TBIP & Title III CPR Guidance

Organization of the CPR Checklist

The Consolidate Program Review Checklist for section 7 was revised for 2022 – 2023 to more closely align with the recently released planning template. The planning template outlines the key elements for all LEAs serving Multilingual English Learners (MLs). Districts are encouraged to complete the template as they plan and deliver their TBIP services and to guide uploads for the CPR required submissions. Please note that the planning template may serve as part of the documentation in several sections. If evidence does NOT exist, LEAs should begin discussion of actionable plans and discuss the plans with the OSPI Multilingual Education Program Supervisors. Please note that Action Plans written for CPR cycles maintain a high-risk level until implemented. Follow up with Program Supervisors is expected.

Item 7.1 Identification, Screening, Placement and Notification

- Aligns to Identification, Screening and Placement and Student Records sections of the planning template
- Read the checklist carefully as the required process for identification, screening, placement, and parent notification is outlined.
- See also Chapter 2 in the WA Policies and Practices Guide for details.
- Submit the evidence for EACH element A – G

Item 7.2 Title III Eligible AI/AN Students

- There are two requirements for qualifying AI/AN students for services supplemented with Title III funds: 1) They identify as American Indian/Alaska Native (but do not need formal tribal affiliation and may list English as their first and most used language); and 2) They demonstrate "academic risk" based on academic assessments.
- The process is slightly different as LEAs should not only document academic risk but also must contact parents for approval to screen students.
- Read the checklist carefully as the required process for identification, determination of academic risk, communication with parents, screening, placement, and parent notification is outlined.
- See also Chapter 2 page 4 and Chapter 7 in the WA Policies and Practices Guide for details.
- Submit evidence for EACH element A – G

Item 7.3 Staff Qualifications

- Staff who provide designated ELD must have the necessary qualifications to provide services and instruction for MLs. For certificated teachers, the State requires either the Bilingual or ELL Endorsement in order for any portion of the teacher's salary to be paid out of TBIP supplemental funds.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

- Aligns to the staffing section of the Planning Template
- Consider the ratio of ELL-endorsed certificated staff to ML students. Districts using a ratio greater than 1:50 should reflect on how to reduce the ratio and create actionable plans to do so.
- Read the checklist carefully for requirements for certs, use of paraeducators.
- See also Chapter 10 in the WA Policies and Practices Guide
- Submit evidence for EACH element A – D.

Item 7.4 English Language Development Services
- Aligns to Program Models and ELD Services sections of the Planning Template
- LEAs must consider both meaningful access to content and designated ELD for every identified ML student.
- Evidence must indicate designated ELD and meaningful access for all students at the beginning level of proficiency, the intermediate level, and students possibly in LTEL status.
- Read the checklist carefully for details.
- See also Chapters 3, 5, 6, 7, 8 in the WA Policies and Practices Guide
- Submit evidence for EACH element A-F. (Please note that LEAs not using Title III funds will not provide evidence for B.)

Item 7.5 Professional Development
- Required for both TBIP and Title III recipients
- Aligns to planning template sections Professional Learning and Monitoring Implementation from Professional Learning
- Read the checklist carefully for details of 3 required elements: content, participation, and implementation (goes beyond survey of participants to include how the LEA ensures PD is implemented in the classroom/system).
- See also Chapter 10 in the WA Policies and Practices Guide
- Submit evidence for EACH element A-C.

Item 7.6 Use of Funds
- Note that the staffing section of the Planning Template or TBIP Grant application is required evidence for element A.
- The 2-month recap should reflect a robust example of how TBIP funds are spent
- Read the checklist carefully for details.
- Submit evidence for EACH element A – D.

Item 7.7 Program Evaluation
- Aligns to Program Evaluation section of the Planning Template
- Read the checklist carefully for details
- See also Chapter 9 in the WA Policies and Practices Guide

- Title III recipients submit evidence for EACH element A – F
- TBIP recipients submit evidence for element G all bulleted items

Item 7.8 Parent Engagement
- Aligns to Family Communication and Engagement section of Planning Template
- Read the checklist carefully for details
- See also Chapter 11 of the WA Policies and Practices Guide
- Title III recipients submit evidence for EACH element and bulleted items A – B

Item 7.9 Immigrant Grant
- Required only for LEAs receiving the Immigrant Grant in iGrants: FP 228
- Indicate N/A if not receiving the grant
- Recipients submit evidence for EACH element A- B
- See also Chapter 2, page 17 in the WA Policies and Practices Guide

Item 7.10 Bilingual Education
- LEAs NOT providing a bilingual program (school in 2 languages) must complete item 7.10
- LEAs providing dual language programs should indicate their model of bilingual education

Item 7.11 TBIP Eligible Exited Students
- Note the focus is on academic achievement for former MLs who have exited services
- See Chapter 5 in the WA Policies and Practices Guide pages 42 – 44
- Reach the checklist carefully for details
- Submit evidence for EACH element A - D

For additional support and/or questions, please contact:

Sue Connolly sue.connolly@k12.wa.us

Shannon Martin Shannon.martin@k12.wa.us