Title III Program Review

January, 2009

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I. PA English Language Proficiency Standards (PA ELPS) for English Language Learners

Section 3113 (b)(2) and Section 1111(b)(1)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
1. The LEA curriculum in Reading/Language Arts, Science, Math, and Social Studies includes the PA ELPS and is aligned to state academic content standards.				Content curriculum alignment, lesson plans	
2. The LEA has disseminated PA ELPS and provided professional development to all teachers on the PA ELPS.				Professional development proof	Agendas, sign-in sheets, training schedule, Act 48 credit hours

II. Assessment

Section 3113(b)(3)(C)(D)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
1. All LEP students have been annually assessed for English language proficiency (ELP) using the required state annual ELP assessment (ACCESS for ELLs).				Completion of on-line ELP assessment ordering system via MetriTech (required), UPS receipt verifying return of state annual ELP assessment, LEA performance score reports, and inclusion of performance results in student's permanent record folder	LEA database records of LEP students and assessment scores eMetric system reports
2. Upon release of the updated ESL BEC (expected spring 2009), the LEA uses the state screening and placement tool (WAPT) for entry into an ESL program and for the determination of the assessment tier for the state annual ELP assessment. For students screened prior to April 09, use of an alternate screening tool is acceptable, but use of the W-APT for determining an ACCESS for ELLs tier is still required.				Students screened after the updated ESL BEC release spring 2009 - WAPT screening and placement assessment results are included in the student's permanent record folder Students screened prior to spring 09 may use and alternate placement assessments	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
3. The LEA assesses students within 30 days of the beginning of the school year or within 14 days of initial school entry.				Student records indicating date of enrollment and date of assessment using the state screening and placement tool (WAPT) or alternate tool if screened prior to April 09.	LEA database records
4. The LEA has in place a procedure to ensure that all teachers who administer the ACCESS for ELLs have taken and passed the online WIDA ACCESS test administrator training course				WIDA test administrator training proof maintained by LEA ESL program administrator or assessment coordinator	Proof of completion of on-line teacher training for test administration with proof of 80% or better teacher score
5. LEP students are assessed using the PSSA				PSSA results for the LEP subgroup	LEA database records eMetric system reports

III. Accountability

Section 3122

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
1. The LEA/Consortia verifies LEP students meet annual measurable achievement objectives (AMAOs).				Copy of AMAO report and letter received from the SEA	
2. The LEA/Consortia develops an improvement plan if it has not met AMAOs for 2 or 4 consecutive years.				Copy of the improvement plan within Getting Results (beginning in the 08-09 school year after SEA notification)	
3. If the LEA is part of a consortium, the LEA has a signed copy of the Memorandum of Understanding specifying the responsibilities of both the fiscal agent and the individual LEAs.				Copy of the Memorandum of Understanding between the LEA and fiscal agent.	

IV. Evaluation

Section 3121

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
1. The LEA completes the LEP SYSTEM on or before the State provided due date.				Copy of the Accuracy Certification Statement (ACS) for the LEP SYSTEM	Refer to the ED HUB for State due dates
2. The LEA completes the PIMS on or before the State provided due date.				Copy of the ACS for PIMS	Refer to the ED HUB for State due dates

V. Required Subgrantee Activities for LEP

Section 3115(c)(1)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
1. The LEA/Consortia is responsible for increasing the English proficiency of ELLs. The LEA/Consortia bases its instructional programs on scientifically based research. The LEA/Consortia demonstrates the effectiveness of the programs to increasing a) English Language Proficiency b) Student academic achievement in the core academic subjects				Student records and grades Evidence that the language instructional programs are based on scientifically based research	eMetric Program type and rationale
2. The LEA/Consortia is responsible to provide high quality professional development to the classroom teachers, principals, administrators, and other personnel designed to: a. Improve instruction and assessment of ELLs b. Enhance the ability of teachers to use curricula, assessment measures, and instructional strategies. c. Based on SBR demonstrating the effectiveness of the PD in increasing the children's English language Proficiency d. Sufficient intensity and duration to have positive and lasting impact on teacher classroom performance				Evidence of professional development plan (Act 48) for ALL teachers Completion of eGrant System subgrantee professional development activities	Agenda Training schedule Teacher Act 48 lists

VI. Authorized Subgrantee Activities for LEP

Section 3115 (d)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
Authorized Activities: a. Upgrading program objectives and effective instruction strategies. Improving the instruction materials, education software, and assessment procedures b. Providing tutorials and academic or vocational education for ELLs; and intensified instruction c. Developing and implementing elementary or secondary school instructional educational programs that are coordinated with other relevant programs and services. Improving the ELP and academic achievement of ELLs d. Providing community participation programs, family literacy services, and parent outreach and training activities to ELLs and their families. e. Improving the instruction of ELLs by providing acquisition or development of ed technology or instructional materials; access to and participation in electronic networks for materials, training, and communication; and incorporation of the resources f. Other activities				Title III application A record of students being served The type of programs being implemented	

VII. Authorized Subgrantee Activities for Immigrant Children and Youth

Monitored ONLY FOR LEAs that receive Immigrant funding

Section 3115 (e)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
1. Authorized Activities: "(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children; "(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth; "(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; "(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds; "(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services; "(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and "(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.				Title III application A record of students being served The type of programs being implemented	

VIII. Parental Notification

Section 3302

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
The LEA/Consortia provides notifications to parents in an understandable uniform format, and, to the extent practical, in a language that the parent can understand.				Parent letters for placement in Title III programs	
The LEA/Consortia has parent notification provisions for identification and placement for Title III supplemental programs within 30 days of the beginning of school or 2 weeks after school begins.				Parent letters for placement in Title III programs	
The LEA/Consortia sends parent notification for failure to meet AMAOs, of such failure not later than 30 days after such failure occurs.				Parent letter for AMAO status	
Parental participation and outreach provisions				Parent participation policies are distributed to parents on a regular basis Evidence of outreach with parents of ELL students about how they can be involved in their child's education	

IX. Implementation of Title III Application – Local Plans

Section 3116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
Submission of annual Title III application, implementation of application, and evaluation of success of Title III Implementation Plan				Copy of signed rider and application	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
The LEA/Consortia complies with NCLB requirements regarding participation of LEP students and teachers in private schools under Title III. The LEA/Consortia provides: a. Policies and procedures for provision of services to eligible children attending private schools b. Third party contract(s) c. Copies of local application and budgets that document appropriate set asides (LEA) d. Evidence that consultation occurred between LEA and private school officials e. Evidence that private school children and teachers are receiving equitable services f. Evidence that the LEA is evaluating the Title III program serving private school students g. Evidence the LEA regularly supervises the provision of Title III services to private school children				Written policies and procedures, letters, emails or meeting agendas of LEA consultation with non-publics schools. Written agreement of equitable services to be provided. Evaluation plan for private school, program success, Supervisory consultation.	
The LEA/Consortia has a policy and/or LEA assessment (oral/written communication skills) for teacher English fluency.				Teacher fluency assessment results	
LEAs/Consortia that have teachers providing instruction in a language other than English must have a procedure for ensuring the teachers are fluent in the language of instruction				Procedure used to determine fluency, must include appropriate Instructional level 1 or 2 certifications as well the ESL specialist endorsement. If grading student English performance, teachers must meet the highly qualified definition.	
The LEA/Consortia supplements, not supplants, the core program with Title III funds. Programs/Activities must be in addition to or supporting core programs				Verification of difference between core program budget and expenditures, and Title III budget and expenditures	

X. Post-Exit Student Monitoring

Section 3121 (a)(4)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
LEAs have evidence of monitoring former ELLs exited from an ESL language instruction educational program for the 1st and 2nd years after exit				Student Progress Reports Teacher Reports PDE Sample post-monitoring tool (available spring 2009)	