

School System:	Review Dates:	Review Period:
School System Contact:	School System Contact Number:	
LDOE Team Leader:	Contact Number:	Reviewer(s):

TITLE III, PART A - ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT ACT

SECTION I: Services to English Learner (ELs)					
1. School system ensures that 1) ELs are identified in a timely, valid, and reliable manner; 2) provide ELs with a language assistance program that is educationally sound and proven successful; 3) provision of sufficient trained staff, curricular materials, and facilities to implement program; and 4) Ensure that ELs have equal opportunities to meaningfully participate in all curricular and extracurricular activities. (Equal Educational Opportunity Act of 1974; Lau vs. Nichols (1974); Title VI of the Civil Rights Act of 1964; ESSA § 3113(b)(2))	Supporting Documentation	C	NC	N/A	Comments
a. The school system accurately qualifies and places eligible ELs in a Language Instruction Educational Program (LIEP) within 30 days using the statewide standardized entrance criteria and process. (Title VI of the Civil Rights Act of 1964; ESSA § 3113(b)(2))	<ul style="list-style-type: none"> Copy of written procedures of EL identification, including how answers to identifying questions are obtained from every parent or guardian enrolling students in the school system (i.e. Home Language Survey) Agendas, sign-in sheets, meeting notes and/or training presentations conducted by the school system on EL identification procedures with all staff responsible for the enrollment process Signatures of staff indicating date and receipt of EL identification enrollment process 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. The school system uses the state approved English language proficiency screener aligned to the State's English language proficiency standards and the State's academic content standards. (Title VI of the Civil Rights Act of 1964) The school system has an effective language instruction program (LIEP).	<ul style="list-style-type: none"> Provide roster of students who took the English Language Proficiency screener (ELPS) Provide the name of program(s) used with ELs. Provide evidence the EL identification occurs in a timely manner 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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c. School systems must hire teachers qualified and certified to teach ELs, or support unqualified staff as they work towards obtaining the qualifications within a reasonable period of time. (Title VI of the Civil Rights Act of 1964)	<ul style="list-style-type: none"> • ESL endorsement or university transcripts for educators earning their EL endorsement, who are providing Language Instruction Educational Program (LIEP) services • Evidence that a certified EL Teacher oversees paraprofessionals' instruction. (e.g., meeting logs for co-planning time) • Provide the number of ESL-endorsed teachers • Provide a description of the plan to increase the number of ESL-endorsed teachers based on the EL population, if needed 	○	○	○	

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d. Describe how the school system ensures that identified ELs, whose parents have exercised the option to decline to enroll their child in language instruction educational programs and services, are provided alternative programs and services to help them acquire English proficiency.	<ul style="list-style-type: none"> • Provide evidence of a system to track the number of identified ELs whose parents have declined the option for language instruction educational programs and services • Provide evidence of a system to offer alternative programs and services to ELs whose parents decline to enroll them in acquiring English proficiency and meeting the same academic content standards that all students must meet • Numbers and percentages of identified ELs whose parents have declined the option for language instruction educational programs and services as compared with total number of ELs • Provide a description of the process to monitor the academic progress of identified ELs who are not enrolled in language instruction educational programs and services due to parental refusal 	○	○	○	

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e. ELs are identified and qualified for special programs (Title I, Special Ed, Gifted and Talented) in a timely manner as compared with their English-only peers. EL staff are involved in the placement/programming for ELs participating in special programs. (Title VI of the Civil Rights Act of 1964)	<ul style="list-style-type: none"> Copies of flyers, newsletters or other means of notification and student recruitment for extracurricular programs in languages other than English Provide a list of ELs identified and participating in special programs, including Special Education, Gifted and Talented, and extracurricular activities Copy of relevant policies and procedures 	○	○	○	

2. The school system uses Title III funds consistent with use of funds rules.(ESEA § 3115)	Supporting Documentation	C	NC	N/A	Comments
a. Evidence of an effective language instruction program (LIEP) to meet the needs of ELs and demonstrate success in increasing (A) English language proficiency; and (B) student academic achievement (ESEA § 3115(c)(1))	<ul style="list-style-type: none"> Description of LIEP, including instructional model, student placement procedures, curricula materials needed, and strategies to ensure fidelity of implementation districtwide Evidence of pathways to graduation for ELs in high school Evidence the school system has conducted training on implementation of LIEP to all instructional and school staff who work with ELs 	○	○	○	

SECTION I: Services to English Learner (ELs)

2. The school system uses Title III funds consistent with use of funds rules.(ESEA § 3115)	Supporting Documentation	C	NC	N/A	Comments
<p>b. The school system ensures approaches and methodologies for teaching ELs are effective in assisting ELs to attain English proficiency and meeting state academic standards (ESEA § 3115(a))</p>	<ul style="list-style-type: none"> • Description of methodologies used to assist ELs in attaining English proficiency and meet state academic standard • Description of implementation strategies used to ensure effective implementation of methodologies in all classrooms containing ELs • Description of annual EL program evaluation process, including data and factors analyzed, how results are disseminated, and how results are used to make applicable improvements • Copy of current ELs program evaluation results • Evidence that school system has conducted training on program evaluation results to all applicable staff • Description of processes for modifying or replacing LIEP if data shows that students are not making progress within reasonable time 	○	○	○	
<p>c. The school system assures provision and implementation of other effective activities and strategies that enhance or supplement language instruction educational programs, which must include parent, family, and community engagement activities (ESEA § 3115(c)(3)).</p>	<ul style="list-style-type: none"> • Evidence of school system wide and/or school-wide enhancement activities and strategies that included parents, family and community • Evidence of parent, family, and community outreach efforts, including flyers and newsletters. Include sample copies of documents in all languages provided 	○	○	○	

SECTION I: Services to English Learner (ELs)

2. The school system uses Title III funds consistent with use of funds rules.(ESEA § 3115)	Supporting Documentation	C	NC	N/A	Comments
<p>d. The school system must use Title III funds to provide <i>effective</i> professional development for educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) that is:</p> <ol style="list-style-type: none"> 1. designed to improve the instruction and assessment of ELs; 2. designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs; 3. effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs; and 4. of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher’s comprehensive professional development plan that is based on a needs assessment. (ESEA § 3115(c) (2)) 	<ul style="list-style-type: none"> • EL-specific professional development activities addressing Louisiana Connectors, LIEP, and methodologies for all administrative, support, and instructional staff. (Evidence should include PD delivery schedule, presenter information, topics presented, agendas, and sign-in sheets) • Participant evaluations and feedback if available • Evidence of follow up support for PD participants to implement strategies • Description of how PD is evaluated for effectiveness in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs • Professional development plan for educators and administrators for effective language instructional strategies to increase academic achievement, including content teachers 	○	○	○	
<p>e. If school system is fiscal agent of Title III consortium, evidence of its management of the consortium</p>	<ul style="list-style-type: none"> • Copy of memorandum of understanding with consortium partners, including how all Title III program requirements are met by consortium partners • Description of the procedures for managing financial transactions of the consortium and for maintaining all financial transactions carried out on behalf of the consortium 	○	○	○	

SECTION II: Title III-Immigrant*

3. The school system uses Title III funds consistent with use of funds rules.(ESEA § 3115)	Supporting Documentation	C	NC	N/A	Comments
<p>a. The school system uses Immigrant funds to serve immigrant children and youth as required by § 3115(e)</p> <p>The term “immigrant children and youth” as defined in section 3201(5) of Elementary and Secondary Education Act (ESEA), means individuals who</p> <ol style="list-style-type: none"> 1. are aged 3 through 21; 2. were not born in any State; and 3. have not been attending one or more schools in any one or more States for more than 3 full academic years. <p>* An immigrant student may or may not also be an EL, and an EL may or may not also be immigrant.</p>	<ul style="list-style-type: none"> • A description of how immigrant students are identified • List of services and programs support by immigrant funds 	○	○	○	

SECTION III: Supplement Funds

4. The school system shall use Title III to supplement Federal, state, and local funds for ELs and immigrant children and youth. (ESEA § 3115(g))	Supporting Documentation	C	NC	N/A	Comments
<p>a. Evidence the school system has not reduced state or local funds expended to implement language instruction programs serving LEP students based on the amount of Title III funds the school system receives</p>	<ul style="list-style-type: none"> • Copies (2-3) of invoices, requisitions, and purchase orders used to implement immigrant student supports (i.e., newcomer programs, newcomer kids, newcomer handbooks, newcomer family liaisons) • A description of how the school system verifies compliance with supplement not supplant requirements 	○	○	○	