



# **SASA Monitoring Process, Schedule, and Overview**

**Ensuring the Success of the Title I, Title III,  
and McKinney-Vento Programs  
Administered by the Student Achievement  
& School Accountability (SASA)  
Programs Office**

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# Monitoring Goals

- To ensure that ALL children have a fair, equal, and significant opportunity to obtain a high quality education;
- To ensure State compliance with federal laws and regulations; and
- To gather data, customize technical assistance (TA) and inform national leadership activities.





# Programs Monitored by SASA

- Title III, Part A
- Title I, Part A
- Neglected and Delinquent Youth (Title I, Part D)
- McKinney-Vento Homeless Education (Title VII, Subtitle B)





# Onsite Review Schedule - 2009-2010

- 14 States will participate in Title III on-site reviews:

➔ 4 conducted jointly with Title I reviews.

➔ 10 reviews are Title III only.



# What's New

- Two-year cycle
- Risk-based priorities
- Targeted on areas of greatest need
- Coordinated with technical assistance
- For Title I, Parts A and D, and McKinney-Vento – focused on ARRA funds





# How Risk-Based?

States selected on the basis of risk – analysis using such factors as:

- Number of unresolved monitoring findings and issues (*Title III*), and number of monitoring findings (*Title I*)
- Conditions on grant awards
- Changes in State Directors
- Allocation size
- Timing of last review (*Title III*)
- Significant influx of LEP students (*Title III*)





# How Targeted?

- Monitoring and technical assistance will focus on identified areas of need.
- Reviews will be tailored based on previous monitoring findings and data received in advance.





# Focus on ARRA

- Rate that ARRA funds are drawn down.
- Rate that ARRA funds are spent.
- How ARRA funds are being used.
- How reporting requirements are being met.



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# SASA's Monitoring Process

## Primary Monitoring Mechanisms:

1. Continuous reviews of State data, trends, and issues.
2. Onsite monitoring for each State using standardized monitoring indicators in three areas

\*Monitors are primarily ED staff from SASA; however, some outside experts are included (where applicable).





# Role of LEAs in State Reviews

## ***ED Monitors States – not LEAs!***

- ED accumulates evidence from the local level to assess the effectiveness and the impact of State policy on local practice.
- ED reviews the SEA's relationship with its grantees: guidance, statewide system of support and technical assistance.
- ED reviews the effectiveness of SEA monitoring of local programs (four formula programs).





# On-Site Monitoring Activities

- Interviews with SEA staff
- Visits to LEAs (2-3) and charter LEAs (*Title I*)
- Visits to private schools (*Title I*) or interviews with private school representatives (*Title III*) to determine the impact of SEA administration on local programs
- Interviews with school personnel and parents
- Exit conference with SEA staff





# Role of SEA Monitoring

- As staff review the indicators for all programs, the following is discussed:
  - Methods of State monitoring for each requirement,
  - Results of the most recent State monitoring of the project/program, and
  - Corrective actions and follow-up by the SEA for any compliance issues identified.





# LEA Site Selection

- LEAs are selected based on:
  - Allocation
  - Improvement status or AMAO status
  - Demographics
  - Logistics
  - Selection of schools at various stages of improvement (Corrective Action, Restructuring, Pre-K and High Schools) *(Title I)*





# SASA Monitoring Indicators

- Based on the requirements of ESEA (statutory references)
- Monitors collect documentation and interview data to demonstrate compliance in each area.
- Organized into *three* broad areas:
  - Standards, Assessments & Accountability,
  - Instructional Support, and
  - Fiduciary





# Title III Monitoring Area 1: Standards, Assessments & Accountability

- State English Language Proficiency (ELP) Standards
- English Language Proficiency (ELP) Assessment
- Annual Measurable Achievement Objectives
- Data Collection and Reporting





## Title III Monitoring Area 2: Instructional Support

- State Level Activities
- State Oversight and Review of Local Plans
- Activities by Agencies Experiencing Substantial Increases in Immigrant Children and Youth
- Private School Participation
- Parental Notification and Outreach







## Title III Monitoring Area 3: Fiduciary

- State and LEA Allocations, Reallocations and Carryover
- Maintenance of Effort
- Supplement Not Supplant – General, Assessment





## Overarching Requirement: SEA Sub-Recipient Monitoring

- SEA sub-recipient monitoring includes:
- Process State uses to monitor subgrantees
  - How the evaluation component of the State's monitoring plan addresses the following requirements – purpose of subgrants, required and authorized subgrantee activities, activities funded by immigrant children and youth subgrants, and fiscal requirements





# Post-Review Activities

- Additional Data Collection, as Needed
- The Monitoring Report:
  - ED will send a summary report of recommendations and findings to the SEA within 35 business days
  - SEA has 5 business days to make any corrections or edits to the draft report.
  - SEA shares relevant information with LEAs.
  - SEA responds to ED's letter within 30 business days.





# Recap: Logistics & Scheduling

- Organizing the SEA and LEA information in the order of the indicators is helpful.
- Finalizing the schedule early encourages a seamless process.
- Sending pre-site documentation to ED early enhances the quality of the review.
- Allowing local staff to review the indicators as soon as the LEA is identified for a site visit allows them to understand the process and provide helpful information to ED.





***Let knowledge grow from more to more.***

***Alfred Tennyson (1809-1892)***

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