

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



FY19 Cross-Functional Monitoring  
Process, Indicators, and Documentation

# Title III, Part A General Monitoring Info & Indicators

## 1. Will it be an **Onsite** or **Desktop** Review?

- In September: Title III-A Regional Specialist will notify LEA whether Onsite or Desktop
- Regional Specialist will also provide individual & group LEA monitoring training.

## 2. **Which** Indicators will be monitored?

- CFM Overarching Indicators: **1, 3, & 5**
- Title III, Part A-specific Indicators: **19.1 – 19.5**



# General Onsite Monitoring Process



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- **Same day** as CFM Team Onsite review
- LEA submits **documentation** 4 weeks prior on digital files via Portal message system **OR** on a flash drive (snail mail)
- **Group interviews** (1 week advance notice):
  1. Selected classroom teachers with EL & Immigrant students
  2. Selected ESOL teachers
  3. Selected Administrators of schools with EL & Immigrant students
  4. Any Title III-funded staff, when applicable



# Onsite Monitoring Process (Cont.)



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- **Individual Interview** with Program Director
- **Review** of selected EL student records, fiduciary documentation, & any other documentation as necessary
- **Phone interview** with selected EL parents **2** weeks before/after onsite visit



# General Desktop Monitoring Process



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- LEA submits documentation on digital files via Portal message system **or** on a flash drive (snail mail)
- 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 Support Documents* from GaDOE Title III, Part A Monitoring Forms and Resources: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III-Monitoring-Documents.aspx>

1. *FY19 Cross-Functional Monitoring Indicators* (This is a link to FP site where you can download the CFM Indicators).
2. *Title III-A Program Overview Form*
3. *Title III-A Monitoring Guide*
4. *Title III-A Organization for Monitoring (Sample)*
5. *Title III-A LEA Monitoring DATA ROSTERS*
6. **Onsite Only:** *Staff Interview Sign-In Sheet*
7. **Onsite Only:** *Parent Interview Letter*

# Title III Monitoring Documents



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## FY19 GaDOE Cross-Functional Monitoring Indicators

3-4 For  
Desktop  
Monitoring

## LEA Monitoring Forms and Resources to Download

- Title III, A FY19 Program Overview Form
- Title III, A FY19 Monitoring Guide
- Title III, A FY19 Organization for Monitoring (**Sample**)
- Title III, A FY19 LEA Monitoring Data Rosters (**Optional**) 
- **Staff Interview Sign-In Sheet (Onsite ONLY)**
- **Letter to Parents regarding Phone Interview (Onsite ONLY)**
  - English letter
  - Arabic letter
  - Chinese-traditional letter
  - Korean letter
  - Spanish letter
  - Vietnamese letter

All For  
Onsite  
Monitoring

## Step #2 – Preparing the Data Rosters

- All LEAS must use the *LEA Monitoring DATA ROSTERS* Excel spreadsheet template downloaded from the Title III-A Monitoring website.
- All LEAs must complete all required data on **Tabs 1, 4, & 5** of the excel spreadsheet!



# Step #2 – Preparing the Data Rosters



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## Tabs 2a., 2b, & 3 DIY Option

- **Traditional:** LEA populates EL and Immigrant student data on **Tabs 2a, 2b & 3.**



## Option #2 – New!

- **Data Collections (GaDOE)** will populate all EL and Immigrant data on **Tabs 2a, 2b, & 3.**
- LEAs review & update & “clean” data on *Tabs 2a, 2b, & 3.*
- Since EL & Immigrant Data from **Oct FTE** will be used, **Rosters will not be available** for review before November.

# Process for LEA Completing the DATA ROSTERS:



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1. LEA downloads the *Title III, Part A LEA Monitoring Data Rosters* Excel Spreadsheet
2. 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.** – 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
3. LEA submits *Data Rosters in Portal* along with digital monitoring files to Regional Specialist **4 weeks prior** to Onsite CFM date or, if Desktop, **on** CFM date. (*Can submit on a flash drive through snail mail, per LEA choice!*)










# Process for LEA & Data Collections - **(NEW)**:

1. After Oct FTE Report is submitted to state, Data Collections will create *LEA Monitoring Data Rosters*.
2. Regional Specialist will send *Rosters* to LEA **via Portal** (contains PII).
3. LEA reviews, updates and completes the *Data Rosters* with current data:
  - Eliminate W/D students
  - Add newly enrolled students
4. LEA submits *Data Rosters in Portal* along with digital monitoring files to Regional Specialist **4 weeks prior** to Onsite CFM date or, if Desktop, **on** CFM date. (*Can submit on a flash drive through snail mail – LEA choice!*)

# Step #3: Preparing Monitoring Digital Files

- Follow the *Organizational Sample* to create digital file folders in which to upload monitoring documentation.
- Name the File Folders with the names of the **8 Indicators** on the *FY19 Cross-Functional Monitoring Indicators* document.
  - Create sub-folders for each relevant element within each Indicator.
  - Create sub-sub-folders for the documentation by Fiscal Year (FY18 & FY19).

**Note:** Title III-A Regional Specialists will provide in-depth training on this step. Thank you.

- ▼  Sample LEA Title III Monitoring File Folders
  - >  Indicator 1 - LEA\_Monitoring\_Schools\_Programs
  - >  Indicator 3 - Services\_Eligible\_Private\_Schl\_Stdnts
  - >  Indicator 5 - InternalControls\_Expenditures\_Inventory\_Etc
  - >  Indicator 19.1 - Entrance\_Exit Procedures
  - >  Indicator 19.2 - Instructional\_Programs
  - >  Indicator 19.3- Professional\_Development
  - >  Indicator 19.4 - Other\_Activities\_Strategies
  - >  Indicator 19.5 - Immigrant\_Program

**Title III-A Monitoring  
Digital File Folders  
should look like this!**

# Step #4: Putting Documentation in the Digital File Folders



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1. Scan & upload documentation listed on each CFM Rubric Indicator (1, 3, 5, and 19.1-5) in the corresponding folder, sub-folder, and sub-sub-folder!
  - Follow naming conventions. *Do not use long names please. (See information on CFM Webinar **Slide #24**)*
2. Use the *Title III-A Documentation Guiding Questions* to ensure the documentation is relevant and complete.
3. Use the *Organization for Monitoring (Sample)* to ensure files are uploaded in the appropriate/relevant folders.

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## Five Title III, Part A Indicators



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**Each Folder should have a sub-folder for sub-indicators and fiscal years, as appropriate.**

- ▼ Indicator 19.1 - Entrance\_Exit Procedures
  - ▼ 19.1.a. Policy Procedures Processes
    - FY18
    - FY19
  - ▼ 19.1.c. EL Data Training Docs
    - FY18
    - FY19
- ▼ Indicator 19.2 - Instructional\_Programs
  - ▼ 19.2.a. Narrative
  - ▼ 19.2.b. ELP Data Analysis
    - FY18
    - FY19
  - ▼ 19.2.c. Academic Achievement Data Analysis
    - FY18

*Sample Monitoring  
File Organization*



# Title III, Part A Program Indicators:

## 19.1. Entrance/Exit Procedures



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### Requirement

**19.1** The LEA follows standardized statewide entrance and exit procedures and screens all potential English Learners within 30 days of school enrollment.

Sec. ESEA Sec. 3113

### Evidence of Implementation

**19.1.** Evidence shall include:

- a. A copy of LEA's policy, procedures and processes related to following standardized statewide entrance and exit procedures for identifying English Learners within 30 days of school enrollment.
- b. Data Rosters for EL-Y, EL-M and Immigrant students pulled 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.
- d. Staff interview responses and onsite review of requested EL-Y and EL-M student files.\*



# 19.2. Language Instruction Programs

## Requirement

**19.2.** The LEA's Title III, Part A language programs are effective and demonstrate success in increasing the English language proficiency and student academic achievement of 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)

## Evidence of Implementation

**19.2.** Evidence shall include:

- a. Narrative describing the LEA's Title III-A language programs, including instructional goals and effectiveness evidence for each Title IIIA-funded language program implemented by the LEA.
- b. Data analyses demonstrating the success of Title IIIA-funded language programs in increasing EL students' English language proficiency (may be derived from CNA);
- c. Data analyses demonstrating the success of Title IIIA-funded language programs in increasing EL students' academic achievement (may be derived from CNA).

# 19.3. Professional Development

## Requirement

- 19.3.** Evidence of the LEA staff (*including ESOL teachers, non-ESOL teachers, and administrative staff*) attending professional development sessions that are:
- Designed to improve the instruction and assessment of ELs;
  - 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;
  - Effective in increasing EL students' English proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such 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.

## Evidence of Implementation

- 19.3.** Evidence shall include:
- Narrative describing the LEA's Title III-A professional development plan offerings and their levels of effectiveness related to the requirement in 19.3.c.
  - LEA Title III-A professional development (PD) plan, including a needs assessment and long-range PD goals (may be drawn from CNA).
  - Documents indicating trainings provided were designed:
    - To improve the instruction and assessment of ELs; and
    - 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.
  - Participation documentation including meeting dates, agendas, handouts, conference materials, expense statements, dated sign-in sheets with participant roles notes, etc.

# 19.4. Other Activities and Strategies

## Requirement

**19.4.** 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.

## Evidence of Implementation

**19.4.** 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 language programs.
- b. Copies of communications to EL families regarding EL parent, family and community engagement activities and opportunities.
- c. Records of EL parent, family and community engagement activity agendas, invoices, presentations, notes, handouts, dated sign-in sheets, etc.
- d. EL parent interview responses\*, including LEA Invitation-to-Interview letter sent to EL parents listed on LEA's EL Parent Interview Roster.

# 19.5. Immigrant Programs

## Requirement

*For LEAs receiving Immigrant funding:*

**19.5.** The LEA shall use the funds to pay for activities that provide enhanced instructional opportunities for Immigrant children and youth.

ESEA: Sec. 3115(e)

## Evidence of Implementation

**19.5.** Evidence shall include:

- a. Narrative describing the LEA's specific plan to support the unique, non-linguistic needs of its immigrant students.
- b. Percent of Immigrant allocation carried over for each of the past two years (as applicable).
- c. Record of system detail expenditures using Immigrant funds for FY18 and FY19-to-date.
- d. List of activities performed/materials purchased with Immigrant funds.

# Step #5: Submitting Digital Files



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## Submission Options:

1. Send 8 Zipped files and *Monitoring Data Rosters* to Regional Specialist using the Portal messaging systems.
  - Can be 9 separate messages – one for each Zipped File for the 8 Indicators and 1 for the Data Rosters.
2. Upload all files to a flash drive and snail-mail to Regional Specialist.  
**Desktop** – on CFM Date  
**Onsite** – 4 weeks prior to CFM Date



**Note:** Title III-A Regional Specialists will provide in-depth training on this step, including instructions how to Zip files. Thank you.

# Step #6: Final Onsite Preparations – 1-2 weeks prior



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- Mail *EL Parent Interview Letter* to all parents of ELs.
  - 2 weeks prior – NOT earlier, please!
  - Prepare letter in parents' chosen language of communication.
- Submit *Title III-A Program Overview form* to Title III-A Program Regional Specialist. (email)

**Note:** Title III-A Regional Specialists will provide in-depth training on this step. Thank you.

# Title III, Part A **Onsite** Monitoring Timeline



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4 weeks

- Submit 8 Digital Folders
- Submit LEA Monitoring DATA ROSTERS

2 weeks

- Send EL Parents the Invitation to Interview Letter

1 week

- Submit **Title III, Part A Program Overview**
- Receive List of Staff selected for interview
- Receive List of selected EL student records

# On-site Review of Selected EL Student Records\*



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GaDOE will pre-select student records for review on the day of the on-site monitoring visit. These records may include students who are:

- EL-Y
- EL-M 1 & 2
- ELs whose parents waive direct ESOL services
- ELSwD
- Did Not Quality (DNQ) students



\*One week in advance of visit, via secure Portal message, LEAs will receive list of EL student names for whom records are requested.





# Post-Monitoring Process



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## Within Monitoring Portal

1. GaDOE sends Title III-A Monitoring Report to LEA (30 days).
2. If applicable, LEA submits Corrective Action Plan (**CAP**) 30 days after receipt of Report.
  - GaDOE provides CAP template
3. If applicable, LEA revises CAP.
4. GaDOE approves CAP.

## Virtually and In-person

1. LEA must fully implement CAP within one year of CAP approval.
2. GaDOE provides post-monitoring technical assistance during CAP implementation process.
3. LEA provides progress monitoring updates to GaDOE during technical assistance meetings.

# Any final questions?

## Title III-A Program Specialists

Northeast Region	Northwest Region	Mid Region	South Region
Dr. Adria Griffin <a href="mailto:agriffin@doe.k12.ga.us">agriffin@doe.k12.ga.us</a> 678-416-1273	Dr. Meg Baker <a href="mailto:mbaker@doe.k12.ga.us">mbaker@doe.k12.ga.us</a> 678-794-3695	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

**NOTE:**

Each Title III-A Regional Specialist will be providing additional, in-depth monitoring preparation training and technical assistance to the LEAs in their region that are on the monitoring cycle.