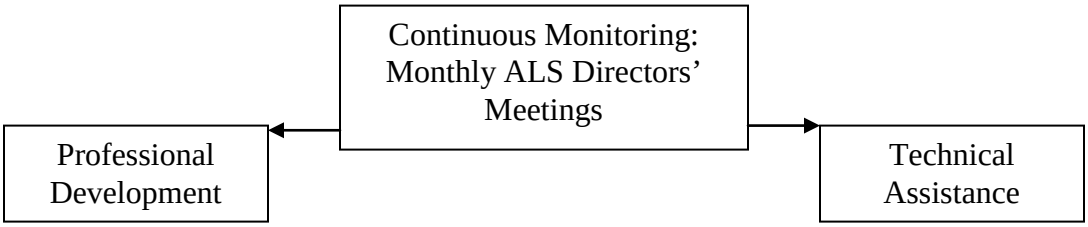
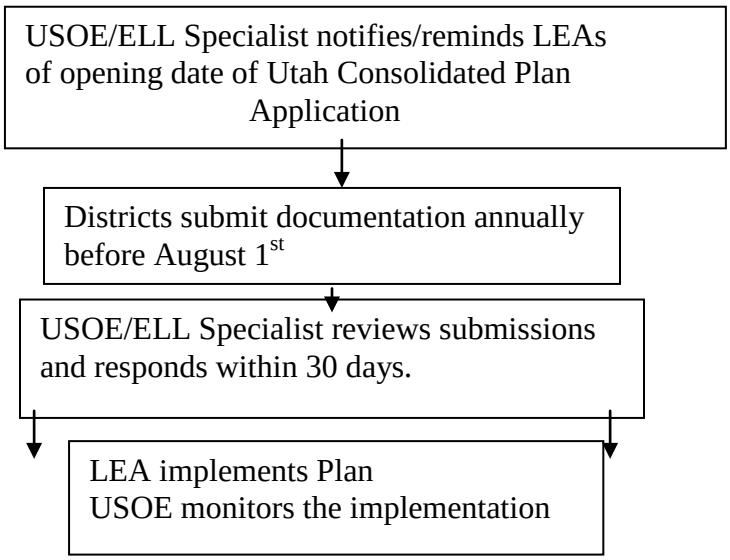
Title III Program Monitoring Guidelines

The responsibility of monitoring English Second Language (ESL) programs resides with the Utah State Office of Education, as stated in the Title III subsection of the Elementary and Secondary Education Act of 2001 (NCLB) and occurs for the purpose of (1) assessing the implementation of programs, (2) determining compliance with program indicators, and (3) gathering and analyzing data and information relevant to the indicators found in the various federal program descriptions. The intent is for Local Educational Agency (LEA) and state personnel to evaluate language instruction educational programs for level of compliance with the requirements of Title III of NCLB and the Office of Civil Rights, as well as guidance established by the Utah State Office of Education. This monitoring comes in three parts.

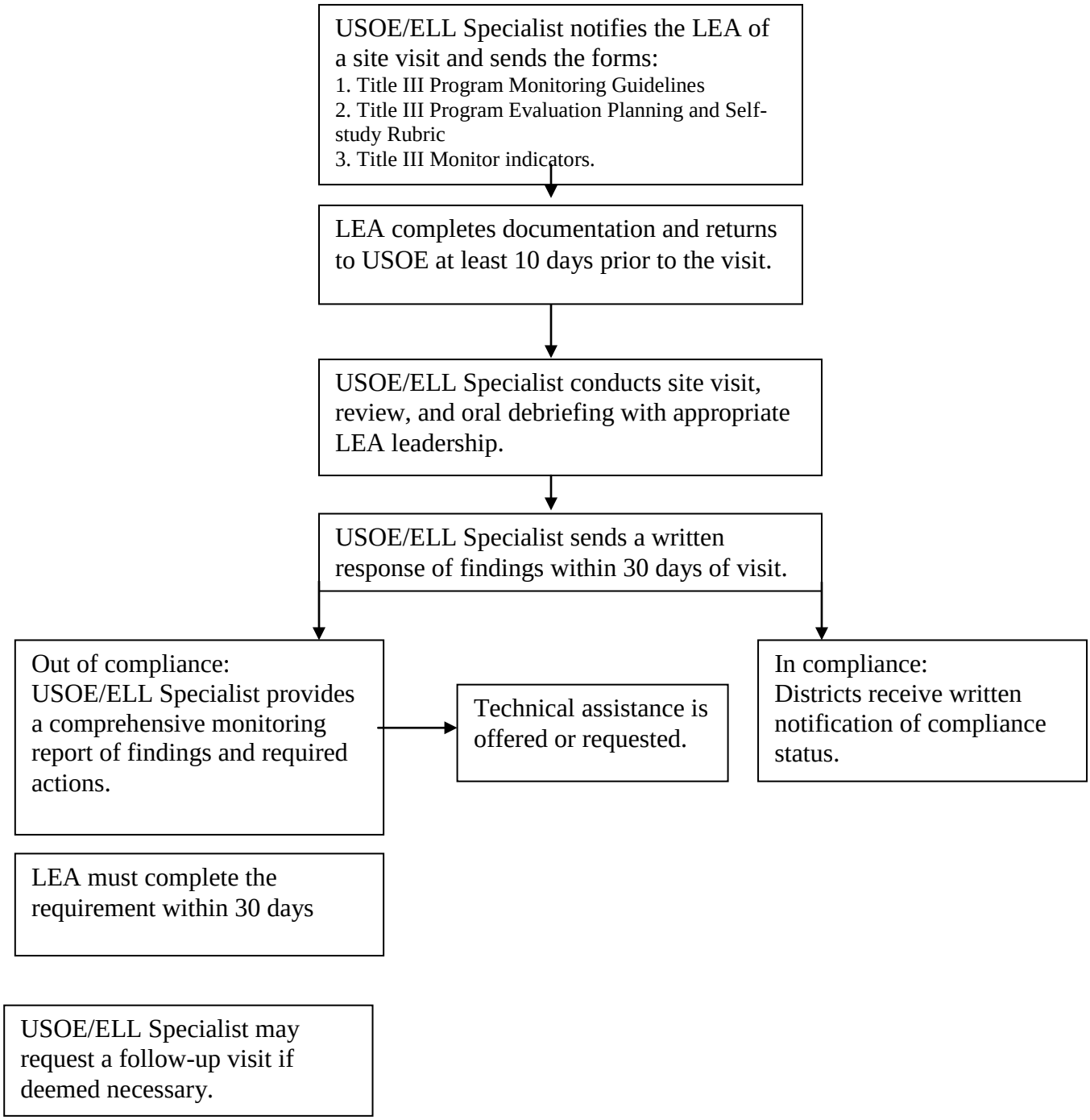
First, continuous monitoring occurs through the monthly state Alternative Language Services (ALS) directors' meetings. These meetings consist of professional development opportunities and technical assistance from the state ALS/ESL department. Current policies and practices surrounding ELLs are presented to keep the districts aware of critical issues.



Second, annual application/local plan is completed by the LEA's. It contains information that will help the LEAs and state evaluate the effectiveness of the ESL programs, and can help monitor many indicators not reviewed during the continuous monitoring process.



Third, an on-site monitoring visit will be conducted on a rotating basis during a five-year period. This is an important aspect of monitoring, since no other process allows program consultants to assess so directly the fidelity of programs' plans and procedures. It also allows district personnel access to the state representative for technical assistance, and allows the state personnel access to the model programs in the various districts.



Sources:

1. Title III, Language Instruction for Limited English Proficient and Immigrant Students of No Child Left Behind Act of 2001: http://www.ed.gov/policy.elsec/leg/esea02/pg42.html#sec3121

2. Developing Programs for English Language Learners: Program Evaluation. Office of Civil Rights (OCR) policy memorandum: http://www.ed.gov/about/offices/list/ocr/ell/keyelements.html

3. Adapted from the "Guidance for Developing & Evaluating the Title III District Plan," Oregon Department of Education

4. Adapted from "Title III Program Evaluation Guidelines," Indiana Department of Education: http://www.doe.state.in.us/lmmp