The Cross-Program Consolidated Monitoring Tool

Monitoring Cycle - 2021-2025

Part 5: Title III, Part A

August 30, 2022

Office of Federal Programs
North Carolina Department of Public Instruction

North Carolina Department of
PUBLIC INSTRUCTION

The CPCM Tool

The CPCM monitoring instrument can be found on the Office of Federal Programs webpage.

First, click on the Cross-Program Monitoring Tab

Next, scroll to the Consolidated Monitoring Instrument link.

Cross-Program Monitoring

What is the focus of our work?

The Federal Program Monitoring and Support Division supports approximately $560,000,000 in federal funds provided to districts and schools each year. The primary role of the Division is to provide grants administration, program monitoring, data collection and reporting, and to facilitate the necessary technical assistance to ensure not only compliance but quality programs for students. Compliance is the first step toward program quality; monitoring is the springboard to providing technical assistance.

Why do we monitor and how can we help?

Monitoring Reviews

- **Compliance** — It's the law.
  Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring is intended to be a collaborative partnership between the State and local education agencies (LEAs) and public charter schools to ensure compliance with the Elementary and Secondary Education Act.

- **Technical Assistance** — We're here to help.
  State monitoring team members provide technical assistance during the review visit and beyond. It is not the State's intent to tell the LEA HOW to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.

- **Building Relationships** — We're in this together.
  The Department of Public Instruction's main objective is to raise student achievement for North Carolina's school children. Through cooperative assessment of the federal programs, between

Consolidated Monitoring Presentation

Standard Operating Procedures Manual

Consolidated Monitoring Instrument

Federal Program Monitoring

21st Century Community Learning Centers

Comprehensive Continuous Improvement Plan

Cross-Program Monitoring

Emergency Assistance for Nonpublic Schools (EANS)

Equitable Services for Private Schools

Every Student Succeeds Act (ESSA)

Elementary and Secondary Schools Emergency Relief (ESSER)

Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program

Federal Program Contacts by Staff Member

Federal Program Data Collection

Foster Care Education

Homeless Program Monitoring

ICARES

Migrant Education

Monitoring Neglected and Delinquent Students

Rural Education Achievement Program

Element #14

Disseminations, Training, and Technical Assistance for English Language Development Standards

ESSA Citations: 3115(c)(1)(A), 3115(c)(2)(B)
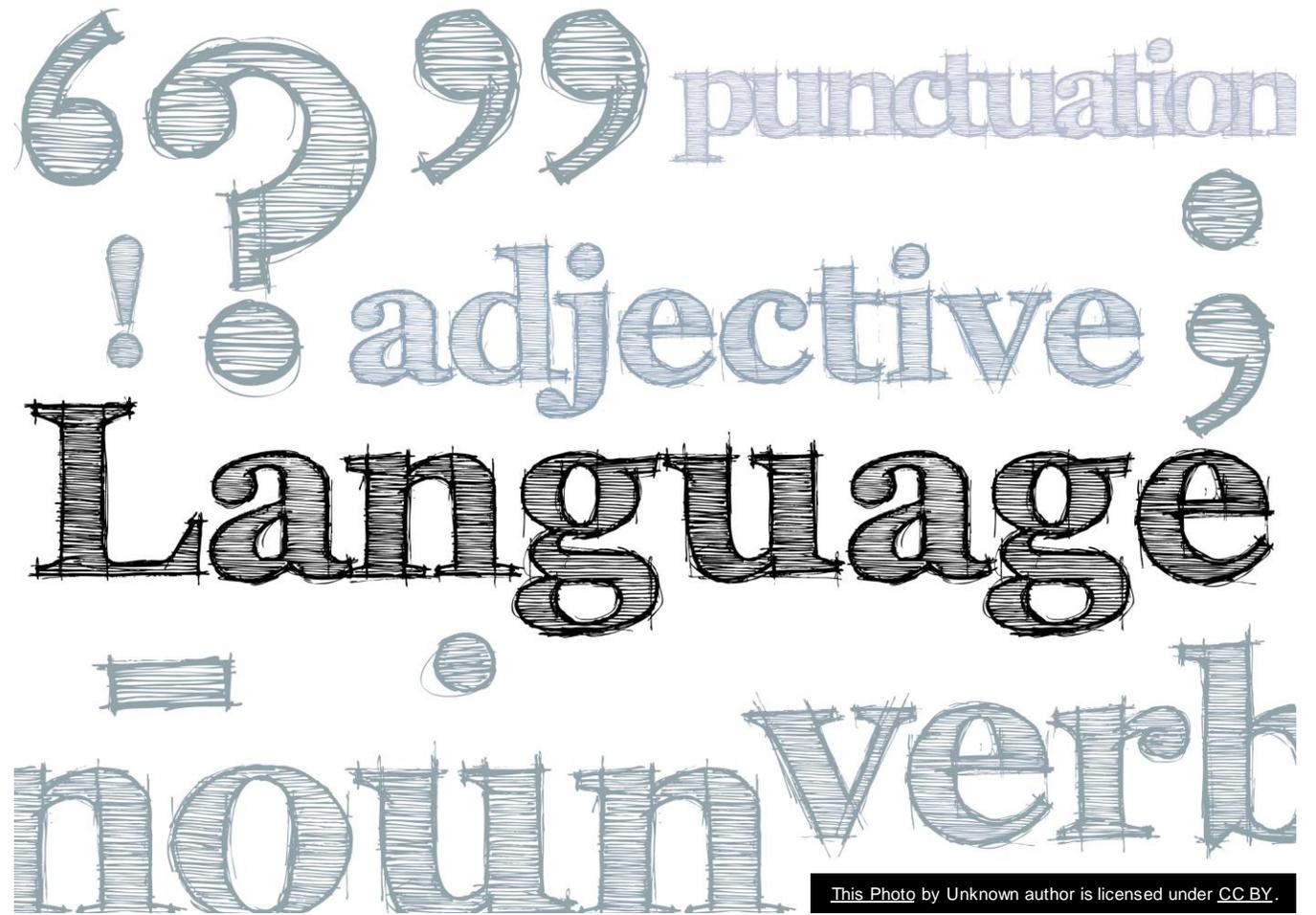
Understanding the WIDA Standards

❑ Evidence from PD sessions at which the ELD Standards were disseminated

❑ Evidence from PD sessions to show all teachers of English learners in the PSU understand how to implement the WIDA standards

• Evidence of ELD standards dissemination to staff to include, but not limited to:
  ❑ Web postings
  ❑ Brochures
  ❑ Articles
  ❑ Memos
  ❑ E-Learning materials

Understanding the WIDA Standards Best Practices

- PD must be provided to all teachers with MLs in their classroom. Documentation should reflect that all teachers have been trained.

- If ESL teachers train other content teachers, then documentation of at least one to two of those training sessions should be provided.

- Establish and disseminate uniform districtwide criteria that can be used to ensure that all preparation and professional development activities meet the statutory requirements under the ESEA and demonstrate effectiveness with regards to language development and academic outcomes for ELs

Element #15

Procedures to Determine English Language Proficiency of Students and Notification Requirements

ESSA Citations: 3113(b)(2), 3113(b)(3)(A-B). 3116(b)(4)(A), 1112(e)(3)(A-B)

English Proficiency Testing

- [ ] Schedules for English Proficiency testing

- [ ] Outline or summary of procedures used at the district school/charter/LAB School level

- [ ] Outline or summary of procedures used at the district level

- [ ] Template of letter (or a copy of a letter with personally identifying information removed) to notify parents of the results of the English Language proficiency test

Parent Notification of EL Participation

❑ A copy of the parent notification letter to inform of student identification or participation in the EL program

- This letter must be sent no later than 30 days after the beginning of the school year and/or student enrollment

- There are several requirements that must be included in the notification letter. Be sure that your PSUs notification letter includes every requirement.
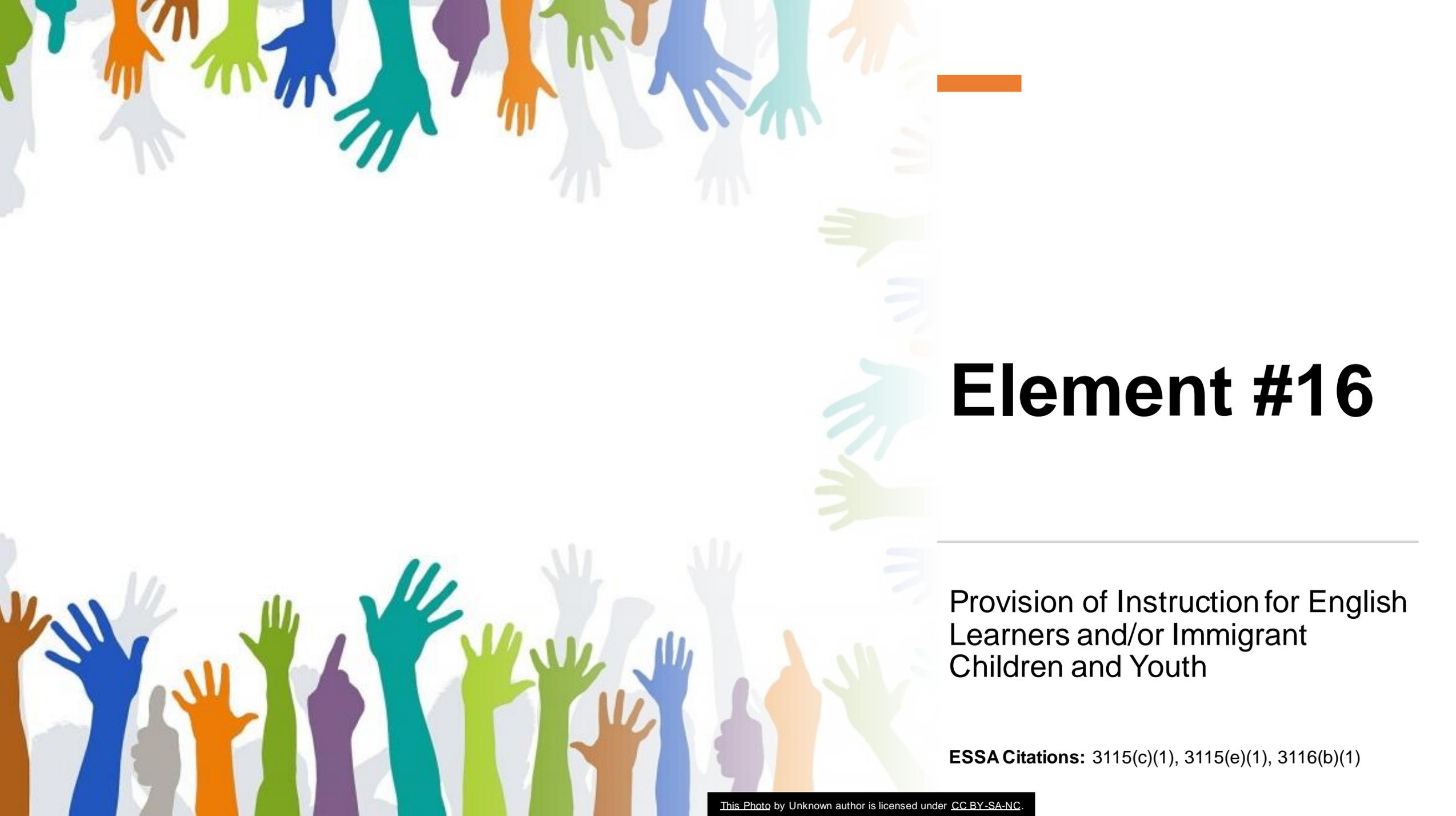
Element #16

Provision of Instruction for English Learners and/or Immigrant Children and Youth

ESSA Citations: 3115(c)(1), 3115(e)(1), 3116(b)(1)

Program Planning and Activities to Support MLs and Immigrant Children

❑Evidence of program planning AND evaluation activities to enhance instruction for English learners and immigrant children and youth

Best Practices for Supporting MLs and Immigrant Children

- Develop intentional strategies to provide support for effective language and academic instruction for immigrant students (district and school level)

- Ensure principals are monitoring the number of identified students in their schools

- Document supports offered to teachers to enhance their knowledge regarding effective language instruction

- Document supports offered to students at the school level

Element #17

Language Fluency of Teachers

ESSA Citations: 3116(c), 3201(7)
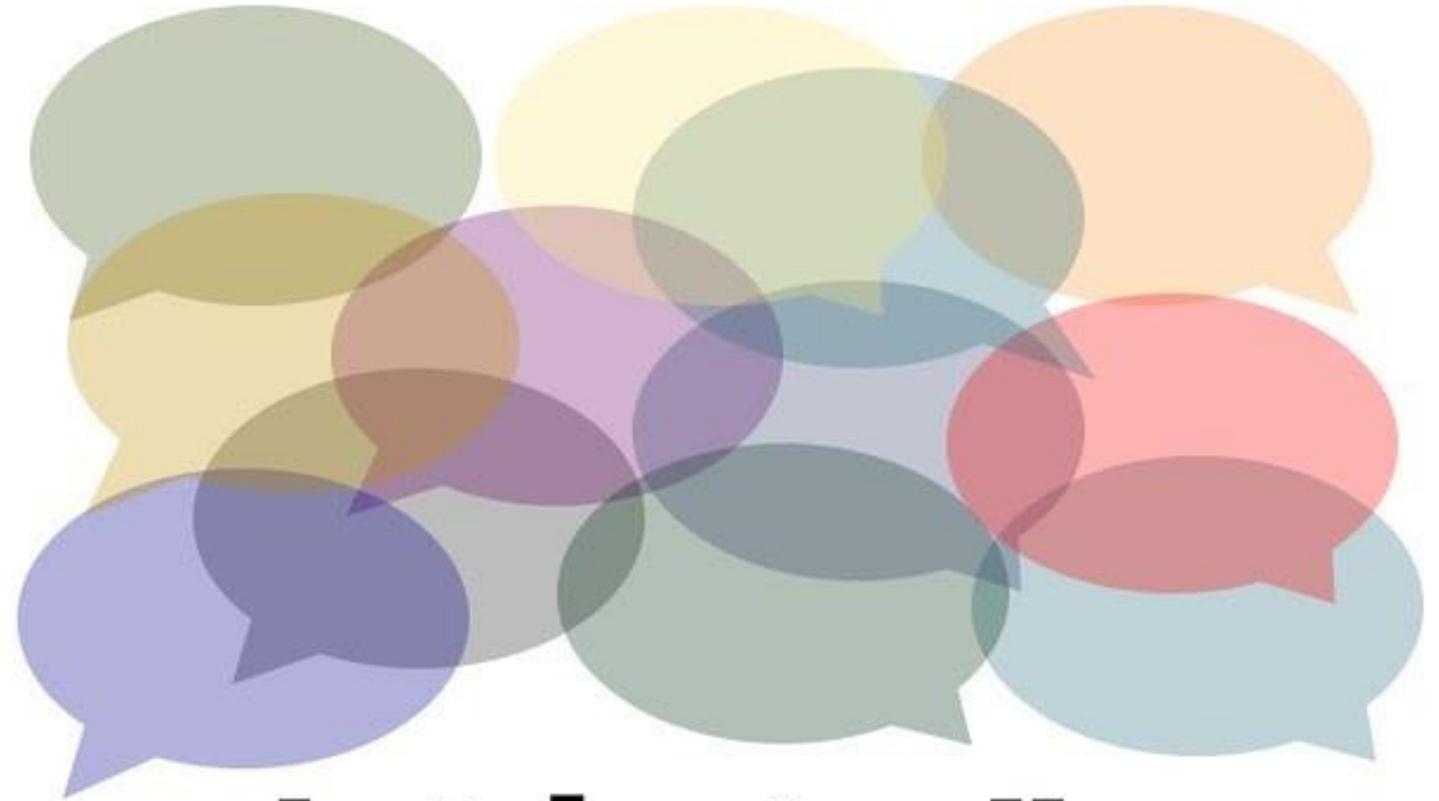
PSU Criteria for Determining Fluency

❑List of PSU criteria for determining fluency for written and oral communication skills

- Sample or template of documents used in the process of verifying fluency, such as:
  - ❑rubrics or checklists used to assess oral fluency
  - ❑documentation of written skills

PSU Criteria for Determining Fluency

- Ensure that all teachers in any language instruction educational program for ELs funded by Title III are fluent in English and any other language used for instruction, including having written and oral communication skills

- Be sure to evaluate the language fluency for all bilinugual candidates

Video Resources – Required Viewing

Required Video #1:

Preparing for Your Upcoming Monitoring Visit? Monitoring Event Guidelines Presentation

Required Video #2:

CPCM Instrument Part 1: The Consolidated Program Elements (CPCM Elements 1-5)

Video Resources – Optional Viewing

CPCM Instrument Part 2: Title I, Parts A & D (Elements 6-11)

CPCM Instrument Part 3: Title II, Part A – (Element 12)

CPCM Instrument Part 4:Title IV, Part A – (Element 13)

CPCM Instrument Part 5:Title III, Part A – (Elements 14-17)

CPCM Instrument Part 6: Title I, Part C- MEP (Elements 18-20)

CPCM Instrument Part 7:Title V, Part B – RLIS (Element 21)

CPCM Instrument Part 8:Title I, Part D – State Operated Programs (Element 22)
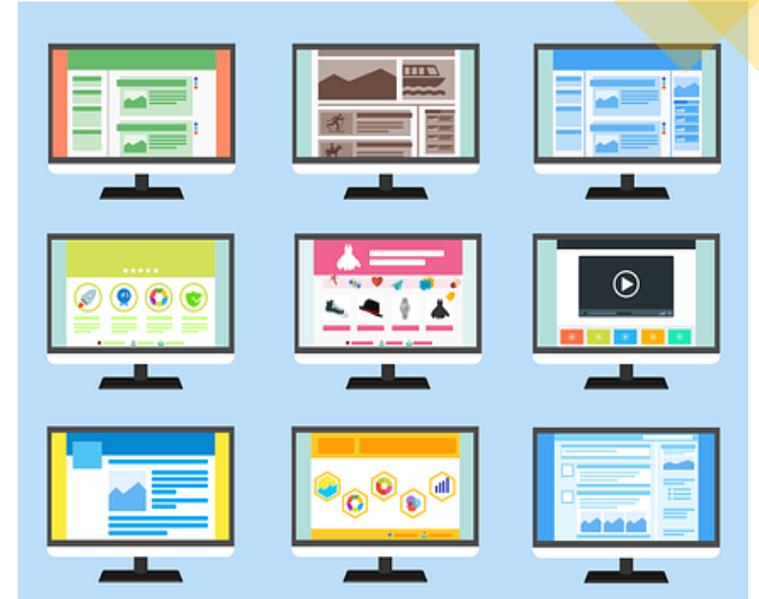
We are here to support YOU!

Office of Federal Programs Leadership Team

Dr. LaTricia Townsend, Director
Tina Letchworth, Asst. Director
Alex Charles, Section Chief~ West
Melissa Eddy, Section Chief~ East

Consolidated Program Administrator Staff

Jennifer Smith
Paul Perrotta
Tim Dryman
Dr. Masa Kinsey-Shipp
Julie Hill
Shawna Andrews
Laura Popp
Talbot Troy