

Title III / TBIP

English Learners, Title III Native Americans, and Immigrants

LEA

Program Monitor

Date

Item	Description	Evidence	Determination	Actions Required	Comments
7.1	<p>Identification</p> <p>TBIP and Title III <i>The LEA has and implements procedures to identify and determine initial and continuing eligibility of English Learners. ESEA Sec. 8101(20); WAC 392-160-015.</i></p> <p>Tools:</p> <ul style="list-style-type: none"> 7.1.A – TBIP Guidelines for Identification: https://www.k12.wa.us/sites/default/files/public/migrantbilingual/pubdocs/tbipguidelinesidentification.pdf 7.1.A – Possible Eligible Not Reported List 7.1.B – Home Language Survey: http://www.k12.wa.us/MigrantBilingual/HomeLanguage.aspx 7.1.E – Template parent waiver letter: http://www.k12.wa.us/MigrantBilingual/ParentWaiver.aspx 	<p>LEA and Building Level</p> <p>TBIP and Title III Grantees</p> <p><input type="checkbox"/> A. Procedures for the identification, assessment, placement, and reporting of potential ELs, and evidence that the procedures have been communicated to buildings. <i>Upload one sample of each of the documents below. The OSPI program reviewer will request program documentation from specific student files six weeks in advance of the review. For on-site reviews, the OSPI program reviewer will also review student files during building visits.</i></p> <p><input type="checkbox"/> B. Home Language Survey (HLS) or information on LEA registration forms that incorporate required elements from the HLS and are retrievable from any student file.</p> <p><input type="checkbox"/> C. State-approved English language proficiency placement test score sheet with administration date retrievable from any student file.</p> <p><input type="checkbox"/> D. State-approved English language proficiency annual test score sheet, retrievable from any student file.</p> <p><input type="checkbox"/> E. Written parent waiver of English language development services, retrievable from any waived student’s file.</p> <p><input type="checkbox"/> F. Evidence that the primary language and eligibility of each newly enrolled student is established no later than the tenth school day after the date upon which the student registers and commences attendance. (List of students identified in the current school year</p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p>		

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7.2	<p>Parent Notification</p> <p>TBIP LEA has met parent communication requirements. WAC 392-160-015 (2).</p> <p>Title III The LEA has met the parent notification requirements for initial placement, continued eligibility, and transition from program. Sec ESEA Section 1112(e)(3)(A).</p> <p>7.2.A – Template parent notification letter: http://www.k12.wa.us/MigrantBilingual/PlacementELPA21ParentLetters.aspx</p>	<p>Building Level</p> <p>TBIP and Title III Grantees Upload one sample of each of the documents below. For on-site reviews, the OSPI program reviewer will request student files. For desk reviews, OSPI will request specific student files six weeks in advance of the review.</p> <p><input type="checkbox"/> A. Parent notification forms:</p> <ul style="list-style-type: none"> • Initial placement • Continued eligibility • Transition from English language development services <p>The above forms must include all required components under Title III, be retrievable from any eligible student's file, sent within 30 days of the student's initial placement or continued eligibility, and in a language that the parent understands.</p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p>		
7.3	<p>Title III-Eligible Native American Students</p> <p>Title III The LEA has a process for identifying Native American students. ESEA Sec. 8101(20); ESEA Sec 3115(c)(1); ESEA Sec 3116(b)(1,2).</p> <p>Tools:</p> <ul style="list-style-type: none"> • 7.3.A – Guidelines for Identification of Title III Eligible Native American Students: http://www.k12.wa.us/MigrantBilingual/pubdocs/TBIPGuidelinesNativeAmerican.pdf • 7.3.A – Template parent letter prior to placement testing: http://www.k12.wa.us/MigrantBilingual/pubdocs/TitleIIINativePa 	<p>LEA and Building Level</p> <p>Title III Grantees</p> <p><input type="checkbox"/> A. Procedures for student identification for Title III eligibility.</p> <p><input type="checkbox"/> B. Evidence of implementation of procedures that includes analysis of academically at-risk status for Native American students.</p> <p><input type="checkbox"/> C. Roster of eligible students.</p> <p><input type="checkbox"/> D. Documentation of student identification and parent notification. OSPI program reviewer will request documentation for specific students 6 weeks prior to the review date.</p> <p><input type="checkbox"/> E. Evidence of Title III-funded services to identify eligible Native American students.</p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p>		

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	<p>rentPlacementTestNotificationLetter.docx</p> <ul style="list-style-type: none"> 7.3.C – Refer to detailed student list on Title III tab of the Limited English Proficiency Application in EDS. 7.3.D – Provide evidence of implementation of the services described in the first question of pg. 4 of the district’s Title III grant application (Form Package 232) 				
7.4	<p>Staff Qualifications</p> <p>The LEA provides the personnel necessary to effectively implement its English language development services, including teachers and administrators who are adequately trained to carry out and evaluate the program. All paraeducators who assist in providing language assistance services instruct under the direct supervision of a qualified teacher and are trained to provide those services.</p> <p>Title VI of the Civil Rights Act of 1964, 34 C.F.R. §100.3; Lau v. Nichols, 414 U.S. 563 (1974); Castañeda v. Pickard, 648 F.2d 989 (5th Cir. 1981); RCW 28A.642; WAC 392-190.</p> <p>Dear Colleague Letter</p> <p>TBIP Guidance for Funding Teachers</p> <p>EL Toolkit Chapter 3: Tools and Resources for Staffing and Supporting an English Learner Program</p>	<p>LEA and Building Level</p> <p>TBIP Grantees</p> <p><input type="checkbox"/> A. A list of all teachers (with their certification numbers) who design, oversee, and evaluate English language development services. <i>This list must be provided no later than 2 weeks prior to the review.</i></p> <p><input type="checkbox"/> B. Evidence that each teacher listed is qualified to provide English Learner services, through ELL/ESL endorsement or ongoing training relating to the delivery of EL services. OSPI reviewer will access evidence of endorsements through the <i>Educator Equity Data Collection Tool</i> in EDS.</p> <p><input type="checkbox"/> C. A list of all paraeducators who assist in providing English language development services.</p> <p><input type="checkbox"/> D. For each paraeducator listed, provide evidence that they instruct under the direct supervision of a qualified teacher and receive ongoing training relating to the delivery of EL services.</p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p>		
7.5	<p>English Language Development Services</p> <p>Title III and TBIP</p>	<p>LEA and Building Level</p> <p><input type="checkbox"/> A. Evidence of School Board Approval for TBIP Plan (see RCW 28A.180.040)</p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p>		

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	<p>The LEA provides high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. ESEA Sec 3115(c)(1); ESEA Sec 3115(a)(1-4); ESEA Sec 3116(b)(1,2); WAC 392-160-010.</p> <p>TBIP</p> <p>Students identified as being eligible for both the state transitional bilingual instructional program (TBIP) and special education program will participate in the TBIP to the same degree and consideration given to every other child in the TBIP. WAC 392-160-045.</p> <p>7.5.A. – Refer to the services described in the district’s TBIP grant (form package 219). Add detail to describe English language development programs at each school by grade and language proficiency level.</p> <p>Dear Colleague Letter</p> <p>EL Toolkit Chapter 6: Tools and Resources for Addressing English Learners with Disabilities</p> <p>OSPI EL-Special Ed Guidance Webinar</p> <p>OSPI Resources to Provide a Continuum of Support for English Learners</p>	<p>TBIP and Title III Grantees</p> <p><input type="checkbox"/> B. Description of services implemented by grade and English language proficiency level at each school.</p> <p><input type="checkbox"/> C. English language development (ELD) staff schedules. For desk reviews, upload all ELD staff schedules. For on-site reviews, the OSPI program reviewer will request specific staff schedules.</p> <p><input type="checkbox"/> D. Roster of eligible ELD students indicating type and amount of English language support services being provided to each student and evidence of service, such as students’ schedules or class/intervention rosters. For desk reviews, provide this information for the students whose files were requested under Item 7.1. For on-site reviews, the OSPI program reviewer will request this information for specific students.</p> <p><input type="checkbox"/> E. Evidence that students identified as eligible for both the English Language Development program and special education services participate in the ELD program to the same degree and consideration given to every other child in the ELD program. Evidence may include:</p> <ul style="list-style-type: none"> • Staff member with expertise in English language acquisition participates on the IEP team. • Student’s schedule of ELD and special education services. • Professional development to students’ special education teachers and evidence of collaboration between ELD and special education teachers. 	<p><input type="checkbox"/> N/A – Limited</p>		

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7.6	<p>Implementation of Title III Plan</p> <p><i>Title III</i> <i>The LEA is implementing activities as specified in its Title III application. ESEA Sec 3115(c)(d)(g), Sec 3128.</i></p>	<p>LEA Level</p> <p><i>Title III Grantees</i> <input type="checkbox"/> A. Evidence that program services for EL students in approved Title III grant application are being implemented. Evidence depends on activities in grant application and could include contracts, time and effort, roster of students served in Title III-funded activities (such as summer school), purchase orders, sign-in sheets, invoices, and other evidence. <i>This evidence may have been uploaded under another item. If so, indicate as a comment the evidence that applies and where it is uploaded.</i></p>	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited		
7.7	<p>Professional Development</p> <p><i>Title III</i> <i>The LEA has met the requirements for ongoing and effective professional development. Professional development is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. One-day or short-term workshops and conferences must be a component of an established comprehensive professional development program for teachers. ESEA Sec 3115(c)(2); ESEA Sec 8101 (42).</i></p> <p>TBIP <i>The LEA has met the requirements for professional development. The LEA has provided professional development training for administrators, teachers, counselors, and other staff on bilingual program models, and/or LEA's alternative instructional program, appropriate use of instructional strategies and</i></p>	<p>LEA and Building Level</p> <p><i>TBIP and Title III Grantees</i> <i>Evidence of professional development meeting the requirements for each program must include evidence of content, evidence of participation, and evidence of support of implementation:</i> <input type="checkbox"/> A. Examples of evidence of training content: <ul style="list-style-type: none"> • Agenda for each training (required). • Contracts. • Clock hour forms. • Training materials or citation of training materials. <input type="checkbox"/> B. Examples of evidence of participation (EL teachers, classroom teachers, principals, paraeducators, and other school leaders): <ul style="list-style-type: none"> • Schedule of trainings and sign-in sheets. • Invoices. • Meeting notices. <input type="checkbox"/> C. Examples of building or LEA support of implementation of professional development: </p>	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited		

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	<p>assessment results, and curriculum and instructional materials for use with culturally and linguistically diverse students. WAC 392-160-010.</p>	<ul style="list-style-type: none"> • Follow-up coaching calendar, completed observation form. • Staff meeting agendas. • Evidence of collaboration. 			
7.8	<p>Use of Funds</p> <p>TBIP Activities charged are allowable. RCW 28A.150.260.</p>	<p>LEA Level</p> <p>TBIP Grantees</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. Describe criteria used to identify allowable expenses under TBIP. <input type="checkbox"/> B. Two-month transaction recap of current year TBIP expenditures. <input type="checkbox"/> C. Evidence of fiscal process to support allowable activities e.g., invoices, staff schedules and job descriptions. <i>After reviewing the two-month transaction recap and evidence provided under other items, the OSPI program reviewer may request supporting evidence for specific items. For desk reviews, this may occur the week of the review.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited 		
7.9	<p>Program Evaluation</p> <p>Title III The LEA has an accountability system in place to meet Title III requirements. ESEA Sec 3121(a)(b)(c), Sec 3113(b)(3)(8)(A); Castañeda, 648 F.2d at 1013.</p> <p>TBIP The LEA has a plan for continuous improvement and evaluation of its program to serve English language learners. WAC 392-160-028.</p> <p>EL Toolkit – Chapter 9: Tools and Resources for Evaluating the Effectiveness of a District’s EL Program</p>	<p>LEA Level</p> <p>Title III Grantees</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. Evidence of evaluation of the effectiveness of programs and activities conducted with Title III funds, such as professional development, parent engagement, extended day and/or year services, or supplemental materials. <p><i>Evidence of program evaluation in the following areas:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> B. Progress made in language acquisition and academic achievement. <input type="checkbox"/> C. Number of students transitioning from ELD services. <input type="checkbox"/> D. Academic progress made by former ELs. <input type="checkbox"/> E. Feedback from teachers, parents, staff and other stakeholders. <input type="checkbox"/> F. Evidence that the LEA has made modifications to improve the 	<ul style="list-style-type: none"> <input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited 		

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		<p>effectiveness of its program and in response to stakeholder feedback.</p> <p>TBIP Grantees</p> <p><input type="checkbox"/> G. Evidence of the evaluation of program provided with TBIP funds, such as instructional support, professional development and supplemental materials.</p> <ul style="list-style-type: none"> • Surveys • Meeting agendas and notes • Emails • Sign-in sheet with list of individuals who participated in program evaluation and planning. <p><input type="checkbox"/> H. Evidence that the LEA has made modifications to improve the effectiveness of its program based on the findings in its program evaluation.</p>			
7.10	<p>Parent Engagement</p> <p>Title III <i>The LEA meets the requirements for strengthening and increasing parent, family and community engagement in programs for English learners. Sec 1112(e)(3)(C), Sec 3115(c)(3), Sec 3111(b)(2)(D)(iv), Sec (3113(b)(3)(G), and Sec 1112(e)(3)(A).</i></p> <p>7.10.A – Provide evidence of implementation of the district’s approved plan under questions 1-2 in the Family and Community Engagement section of pg. 3 of the Title III grant (form package 232).</p>	<p>LEA and Building Level</p> <p>Title III Grantees</p> <p><input type="checkbox"/> A. Evidence of implementation of Title III Family and Community Engagement Plan submitted in the LEA’s Title III application e.g.,</p> <ul style="list-style-type: none"> • Calendar or documentation of activities. • Sign-in sheets. • Documentation of parent feedback. • Event announcements. 	<p><input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited</p>		
7.11	<p>Immigrant Grant</p> <p>Only LEAs Receiving an Immigrant Grant <i>The LEA is implementing allowable activities as specified in its immigrant grant application, if applicable. Sec 3115(e)(1).</i></p>	<p>LEA and Building Level</p> <p>Title III Immigrant Grantees <i>If LEA receives an immigrant grant:</i></p> <p><input type="checkbox"/> A. Evidence of fiscal process to support allowable activities, e.g., invoices, and time and effort forms.</p>	<p><input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited</p>		

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		<input type="checkbox"/> B. Description, schedule, and evidence of services provided, as described in the approved grant. <input type="checkbox"/> C. N/A. Add Comment if not receiving Immigrant Grant.			
7.12	<p>Bilingual Education</p> <p>TBIP <i>LEA makes available to each eligible student a program of instruction that or, if use of two languages is not practicable as provided in WAC 392-160-040, an alternative instructional program. WAC 392-160-010.</i></p>	<p>LEA Level</p> <p>TBIP Grantees</p> <input type="checkbox"/> A. If a bilingual instructional program is not provided, evidence of one or more of the following conditions: <ul style="list-style-type: none"> • Necessary instructional materials in the student's primary language are unavailable and the LEA has made reasonable efforts to obtain necessary materials without success; • The capacity of the LEA's bilingual instructional program is temporarily exceeded by an unexpected increase in the enrollment of eligible students; • Bilingual instruction cannot be provided to students without substantially impairing their basic education because of their distribution throughout many grade levels or schools, or both; or • Teachers who are trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable, and the LEA has made reasonable attempts to obtain the services of such teachers. 	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited		
7.13	<p>TBIP Eligible Exited Students</p> <p>TBIP <i>The LEA makes available a program of instructional support for up to two years immediately after transitioning to exited TBIP students who need assistance in reaching</i></p>	<p>LEA Level</p> <p>TBIP Grantees</p> <input type="checkbox"/> A. Evidence of the process that the LEA uses to determine whether TBIP exited students who tested out of the program in the past two years based on the state English language	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited		

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	<p><i>grade-level performance in academic subjects.</i> RCW 28A.180.040(g).</p>	<p>proficiency assessment need assistance in reaching grade-level performance in academic subjects.</p> <ul style="list-style-type: none"> <input type="checkbox"/> B. Roster of students receiving support by content area. <input type="checkbox"/> C. Evidence of services provided to these exited students, with TBIP funding allocated for this purpose, according to the approved grant application. 			