# Virginia Department of EducationFederal Program Monitoring for Title III, Part A,

# Standards, Assessment, and Accountability

# Federal Requirements for Serving English Learners (ELs)

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**Forward**

**Title III Federal Program Monitoring Preparation Recommendations**

Title III Federal Program Monitoring (FPM) is reliant on the active participation of many division stakeholders. The staff person responsible for generating relevant data points and the collecting and analyzing data, may solely not be the Title III Coordinator. The chart below outlines the participants who could and/or should support the English learner (EL) data collection and attend the Title III FPM planning meetings. As EL support is a division-wide effort, VDOE also encourages division leaders to attend the FPM virtual or in person meeting, as possible.

The purpose of the chart below is help division Title III Coordinators establish a working team to ensure a successful Title III FPM preparation. Titles listed are not exclusive, please feel free to change titles or add to this section as applicable.

|  |  |  |
| --- | --- | --- |
| **Guiding Question** | **Data Point that may require cross collaboration** | **Possible school division contacts who can support EL evidence collection – all encouraged to attend the FPM meeting with the Title III Coordinator.** |
| I | EL identification and placement process  | Welcome Center (WC), Registrars School SecretariesStudent Support Services (SST) |
| II | Elementary School: EL proficiency levels by grade level. EL school roster, EL teacher schedules and EL student schedules including Language Instruction Educational Programs (LIEP) Models, English Language Proficiency (ELP) levels, and EL curriculum content focus. Evidence should include information on the core content materials utilized and professional development (PD) provided. | EL Department Chairs/EL Lead TeachersSchool administrators Director of Elementary School InstructionSSTDDOTPD Office |
| III | Middle School: EL proficiency levels by grade level. EL school roster, EL teacher schedules and EL student schedules including LIEP Models, ELP levels, and EL curriculum content focus. Evidence should include information on the core content materials utilized and PD provided. | EL Department Chairs/EL Lead TeachersSchool administrators Director of Middle School InstructionCounselors/SSTDDOTPD Office |
| IV | High School: EL proficiency levels by grade level. EL school roster, EL teacher schedule and EL student schedules including LIEP Model, ELP levels, and EL curriculum content focus. Evidence should include:* Information on the core content materials utilized and PD provided.
* Pathways to graduation
* Transcript review process
 | EL Department Chairs/EL Lead TeachersSchool AdministratorsDirector of High School InstructionCounselors/SSTDDOTPD Office |
| V | * Number and percentage of ELs and overall student population at elementary, middle, and high levels
* Average number of years in EL program - LTELs
* Attendance data for ELs and overall general student population
* Number and percentage of ELs and overall general student population retained at least one year.
* Four-year graduation rate for ELs, former ELs, and the overall general student population
* Dropout rate for ELs, former ELs, and the overall general student population.
* Progress and proficiency ELP data analyzed for the past 2 years by school and/or grade.
* Proficiency and growth data for ELs and former ELs on PALS, SOLs etc.
* EL enrollment in postsecondary education compared to overall general student population
 | Chief Academic Officer Data SST Career Readiness Graduation coachDirectors |
| VI  | Number and placement of EL FTE teachers directly serving ELs across the LEA. EL Professional Development Plan for the past and present year including participant focus. | HR  |
| VII  | Number and percentage of ELs enrolled as compared to overall general student populations in: CTE, WBL, Gifted, Dual enrollment, and Honors courses.  | Coordinators of identified specialty programs  |
| VIII | Written process and training on dually identified EL identification and LIEP services. | Special Education Director  |
| IX | Number of opt-out ELs by school and grade.  | Counselors  |
| X | Number and type of EL parent engagement events. Multilingual communication contract and training provided to stakeholders.  | Parent Liaisons  |
| 1 | Curriculum and lesson planning expectations. | Curriculum and Instruction Director |
| 2 | ELP and EL SOL data on participation and completion.  | DDOT |
| 4 | Equitable Services documents | Director of Federal Programs |
| 5 | Internal fiscal documents from record keeping to invoices. | Federal Programs Accountant |

[**English Learner Progress Targets**](https://www.doe.virginia.gov/data-policy-funding/data-reports/statistics-reports/accreditation-federal-reports/federal-accountability#:~:text=English%20Learner%20Progress,58))

**Accountability Years 2018-2019 through 2024-2025**



*Timeframe for Completion*

 Interim progress is measured annually. Long-term goals are set for 7 years.

\*Accountability waiver for 2020-2021 and 2021-2022 due to COVID-19.

Above is the Virginia ESSA State Plan EL assessment and accountability targets as approved under ESSA. If your school division **did not** meet the EL progress accountability year targets in 2022-23 (50%) and/or 2023-24 (52%) please write a list or provide a narrative of action steps taken to meet the State EL Progress Target going forward.

*Source: https://www.doe.virginia.gov/data-policy-funding/data-reports/statistics-reports/accreditation-federal-reports/federal-accountability#:~:text=English%20Learner%20Progress,58)*

## Federal Requirements for Serving English Learners (ELs)

#### Guiding Question

##### I. What is the LEA’s process for ensuring that ELs in grades K-12 are appropriately identified across the school division for participation in a Language Instruction Educational Program (LIEP) in a timely and consistent manner?

###### Acceptable Evidence ([Chapter 1](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf))

* Written procedure~~s~~ for EL identification, including the requirement for standardized entrance procedures for identifying ELs ([Superintendent’s Memo 189-22](https://www.doe.virginia.gov/home/showpublisheddocument/8370/638108662902530000)) to ensure division-wide consistency
* A completed Home Language Survey (HLS) as part of the enrollment process for all students and written verbatim identifying questions in division registration documents.
* Evidence that the LEA has conducted annual training on the EL identification procedures. Include sign-in sheets of participating staff.
* Evidence that the WIDA Screener or WIDA MODEL is used in grades 1-12. Include evidence of WIDA scores from AMS or with paper reports.
* Evidence that K MODEL or WIDA Screener for Kindergarten is administered in kindergarten. Include evidence of a completed screener with scores.
* Include current WIDA Screener staff certificates for all staff administering the WIDA Screener or Kindergarten screeners.

###### Interview Questions

* LEA staff discusses the EL identification process, including the timeline for identification, screening, and placement of ELs to ensure consistency of implementation.
* LEA staff discusses the identifying questions and how they are included verbatim on registration documents or on a separate HLS provided to all students enrolling in a public school.
* LEA staff discusses how pertinent stakeholders are annually trained on consistent implementation of the written procedures for EL identification, screening, and placement.
* LEA staff discusses the process for ensuring that those administering the WIDA screening instrument are appropriately trained on an annual basis.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## Federal Requirements for Serving English Learners (ELs)

#### Guiding Question

##### II. What is the LEA’s process to consistently and effectively serve ELs *at proficiency levels 1-4.3* in a [LIEP](https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf) at the elementary school level*?*

###### Acceptable Evidence ([Chapter 2](https://ncela.ed.gov/files/english_learner_toolkit/2-OELA_2017_language_assist_508C.pdf) and [Chapter 5](https://ncela.ed.gov/files/english_learner_toolkit/5-OELA_2017_inclusion_rev_508C.pdf))

* **Elementary school** evidence that LIEP services are being provided to all ELs at proficiency levels 1-4.3, except from opt-out ELs. This evidence should be broken down to show EL teacher/student schedules, by LIEP models, grade level and LIEP service minutes (daily/weekly) [VDOE LIEP Models](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F20424%2F638043624355500000&wdOrigin=BROWSELINK)
* EL Handbook reflecting the LIEP models utilized at the elementary level.
* Student schedules that reflect LIEP services provided to all ELs at proficiency levels 1-4.3
* LIEP teacher schedules reflect LIEP services are provided to all ELs at proficiency levels 1-4.3
* Evidence of professional development to support chosen LIEP models.
* Core materials and curriculum identified to support each LIEP model chosen.

###### Interview Questions

* LEA staff discusses the LIEP model(s) utilized at the elementary school level, including scheduling and core materials and curriculum to support the LIEP model(s)
* LEA staff discusses how the needs of elementary ELs at proficiency levels 1-4.3 are met through the chosen LIEP model(s) to include sufficient qualified staffing and the amount of LIEP service minutes provided on a daily/weekly basis.

#### Local Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## Federal Requirements for Serving English Learners (ELs)

#### Guiding Question

##### III. What is the LEA’s process to consistently and effectively *serve* ELs *at proficiency levels 1-4.3*  in an [LIEP](https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf) at the middle school level?

###### Acceptable Evidence ([Chapter 2](https://ncela.ed.gov/files/english_learner_toolkit/2-OELA_2017_language_assist_508C.pdf) and [Chapter 5](https://ncela.ed.gov/files/english_learner_toolkit/5-OELA_2017_inclusion_rev_508C.pdf))

* **Middle school** evidence that LIEP services are being provided to all ELs at proficiency levels 1-4.3, except from opt-out ELs. This evidence should be broken down to show EL teacher/student schedules, by LIEP models, grade level and LIEP service minutes (daily/weekly) [VDOE LIEP Models](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F20424%2F638043624355500000&wdOrigin=BROWSELINK)
* EL Handbook reflecting the LIEP models utilized at the middle school level.
* Student schedules that reflect LIEP services provided to all ELs at proficiency levels 1-4.3
* LIEP teacher schedules that reflect LIEP services are provided to all ELs at proficiency levels 1-4.3
* Evidence of professional development to support chosen LIEP models.
* Core materials and curriculum identified to support each LIEP model chosen.

###### Interview Questions

* LEA staff discusses the LIEP model(s) utilized at the middle school level, including scheduling and core materials and curriculum to support the LIEP model(s)
* LEA staff discusses how the needs of middle school ELs at proficiency levels 1-4.3 are met through the chosen LIEP model(s) to include sufficient qualified staffing and the amount of LIEP service minutes provided on a daily/weekly basis.

#### Local Educational Agency Response

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#### Sufficient Documentation

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**Federal Requirements for Serving English Learners (ELs)**

#### Guiding Question

##### IV. What is the LEA’s process to consistently and effectively *serve* ELs *at proficiency levels 1-4.3*  in a [LIEP](https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf) at the high school level?

###### Acceptable Evidence ([Chapter 2](https://ncela.ed.gov/files/english_learner_toolkit/2-OELA_2017_language_assist_508C.pdf) and [Chapter 5](https://ncela.ed.gov/sites/default/files/legacy/files/english_learner_toolkit/5-OELA_2017_inclusion_rev_508C.pdf))

* **High school** evidence that LIEP services are being provided to all ELs at proficiency levels 1-4.3, except from opt-out ELs. This evidence should be broken down to show EL teacher/student schedules, by LIEP models, grade level and LIEP service minutes (daily/weekly) [VDOE LIEP Models](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F20424%2F638043624355500000&wdOrigin=BROWSELINK)
* Provide a written graduation pathway for ELs reflecting EL course codes, associated course credits, and appropriate course sequencing connected to post-secondary goals.
* Evidence of a completed transcript review process to include student or parent and/or guardian signatures.
* Evidence of meetings with ELs and their parents and/or guardians to discuss the graduation pathway the student will follow, to include scheduling courses required for graduation.
* Evidence that appropriate and qualified interpreters have been made available to parents during these meetings, as needed.
* Teacher schedules reflect that LIEP services are provided to all ELs at proficiency levels 1-4.3
* Evidence of professional development to support chosen LIEP models.
* Core materials and curriculum identified to support each LIEP model chosen.

###### Interview Questions

* LEA staff discusses the process for appropriately placing high school ELs in courses to assist them to meet on-time graduation requirements. The discussion should include the transcript review process and pathway(s) for graduation.
* LEA staff discusses how the needs of high school ELs at proficiency levels 1-4.3 are being met through the LIEP model(s) to include sufficient qualified staffing and the amount of LIEP service minutes provided on a daily/weekly basis.
* LEA staff discusses the process for providing information to ELs and their parents about the pathway to graduation and optional services in a language they can understand.

#### Local Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## Federal Requirements for Serving English Learners (ELs)

#### Guiding Question

##### V. How does the LEA evaluate the effectiveness of LIEP services in assisting ELs to attain English proficiency and meet state academic standards?

##### Acceptable Evidence ([Chapter 2](https://ncela.ed.gov/files/english_learner_toolkit/2-OELA_2017_language_assist_508C.pdf) and [Chapter 9](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap9.pdf))

* Evidence to demonstrate LIEP services are designed to enable ELs to attain English proficiency and parity of participation in the standard instructional program within a reasonable length of time. Provide LEA data to include EL subgroups such as LTELs and dually identified ELs.
* Evidence of an annual meeting and the data analyzed, to include a list of participating division level stakeholders, **as well as the outcome** of the most recent program evaluation analyzing data on:
* EL progress and proficiency by grade span
* EL achievement in academic content classes
* Subgroup data
* EL attendance data
* EL drop out data
* EL graduation rates.
* Evidence that there is a written process, to include school administrator participation, for modifying or replacing the chosen LIEP model if data shows that ELs are not making progress within a reasonable time period.

###### Interview Questions

* LEA staff discuss the ACCESS report data and whether EL progress targets were met.
* LEA discuss EL proficiency longitudinal trends.
* LEA staff discusses the process for analyzing ACCESS report data to evaluate EL progress and proficiency achievement.
* LEA staff discusses SOL subgroup reports to evaluate the progress of ELs in meeting state academic achievement standards.
* LEA staff discusses the process for evaluating LIEP services for effectiveness in assisting ELs to attain English proficiency and meet state standards to include the data used.

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Yes [ ]  No [ ]  NA[ ]

## Federal Requirements for Serving English Learners (ELs)

#### Guiding Question

##### VI. What is the LEA’s process to provide sufficient qualified EL staff and adequate resources, including appropriate materials, to effectively implement their chosen LIEP model(s)?

###### Acceptable Evidence ([Chapter 3](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap3.pdf))

* List of ESL endorsed teachers that directly serve ELs in a LIEP. Must include ESL endorsement evidence.
* List of ESL endorsed teachers within the LEA who are not directly serving ELs in a LIEP
* Provide a written plan to increase the number of ESL endorsed teachers based on EL population, if needed
* Provide evidence of a written LEA professional development plan for content teachers, EL teachers, administrators, and other stakeholders to support EL language acquisition. This should include PD titles, PPTs, focus audience, dates, times, agendas, and sign-in documentation for the past 18 months.
* Evidence of core materials purchased to support the chosen LIEP models with local or state funds.

###### Interview Questions

* LEA discusses meeting the state SOQ through the number of ESL endorsed EL teachers directly serving ELs at proficiency levels 1-4.3. The discussion should include current student caseloads of EL teachers, the number of content teachers who hold the ESL endorsement, and future EL student enrollment projections.
* LEA staff discusses staffing for LIEP services including plans to increase ESL endorsed instructional staff.
* LEA staff discusses the types of core materials used in LIEP services and how these materials support the chosen LIEP model.

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Yes [ ]  No [ ]  NA[ ]

## Federal Requirements for Serving English Learners (ELs)

#### Guiding Question

##### VII. What is the LEA’s process for placing ELs in the division or school specialized academic and CTE courses and programs available to all students?

###### Acceptable Evidence ([Chapter 4](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf))

* Evidence to show the **number and/or percentages of ELs as** **compared to never-EL students** participating in specialized academic and CTE programs:
	+ Advanced Placement classes
	+ Honors classes
	+ College dual enrollment classes
	+ International Baccalaureate courses
	+ Gifted and Talented educational programs
	+ CTE courses/technical academies
	+ STEM academies
* Evidence of written procedures to ensure EL equity for participation in specialized academic and CTE courses.
* Evidence of cross-collaboration with pertinent departments to increase EL participation in specialized academic and CTE courses.

###### Interview Questions

* LEA discusses the numbers and percentages of ELs in specialized academic and CTE programs in comparison with never-EL students.
* LEA staff discusses steps taken to ensure EL equity in specialized academic and CTE programs and increase EL participation.
* LEA discusses collaboration between pertinent departments to ensure EL equity of opportunities and increase EL participation in specialized academic and CTE programs.

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Yes [ ]  No [ ]  NA[ ]

## Federal Requirements for Serving English Learners (ELs)

#### Guiding Question

##### VIII. What is the LEA’s process for identifying and evaluating dually identified ELs and providing appropriate LIEP services to assist them in attaining English proficiency and meeting state standards?

###### Acceptable Evidence ([Chapter 6](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf))

* Evidence of a division-wide written process to identify and evaluate ELs with a suspected disability.
* Evidence through student schedules demonstrating that both LIEP and Special Education services are provided to dually identified ELs, as required under federal civil rights law.
* A completed IEP front cover (student redacted) demonstrating EL teacher and interpreter inclusion in the IEP meeting.
* Evidence of collaboration between the Title III and Special Education offices to provide required services to dually identified ELs.

###### Interview Questions

* LEA staff discusses the process to ensure that IEP team meetings include staff with knowledge, training, and expertise in second language acquisition to meet the language needs of dually identified ELs.
* LEA staff discusses the process to ensure that dually identified ELs at proficiency levels 1-4.3 are appropriately placed in direct LIEP services with an ESL endorsed teacher.

#### Local Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

**Federal Requirements for Serving English Learners (ELs)**

#### Guiding Question

##### IX. How does the LEA ensure that identified ELs whose parents have exercised the “opt out” option for LIEPs is provided alternative programs and services to help them acquire English proficiency?

###### Acceptable Evidence ([Chapter 7](https://ncela.ed.gov/files/english_learner_toolkit/7-OELA_2017_optout_508C.pdf)) ([Chapter 10](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf))

* Evidence of a written process for identifying and tracking the number and percentage of identified ELs whose parents have exercised the “opt-out” option from LIEP services and the academic achievement of opt-out ELs. The process should:
* Identify the person responsible for entering Code 2 in the division student information system and annually updating this information.
* Include a completed and signed “opt-out” form or letter.
* Identify the person(s) responsible for annually sending out and reviewing the Parent Notification letter including, “opt out” requests from parents.
* Provide a procedure for monitoring the academic achievement of “opt-out” ELs to include the programs and services outside the LIEP that will be provided to students to assist them with acquiring English and meeting state content standards.
* Evidence of discussions with parents about how the “opt-out” EL will receive services outside of the LIEP to increase English proficiency.
* Evidence that appropriate and qualified translators and interpreters are available to parents who need language assistance to discuss the “opt out” option and the language programs and services outside the LIEP that will be provided to the “opt-out” EL.
* Evidence that the division is monitoring the number and percentage of “opt-out” ELs at the division level and by school and is addressing high numbers of “opt-out” ELs as applicable.

###### Interview Questions

* LEA discusses the written process to track the number and percentages of “opt-out” ELs.
* LEA staff discusses the process to determine reasons for high “opt-out” numbers and percentages of “opt-out” ELs, if applicable
* LEA staff discusses the written procedure for monitoring the academic achievement of “opt-out” ELs and providing programs and services outside the LIEP to assist these students to acquire English proficiency and meet content standards.

LEA staff discusses the process to inform parents of the following, in a language they can understand:

* the student’s EL status
* the right of parents to opt the student out of LIEP services or components of an LIEP
* programs and services outside the LIEP to students to assist them in acquiring English proficiency and meeting state content standards.
* LEA staff discusses the process to provide parents the opportunity to annually revisit their “opt-out” decision.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

**Federal Requirements for Serving English Learners (ELs)**

**Guiding Question**

**X: Parent Engagement – How does the LEA ensure that schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English?**

**Acceptable Evidence (**[**DCL Fact Sheet**](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf)**) and** [**(DCL Letter)**](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf)

* Evidence can include but is not limited to information related to the following in multiple languages, appropriate to the population:
* registration and enrollment documents
* grievance procedures and notices of school programs
* language assistance programs
* parent handbooks
* report cards
* gifted, talented, magnet programs.
* student discipline policies and procedures
* special education and related services and requests for parent permission for meetings to discuss special education student participation in school activities.
* parent-teacher conferences
* Evidence of a contracted service provider to provide information to parents in a language they can understand ([DOJ/USDE LEP Communication](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf))
* Evidence of an intentional EL parental engagement action plan in the LEA

###### Interview Questions

* LEA discusses the written process to request an interpreter.
* LEA discusses the written process to request the translation of written documents.
* LEA discusses locally funded resources used to provide interpretation/translation services.
* LEA discusses the languages available other than English present in the division and how interpretation/translation services are made available to the parents if needed.

#### Local Educational Agency Response

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#### State Educational Agency Response

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Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

**Prior Monitoring Status**

**XI: Has the LEA implemented necessary actions because of prior federal program monitoring for Title III, Part A, if applicable?**

**Acceptable Evidence**

* Feedback letters
* Corrective action plan

(Note: Supporting evidence may also be provided under a corresponding indicator(s) within the rest of the protocol.)

###### Interview Questions

* When did the division last undergo federal monitoring for Title III, Part A?
* Did the division receive any Title III findings? If so, identify the findings.
* Were all action steps from corrective action plans implemented and maintained?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## English Language Development (ELD) Standards

### 1.1: The LEA ensures the ELD Standards are implemented. [§3115 and §1111]

#### Guiding Question

##### 1.1a. How does the LEA ensure the English language development (ELD) standards are implemented by both general education and LIEP teachers, in all classrooms, with ELs grades K-12?

###### Acceptable Evidence

* Content lesson plans and EL lesson plans, demonstrating that the four domains of language, language objectives and WIDA ELD Standards are implemented in the classroom with ELs.
* Observation protocol showing the inclusion of the WIDA ELD standards and evidence of training for administrators in the evaluation and observation process for all teachers.

###### Interview Questions

* LEA staff discusses how the WIDA ELD standards are currently implemented at both the LEA and school level.
* LEA staff discusses the training in place to ensure teachers and administrators are adequately prepared to effectively implement EL programs and services for ELs.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## Accountability and Assessment

### *2.1: The LEA ensures that all ELs participate in the Virginia Assessment Program and the English Language Proficiency (ELP) Assessment [§3113 and §1111]*

##### 2.1a. How does the LEA ensure ELs participate annually in the Standards of Learning (SOL) tests in reading/language arts and mathematics and the ACCESS ELP assessment?

###### Acceptable Evidence

* Evidence of collaboration between Title III staff, the DDOT, school test administrators, administrators, and teachers to ensure EL participation in SOL testing and ELP assessments.
* Evidence to show the exact percentage of ELs that participated in the ACCESS ELP assessment.
* Evidence to show that ELs that did not participate in the prior year’s ACCESS ELP assessment, were reported to VDOE Assessment Department.
* School Quality Profile and ACCESS Reports showing the percentage or ELs that participate in ACCESS and Reading and Mathematics SOL testing.

###### Interview Questions

* LEA staff discusses communications from the SEA regarding the participation of ELs in the SOL tests and the ELP assessment.
* LEA staff discusses the process to ensure that all ELs grades 3-12 participate annually in the reading/language arts and mathematics SOL tests.
* LEA staff discusses the process to ensure that all ELs grades K-12 participate annually in the ELP assessment.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## Accountability and Assessment

#### Guiding Question ([Chapter 8](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap8.pdf))

##### 2.1b. How does the LEA ensure ELs at proficiency Level 1-4.3 and formerly ELs 4.4+ (Years 1 and 2) are provided appropriate accommodations on SOL assessments in reading/language arts and mathematics?

###### Acceptable Evidence

* Written process to show the requirements for convening a school based EL participation committee, including the timeframe and mode of meetings.
* **Signed and completed EL participation forms, including committee members' signatures** in determining appropriate accommodations for ELs and formerly ELs (Years 1 and 2). Include evidence per grade span.

**Interview Question**

* LEA staff discusses the process for determining appropriate accommodations and exemptions for ELs on SOL testing.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

**Accountability and Assessment**

#### Guiding Question

##### 2.1c. How does the LEA ensure that all information for ELs is accurate in the pre-ID data file for ACCESS for ELs and Alternate ACCESS for ELs?

###### Acceptable Evidence

* Pre-ID data file upload from DRC based on the November 2023 upload.
* Written process for WIDA ACCESS Data Validation (including responsible roles) that includes WIDA Secure Portal Assessment Training certificate. For support see: [WIDA AMS User Guide Supplement for Data Validation | WIDA Secure Portal](https://portal.wida.us/resource/detail/c1063de1-33ca-eb11-a2df-0050568beee8)

###### Interview Question

* LEA staff discusses the procedures for:
* Preparing and uploading the ACCESS for ELs/Alternate ACCESS for ELs Pre-ID data file to the Data Recognition Corporation (DRC) Website
* Ensuring the front and back covers of ACCESS for ELs or Alternate ACCESS for ELs test booklets are properly coded.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## Accountability and Assessment

### 2.2: The LEA ensures that divisions monitor their rates of EL progress and proficiency. [§3121 and §1111]

##### 2.2a. How does the LEA monitor the number and percentage of ELs meeting the state-established progress criteria, and the number and percentage of ELs who exit EL status?

###### Acceptable Evidence

* EL Progress and Proficiency longitudinal data – from SSWS and LEA data collection
* Evidence of an annual meeting, to include a list of participating division level stakeholders and an agenda, for analyzing data on:
* EL progress and proficiency – by LEA, grade-span, school, grade, and subgroups over the past two years. (Request instructions from your VDOE Title III specialist monitor, on how to create a pivot table, if needed)
* EL achievement in academic content classes
* EL subgroups – SLIFE, LTEL, dually identified etc.
* Provide an action plan if the LEA has not met Virginia’s EL progress targets as referenced in the Forward.

###### Interview Question

* LEA staff discusses how EL progress and proficiency data are used to inform instructional practice.
* LEA staff discusses what the information gleaned from analyzing ELP assessment data.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## Accountability and Assessment

### 2.3: The LEA submits accurate data and reporting. [§3121 and 1111]

#### Guiding Question

#####  2.3a. What methods does the LEA have in place to collect and record EL data to provide complete and accurate Title III reporting for SRC?

###### Acceptable Evidence

* Provide the LEA *written* procedures to collect school data on ELs and provide accurate reporting to the SRC. This should include evidence of training to pertinent staff on the EL data entry process.
* Identify key stakeholders responsible for entering EL data and ensuring accuracy.
* **Screenshots of SIS data** to show inclusion of state codes 1, 2, 4 and Immigrant Children and Youth (IY) indicators.
* Data collected to identify SLIFE status.

###### Interview Question

* LEA staff discusses the process for accurately collecting and reporting EL data to the SEA.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

**Accountability and Assessment**

#### Guiding Question

##### 2.3b. What is the LEA’s process for monitoring the academic progress of formerly ELs 4.4+ (Years 1 and 2)?

###### Acceptable Evidence

* Data system to track the academic progress of formerly ELs.
* Written process for monitoring formerly ELs
* **Completed forms** demonstrating the implementation of the monitoring process for formerly ELs.
* Examples of follow up support for formerly ELs that provide additional instructional supports.
* A written process for re-identification and re-entry of former ELs

###### Interview Questions

* LEA staff discusses the implementation of a monitoring process to ensure that formerly ELs are academically progressing on par with their native English-speaking peers.
* LEA staff discusses the process for addressing academic deficits of formerly ELs and the timeline for interventions including reclassification.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

**Programmatic Implementation – Stop here if the division does not accept Title III funds.**

### 3.1: The LEA submits local plans for SEA review and approval. [§3121 and 3115]

#### Guiding Question

##### 3.1a. Does the LEA submit applications, revisions, amendments, and budget transfer requests (BTR) in a timely manner to ensure appropriate implementation of the Title III, Part A, program?

###### Acceptable Evidence

* Signed cover page of the application.
* Input from EL parent, community, and other key stakeholders for development of the application

###### Interview Questions

* LEA review of 3 years of data demonstrating the timeliness of submitting the Title III application
* LEA review of 3 years of data demonstrating the timeliness of submitting revisions, amendments, and BTRs
* LEA staff discuss the annual process for receiving LEA stakeholder input to build the application.
* LEA staff show how EL parent and community input is gathered prior to submitting the application.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## Programmatic Implementation

#### Guiding Question

##### 3.1b. How does the LEA ensure that sustained and effective professional development is provided to classroom teachers, principals, school leaders, and other school or community-based organizational personnel that is designed to improve the achievement of ELs using Title III funding?

###### Acceptable Evidence

* Written plan to show the use of supplemental **Title III funding** to meet the professional development needs for serving ELs in schools and at the division level.
* Evidence of professional development activities for administrators, teachers, and other staff that addresses topics specifically focused on increasing EL achievement.
* Evidence of effective outcomes for staff trainings based on EL data.
* Participant surveys responses and sign-in sheets
* Evidence of follow-up support for participants in professional development activities to implement strategies in classrooms with ELs.
* Evidence of division level follow-up training by staff that attended VDOE training.

###### Interview Questions

* LEA staff discusses professional development activities focused on increasing EL achievement that are provided to all administrators, teachers, and other staff.
* LEA staff discusses the intensity and duration of the professional development activities.
* LEA staff discusses staff trainings provided to ensure that LIEP teachers, classroom teachers, and administrators are prepared to effectively implement the chosen LIEP model(s).

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## Programmatic Implementation

#### Guiding Question

##### 3.1c. How does the LEA provide effective parental and community participation programs, such as family literacy services and parent and family engagement activities to LEP parents and families using Title III funding?

###### Acceptable Evidence

* Evidence of written division-wide and/or school-wide, parental outreach efforts in multiple languages using Title III funding in a supplemental manner
* Evidence that parental outreach efforts are provided in a language that parents can understand.
* Parent survey responses or sign-in sheets
* List communication methods used to break down communication and participation barriers for LEP parents.
* Written analysis of the effectiveness of parent engagement over the past year. What strategies have worked well, and which strategies have not?
* Data to show the number/percentage of LEP parents actively involved in Title III funded activities.

###### Interview Questions

* LEA staff discusses assistance to LEP parents and families to help them become active participants in the education of their children.
* LEA staff discuss possible collaboration with related programs to support LEP parent engagement.

**Local Educational Agency Response**

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes [ ]  No [ ]  NA[ ]

## Programmatic Implementation

#### Guiding Question

##### 3.1d. How does the LEA analyze the effectiveness of the use of Title III funding to support the LIEP?

###### Acceptable Evidence

* Evidence of a division-wide evaluation that demonstrates the effectiveness of activities or materials for ELs purchased under the Title III grant.
* Action plan to restructure the Title III application if indicated by the evaluative needs assessment.
* Evidence that the past two years of Title III application Measurable Objectives were reviewed and adjusted as needed.

###### Interview Questions

* LEA staff discusses LIEPs services used in the division by grade span and ELP level.
* LEA staff discusses the needs assessment and the stakeholders and data involved in the evaluation process.
* LEA staff discusses potential modifications to the LIEP, if appropriate.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## IY - Programmatic Implementation – Complete only if you have current IY funding.

### 3.2: The LEA ensures that IY activities meet requirements. [§3115] IY [Definition](https://www.doe.virginia.gov/home/showpublisheddocument/44795/638199228949070000)

#### Guiding Question

##### 3.2a. How does the LEA ensure that IY funds under Title III are used for allowable programs and services?

###### Acceptable Evidence

* Screenshot of SIS showing entry date into U.S. schools and birth country. ([IY LEA Enrollment](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F40600%2F638083368498430000&wdOrigin=BROWSELINK))
* Student rosters for IY programs and services with the IY designation identified.
* Written evidence of an evaluation process to determine the success of programs and services for IY students supported with IY funds under Title III.

###### Interview Questions

* LEA staff discusses the programs and services supported by IY funding.
* LEA staff discusses the process to ensure that IY funds are spent solely on programs and services for students designated as IY.
* LEA staff discusses the evaluation process for programs and services supported with IY funds under Title III.

**Local Educational Agency Response**

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes [ ]  No [ ]  NA[ ]

## Equitable Services – All divisions should complete 4.1a if there is a private school within division boundaries.

### 4.1: The SEA ensures that the LEA complies with requirements with regard to services to eligible private school children, their teachers, and their families. ([Equitable Services VDOE Webpage](https://www.doe.virginia.gov/programs-services/federal-programs/essa/title-viii))

##### Guiding Question

##### 4.1a Does the school division comply with the provisions of Title III, Part A, regarding timely and meaningful consultation with private schools?

###### Acceptable Evidence

* Letter(s)/emails of notification of planning meetings with private schools
* Attendance list from virtual consultation meeting
* Sign-on/sign-off sheet from each private school within division boundaries
* Intent to Participate Survey
* Meeting agendas/minutes
* Private school needs assessments
* Affirmation of Consultation
* List of private schools within geographic boundaries

###### Interview Questions

* What is the process used to contact and consult with private schools in the division’s geographic area?
* How are meaningful consultation meetings conducted with private schools?
* What information is shared during the consultation meetings?

**Local Educational Agency Response**

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes [ ]  No [ ]  NA[ ]

## Equitable Services - Complete 4.1b-4.1d only if private schools are currently receiving Title III funding.

#### Guiding Question

##### 4.1b. The school division provides services to private schools in an equitable manner based on the needs of the participating private school.

###### Acceptable Evidence

* Consolidated or individual application
* Payments to service providers or reimbursements to individual teachers
* OMEGA reimbursements for private school activities
* Rosters from professional development activities including private school participants.
* Equitable Services timeline of planned activities on behalf of private schools
* Agreement of Services Action Plan
* Feedback from private schools regarding effectiveness of funded activities (i.e., written statements, surveys, etc.)

###### Interview Questions

* How are needs of private school educators communicated to the public-school division?
* What process is used by the school division to ensure that equitable services are provided according to the stated needs of the private school?
* What types of activities have private school teachers/principals participated in from Title III, Part A, funds?
* What is the timeline for the provision of services?
* What feedback is sought from private schools to ascertain effectiveness of identified services?

**Local Educational Agency Response**

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes [ ]  No [ ]  NA[ ]

## Equitable Services

#### Guiding Question

##### 4.1c. The school division obligates and administers funds properly on behalf of private schools during the fiscal year the funds were received.

###### Acceptable Evidence

* Consolidated or individual application
* Communications outlining timelines and value of services.
* **Evidence of payments to service providers or reimbursements to individual teachers**
* OMEGA reimbursements for private school activities
* Copies of purchase orders or service agreements for private school services

###### Interview Questions

* What is the process and timeline used to notify private schools of the value of services available to them?
* What is the process used by private schools to request services?
* What is the process used by the school division for procurement of services on behalf of private schools?
* Was the full value of services provided to each participating private school from 2021-2022 funds? What percentage of funds set-aside for private schools from the 2022-2023 award has been encumbered/provided?

**Local Educational Agency Response**

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes [ ]  No [ ]  NA[ ]

## Equitable Services

#### Guiding Question

##### 4.1d. The school division retains control of and includes an inventory of fixed assets for any equipment purchased with Title III, Part A, funds on behalf of private schools.

###### Acceptable Evidence

* Inventory of equipment/assets provided to private school (should be maintained on the school division’s inventory).

###### Interview Questions

* What is the process used for procurement of materials/equipment purchased on behalf of private schools and the maintenance of title of materials to be used by the private school with Title III, Part A, funds?
* How does the school division ensure equipment is used solely for Title III activities?

**Local Educational Agency Response**

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes [ ]  No [ ]  NA[ ]

## Fiduciary

### 5.1 The LEA complies with the provision for submitting an annual application to the SEA and revising the LEA plan as necessary to reflect programmatic or fiscal changes.

#### Guiding Question

##### 5.1a. How does the LEA track the Title III allocation for the current year and ensure timely spend down?

###### Acceptable Evidence

* Demonstrate that all funds were fully expended for inactive grants over the last three years.
* Demonstrate on-time submissions of Title III applications over the last three years – July 1, 2021, 2022, 2023.
* Evidence of an active inventory list that matches Title III expenditures – actual inventory items if requested during the FPM.
* Evidence of an internal budget tracking system for Title III expenditures.
* Evidence of internal purchase order procedures and a tracking system for Title III expenditures.
* LEA paid invoices to vendors that show a date prior to reimbursement request submitted to the state.
* Evidence that food purchased with federal funds is for parent engagement events and not staff professional development (For further information, see The Administrators Handbook on EDGAR from Brunstein and Manasevit (5th edition) page 256).

###### Interview Question

###### LEA staff discusses procedures for tracking Title III expenditures, POs, and tracking inventory.

**Local Educational Agency Response**

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes [ ]  No [ ]  NA[ ]

## Fiduciary

#### Guiding Question

##### 5.1b. How has the LEA demonstrated that it is not using Title III funds to provide programs and/or services that supplant local, state, or other federal programs and/or services based on the following guiding questions:

* What instructional programs and/or services are provided to all students?
* What does the division do to meet requirements under Title VI, *Lau v Nichols*, and Title I?
* What services is the division required by local, state, and other federal laws and/or policies to provide?
* Was the program and/or service previously provided with local, state, or other federal funds?

###### Acceptable Evidence

* Time and Effort documents demonstrating record keeping pertaining to the use of Title III funds for ALL personnel in OC 1000/2000
* Evidence that materials or services in the Budget Tab of the Title III application were not provided by local funds in the preceding year.
* Purchase orders and receipts indicating local and state funds paid for administering, scoring, and reporting of the annual ELP assessment and the WIDA Screener.

###### Interview Questions

###### LEA staff discusses how they ensure compliance with Title III [supplement, not supplant](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F23297%2F638043748762830000&wdOrigin=BROWSELINK), provisions.

###### LEA staff discusses how they monitor time and effort documents.

###### LEA staff discusses the funding source used to purchase and administer the annual ELP.

**Local Educational Agency Response**

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes [ ]  No [ ]  NA[ ]