



Title III Monitoring Protocol

2008-2009

The Title III Monitoring Protocol is a resource guide supporting the Georgia Department of Education's Title III Monitoring Program.



TITLE III MONITORING PROTOCOL

Title III, Part A

English Language Acquisition, Language Enhancement, and Academic Achievement Act

The Georgia Department of Education (GaDOE), together with the US Department of Education and the Office of Civil Rights (OCR), are charged with the responsibility of enforcing ***Title VI of the Civil Rights Act of 1964***, which prohibits discrimination based on race, color, or national origin. In *Lau v. Nichols*, the U.S. Supreme Court affirmed the U.S. Department of Education's ***May 25, 1970 Memorandum*** that directed LEAs to take steps to help English Language Learners overcome language barriers and to ensure that they can participate meaningfully in the educational programs.

The ***No Child Left Behind Act of 2001 (NCLB) Title III, Part A*** requires the State Educational Agency (SEA) to monitor the implementation of Title III program requirements and the expenditure of federal funds by all subgrantees. Monitoring Title III at the local level ensures compliance with regulations and assures the quality of the program and the instructional delivery being utilized with English Language Learners. ***Title III of NCLB*** also requires the Georgia Department of Education to report annually on the progress of English Language Learners toward English language proficiency. The GaDOE is also charged with the responsibility of providing quality assistance to LEAs and schools serving English Language Learners.

The GaDOE Title III/ESOL Department's Title III monitoring process consists of a *Self-Assessment Report* that is completed by each local school district in Georgia, a response to the *Self-Assessment Report* from the GaDOE, on-site monitoring of selected districts, and a post-monitoring report from the GaDOE for each LEA that received an on-site visit.

The timeline for the 2008-2009 Self-Assessment process is as follows:

December 2, 2008	LEA Self-Assessment Reports (SARs) due to Title III Unit for Review
January 15, 2009	GaDOE Response to SARs due to LEAs
January-April 2009	On-site Monitoring of Selected Districts
	Follow-up reports due from Title III/ESOL Unit to LEAs within 30 business days of on-site visit.

Part I. LEA Title III *Self Assessment Report (SAR)*

A. Procedures:

The ***Self-Assessment Report*** allows Local Educational Agencies (LEAs) to determine whether or not their system is in compliance with Title III Part A regulations.

All LEAs are required to complete the Self-Assessment on an annual basis. Based on the information submitted through the ***Self-Assessment Report*** and other data sources, Title III/ESOL staff will determine which LEAs receive an On-Site Monitoring visit.

B. Steps for completing the LEA Self-Assessment:

1. Review each Element and the Evidence Sources required to be on file as documentation.
2. Respond **LC** for LEA Complaint if all the applicable Evidence Sources are available; respond **LR** for LEA Resolving if all the applicable Evidence Sources are not available. For every Element coded as LR, the LEA must include a plan and timeframe for resolution and the person(s) responsible for implementation of the plan in the comments section. Respond N/A if an Evidence Source is not applicable. Provide an explanation why the Evidence Source is Not Applicable.
3. Maintain the 2008-2009 **Self-Assessment Report** with supporting documentation in the LEA master file and make that documentation available to the GaDOE Title III/ESOL Unit upon request.
4. If technical assistance is needed, contact your GaDOE Title III/ESOL Monitoring Specialist any time during the self-assessment process.

For Title III LEAs, your monitoring specialist is Dr. Mae L. Wlazlinski. You may contact her at mwlazlinski@doe.k12.ga.us or (404) 463-2588.

For Title III Consortium LEAs, your monitoring specialist is Ms. Amy Lacher. You may contact her at alacher@doe.k12.ga.us or (404) 463-1074.

Part II. On-site Monitoring and Technical Assistance

The on-site visits to LEAs are designed to ensure compliance and provide technical assistance. Each year, selected LEAs will participate.

A. Selection of LEAs for an on-site visit is based on one or more of the following:

1. Districts that did not meet accountability measures because of the ELL subgroup.
2. Findings resulting from the GaDOE review of the **2008-2009 Self-Assessment Report**.
3. Formal complaint filed with the GaDOE and/or OCR.
4. High risk factors, including deficiencies on record and unresolved corrective action plan (CAP) status.
5. Ensuring that each LEA in Georgia is monitored at least once every five years, or more frequently if one or more of the following criteria become evident:
 - a. Parental complaint to the Georgia DOE prompting an investigation
 - b. Not meeting all AMAO determinations
 - c. ELL subgroup not meeting AYP
 - d. Large percentage of drop out
 - e. Lack or Insignificant progress made on CAP

B. Prior to the On-Site Visit

1. The Title III/ESOL Unit will notify the LEA Superintendent, the Federal Programs Coordinator, and the Title III Coordinator of the scheduled dates and the focus of the monitoring visit.
2. ESOL Coordinators of the selected LEAs will attend training on preparing for the on-site monitoring visit.
3. Prior to the on-site monitoring visit, the assigned GaDOE Title III/ESOL Monitoring Specialist will review the current versions of the following documents:
 - a) Approved *Georgia Consolidated Federal Programs Application*, including the Title III budget and expenditures.
 - b) The district's *2008-2009 Self-Assessment Report*.
 - c) Any findings from GaDOE Title III/ESOL review of the *Annual Self-Assessment Report*.

C. On-site Monitoring Visit

1. The on-site visit will last two to four days depending upon the size of the LEA, the scope of the visit, and any findings under investigation.
2. The on-site visit will begin with a meeting with LEA leadership, including the LEA Title III/ESOL coordinator.
3. GaDOE staff will review program documentation and interview stakeholders, including administrators, teaching professionals, language minority parents, and ELL students.
4. Site visits to schools will be conducted to confirm and support the LEA's written descriptions and plans.
5. At the conclusion of the monitoring visit, an exit interview with the Title III/ESOL Coordinator and the Superintendent or Superintendent's designee will be held. The monitoring team will follow up with additional contact(s) as necessary.

D. GaDOE Report to the Local School District

1. **Report** – GaDOE Title III/ESOL staff will provide a report to the LEA Superintendent within thirty (30) business days of the on-site visit, with a copy to the Title III/ESOL Coordinator and/or Federal Programs Coordinator.
2. **LEA Response** – Within thirty (30) business days of receipt of the GaDOE Title III monitoring report, the LEA will respond to any findings of noncompliance and required corrective actions. Supporting documentation related to the findings must be included in the LEA response.
 - a) The LEA may seek assistance from the assigned GaDOE Title III/ESOL monitoring specialist to develop strategies and timelines for resolving the issues.
 - b) GaDOE Title III/ESOL staff will review the LEA's written response to determine that the appropriate **Corrective Action Plan (CAP)** has been developed and will evaluate the LEA's **CAP** for its (a) clarity of explanation, correctness, and adequacy of details, (b) completeness, and (c) feasibility.
 - c) GaDOE Title III/ESOL staff will respond within fifteen (15) business days of receipt to inform the LEA of the status of its **CAP**.

- d) If the LEA'S **CAP** satisfactorily meets the criteria of clarity, completeness, and feasibility, LEA will be notified of its monitoring status as **PROVISIONALLY CLEARED**. This status means that the GaDOE Title III/ESOL Unit will monitor and evaluate the progress of the LEA's implementation of its **CAP** based on the submitted documentation reports. As stated in the LEA's **CAP**, these documentation reports of corrective actions, not actual documents, are due to the Georgia Department of Education every four (4) months beginning on the date the LEA receives the **CAP** status letter. The LEA will submit a total of two (2) reports during the year of its monitoring status: **PROVISIONALLY CLEARED**.
- e) The LEA may clear its status with the submission of the 2009-2010 Self-Assessment Report in the fall of 2009. Upon receipt of the 2009-2010 SAR, GaDOE staff will designate the LEA's status as one of the following:

- I. **Cleared**

- II. **Unresolved pending follow-up audit or receipt of additional information**

- f) LEAs have one full year to correct deficiencies. LEAs that fail to correct deficiencies outlined in the approved Corrective Action Plan within the timelines developed may be subject to a delay of federal funds until corrective actions are implemented and further investigation by the Office of Civil Rights (OCR). **PUBLIC LAW 107-110, SEC.3114. WITHIN-STATE ALLOCATIONS; GEORGIA SBOE AGREEMENT WITH THE OFFICE OF CIVIL RIGHTS, OCTOBER 18, 2004.**

- 3. **Report Analysis** - The GaDOE Title III/ESOL unit will maintain a record of all monitoring reports. Summary analyses of the findings and recommendations of reports will be used to aid the Department in providing leadership and technical assistance to LEAs.