

# 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 IIIA 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 IIIA 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...

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

- ☐ 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?

# 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 (1<sup>st</sup> 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



## Learning from each other

# 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

Northeast Region	Northwest Region
Dr. Adria Griffin <a href="mailto:agriffin@doe.k12.ga.us">agriffin@doe.k12.ga.us</a> 678-416-1273	Mr. David Tucker <a href="mailto:david.tucker@doe.k12.ga.us">david.tucker@doe.k12.ga.us</a> 404-991-4408
Central Region	South Region
Ms. Dely Roberts <a href="mailto:droberts@doe.k12.ga.us">droberts@doe.k12.ga.us</a> 470-421-9976	Ms. Tammie Smith <a href="mailto:tsmith@doe.k12.ga.us">tsmith@doe.k12.ga.us</a> 678-794-3667

[www.gadoe.org](http://www.gadoe.org)



@georgiadeptofed



[youtube.com/georgiadeptofed](https://youtube.com/georgiadeptofed)



**EDUCATING  
GEORGIA'S FUTURE**

