

Title III

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

Section 3113(b)(2)

Section 1111(b)(1)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
1. The LEA/Consortium's curriculum in English Language Arts, Science, Math, and Social Studies includes the PA ELDS and is aligned to PA core and academic content standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Content curriculum with correspondence to ELDS <input type="checkbox"/> ELD curriculum stand alone or connected to the ELA or content area curriculum <input type="checkbox"/> Lesson plans which demonstrate differentiation for language proficiency	1. Describe the LIEP program (s) in your LEA. 2. Provide the ELD curriculum per program model. 3. Illustrate an ELs schedule per ESL level of proficiency and when the ELD instruction occurs. 4. How does the LEA/Consortium ensure that educators differentiate instruction and assessment for English Learners? 5. Show a lesson plan with the ESL modifications in content area classes.	
Desk monitoring: Upload content curriculum with correspondence to ELDS						
2. The LEA/Consortium has disseminated PA ELDS to all teachers and has provided professional development on the PA ELDS to all teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professional development evidence, such as: Agendas sign-in sheets training schedule Act 48 credit hours	How does the district ensure that all teachers who works with ELs are knowledgeable in the use the of the ELDS? How does the district ensure that all teachers who work with ELs have been provided with a copy of the ELDS?	
Desk Audit : Upload 1. ELD Curriculum per program model						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
2. Samples of content area lesson differentiated for all language proficiency levels 3. Professional Development training schedule for EL teacher and staff trainings; at least one sign in sheet Desk monitoring: Upload professional development evidence, such as: agendas, sign-in sheets, and training schedules						
If you have additional comments to make about this section, enter them here:						

Assessment

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
1. The LEA/Consortium annually assesses All ESL/ELD students K-12 for English language proficiency (ELP) using the required state annual ELP assessment (ACCESS for ELs 2.0 or Alternate ACCESS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Completion of on-line ELP assessment ordering via WIDA AMS system (DRC) <input type="checkbox"/> UPS receipt verifying return of state annual ELP assessment <input type="checkbox"/> LEA database records of ESL/ELD students and assessment scores <input type="checkbox"/> LEA/school performance score reports <input type="checkbox"/> Inclusion of student performance results in student's permanent record	Who is the LEA/Consortiums Test Coordinator for ACCESS testing? How many ELs enrolled? How many tested? How are students determined to be eligible for the Alternate ACCESS for ELLs?	
Desk monitoring: Upload a copy of the statement of completion of on-line ELP assessment ordering via WIDA AMS system (DRC)						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
2. The LEA/Consortium uses the state screening and placement tool (WIDA SCREENER) to formally assess the English language proficiency of PHLOTES for possible identification as an English language learner and placement into the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> PHLOTE List including the results of the WIDA SCREENER screening and placement <input type="checkbox"/> WIDA SCREENER assessment results are included in the student's permanent record	Who maintains the LEA access to WIDA SCREENER? Who is responsible for maintaining the PHLOTE list and administering the WIDA SCREENER?	
Desk monitoring: Upload PHLOTE list, including the results of the WIDA SCREENER screening and placement						
3. The LEA/Consortium assesses students within 30 days of the beginning of the school year or within 14 days of initial school entry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Student records indicate date of enrollment and date of administration of WIDA SCREENER, the state screening and placement tool	Who is responsible for ensuring that student assessment and placement happens within the required time frame? Describe the identification process.	
Desk monitoring: Upload LEA database records indicating date of enrollment and date of administration of WIDA SCREENER, the state screening and placement tool						
4. The LEA/Consortium has in place a procedure to ensure that all teachers who administer the ACCESS 2.0 and Alternate ACCESS have met the Pennsylvania eligibility and certification requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of test administrators and their assigned assessments/sessions to be administered <input type="checkbox"/> Current PA-Specific Test Administrator Eligibility and Certification Guidelines document <input type="checkbox"/> Proof of test administrators' completion of the WIDA certification checklist for each assessment type being administered	Who is the Test Coordinator for ACCESS 2.0 test administration? Describe the process used to ensure test administrators meet eligibility requirements and complete certification requirements.	
Desk monitoring: Upload a list of test administrators and their assigned assessments/sessions to be administered						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
5. The LEA/Consortium assess ESL/ELD students (grades 3-8 and 11) using the PSSA, Keystone, or PASA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> PSSA, Keystone, and PASA results for the EL subgroup (grades 3-8 and 11) <input type="checkbox"/> LEA database records of results for the EL subgroup (grades 3-8 and 11) <input type="checkbox"/> eMetric system reports		
Desk monitoring: PSSA, Keystone, and PASA results for the EL subgroup (grades 3-8 and 11)						
If you have additional comments to make about this section, enter them here:						

Evaluation

Section 3121

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
1. The LEA(s) completes the LEP SYSTEM on or before the State-provided due date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the Accuracy Certification Statement (ACS) for the LEP SYSTEM	Who is responsible to complete the LEP System?	
Desk monitoring: Upload a copy of the Accuracy Certification Statement (ACS) for the ELRS SYSTEM						
2. The LEA(s) completes the PIMS snapshots according to the State-provided due dates (on PIMS calendar on PDE website).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Copy of the ACS for the following PIMS Snapshots: <ul style="list-style-type: none"> • October 1 • Precode for ACCESS/Alternate ACCESS • ACCESS Accountability • End of Year 	Who is responsible to attend the LEP Data Trainings? Describe the process used to ensure collaboration between ELL Coordinator and PIMS Coordinator?	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
Desk monitoring: Upload a copy of the ACS for the following PIMS Snapshots: October 1, precode for ACCESS/Alternate ACCESS, ACCESS Accountability, end of year						
3. The LEA/Consortium performs regular Program evaluations based on multiple criteria that measure student progress in attaining English proficiency and attainment of academic and achievement standards. LEA implements improvements based on this evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEP System Report <input type="checkbox"/> Copy of PIMS End of Year ACS <input type="checkbox"/> Diagnostic Tool for Taking your Program's Pulse Written program evaluation	Describe the process used to ensure program evaluation and continuous improvement. Who is involved? How does ESL Program evaluation connect to Comprehensive Plan?	
Desk monitoring: Upload a copy of ESL/ELD System Report						
If you have additional comments to make about this section, enter them here:						

Program Effectiveness

Section 3115(c)(1)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
<p>1. The LEA/Consortium is responsible for increasing the English proficiency of ELs.</p> <p>The LEA/Consortium bases its instructional programs on scientifically based research.</p> <p>The LEA/Consortium demonstrates the effectiveness of the programs to increasing a) English Language Proficiency and b) Student academic achievement in the core academic subjects.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Student records and grades <input type="checkbox"/> ACCESS for ELs Score Report data showing growth <input type="checkbox"/> PSSA/Keystone Score Report data <input type="checkbox"/> eMetric system reports <input type="checkbox"/> Written ESL Policy/Program <input type="checkbox"/> Program type and rationale <p>Explanation of the scientifically-based research that supports the language instructional program model</p>	<p>What instructional delivery model(s) does the LEA/Consortium implement?</p> <p>How does this model support the program goals and LEA(s) mission?</p> <p>Is the program effectively increasing the English proficiency of students? What evidence do you have of this?</p> <p>Is the program supporting the academic success of ELs and of former ELs?</p>	
<p>Desk monitoring: Upload ACCESS for ELs Score Report data showing growth</p>						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
<p>2. The LEA/Consortium is responsible to provide high quality professional development to the classroom teachers, principals, administrators, and other personnel designed to:</p> <p>a. Improve instruction and assessment of ELs</p> <p>b. Enhance the ability of teachers to use curricula, assessment measures, and instructional strategies.</p> <p>The professional development must be based on evidenced-based research demonstrating its effectiveness in increasing childrens English language Proficiency.</p> <p>The professional development must be of sufficient intensity and duration to have positive and lasting impact on teachers classroom performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of professional development plan (Act 48): <ul style="list-style-type: none"> • Agenda • Training schedule • Teacher Act 48 lists <p>PIMS Professional Development Activities Survey ACS</p>	<p>What professional development has the LEA/Consortium implemented? By whom?</p> <p>How does this professional development support ESL Program goals, Title III goals, and the LEAs mission?</p>	
Desk monitoring: Upload evidence of professional development plan (Act 48): agenda and training schedule						
If you have additional comments to make about this section, enter them here:						

Parental Notification

Section 3302

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
<p>1. The LEA/Consortium provides notifications to parents in an understandable format, and, to the extent practicable, in a language that the parent can understand.</p> <p>Notification includes the following:</p> <ul style="list-style-type: none"> a. basis for identification and placement b. level of proficiency and how it was assessed c. method(s) of instruction used in the Program d. how the program will meet the students needs e. how the Program will increase English proficiency and support academic achievement f. expected rate of transition out of Program g. exit criteria. h. for ELs with IEPs an explanation of how the Program meets the goals of the IEP i. parents right to opt out of supplemental <p>The LEA/Consortium sends the notification to parents within 30 days of the beginning of school year or 2 weeks during the school year.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Parent notification letters for placement in ESL Program supported with Title III supplemental funds</p>	<p>Does the LEA/Consortium utilize the parent notification forms available on TransACT (www.transact.com)?</p> <p>How does the LEA/Consortium ensure that the information is presented in a manner and format that is understandable by the parent?</p> <p>Who is responsible for completing the notification process within 30 days at the beginning of the school year or 14 days during the school year?</p>	
<p>Desk monitoring: Upload parent notification letters for placement in ESL Program supported with Title III supplemental funds</p>						
<p>If you have additional comments to make about this section, enter them here:</p>						

Post-Exit Student Monitoring

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
<p>1. The LEA/Consortium must monitor the progress of children made by children for each of the two years after the children are no longer receiving ESL/Title III services.</p> <p>It should include the number and percentage of children attaining English proficiency and a description of the progress made in meeting challenging state academic content and student achievement standards.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ELRS System Report and ACS <input type="checkbox"/> Student Progress Reports <input type="checkbox"/> Teacher Reports PDE Sample Post-reclassification tool(s)	<p>Who is responsible for monitoring the progress and continued success of former ELs who have been exited and are in the first and second years of monitoring?</p> <p>Describe the monitoring process.</p>	
Desk monitoring: Upload the ELRS System Report and ACS						
If you have additional comments to make about this section, enter them here:						

ELs with Disabilities

22 Pa. Code § 4.26; Individuals with Disability Education Act Amendments of 1997 [IDEA]. (1997), Pa Code Ch. 14

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
<p>The LEA/Consortium is responsible to provide appropriate ELD instruction and Special Education services to ELs with Disabilities.</p> <p>The LEA/Consortium is responsible to ensure ELs with Disabilities participate in the annual ESL/ELD assessment per the IEP.</p> <p>The LEA/Consortium ensures that IEP Team includes an ESL professional with the students language needs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ELs with Disabilities student schedules <input type="checkbox"/> Student IEPs <input type="checkbox"/> ACCESS 2.0 or Alternate ACCESS ISR Reports <input type="checkbox"/> List of IEP Team members <input type="checkbox"/> Written policies and procedures of the school related to identifying, delivering services, and assessing ELs with Disabilities	<p>Describe your process for administrating the ACCESS 2.0 or Alternate ACCESS to ELs with Disabilities.</p> <p>How does the school involve the ESL professional in the IEP team?</p>	
Desk monitoring: Upload student schedules for ELs with Disabilities						
If you have additional comments to make about this section, enter them here:						

Accountability

Section 3122

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
1. The LEA/Consortium verifies ESL/ELD students meet annual language proficiency growth targets as per the EL accountability measure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Copy of annual language proficiency growth charts for EL Accountability measure provided by PDE	Who receives this report from PDE and how is it communicated throughout the LEA?	
Desk monitoring: Upload a copy of annual language proficiency growth charts for EL Accountability measure provided by PDE						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
2. The LEA/Consortium develops an improvement plan if the language growth targets are not met for a group of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the EL Language Growth Improvement Plan (LGIP) for the school and/or district	Any unforeseen challenges that are impacting the implementation of the EL LGIP? Any technical assistance or professional development needs to support the implementation of the Plan?	
Desk monitoring: Upload a copy of the EL Language Growth Improvement Plan (LGIP) for the school and/or district						
3. If the LEA is part of a consortium, the LEA/Consortium has a signed copy of the Memorandum of Understanding specifying the responsibilities of both the fiscal agent and the individual LEAs related to services, parental notification, and EL Language Growth Improvement Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the Memorandum of Understanding between the LEA and fiscal agent.	When and how do Consortium members determine the needs for and uses of Title III funds? Who is responsible for parent notification? Describe the process used to ensure that parent notification takes place?	
Desk monitoring: Upload a copy of the Memorandum of Understanding between the LEA and fiscal agent.						
If you have additional comments to make about this section, enter them here:						

Authorized Subgrantee Activities for ESL/ELD

Section 3115(d)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
1. Authorized Activities: <ul style="list-style-type: none"> a. Upgrading program objectives and effective instruction strategies. b. Improving the instruction materials, education software, and assessment procedures c. Providing tutorials, academic or vocational education for ELs, and intensified instruction d. Developing and implementing elementary or secondary school instructional educational programs that are coordinated with other relevant programs and services e. Improving the ELP and academic achievement of ELs f. Providing community participation programs, family literacy services, and parent outreach and training activities to ELs and their families. g. Improving the instruction of ELs by providing acquisition or development of ed technology or instructional materials; access to and participation in electronic networks for materials, training, and communication h. Other activities 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title III application <input type="checkbox"/> Written ESL Policy/Program <input type="checkbox"/> List of ELs being served	What activities did the LEA/Consortium implement this year? Are these addressed in the application? How did these activities support the ESL Program, LEAs mission, Comprehensive Plan, needs of ELs?	
If you have additional comments to make about this section, enter them here:						

Authorized Subgrantee Activities for Immigrant Children and Youth

Monitored ONLY FOR LEAs that receive Immigrant funding

Section 3115(e)

Skip this section if LEA does not receive Immigrant funding.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
<p>1. Authorized Activities:</p> <p>a. family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children</p> <p>b. support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth</p> <p>c. provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth</p> <p>d. identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds</p> <p>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</p> <p>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</p> <p>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</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title III application List of immigrant children being served	What activities did the LEA/Consortium implement specific to the needs of immigrant children? How did these activities support the ESL Program, LEAs mission, Comprehensive Plan, needs of ELs?	
<p>If you have additional comments to make about this section, enter them here:</p>						

Implementation of the Title III Application - Local Plans

Section 3116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
<p>1. The LEA/Consortium must submit an annual Title III application, implement the Plan's activities, and evaluate the effectiveness of the Plan and measure whether the outcomes were met.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of signed rider and application <input type="checkbox"/> Copy of Title III goals and outcomes included in application 	<p>Did the LEA/Consortium implement the activities outlined in the Title III Plan?</p> <p>How does this year's Title III Plan build on or follow from last year's Plan to enhance the LIEP?</p> <p>Were last year's goals/outcomes met? Why/Why not?</p>	
<p>2. The LEA/Consortium complies with requirements regarding participation of ESL/ELD students and teachers in private schools within the geographical boundaries of the LEA(s).</p> <p>The LEA/Consortia maintains the following:</p> <ul style="list-style-type: none"> a. written policy and procedure for ensuring provision of services to eligible children attending private schools b. inclusion of services for nonpublic entities in the Title III application c. annual consult with nonpublic entities to determine their participation in Title III services for ESL/ELD students d. provide equitable services for nonpublic students identified as ESL/ELD e. administer a valid and reliable assessment to determine the English language proficiency of nonpublic students f. procedure to monitor the provision of services to nonpublic students g. procedure to evaluate the success of the Title III services to nonpublic students 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Written policies and procedures, addressing, identification, assessment, evaluation, consultation and monitoring <input type="checkbox"/> Evidence of communication with nonpublic LEAs for consultation and monitoring purposes: <ul style="list-style-type: none"> Letters Emails meeting agendas <input type="checkbox"/> Written agreement of equitable services to be provided. <input type="checkbox"/> Third party contract(s) <ul style="list-style-type: none"> Copies of local application and budgets that document appropriate set asides (LEA) 	<p>When and how does the LEA/consortium carry out the consultation with the nonpublic areas within the geographical boundaries of the LEA(s)?</p> <p>What instruments/data are used to evaluate the success of the Title III services?</p>	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
Desk monitoring: Upload written policies and procedures, addressing identification, assessment, evaluation, consultation and monitoring						
<p>3. The LEA/Consortium must ensure that all teachers in any language instruction educational program for EL students funded with Title III are fluent in English and any other language used for instruction, including having written and oral communication skills.</p> <p>The fluency policy must include appropriate Instructional level 1 or 2 certification as well as the ESL Program Specialist endorsement. If grading student English performance, teachers must meet the highly qualified definition.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Teacher fluency assessment policy, assessment <input type="checkbox"/> Teacher fluency results	<p>How do you ensure the English proficiency of teachers?</p> <p>Do you provide any bilingual instructional delivery model? If so, How do you ensure the teacher(s) proficiency in languages other than English?</p>	
Desk monitoring: Upload a copy of the teacher fluency assessment policy						
<p>4. The LEA/Consortium supplements, not supplants, the core program with Title III funds. Title III Plan's activities and resources must be in addition to or supporting the core ESL Program and its requirements.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Core program budget and expenditures <input type="checkbox"/> Title III budget and expenditures <input type="checkbox"/> Evidence of budget/expenditures for ESL Core Program in state and local funds Time & effort logs	<p>If Title III funds are removed, does the core ESL Program meet all the Lau requirements as outlined in the BEC (<i>Educating Students with Limited English Proficiency and English Learners</i>)?</p>	
Desk monitoring: Upload the Title III budget and expenditures						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Clarifying Questions/Explanations	Comments
If you have additional comments to make about this section, enter them here:						