OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

Title III Monitoring
Frequently Asked Questions

Purpose:

This document was created to assist districts and education service districts (ESDs) with Title III monitoring submissions. Additional questions and clarifications will be added as appropriate. Please reach out to **Kim Miller** if you have any additional questions.

General Questions

1. **How should a district/ESD submit evidence to ODE?**

   A consistent system for organizing monitoring evidence makes the process easier for district staff and ODE reviewers. The organizational system below is recommended but not required.

   Organization of the Monitoring Rubric:
   The 2026-27 Title III monitoring rubric is organized in eight sections with a total of 31 items: The seven instructional program sections with 23 items and one fiscal section with eight items. Each item includes references to the applicable federal and state laws and regulations, as well as a description of the type and quantity of evidence required for monitoring. After reviewing the district's submitted materials, ODE reviewers record notes, descriptions of evidence submitted, and any additional material required to demonstrate compliance. A chart of additional required evidence is provided to districts/consortia with the monitoring report

Section	Focus	Items
	Program	
1	Identification of English Learners	7
2	Parent, Family, and Community Engagement	1
3	Annual Assessments (ELPA, LA, Math, Science, Ore-Ext)	4
4	Exiting/Monitoring English Learners	2
5	Access to Instructional Program/Graduation	2
6	Staffing for English Learner Programs	2
7	English Learner Data	5
	Fiscal	
Fiscal	Use of TIII funds	8

Recommended Organizational System

- Create an electronic folder labeled with the district/ESD name and Title III Monitoring 2026-27
    - In this folder, create subfolders for each section of the monitoring rubric, labeled by the section number.
        - In each section folder:
            - Create a folder for each question, labeled by the question number.
        - Include the specific evidence for each question in its respective folder.

2. **Can the district/ESD submit evidence using Google links?**
    - If the district chooses to submit evidence using a Google link, please ensure ODE reviewers have access to the document.
        - ODE staff use Google email addresses ending in **@oregonlearning.org.**
        - If the document is not accessible to ODE reviewers, the team will request access.
        - If access is not granted before the review timeline, the district/ESD may receive a finding related to the inaccessible evidence.
3. **Where can districts/ESD find the Secure File Transfer Application?**
    - Districts/ESDs should compress the main folder containing all section folders into a ZIP file, then upload the ZIP file to the Secure File Transfer application.
    - Login - Central Login - Oregon Department of Education
4. **How will the district/ESD know that ODE has received the monitoring submission?**
    - ODE staff responsible for downloading the secure files will notify the district/ESD once the files are downloaded.
    - If any files cannot be downloaded, ODE staff will contact the district/ESD to request resubmission.
5. **Can a district/ESD request an extension to the due date for their monitoring submission?**
    - Yes, please email a request to **Kim Miller** that includes:
        - A request for an extension;
        - The reason for the request; and
        - The proposed submission date is if the extension is approved.
    - Kim will send this information to the MME Director for review.
    - Kim will inform the district/ESD of the extension decision.

Program evidence questions

1. **We have an integrated English Language Development (ELD) instructional program; how do we provide evidence for instructional materials?**

    Districts with integrated ELD programs must:
    - Provide evidence of the adoption of the instructional materials for the content area standards, **and**
    - Provide evidence that these materials address the English Language Proficiency (ELP) standards for all proficiency levels for ML/EL students enrolled in that class.

    Districts can demonstrate the proficiency level requirement by including any of the following:
    - Providing evidence of alignment of the ELP standards with the adopted core area standards.
    - Independently adopting the content area of instructional materials as ELP adopted instructional materials.
    - Providing evidence of instructional materials or resources that cover the ELP standards for the English language proficiency levels for all students having EL status enrolled in the integrated program.

2. **Where can districts/ESDs find monitoring materials and support from ODE?**

    Supporting materials are available at: Oregon Department of Education: Monitoring for Title III

    On that webpage, you will find:

a. Districts Selected for Monitoring 2026-27
b. Monitoring Rubric

3. **If we were a consortium lead the past few years, but this year we are a stand-alone Title III district, do we focus on our district only?**
   Yes.

4. **How is program monitoring different for consortium leads, consortium member districts or other districts?**
   Program monitoring is focused on the programmatic aspects of the district's Multilingual EL instructional program; it does not include fiscal components.

   Consortium leads that are also districts will submit program monitoring information for their own district. Consortium member districts will submit their own program of monitoring information.

5. **How can master schedules serve as evidence if the district has an integrated ELD program?**
   The master schedule should show the integrated ELD classes and ELD classes. The district can provide a description of the instructional program to clarify the English language acquisition instruction.

6. **What does "making progress towards English Proficiency" mean?**
   Making progress towards English proficiency is also known as On Track to English Language Proficiency. However, some districts may have local formative assessments in addition to the state ELPA summative that demonstrates a student's progress in learning English.

7. **If we are not on the list this year, can we start getting documentation together or would it need to be current for next year?**
   Review your systems and processes regularly to ensure your district meets the needs of students designated as ELs and comply with Title III requirements. Current Title III monitoring documents for the 2026-27 school year are available on our Title III Monitoring webpage. Districts can use these documents as a reference, although ODE may refine the rubric questions from year to year.

8. **What date range should the Family Engagement evidence cover?**
   For Section 2, please provide material from either the current or immediately preceding year. If you have additional questions about this item, please reach out to **Kim Miller.**

9. **Do we have to redact student names on documents submitted?**
   By using the ODE Secure File Transfer system, all documents are encrypted. ODE has a secure file folder to store evidence. Districts may **choose** to redact student names. Please retain the student's Secure Student Identifier (SSID) on the forms for ODE reviewers to reference if necessary.

10. **Who does the district/ESD contact if they need help with monitoring submission requirements?**
    Kim Miller, Title III Education Specialist

Fiscal evidence questions

1. **What years of fiscal documentation are required for submission?**

   Please submit evidence for the past three years in which the district has drawn down all the funds. For example:

   - If a district has drawn down all the funds from fiscal years 2023-24, 2024-25, and 2025-26, submit evidence for those years.
   - If the district has not drawn down all the funds from 2025-26, include 2022-23 instead of 2025-26.

2. **Do all districts/consortia need to submit fiscal monitoring evidence?**

Only districts/consortia identified for comprehensive (program and fiscal) or fiscal monitoring submit the fiscal evidence.

Comprehensive Monitoring **– Districts participate in all aspects of the monitoring: program and fiscal.**

On-site monitoring **– (program or comprehensive monitoring)**

- Districts identified for on-site monitoring will submit monitoring documentation at least two weeks prior to the on-site monitoring visit.
- During on-site monitoring, ODE staff will:
    - Observe language instruction
    - Observe core content instruction
    - Talk with core content educators
    - Talk with language specialists, as well as other specialists (Title I-A, SPED, Counselors, etc.)
    - Meet with building administrators, district administrators, and others as district deems appropriate.
    - Meet with students and families
- Depending on fiscal concerns, ODE staff will meet the district's fiscal team.