Which Indicators will be monitored?
   • 1, 2, 3, 4, & 5 (overarching)
   • 18.1, 18.2, 18.3, 18.4, & 18.5 (Title IIIA)

3. Will this monitoring include FY21 documentation?
   NO
What does the DESKTOP CFM include?

1. LEA must submit:
   a. Completed FY20 EL Data Rosters (Excel spreadsheet - 5 tabs)
   b. Completed FY20 Title IIA Program Overview
   c. FY19 & FY20 documentation for required Indicators
      (Refer to Federal Programs CFM Indicators)
   d. Additional documentation requested after a review of the EL Data Rosters and the FY19 & FY20 Title IIA Expenditure Reports
      • Selected EL student records
      • Selected P.O.s
      • Any other documentation as requested
When do we need to submit/send docs?

2 weeks
- Submit FY19 & FY20 EL and Immigrant (if applicable) Expenditure Detail Reports
- Submit EL Data Rosters
- Submit Title III, Part A Program Overview

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

CFM Date
- Submit requested fiduciary documentation, selected EL student records and any other documentation as requested
- Monitor will conduct group interview with Title III-funded staff
- Monitor will conduct LEA Director’s interview
What are you looking for when you select student folders & POs?

- **Core EL student documentation** (EL Language Programs – State Guidance, p. 25)
  1. Original, signed/dated HLS in a language parents can understand
  2. ELP Screener Scores & Date
  3. Annual Signed/Dated Parent Waiver, when applicable
  4. Annual ELP Assessments
  5. EL Reclassification Form, when applicable
  6. Monitoring documents for ELs who have exited EL status (EL-1 and EL-2), when applicable

- **POs** – that the item was pre-approved as described in the budget line item details
What else does the DESKTOP review include?

2. Interviews - Virtual/Phone
   • Title III-funded staff, when applicable (virtual, group)
   • LEA Title III Director (virtual or phone, individual)
   • EL Parent Interviews (phone, individual) conducted by our bilingual parent liaisons

Email to set up time – conducted through TEAMS
Meet the Bilingual Liaisons who conduct the EL parent interviews (only Title III-served ELs)!

Ms. Tellie Peña
Ms. Mariella Holmes
What kind of questions do the Bilingual Parent Liaisons ask our EL parents?

Questions about their understanding of…

- Registration processes: HLS, Screening, yearly ACCESS results,
- Their child’s supplemental English program, goals, progress, etc.
- Activities, programs, classes or meetings for parents of ELs
- School communication in general, including PTA meetings, parent/teacher conferences
What kind of questions do you ask our Title III-funded staff?

- Questions tailored to their area of work: LIEP, PD, or PFE
- Questions tailored to their job description.
  - LIEP – Tell us about the __________ program.
  - PD – Tell us about the __________________ PD.
  - FPE – Tell us about the __________ for parents.
- Perspective on Strengths
- Perspective on Challenges
- Description of Effectiveness data
- Open ended
What kind of questions do you ask the director?

• General questions about your T3A program
  • How the decision was made regarding what kind of program to have?
  • How do you monitor what that looks like, etc?
  • Effectiveness?
  • Perspective on strengths, challenges, areas to improve
• Monitoring supplement, not supplant (inventory, supplies, etc.)
• Clarifying questions raised during the review of the documentation
Have we downloaded all the forms we’ll need from the website?

- **FY20 Cross-Functional Monitoring Indicators**
- **Title III-A Program Overview Form**
- **FY20 Title IIIA Monitoring Guide**
- **LEA Monitoring Data Rosters** *(Excel Spreadsheet)*
- **Parent Interview Notification Letter**
EL Data Rosters

If you completed your own Data Rosters…

- Did you use the Title III, A FY 20 LEA Monitoring Data Rosters?
- Did you populate all data requested on each one of the Tabs?
  - TAB 1 – Private School - ELs and Immigrants
  - TABs 2.a. & 2.b. & 2c. – EL-Yes, Course Details & EL=1/EL=2
  - TAB 3 – Student record of current Immigrant students
  - TAB 4 - Roster - Parents of ELs & their contact information
  - TAB 5 – Title III LEA staff
- Are you ready to submit it at least 2 weeks prior to the CFM Date?

Remember: Data rosters should reflect the 2019-2020 school year.
EL Data Rosters

If you are using the GaDOE-provided EL Data Rosters sent to you in the Fall 2019...

❑ Have you reviewed them, updated them, completed any tabs that were not pre-populated by the GaDOE and ensured that they reflect FY20 data, including the Title III-served Data Element?

❑ Is this spreadsheet ready to submit at least 2 weeks prior to the CFM date?
SLDS CFM Platform OR your own platform and send us a link!

Did you organize your files for submission?

- Did you scan all relevant documentation listed on the CFM 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

- Did you organize the documents in folders named according to the Indicator?

- Did you follow the Federal Programs’ naming and organizing conventions? *(Do not use long names please.)*

- Did you include the fiscal year in the documentation title (FY19 or FY20)?

- If submitting docs in the Overarching Folders 1-5, did you include "Title IIIA" in the document title?
Overarching Indicators – Common Errors

Indicator 1 - Self-Monitoring

- Lack of evidence that you are monitoring your Title III/Immigrant programs (See our eLearning Course & Infographics for support!)
- Title III program implementation
- Title III budget – reconciliation, expenditures
- Not following LEA’s written procedures
Overarching Indicators – Common Errors

Indicators 2.1 & 3.1

• CLIP
  ▪ Lack of documentation of English Learner stakeholders at CLIP meetings

• Private Schools
  ▪ No evidence of ongoing consultation with participating private schools
  ▪ ELs not identified or exited according to standardized, statewide criteria
  ▪ Private Schools not receiving services
Indicator 4.3 – ELP Assessment Participation Rate

• GaDOE calculated the FY19 ACCESS & Alt ACCESS Participation Rate
• Title IA established a 95% ELP Participation Rate threshold
• Title IA & Title IIIA monitor this rate during the CFM cycle
• If lower than 95%, recommendation to improve processes (1st year)
• If lower than 100%, LEA may want to improve processes
Overarching Indicators – Common Errors

Indicators 5.1 - Fiduciary

- Purchasing unallowable and/or unapproved items (often seen for the ESOL classroom)
- Missing financial policies and/or documentation
- Budget in LEA’s financial software doesn’t match LEA’s current Title III approved budget
- Expenditures in each Function & Object code exceed approved Title III budget
- Time/Effort – PARS not reconciliated
Overarching Indicators – Common Errors

Indicator 5.2 – Title IIIA Equipment Inventory

- Missing required elements (such as the FAIN, date conducted, etc.)
- Missing signature of person conducting annual inventory
- Incomplete inventory lists (Title III purchased equipment)
Overarching Indicators – Common Errors

Indicator 5.3 - Drawdown Requests

- Timeliness of drawdowns
- Title III Director’s signature not on requests (recommended that the Title III Director review and sign prior to submission)
- Drawdown amounts not matching expenditure amounts
Please share an example of how you monitor the Title III, Part A Program

Please write an idea in the chat box or unmute yourself to share
Indicator 18.1 - EL Entrance & Exit Procedures: What Documentation is Required?

- Written description of LEA’s entrance and exit procedures
- LEA flexible exit criteria (when applicable) stated in written procedures
  - Responded to GaDOE survey?
- Updated data rosters
- Evidence of LEA training on how to code ELs in the SIS
- Review of selected EL student records
Common Errors 18.1

EL Entrance/Exit Procedures

- Inaccurate/incomplete/outdated written procedures
- Incorrect/multiple HLS
- Administering Screener more than once
- Missing ELP Screener scores
- Date of ELP Screener after date of previous ACCESS
- Lack of annually signed parent waiver of ESOL services
- Communication with parents only in English
- Not completing an *EL Reclassification Form* for all students within the LEA’s flexible exit criteria range
- ESOL-No students coded as Title III-served students
Indicator 18.2 - Supplemental Language Instruction Educational Program (LIEP): What Documentation is Required?

- Narrative describing Title III-funded LIEP(s)
- Evidence of LIEP implementation
- Data analysis demonstrating that the Title III LIEPs are effective in increasing EL’s ELP and academic achievement in core content classes
18.2 Common Errors

Language Instruction Educational Program (LIEP) (supplemental to ESOL)

- Missing or limited description of LEA’s Title IIIA language instruction educational program/Title III-funded activities, interventions, strategies
- Description of ESOL program or supplies purchased for ESOL program
- Lack of evidence of analyzing EL students’ progress toward English proficiency (ACCESS)
- Lack of evidence analyzing EL students’ academic achievement in core content (GA Milestones/local assessment)
- Lack of evidence of effectiveness of Title III interventions, strategies, activities
- Not implementing an LIEP
Indicator 18.3 – EL-focused Professional Development: What Documentation is Required?

- Narrative describing EL focused professional development
- Dated agendas – PD topics listed
- Sign-in sheets with participant role noted
- Evidence of all teachers of ELs and administrator participation
- Evidence of “sufficient intensity and duration” to make a difference in teacher instruction of ELs
- Title III professional development plan
- Title III-funded staff (if applicable) & director interview responses
Common Errors 18.3

Professional Learning

- Not provided for all required stakeholders (general education teachers of ELs, ESOL teachers and administrators)
- No PL Plan
- Not ongoing or sustained (sufficient intensity & duration)/Includes only short-term workshops & conferences
- Incomplete agendas (no PPTs or minutes)
- Sign-In sheets missing participants’ roles
- Not implementing an EL-focused PD program in a timely manner
What are some examples of professional development that meet the intent of Title III-A?

Please put your response in the chat box or unmute yourself.
Indicator 18.4 - Parent, Family and Community Engagement (PFE): What Documentation is Required?

- Narrative describing PFE activities and their effectiveness
- Communication to parents regarding the PFE activities
- Sign-in sheets and agendas for PFE activities
- Evidence of offering multiple PFE opportunities and not just one or two “sit and get” meetings per year
- Interview responses from parents of Title III served ELs
Common Errors 18.4

Parent Engagement

- Does not support implementation of the LEA’s III supplemental Language Instructional Education Program (LIEP)
- No evidence of any parent outreach activities directly related to the Title III-funded language program – only ESOL-type *meetings*
- Activities are not ongoing throughout the year
- Activities do not “engage” the parents
- Not implementing a PFE program in a timely manner

*Note:* *Can’t supplement for parents a program for students (items budgeted in Function 1000) that doesn’t exist.*
What are some examples of parent engagement activities that meet the intent of Title III-A?

Please put your response in the chat box.
Indicator 18.5 - Immigrant Program: What Documentation is Required?

- Narrative describing LEA’s immigrant program (when applicable)
- Evidence of IMM program implementation
- FY 19 & FY 20 IMM expenditure detail reports
Common Errors 18.5

Immigrant Program (when applicable)

- Not implementing program plan in a timely manner in the same year funds are received for immigrant students
- Focusing on English language acquisition and ignoring English speaking immigrants
Questions?
## Contact Information by Region

### Title III-A Program Specialists

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<thead>
<tr>
<th>Region</th>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
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