

# Title III Stress-Free Monitoring



Federal Programs  
Conference  
June 2019

# Georgia's Systems of Continuous Improvement



# FY20 Cross-Functional Monitoring (CFM) - Agenda

1. What is monitoring?
2. Why does the state monitor LEAs?
3. How are LEAs selected for monitoring?
4. What is meant by ***Onsite*** or ***Desktop***?
5. Where can I find information to guide me through the CFM process?

# FY20 Cross-Functional Monitoring (CFM) – Agenda Cont.

6. What assistance is available to help me through this process?
7. What is important to remember when maintaining ongoing Title III, Part A documentation?
8. What do the terms ***Finding*** and ***Recommendation*** mean as it relates to CFM?
9. What is the process to resolve a ***Finding***?

# 1. What Is Monitoring?

- The Title III, Part A Monitoring Process provides information to the Georgia Department of Education (GaDOE) about a Local Education Agency's (LEA) policies, practices and procedures as they relate to services for English Learner (EL) and Immigrant students.
- The CFM process, either Onsite or Desktop, reviews an LEA's compliance with Title III, Part A requirements, activities and services.

## 2. Why does the State Monitor LEAs?

- Required in Title III, Part A Statute: **Sec. 3113 (3) (F)** “The agency will monitor each eligible entity receiving a subgrant under this subpart for compliance with applicable Federal fiscal requirements.”
- LEAs are responsible for creating and maintaining programs which meet requirements.
- The CFM process, either Onsite or Desktop, reviews an LEA’s compliance with Title III, Part A requirements, activities and services.

### 3. How are LEAs Selected for Monitoring?

- In September, the Title III-A Regional Specialist will notify the LEAs on the current monitoring cycle whether their review will be Onsite or Desktop.
- LEAs are monitored on a four-year cycle. See [Monitoring Cycle 2018-2022](#)
- LEAs with some risk factors may be added to the monitoring cycle.
- Risk assessment is completed in August to determine if an LEA will be added to monitoring cycle.

## 4. What is meant by *Onsite* or *Desktop*?

Onsite means we come with the CFM team to your LEA to do the following:

Onsite CFM (for T3) includes:

- ✓ Group interviews with classroom teachers of EL students, ESOL teachers, administrators
- ✓ Individual Title III-A Director interview
- ✓ Telephone interviews of select Title III-served EL parents
- ✓ A review of select EL student records and select fiduciary documentation

Desktop means we review your documentation without coming out to your LEA.

Desktop CFM includes,

- ✓ Documentation submitted in Digital File Folders
- ✓ Phone interview with the Title III Director



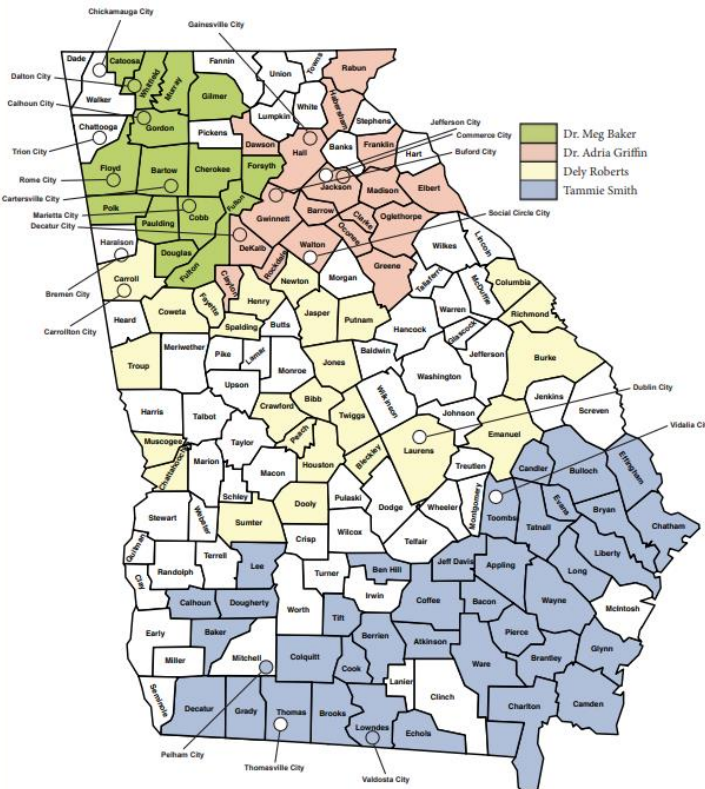
## 5. Where can I find information to guide me through the CFM process?

- On the [Federal Programs Monitoring website](#)
  - ✓ FY20 Cross Functional Monitoring Document
  - ✓ FY20 Cross Functional Monitoring Training (webinar in August)
  - ✓ Title III Specific Monitoring Documents
- Your ***Title III Regional Program Specialist!***

## 6. What assistance is available to help me through this process?

- Again, your ***Title III Regional Program Specialist*** can, and will, provide you with support and guidance. **Call us, we are here to help!**
- Talk to your colleagues in other districts that have recently been monitored.
- Participate in all CFM trainings offered by GaDOE, the Title III team, and your program specialist.
- Ask questions!

# Title III Program Specialists Service Area



Specialist	Region	Contact
Dr. Adria Griffin	Northeast	<a href="mailto:agriffin@doe.k12.ga.us">agriffin@doe.k12.ga.us</a>
TBD	Northwest	TBD
Ms. Dely Roberts	Central	<a href="mailto:droberts@doe.k12.ga.us">droberts@doe.k12.ga.us</a>
Ms. Tammie Smith	South	<a href="mailto:tsmith@doe.k12.ga.us">tsmith@doe.k12.ga.us</a>

[https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Title%20III/Main%20Page/TitleIII\\_DataMap.pdf](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Title%20III/Main%20Page/TitleIII_DataMap.pdf)

# Common CFM Findings in Title III, Part A

See Handout!



Offering a holistic education to **each and every child** in our state.

# 8. What does the FINDING mean in Title III, Part A CFM?

## Finding

- A **Finding** reflects an area where the LEA's documentation and evidence fails to support compliance with the *CFM indicators* (no documentation or insufficient documentation)
- A **Finding** will be tied to a Title III, Part A required Indicator within the CFM Document
- Along with the **Finding**, the corresponding Title III, Part A citation will be provided
- **Findings** require the LEA to implement a Corrective Action Plan (CAP)



## 8. What do the terms *Finding* and *Recommendation* mean as it relates to Title III, Part A CFM?

# Recommendation

- An area of concern related to *Office for Civil Rights* requirements
- A new requirement communicated to Districts after the start of school year.
- An area that could be improved.



## 9. What is the process to resolve a *Finding or Recommendation*?

- Review the information found on the Title III, Part A website:
  - FY20 Title III-A Program Guide
  - The Title III “Pink Book” law
- Submission of a Corrective Action Plan (CAP) description is required within the Monitoring Portal.
- Select Indicators will require use of a Title III *CAP Template* provided in the monitoring portal.

# 9. What is the process to resolve a Finding (cont.)?

- After reviewing the Title III, Part A guidance and law, in collaboration with LEA stakeholders, develop a plan to address the identified ***Finding(s)***.
- The plan (CAP) Template includes all components necessary for implementation. At a minimum, those components must include: ***Actions/Strategies, Professional Learning, Resources or Materials, Persons responsible for implementation, timeline and Means of Evaluation.***
- Complete a CAP Template where indicated and upload it to the corresponding Indicator within the GaDOE monitoring portal.



# 9. What is the process to resolve a Recommendation?

- **Recommendations** do not require submission of a CAP.
- **Recommendations** serve as information for the LEA to improve their Title III processes/procedures
- During monitoring cycle, Title III specialists will review actions taken to address previous recommendations
- Repeat Findings will be addressed during monitoring

# So, what can be done to relieve the STRESS?

- Know what the law requires
  - ✓ <https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Title%20III/Title%20III%20Guidance/TITLE%20III%20OPink%20Book%20for%20LEAs.pdf>
- Learn the Program Guidance
  - ✓ <https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Title%20III/FY19%20Title%20III%20Program%20Guide.pdf>
- Explore the wealth of Title III monitoring guidance on the GaDOE website
  - ✓ <https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III-Monitoring-Documents.aspx>
- Follow the step-by-step monitoring instructions found at this link
  - ✓ <https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III-Monitoring-Documents.aspx>
- ***Call and email your Title III Program Specialist. Stay in touch! We are here to help!***



....anything new on the  
monitoring horizon?

Hmmm..... YES!

# DID YOU KNOW...?

- ...that **all English learner students** must participate annually in the state's English language proficiency assessment – WIDA's ACCESS for ELLs 2.0
- ...that **Title I, Part A and Title III, Part A will be collaboratively monitoring the District's EL ACCESS Participation rate?**
- ...that you're the first ones this year to hear about this?



# English Learner ACCESS Participation Rate

## Problem:

- Did some EL students “slip through the testing crack”?
- During the end-of-the-year Student Record cleaning, did you discover that some EL students did **not** participate in the ACCESS for ELLs 2.0 assessment?



**No worries!**  
**There are possible solutions**  
**to these problems!**

# English Learner ACCESS Participation Rate

## Solution:

1. Maintain an EXCEL spreadsheet record of EL students' names, GTID, EL status, and reasons why the students did not participate in the 2019 ACCESS for ELLs 2.0 assessment. (A spreadsheet template is available on the Title I and Title III's websites.)
2. In **August**, submit this spreadsheet to your Title I Specialist (and Title III Specialist if receive Title III grant) through the secure ConAPP portal messaging system.
3. Discuss with your specialist the reasons why these students were not tested and the written procedures the LEA is implementing to keep this from happening again.
4. If this is a CFM year and your District's 2019 EL ACCESS Participation Rate fell below 95%, you may receive a Finding and will need to submit a Corrective Action.

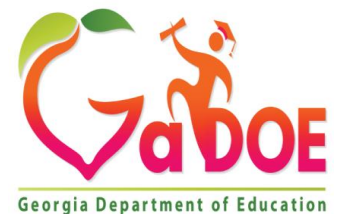


# EL Language Programs Help Desk

EL Language Programs Questions &  
Support

[ELPrograms@doe.k12.ga.us](mailto:ELPrograms@doe.k12.ga.us)

678-794-3695



# Please Complete the Session Evaluation on the Conference App or Website

We Need Your Feedback!



*Offering a holistic education to **each and every child** in our state.*



# Optional Workshop Attendance Tracking

Session Code: **federal94**

See the directions on the DOCUMENTS tab.



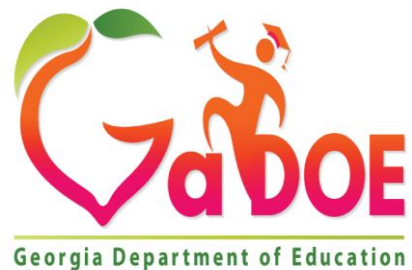
[www.gadoe.org](http://www.gadoe.org)



@georgiadeptofed



[youtube.com/c/GeorgiaDepartmentofEducation](https://youtube.com/c/GeorgiaDepartmentofEducation)



**EDUCATING  
GEORGIA'S FUTURE**

