

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

TITLE III, PART A – ENGLISH LANGUAGE ACQUISITION

Services to English Learner (EL) Students					
1. LEA ensures that 1) EL students are identified in a timely, valid, and reliable manner; 2) provide EL students 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 EL students 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	Yes	No	N/A	Comments
a. The LEA accurately qualifies and places eligible EL students 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 student identification, including how answers to identifying questions are obtained from every parent or guardian enrolling students in district (i.e. Home Language Survey) • Agendas, sign-in sheets, meeting notes and/or power points of trainings conducted by the LEA on EL student 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 LEA 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 LEA has a language assistance program that uses approaches, methodologies, and curricular materials/resources that are based on scientific research and proven effective with English Learners.	<ul style="list-style-type: none"> • Sample (3-5 copies) of completed screener forms • Provide the name of program(s) used with EL students. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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<p>c. Beginning in the 2018-19 school year, this will also include teachers qualified and certified to teach EL students:</p> <ul style="list-style-type: none"> LEAs must hire teachers qualified and certified to teach EL students, 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"> Bilingual or 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). 	○	○	○	

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<p>d. Describe how the LEA ensures that identified EL students, 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.</p>	<ul style="list-style-type: none"> • Provide evidence of a system to track the number of identified EL students 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 EL students 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 EL students whose parents have declined the option for language instruction educational programs and services as compared with total number of EL students • Provide a description of the process to monitor the academic progress of identified EL students who are not enrolled in language instruction educational programs and services due to parental refusal 	○	○	○	

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<p>e. EL students 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 EL students participating in special programs. (Title VI of the Civil Rights Act of 1964)</p>	<ul style="list-style-type: none"> Copies of fliers, newsletters or other means of notification and student recruitment for extracurricular programs in languages other than English Documentation of joint planning among programs funded by local, state, and federal sources in providing services to EL students List of EL students placed in and participating in coordinated services/activities. Including, but not limited to, Special Education, Gifted and Talented, Advanced Placement courses, Title-I services, Title I-C Migrant, extracurricular activities. Label EL students on class or activity rosters. 				

Use of Funds					
2. The LEA uses Title III funds consistent with use of funds rules. (ESEA § 3115)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence of an effective language instruction program (LIEP) to meet the needs of EL students 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 • Samples of lesson plans/templates • ESL-endorsed teacher’s weekly schedules showing instructional time with EL students • Evidence of pathways to graduation for EL students in high school • Evidence the LEA has conducted training on implementation of LIEP to all instructional and school staff who work with EL students 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. The LEA ensures approaches and methodologies for teaching EL students are effective in assisting EL students to attain English proficiency and meeting state academic standards (ESEA § 3115(a))	<ul style="list-style-type: none"> • Description of methodologies used to in assisting EL students to attain English proficiency and meet state academic standard • Description of implementation strategies used to ensure effective implementation of methodologies in all classrooms containing EL students • 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 17-18 EL program evaluation results • Evidence that district has conducted training on program evaluation results to all applicable staff 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Use of Funds					
2. The LEA uses Title III funds consistent with use of funds rules. (ESEA § 3115)	Supporting Documentation	Yes	No	N/A	Comments
c. The LEA 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)).	<ul style="list-style-type: none"> Evidence of division wide and/or school-wide enhancement activities and strategies that included parents, family and community Evidence of parent, family, and community outreach efforts, including fliers and newsletters. Include sample copies of documents in all languages provided 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. The LEA has created a plan to build its capacity by providing effective language instruction educational programs (LIEPs) that assist English learners in meeting challenging State academic standards (ESEA § 3115(c)(1); 3116(b)(1)-(2)).	<ul style="list-style-type: none"> Description of district wide strategies used to build capacity of content teachers to implement effective LIEP in all classrooms with EL students Evidence of meeting previous school year's Title III goals Description of districtwide strategies to ensure effective implementation of Louisiana Connectors in all classroom with EL students 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. The LEA must use Title III funds to provide effective professional development for educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) that is: <ol style="list-style-type: none"> designed to improve the instruction and assessment of EL students; designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for EL students; effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of EL students; and 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 EL students 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Use of Funds					
2. The LEA uses Title III funds consistent with use of funds rules. (ESEA § 3115)	Supporting Documentation	Yes	No	N/A	Comments
f. If district is fiscal agent of Title III consortium, evidence of its management of the consortium	<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 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g. Immigrant* Grant Recipients Only The LEA uses Immigrant funds to serve immigrant children and youth as required by § 3115(e) The term “immigrant children and youth” as defined in section 3201(5) of Elementary and Secondary Education Act (ESEA), means individuals who <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. *An immigrant student may or may not also be an EL student, and an EL student may or may not also be immigrant.	<ul style="list-style-type: none"> • Revenue and Expense Report or General Ledger - to include revenue, expenditures and remaining balance • Budget Report - to include budgets and may also include actual expenses • Gross Pay by Code Report - to include positions, names, and amounts • Detailed Ledger Report - to include detailed expenditure transactions: type of expense, vendor name, date, and amount • Budget Report for previous year if the LEA is reporting carryover in the current year • Accounting report identifying positions paid in Salaries & Benefits for Immigrant Grant. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Supplement Funds					
3. The LEA shall use Title III to supplement Federal, state, and local funds for EL students and immigrant children and youth. (ESEA § 3115(g))	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence the LEA has reduced state or local funds expended to implement language instruction programs serving LEP students based on the amount of Title III funds the LEA receives	<ul style="list-style-type: none"> • Copies (2-3) of invoices, requisitions, and purchase orders used to implement language instruction programs serving LEP students (i.e., Rosetta Stone Licenses, electronic dictionaries, para/teacher interventionist, etc.) 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Supplement Funds					
4. The LEA spends no more than 2% of its allocation for administrative costs (including both direct and indirect costs). (ESEA § 3115(b))	Supporting Documentation	Yes	No	N/A	Comments
a. The LEA has a system of internal controls to ensure it spends no more than 2% for administration	<ul style="list-style-type: none"> • Copy of the LEA's Internal Controls Policy or Procedures 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	