

Monitoring Indicators for Title III

31.1: The SEA ensures the English Language Proficiency (ELP) standards are implemented. [§3113]

Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p><u>LEA</u></p> <p>1.1a How does the LEA ensure the English language development (ELD) standards are implemented by both general education and ESL teachers in all classrooms with English language learners (ELLs) grades K-12?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Current written documentation that describes the LEA’s process and timelines for the implementation of the ELD standards in all classrooms with ELLs • District ESL plan • District instructional policies • Samples of guidance, memoranda, and/or agenda of meetings for principals and teachers regarding implementation of the ELD standards • Evidence of inclusion of the ELD standards in the teacher evaluation process and protocols • Other 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff describes how the ELD standards have been implemented at the LEA and school level. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>
<p>1.1b Has the LEA incorporated the ELD standards into the district curriculum for grades K-12?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • District curriculum policies and requirements • Samples of curriculum maps • Samples of lesson plans • Other 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff describes the process for the incorporation of the ELD standards into the district-wide curriculum. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

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Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p>1.1c How does the LEA ensure that all administrators, teachers, and other staff are knowledgeable about the ELD standards and their incorporation into classroom instruction?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Evidence of professional development activities related to the ELD standards for all administrators, teachers, and other staff • Samples of training materials for administrators, teachers, and other staff regarding the ELD standards • District ESL Handbook or Guide • Other 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff describes the professional development activities related to the ELD standards provided to all administrators, teachers, and other staff. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

1.2: The SEA ensures that all LEP students participate in the English Language Proficiency (ELP) assessment. [§3113 and §3116]

Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p><u>LEA</u></p> <p>1.2a How does the LEA ensure LEP students in grades K-12 are assessed annually on both PASS in reading/language arts and mathematics and the state-approved English Language Proficiency (ELP) assessment, ELDA?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Documentation of process for providing technical assistance to schools in the administration of the PASS assessments and the ELP assessments 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff describes communications from the SEA regarding ELP and PASS assessment(s). • How does the LEA ensure that all LEP students are assessed in grades K-12? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

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Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p>1.2 b How does the LEA ensure LEP students in grades K-12 are provided appropriate accommodations on the PASS assessments in reading/language arts and mathematics?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Documentation of process for the LEP committee to determine appropriate accommodations for LEP students and ensuring that they are provided to LEP students during the administration of the PASS testing 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff describes the process for determining appropriate accommodations for LEP students and ensuring that they are provided to LEP students during the administration of the PASS. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>
<p>1.2c What is the LEA’s process for the initial identification, screening, and placement of LEP students?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Evidence of identifying questions that are part of the enrollment process for all students • Evidence of a screening assessment tool to determine a student’s English language proficiency (ELP) level • Evidence of a process to place LEP students in instructional programs that allow them meaningful access to the core curriculum and assists them in attaining English proficiency 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff provides an overview of the process for identifying, screening, and placing LEP students. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

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Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p>1.2d What is the LEA’s process for monitoring the success of former LEP students, Exited, Year 1, and Exited, Year 2?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Documentation of the monitoring tool for former LEP students. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff describes how the monitoring tool is used to track former LEP students. • How does the LEA ensure former LEP students are being successful and what resources are provided if the students are having difficulties? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

1.3: The SEA ensures that districts meet the Annual Measurable Achievement Objectives (AMAOs). [§3122(a)(1)(2)(3) and §1111(b)(2)(B)]

Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p><u>LEA</u></p> <p>1.3a Does the LEA know the AMAO targets for the current school year and whether they have achieved them?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Title III data report • Title III improvement plan related to two-year accountability provisions and/or documents related to four-year accountability provisions, if applicable. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff demonstrates knowledge of district’s AMAO status, and any applicable sanctions for not meeting AMAOs for two or four consecutive years. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

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Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
1.3b Has the LEA been notified if they have not met the AMAOs?	<u>Documentation</u> <ul style="list-style-type: none"> • State notification that indicates whether LEA met all three AMAOs. • Title III data reports 	<u>Interview</u> <ul style="list-style-type: none"> • LEA staff discuss notification received from the SEA. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
1.3c Does the LEA receive technical assistance from the SEA if the LEA did not meet AMAOs?	<u>Documentation</u> <ul style="list-style-type: none"> • Evidence that the state provided technical assistance to the LEA. 	<u>Interview</u> <ul style="list-style-type: none"> • LEA staff discuss technical assistance received from the SEA. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

1.4: The SEA ensures all districts submit accurate data collection and reporting. [§3121 and §3123; EDGAR 34 CFR 76.731]

Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<u>LEA</u> 1.4a What methods does the LEA have in place to collect and record LEP data to provide complete and accurate data to meet all Title III reporting requirements?	<u>Documentation</u> <ul style="list-style-type: none"> • Evidence that the LEA has procedures in place to collect data on individual LEP students from schools and report these data to the SEA. • Title III data reports • Student records 	<u>Interview</u> <ul style="list-style-type: none"> • LEA staff gives an overview of the process for collecting and reporting AMAO data to the SEA, including how staff has assigned ELP levels to students and addressed any discrepancies in these data 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

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Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p>1.4b How does the LEA ensure that student data is tracked and reported for academic content performance of students for two years after they exit a Title III language instruction educational program, ELP Exited, Year 1, and Exited, Year 2, students?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Same as 1.4a 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • Same as 1.4a 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

2.1: The SEA reviews and approves local plans. [§3116(a) and §3115(c); EDGAR 34 CFR 76.770]

Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p><u>LEA</u></p> <p>2.1a Does the LEA submit a Title III plan to the SEA that contains:</p> <ul style="list-style-type: none"> • A description of how the use of Title III funds is supplemental to the core programs and services for ELLs required under other local, state, and federal laws; • A description of the instructional programs and services designed to help ELLs make progress in learning English and attain English proficiency, while meeting the state’s academic content standards; • A description of how the funds will be used to meet the Annual Measurable Achievement Objectives (AMAOs) and how schools will be held accountable for meeting the AMAOs; • A description of how parental and community participation will be 	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Title III application • Most recently approved local plan submitted by the subgrantee through the Title III application Notification of application instructions and guidance from SEA. • Feedback from the SEA regarding its local plan. • LEA certification for ensuring teacher fluency in English and any other language used for instruction. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff discuss the process used to design and develop the local plan included in the Title III application. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

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Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p>promoted;</p> <ul style="list-style-type: none"> • A description of high quality professional development to be provided for educators of ELLs; and • A description of how the local plan will be evaluated at least once every two (2) years to determine the effectiveness of the programs and services funded by Title III? 			
<p>2.1b What process does the SEA use to ensure the signed assurances and certifications are being met?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Title III application • Signed assurances 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff discuss the process used to ensure assurances and certifications are signed. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

2.2: The SEA ensures that activities by districts experiencing substantial increases in immigrant children and youth meet requirements. [§3114—3115]

Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p><u>LEA</u></p> <p>2.2a How does the LEA ensure that immigrant and youth funds are used for allowable programs and/or services including: 1) family literacy and parent outreach; 2) support for personnel; 3) provision of tutors; 4) curriculum materials; 5) instructional services; and 6) coordination with community-based organizations?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Title III application • Schedules of immigrant and youth programs and/or services • Student rosters for these programs and/or services with the student designation identified. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff describes the types of programs and/or services provided. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

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Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p>2.2b How does the LEA ensure that immigrant and youth funds are expended on programs and/or services specifically for immigrant students?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Title III application • Documentation that programs and/or services are specifically serving immigrant students. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff describes the process for ensuring that programs and/or services supported with immigrant and youth funds are specifically serving immigrant students. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>
<p>2.2.c How does the district evaluate the success of the enhanced instructional opportunities targeting immigrant students?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Documentation of the evaluation process to determine the success of programs and/or services for immigrant students. • Records of the number of immigrant students being served by the LEA. • Copy of Title III application approved by the state. • Evidence that activities conducted by the LEA are allowable. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff describes the evaluation process to determine that programs and/or services supported with immigrant and youth funds are successful. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

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2.3: The SEA ensures that districts understand the private school participation requirements. [§9501]

Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p>LEA</p> <p>2.3a How does the LEA ensure that it is in compliance with ESEA requirements regarding participation of LEP students, teachers, or other educational personnel in private schools in areas served by the subgrantee?</p>	<p>Documentation</p> <ul style="list-style-type: none"> • Written subgrantee policies and procedures for provision of services on an equitable basis to eligible LEP children enrolled in participating private schools. • Timeline of LEA-initiated contact with private schools to conduct meaningful consultation regarding equitable participation of LEP students, their teachers, or other educational personnel in Title III, and timeline when services began. • LEA assessment of services provided and how the results of the assessment are used to improve services. • Documentation indicating that private schools within the LEA intended to/did not intend to participate in Title III. • The number of eligible students participating in each private school. • Documentation of how students' and teachers' needs were identified. Evidence of how students were assessed. • Documentation reflecting 	<p>Interview</p> <ul style="list-style-type: none"> • LEA staff discuss the process of meaningful consultation with private schools regarding identification services for students, services for students, and professional development for educational personnel. • How does the LEA monitor services to private school students and evaluate effectiveness of services? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

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Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
	funding available for equitable services. <ul style="list-style-type: none"> Documentation of consultation process for services provided. 		

2.4: The SEA ensures that the districts provide parental notification and outreach. [§3302]

Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p><u>LEA</u></p> <p>2.4a How does the LEA ensure compliance with parental notification requirements regarding initial and continuing placement of LEP students in language instruction educational programs including: 1) the reason for identification and placement in ESL program; 2) the child’s level of English language proficiency and how it was assessed; 3) the method of instruction and program goals; 4) how the program will meet the needs of the child; 5) how the program will help the child learn English and meet state standards; 6) exit and graduation requirements; 7) how a child with a disability will be served; and 8) the parent’s right to refuse services?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> LEA parental notification letters containing all required components. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> LEA staff discuss the content of the letter and how the letter was delivered to the parents, and if the letter was delivered within 30 days of the start of school. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
<p>2.4b How does the LEA comply with the separate parental notification provisions for failure to meet Title III AMAOs?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> If applicable, samples of separate parental notifications regarding district or consortium-level failure to meet Title III AMAOs. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> LEA staff discuss the content of the letter and how the letter was delivered to the parents, within 30 days of notification of such failure. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

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Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p>2.4c How does the LEA ensure that the notifications are in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Evidence of implementation of an effective means of outreach to parents of LEP children. • Evidence of translated documents and/or interpretation and translation services being made available to parents. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff discuss how parental notification has been accomplished. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

3.1 The SEA ensures that districts receive allocations, reallocations, and carryover. [§3115]

Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p><u>LEA</u></p> <p>3.1a Has the LEA reserved not more than two percent of its allocation for the administration of the Title III program? Does the LEA include both direct and indirect costs in the two percent?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Evidence that the LEA has reserved no more than two percent of its allocation for administration. • Evidence that the LEA has included both direct and indirect costs in the two percent reservation. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff discuss how the LEA uses the Title III and Immigrant and Youth (IY) funding, if applicable, to include reallocation. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

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Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p>3.1b How does the LEA ensure that funds are used for required and authorized activities?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> Evidence that the LEA is implementing activities that are authorized (budget reports, records of expenditures). 	<p><u>Interview</u></p> <ul style="list-style-type: none"> LEA staff discuss how the LEA uses the Title III and IV funding, if applicable to include reallocation. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>
<p>3.1c What type of technical assistance has the SEA provided related to how LEAs may and must use funds?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> Evidence that the state provided technical assistance to the LEA. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> LEA staff discuss technical assistance received from the SEA. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>
<p>3.1d Has the LEA received a reallocation of Title III funds?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> Evidence that the LEA received a reallocation of Title III funds. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> LEA staff discuss how the LEA was notified of additional funds by the SEA. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

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3.2 The SEA ensures that LEAs understand the supplement, not supplant, provisions. [§3115(g)]

The SEA ensures that LEAs understand the supplement, not supplant, assessment. [§1111(b) (7) and §3113(b) (2)]

Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p><u>LEA</u></p> <p>3.2a 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:</p> <ul style="list-style-type: none"> • What instructional programs and/or services are provided to all students? • What does the district do to meet requirements under <i>Lau v Nichols</i>? • What services is the district 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? 	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Title III application • LEA approved budget and records of expenditures of Title III funds at the LEA level. • LEA and school staff demonstrate an understanding of the statutory requirement. • LEA staff describes technical assistance provided by the SEA. • Other 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • LEA staff describes technical assistance provided by the state on Title III supplement, not supplant, provisions. • LEA staff describes how they ensure compliance with Title III supplement, not supplant, provisions. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>
<p>3.2b Can the LEA provide evidence that would rebut the presumption that it violated Title III supplement, not supplant, provisions?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Evidence that the LEA has not reduced state or local funds expended to implement language instruction programs serving LEP students based on the amount of Title III funds the LEA receives. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • Same as 3.2a 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

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Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p><u>LEA</u></p> <p>Use of Funds to Administer ELP Assessments</p> <p>3.2c Has the LEA demonstrated that it is not using Title III funds to identify LEP students, including the development and administration of the ELP screening assessments?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Budget records • Purchase orders • Personnel runs • Letters • Memoranda • Agendas 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • What funding source is the LEA using to identify, screen, and assess the LEP population? • What guidance has the LEA received from the state on purchasing assessment materials? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>
<p>3.2d Has the LEA demonstrated that it is not using Title III funds to pay for the costs of administration, scoring, or the reporting of ELP assessment, and materials or equipment related to the administration of annual ELP assessments?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Budget records • Purchase orders • Other 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • What funding source is the LEA using to purchase and administer the annual ELP assessment to the LEP population? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>
<p>3.2e Has the LEA received guidance from the SEA on paying for the administration of ELP assessment?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Memoranda 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • What guidance has the LEA received from the SEA on purchasing assessment materials? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

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Guiding Questions	Acceptable LEA Evidence	Probing Questions	Is sufficient documentation provided?
<p>Screening and Placement Assessments for LEP Students</p> <p>3.2f What funds does the LEA use to administer assessments to identify LEP students and place them in core language programs?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Budget records • Purchase orders 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • What funding source is the LEA using to identify, screen, and assess the LEP population? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>
<p>3.2g Has the LEA received guidance from the SEA on the administration of ELP screening assessments?</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Budget records • Purchase orders 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • What guidance has the LEA received from the SEA on purchasing assessment materials? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>