TITLE III / TBIP: ENGLISH LEARNERS, TITLE III NATIVE AMERICANS, AND IMMIGRANTS

Item	Description	Evidence	Determination	Notes
7.1	**Identification and Notification Procedures for MLs** *LEA procedural document (identification, screening, reporting data to CEDARS, notification to parents, communication to registrars), evidence of training of responsible staff, and evidence of maintenance of comprehensive ML subfile within student cumulative file.* ***Risk Level: 4***	**LEA Level** **Identification Procedures Document** ☐ A. LEA provides a comprehensive procedural document or the section from the ML Program Planning template that outlines the procedures for: • Identification • Screening • Reporting data to CEDARS • Family notification • Communication with registrars and those responsible for student ML cumulative file updating • Monitoring the PENR • Handling parent requests to waive services **Training of Staff** ☐ B. LEA provides evidence of training/updating staff who register students, manage and report data to SIS and CEDARS, and manage and update students' ML subfiles within student cumulative files. **Student Cumulative Files** ☐ C. OSPI provides a list of students at or before the LEA Introductory Meeting. LEA	☐ Exemplar ☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ N/A	

		submits one electronic file per student which contains: • Required coversheet (template provided) • Home Language Survey (HLS) • Official screener score sheet • Initial Parent Notification letter • Most recent three years of annual score reports (as applicable) • Most recent three years of parent notification letter of eligibility (as applicable) • Parent notification of transition from services (as applicable) • Parent request for waiver of services (as applicable)		
7.2	**English Language Development Services** *Descriptions AND evidence that ELD services (designated ELD and meaningful access to content) are being provided for all eligible ML students.* ***Risk Level: 4***	**LEA Level** **Annual School Board Approval of TBIP** ☐ A. LEA submits document(s) from school board indicating clearly when the ML services program (TBIP) for the current school year has been approved. If the Board has not met to approve the current school year as of the submission date, LEA submits evidence from the previous school year. WAC 392-160-027: **Evidence of Implementation of ELD Services** ☐ B. OSPI provides a list of specific schools at or before the introductory meeting for which detailed evidence will be submitted. LEA submits one electronic file per building containing: • Narrative description of English Language Development services and meaningful access to content for multilingual learners, including Multilingual Learners with disabilities. The narrative should include how ELD	☐ Exemplar ☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ N/A	

		instruction is planned, what instruction looks like, who delivers instruction, and what instructional resources and strategies are used. Evidence to demonstrate implementation: • schedules • images of visuals, • strategies used in unit/lesson plan(s) • use of paraeducators • Collaboration between ML staff and classroom/content teachers, paraeducators • For students with disabilities, how does the IEP align with language needs; how does the Multilingual Specialist/Teacher participate in the development of IEP goals?		
7.3	**Progress Monitoring & Tiered Supports** *Descriptions AND evidence that LEA has implemented a process for monitoring student progress, analyzing student data, and providing appropriate academic supports for qualifying and exited MLs for academic grade-level achievement.* ***Risk Level: 3***	**Process for Multilingual Learners** ☐ A. LEA submits a narrative description of how the LEAs MTSS system addresses multilingual learners. The narrative should include: • MTSS Team • Universal Screening for MLs and pre-referral process • Interventions that include English • Language Development support • Progress Monitoring for MLs **Monitoring of Exited MLs Description of Process** ☐ B. LEA submits a narrative/description of the process used to determine which former/exited MLs need assistance in reaching grade-level performance in academic/content areas. Include a list of supports available to exited students by content area. **Evidence of Analysis of Academic Data**	☐ Exemplar ☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ N/A	

		☐ C. LEA submits a document (such as a spreadsheet) indicating: • List of all students who exited within the past two years • Data used to determine that the student is performing at grade level	
7.4	**Staffing and Professional Learning** *Qualifications of teachers who design, oversee, and provide designated English Language Development (ELD) services and qualifications of paraeducators who assist teachers in providing ELD services.* **Professional Learning** *Evidence of provided professional learning and implementation into classroom practices. Must include WIDA ELD Standards Framework training and implementation.* ***Risk Level: 3***	**LEA Level** **Staff Qualifications** ☐ A. LEA submits a list (spreadsheet or OSPI provided template) of all teachers providing designated ELD (including teachers outside of endorsement area, conditional cert, lifetime cert, working towards endorsement). List to include: • Teacher name • Endorsement • Certification number • Teaching assignment • Co-planning partners (as applicable) • FTE per funding source(s) for salary (Basic Ed, TBIP, Title III, other-specify) • for non-endorsed teachers, evidence of ongoing training relating to the delivery of ML services. **Use of Paraeducators** ☐ B. LEA submits a description of the expectations and responsibilities of paraeducators (within the identified specific buildings) when providing supplemental ELD services (may use OSPI provided template). Descriptions to include each of the following: • Annotated schedule (example) • Resources used • How instruction is planned and by whom • How students are grouped (as applicable)	☐ Exemplar ☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ N/A	

		• How responsibilities and expectations are communicated to paraeducators and by whom • How paraeducators are trained (detailed explanations) **Professional Learning** ☐ A. LEA submits one file per PL delivered over the past 1–2 years to include: • Cover sheet (OSPI provided template) • Agenda • Materials/handouts provided to participants • Slide deck • Number of participants by role • Evidence of participation (sign-in sheet) • Implementation evidence (walkthrough notes, coaching cycle notes, pictures of classroom evidence)		
7.5	**Use of TBIP Funds** *Evidence of how TBIP funds are used supplementally to support the basic ed required services for Multilingual Learners.* *- TBIP* *- Title III* *- Immigrant Grant* **Risk Level: 4**	**LEA Level** **TBIP Grant** ☐ A. Submit a narrative describing the criteria used to identify allowable expenses under TBIP. ☐ B. Two-month transaction recap of current year TBIP expenditures. ☐ C. LEA uploads document(s) which indicate(s): • Process by which proposed grant expenditures are approved. • Name and role of the individual responsible for ensuring only allowable expenditures are approved. • How the district ensures that TBIP funding is supplemental to basic education and is not supplanting. **Title III Grant**	☐ Exemplar ☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ N/A	

		Implementation of the Title III plan ☐ D. LEA provides a short narrative describing activities completed this year using Title III funds to support ML students and explaining the evidence included. Evidence will depend on activities in the grant application and could include: • Contracts • Time and effort • Roster of students served in Title III-funded activities (such as summer school) • Purchase orders • Sign-in sheets • Invoices • Other evidence *(This evidence may have been uploaded under another item. If so, indicate a comment in the narrative about the evidence that applies and where it is uploaded.)* **Immigrant Grant** ☐ E. LEA provides a short narrative describing activities completed this year using Immigrant Grant funds to support ML students and explaining evidence included. Evidence will depend on activities in grant application and could include: • Contracts • Time and effort • Roster of students served in Title III-funded activities (such as summer school) • Purchase orders • Sign-in sheets • Invoices • Other evidence *(This evidence may have been uploaded under another item. If so, indicate a comment in the*		

		narrative about the evidence that applies and where it is uploaded.)		
7.6	**Program Evaluation** *LEA annual program evaluation* ***Risk Level: 3***	**LEA Level** **Annual Analysis of Program Data** ☐ A. LEA submits a three-year summary of ML outcome data to include: • Three years of ML exit rate • Three years of graduation rate • Three years of ELA, Math met standard rate (for MLs two years exited) • Three years of 9th grade on track data • Evidence of analysis of data (may use OSPI Program Evaluation or district-created template) to include: • Identification of trends/patterns noted in three-year data • Action plans/steps to address improvements needed • List of Participants (by role) in the annual program evaluation process **Evidence of Feedback Elicited from Students, Families, and Staff** ☐ B. LEA submits evidence of feedback/input from students, families, and staff specific to program data analysis and plans for improvement.	☐ Exemplar ☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ N/A	
7.7	**Family and Community Engagement** *District process for family and community engagement.* ***Risk Level: 2***	**LEA Level** ☐ A. LEA submits a narrative/description of how families and community are engaged in ML student learning and a description of attached evidence. ☐ B. LEA submits at least 3 pieces of evidence at the school or district level of family and community engagement activities such as: • Agendas or presentation slides for events that engage families in learning about how to support their student's academic progress	☐ Exemplar ☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ N/A	

		• Announcements in relevant languages and multiple formats (e.g. emails, flyers, calls, texts, radio announcements). • Sign-in sheets or attendance lists for events • Family feedback	
7.8	**Title III Funded Language and Literacy Services for Eligible American Indian/Alaska Native (AI/AN) Students** *LEA procedural document (identification, determination of at-risk status, notification and permission to screen, services, reporting data to SIS and CEDARS, notification to families, communication to registrars), and evidence of maintenance of comprehensive Title III subfile within student cumulative file.* ***Risk Level: 4***	**LEA Level** **Identification Procedures Document** ☐ A. LEA provides a comprehensive procedural document that outlines the procedures for: • Identification of AI/AN students • Determination of academic at-risk status (determining academic at-risk status as a pre-requisite for screening is unique to AI/AN students) • Family notification and permission to screen (obtaining permission to screen for Title III-funded services is unique to AI/AN students) • Screening process • Reporting data to SIS and CEDARS • Family notification of eligibility • Communication with registrars and those responsible for student cumulative file updating • Monitoring the Possible Eligible, Not Reported (PENR) • Handling parent requests to waive services **Evidence of Analysis of Academic At-Risk Status** ☐ B. LEA submits a list (spreadsheet or OSPI provided template) of **ALL** AI/AN students. List provides: • Evidence of analysis for academic risk	☐ Exemplar ☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ N/A	

		• Indication of which students were screened and qualified for Title III-funded supplementary language and literacy support services. **Evidence of Title III-Funded Supplementary Language and Literacy Services Which Align to ONE Expectations** ☐ C. Evidence of Title III-funded services indicated in the Title III portion of Consolidate Grant Application or Title III Consortium Application. Must include at least one of the following: • Unit/lesson plans indicating language and literacy focus when using Since Time Immemorial (STI) or NW Native American Reading Curriculum • Professional learning on implementing language and literacy focus of STI or Tribal History curriculum • Family nights with evidence of integration of language and literacy supports when using STI • Literacy activities in preparation for Canoe Journey or other Tribal-specific gatherings • Other (must submit evidence of ONE approval)		