

Title III-LEP Program Monitoring

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Purpose of Program Monitoring

- To ensure compliance with federal and state laws and regulations.
- To provide technical assistance to LEAs.
- To build collaborative working relationships between the State Department of Education and LEAs.

Parental Involvement

Indicator III-A

- Parents, staff, and community members participate in developing, implementing and evaluating the limited English proficient program, 3303(e)(1).

Evidence:

- meeting notifications and agendas specific to LEP program
- district parent involvement policy related to LEP
- parent involvement programs with signed attendance sheets
- samples of parent communications in languages other than English translated to the extent practicable

Parental Involvement

Indicator III-B

- An LEA that has not made progress on AMAOs informs parents of LEP students of such status within 30 days, 3302(b).

Evidence:

- Copy of letter sent to parents if LEA and/or child fails to make AMAOs and/or adequate progress

Parental Involvement

Indicator III-C

- Parents have been informed of their child's placement into a language development program and how they can participate in their child's education and English language development, 3302.

Evidence:

- Sample letter of notification to parents of LEP program placement and any copies of parents' notification to waive services

Identification and Placement

Indicator III-D

- The district has properly identified, assessed, and reported all students who have primary home language other than English, 3127, Title VI Office of Civil Rights.

Evidence:

- LEA process for identifying, assessing and reporting for home language information
- Samples of Home Language Surveys (HLS)

Identification and Placement

Indicator III-E

- Based on assessment results, students with limited English proficiency have been placed in the appropriate program, 3127, Title VI Office of Civil Rights, 3302.

Evidence:

- Samples of ELL placement tests
- Samples of IELA scores for students currently in LEP program
- Documentation of teacher recommendations (i.e., emails, written notifications)
- Samples of ELPs
- Samples of LEP Program class descriptions and student rosters

Funding

Indicator III-F

- The LEA uses Title III funds only for allowable activities, materials and equipment, 3115.

Evidence:

- Copy of randomly selected purchase orders – double signed.
- Records of expenditures for staff, materials, and equipment.
- ****No Title III funds may be used for assessment of LEP students inclusive of IELA.**
- Assurance that no more than 2% of funds are used for administrative purposes.

Standards, Assessment, and Accountability

Indicator III-G

- The LEA demonstrates that the LEP programs produce, within a reasonable period of time, the English-language proficiency comparable to that of average native speakers of English in the district, 3121.

Evidence:

- Samples of IELA scores
- Longitudinal data on linguistic proficiency of current and former LEP students
- District LEP plan
- AMAO data/results

Standards, Assessment, and Accountability

Indicator III-H

- The LEA demonstrates that the LEP programs produce academic results indicating that English language learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English, 3121.

Evidence:

- Samples of ISAT, IRI, DMA, DWA scores/data
- Sample of grades and/or progress reports
- Longitudinal data on academic achievement of LEP students

Standards, Assessment, and Accountability

Indicator III-I

- The LEA monitors for a minimum of two years, the progress of students exited from the program to ensure correct classification, placement, and additional support if needed, 3121(a)(4), 3127.

Evidence:

- List of exited students by monitoring year (i.e., LEPX1, LEPX2)
- Documentation verifying that student transitions have met the LEA criteria for exiting the program (i.e., Program Exiting Form)
- Monitoring forms

Standards, Assessment, and Accountability

Indicator III-J

- The LEA has disseminated the English Language Development (ELD) standards and provided training and technical assistance on implementation of the standards. 3113.

Evidence:

- Training agendas, powerpoints, sign-in sheets, feedback forms
- Walk-through observation documentation
- Documentation of participation in State Dept. trainings
- Documentation of coaching or one-on-one technical assistance

Staffing and Professional Development

Indicator III-K

- The LEA provides professional development programs and support for administrators, teachers, paraprofessionals, and other program staff specific to meeting the needs of LEP students, 1304(c)(6)(B).

Evidence:

- District professional development calendar specific to LEP trainings
- Agendas and sign-in sheets for trainings
- PowerPoint presentations for trainings
- Training evaluations/surveys from staff

Staffing and Professional Development

Indicator III-L

- Paraprofessionals with instructional duties who are paid with Title III funds must meet the education qualifications requirement of section 1119.

Evidence:

-Evidence of AA degree or equivalent

OR

-Evidence of passing Praxis

Staffing and Professional Development

Indicator III-M

- Paraprofessionals assigned to programs supported by Title III funds provide instructional service only under the direct supervision of a highly qualified teacher, 1119(g)(3)(A).

Evidence:

- Logs of collaborative meetings between paraprofessionals and supervising teachers—inclusive of dates of meetings, activities done, lesson planning done, items discussed, etc.

Staffing and Professional Development

Indicator III-N

- Teachers assigned to provide English language development or access to core curriculum instruction for ELLs are appropriately authorized or actively in training for a bilingual or ESL certification, 1119.

Evidence:

- University transcripts
- District trainings
- Bilingual or ESL endorsement certificate

Title III Services

Indicator III-O

- Each student identified for the LEP program receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and effectively as possible, 3115(c)(1).

Evidence:

- ESL or bilingual Ed. curriculum/course descriptions with class rosters
- Samples of Educational Learning Plans (ELPs) for LEP students receiving any accommodations in the classroom
- IEPs for special education LEP students
- Samples of student grades or progress reports for ESL and/or bilingual education coursework

Title III Services

Indicator III-P

- Academic instruction for English learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time, 3121(a)(2).

Evidence:

- Grade level course descriptions with class rosters
- Samples of LEP students' daily schedule
- AYP data for LEP subgroup
- Samples of LEP students' grades
- Graduation data for LEP students
- Attendance data for LEP students

Title III Services

Indicator III-Q

- The LEA ensures that it is in compliance with ESEA requirements regarding participation of LEP students, their teachers, or other educational personnel in private schools, 9501.

Evidence:

- LEA policies and procedures addressing the services of eligible LEP students attending private schools
- Evidence that the LEA conducts “timely and meaningful” consultation with appropriate private school officials during the design and development of Title III programs
- LEA approved process available for filing of complaints by private school officials

Emergency Immigrant Indicator III-R

- The LEA uses Emergency Immigrant funds to serve immigrant children and youth as required by Section 3114 (d).

Evidence:

- List of immigrant students
- ELPs for immigrant students (if applicable)
- Description of program(s) serving immigrant students
- Copy of randomly selected purchase orders – double signed for purchases made with Emergency Immigrant funds
- Records of expenditures for staff, materials, and equipment specifically used to serve immigrant students