

## Language Instruction for English Learners ESEA Section

Group Name |

3101

Question 2

\* Required

### Reference: Section: EOA 20 U.S. Code § 1703(f); ESSA §3115(f)(1), §3116(a-b); 1990 OCR Memorandum LEA Program

The LEA has a local program plan or handbook describing its effective EL program(s) and activities undertaken by the LEA to assist English learners.

- Provide EL program handbook/manual or a written description of the program(s) and activities for ELs
- Provide List of EL program staff with position descriptions, including names, titles, workload, grade and assignments, and duties
- Provide evidence demonstrating increase in student's English proficiency and academic achievement (No student identifiable information may be included please.)

Question 3

\* Required

### Reference: Section: ESEA §3111(b)(2)(A) Assessments

The LEA adheres to Ohio's standardized procedures for identifying English learners (Language Usage Survey and the Ohio English Language Proficiency Screener (OELPS)).

- Provide Copies of completed Language Usage Surveys
- Provide OELPS Results

Question 4

\* Required

### Reference: Section: ESEA §1111(b)(2)(G); §3111(b)(2)(A) OELPS Parent Notice

LEAs administer annually the Ohio English Language Proficiency Assessment (OELPA) to all English learners. Parents are notified of student status and progress. Students who assert proficiency on the OELPA are exited from EL program

- OELPA results for the LEA's English learners.
- Provide a copy of the notifications to parents/guardians of OELPA results.

Question 5

\* Required

### Reference: Section: 1991 OCR Memorandum; Title VI of the Civil Rights Act; EEOA Student Access to Programs

No student is denied access to any course of activity because of his/her language or cultural background. ELs and immigrant youth have access to grade-level curricula and have equal opportunities to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

- Provide examples of other communications to ELs and their parents/guardians that is in an understandable format and explains the available programs and activities in the district/school.
- Documents demonstrate that ELs are age-appropriately placed.
- Examples or list of EL-specific learning materials used, such as supplementary textbook materials and educational software, that support ELs' access to age-appropriate grade-level content
- Provide evidence of professional development provided for content area teachers on effective instruction strategies for ELs
- Provide evidence of initiatives contributing to school culture that are inclusive of cultural and linguistic diversity
- Provide documentation of the number of ELs in LEAs programs and activities
- Provide evidence of the inclusion of EL program staff in the selection of learning materials, such as textbooks
- Describe the inclusion of EL program staff in the selection of learning materials, such as textbooks.

Question 6

\* Required

### Reference: Section: Title VI of the Civil Rights Act; EEOA Monitoring of Exited Students

LEAs have a process for monitoring the academic progress of former ELs for at least two years after exiting to ensure that 1) students have not been prematurely exited; 2) any academic deficits they incurred resulting from the EL program have been remedied; and 3) they are meaningfully participating in the

educational programs comparable to their peers who were never EL students.

- Monitoring forms or provide a description of monitoring process.
- Provide a description of LEA's protocol for re-identifying a student as an EL once exited from the program.

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Question 8

\* Required

**Reference: Section: ESEA §3115(g) Supplement, Not Supplant**

Federal funds shall be used to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

- Fiscal records provided document the use of federal, state, and local funds for the EL program and related activities. Provide fiscal records in Uniform Administrative Requirements.... Section for Title III.
- LEA Leaders can explain how the EL program satisfies obligations to English learners and how the Title I funds are used to supplement the core program and services in the district.

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Question 9

\* Required

**Reference: Section: ESEA §1112(e)(3)(A-B) Assessed Within 30 Days**

Within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school year), the LEA annually notifies parents of their child's identification as an English and eligibility for participation in the language instruction educational program in an understandable and uniform format.

Provide the notification in English sent by the LEA to parents for students newly identified during the current fiscal year and the annual notification for existing EL students.

- Provide a copy of a notification in a language(s) other than English sent by the LEA to parents or
- Provide an explanation of how the LEA ensured the information was understood by limited English proficiency parents.

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Question 10

\* Required

**Reference: Section: ESEA §1112(c)(6), ORC 3319.074, and ESSA §3116© Teacher's Credentials**

Teachers in the EL program are properly certified or licensed and are fluent in English and other language(s) used for instruction, including written and oral communication skills.

- Copies of teacher credentials (licenses, endorsements, certifications, permits)
- Provide a description of LEA's process for ensuring teacher fluency in English
- Documentation of teachers' fluency in English and other languages
- Documentation of teachers' progress toward TESOL certification (licensure or endorsement)

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Question 11

\* Required

**Reference: Evaluation Section: ESEA §3121(a)**

Each LEA provides the Ohio Department of Education, at the conclusion of every second fiscal year (odd fiscal years) during which the Title III funds are received, with a report on the activities conducted and children served by the EL program, which will include the seven required criteria of §3121(a) and is used by the LEA to inform program improvement.

- Complete EL Program Evaluation
- Alignment of past EL program evaluation with use of Title III funds

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Question 12

\* Required

**Reference: Purpose and Intent of Fund ESEA Section 3102**

The programs and activities carried out through this fund are in accordance with the purpose of this title and to improve the English acquisition and academic achievement of English Learners.

- Fiscal Records and evidence provided