

Title III/Multilingual Learner Program (MLP) Self-Reflection Tool (SRT)

Directions: Please complete the self-assessment by indicating your level of implementation for each requirement. The SRT is an opportunity for LEAs to be self-reflective which provides the MLPT with information that will enhance technical assistance to your school/district.

- 1 - Optimal:** All components of the definition implemented consistently $\geq 95\%$ of all instances.
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Title III Funding and Staffing	1	2	3	4	5
The LEA has created a Title III-ML plan/application to increase the English proficiency levels of multilingual learners (MLs) by providing effective language instruction educational program (LIEP) that meets the needs of MLs and demonstrates success in increasing (A) English language proficiency and (B) student academic achievement. LEAs that qualify for the immigrant subgrant have created a Title III-Immigrant application to meet the specific needs of immigrant children and youth, and families.					
The LEA ensures that Title III, Part A (ML and Immigrant) funds are allowable, necessary, reasonable, and allocable. These funds supplement and do not supplant other federal, state, and local funding.					
The LEA expenditures conform with the federal law and grant terms, are consistent with state and local policies, consistently treated as either a direct cost or indirect cost, in accordance with GAAP.					
The LEA ensures that any consolidated funds are used for allowable administrative purposes under any of the consolidated programs and/or as permitted.					
Pursuant to EDGAR, the following policies and procedures must be in writing: cash management, payment systems, and internal control; allowable costs; time and effort; procurement; record retention and privacy protection.					
The LEA uses only state or local funds for costs of staff, materials, or equipment related to identification, screening, placement, and the annual English Language Proficiency (ELP) assessment of MLs and to meet the core requirements of a LIEP.					
The LEA's Title III, Part A funds have their own proper funding code and align to the issued GAN. The LEA ensures that funds are timely obligated and expended before the expiration of the subgrant.					
The LEA has internal controls in place to assure compliance and reduce the risk of fraud, waste, and abuse of federal funds (Ex: segregation of duties, checks and balances, etc.). Any identified noncompliance is timely corrected.					
The LEA maintains original records for a period of 6 years after the grant expires. If records are electronic, there is no need to create and retain paper copies. Both types of records may be subject to periodic quality control reviews.					
Equipment funded with Title III funds is properly tagged and located where indicated on an inventory list.					

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Title III Funding and Staffing	1	2	3	4	5
The LEA must recruit and retain effective teachers, particularly in high-need subjects.					
<p>The LEA provides the personnel (state-recommended 35:1 ratio - active MLs) and resources necessary to effectively implement the Multilingual Learner Program (MLP), which includes adequate and appropriate materials for an effective program.</p> <p>*The state recommends maintaining a ratio of no more than 35 active MLs and 25 monitored students per MLPS—effectively setting a maximum caseload of 60 students per MLP specialist.</p>					
The LEA can demonstrate that all teachers in any language instruction program for MLs are fluent in English and in any other language used for instruction, including having written & oral communication skills.					
LEAs must hire teachers qualified and certified to teach MLs or support unqualified staff as they work towards obtaining the qualifications within a reasonable period of time.					
Charges to federal awards for salaries and wages, including stipends, must be based on records that accurately reflect the work performed. All employees who are paid in full or in part with federal funds must keep documents (known as time and effort records) to demonstrate the amount of time they spent on grant activities.					
Paraprofessionals are under the supervision of a certified or licensed teacher, including individuals employed in LIEPs, special education, and migrant education.					

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Language Instruction Educational Program (LIEP)	1	2	3	4	5
The LEA has a policy of admitting students regardless of immigrant and/or English-speaking status. The LEA does not deny access to a basic public education to any child residing in the state, regardless of immigration status. The LEA does not inquire about the immigration status of the student or family in accordance with <i>Plyler v. Doe</i> .					
The LEA accurately identifies potential multilingual learners (MLs) in need of language assistance services using the statewide Enrollment Survey (ES), where the Home Language Survey (HLS) is embedded in Section II for all newly enrolling students.					
The LEA uses the state-approved English language proficiency (ELP) screener aligned to the state's adopted English language development standards.					
The LEA ensures that initial grade placement must be with same-age classmates, and MLs must be provided the opportunity to advance with age-level peers. At the high school level, decisions for coursework and placement should be based on the student's transcript, if available. Districts must have a policy for enrolling international students with or without transcripts. Families can be made aware of enrollment options, but the LEA does not persuade or require a student to attend adult education.					
The LEA ensures that procedures are in place for school counselors to communicate effectively with MLs. (For example: enrollment/course assignment, social/emotional needs).					
The LEA accurately qualifies and places eligible MLs in a LIEP within 30 calendar days at initial enrollment or within 14 calendar days (2 weeks) of a later enrollment using the statewide standardized entrance criteria and process.					
Each student identified for an MLP receives a high-quality program of instruction that uses instructional approaches, methodologies, and curricular materials/resources that are research-based and proven effective with MLs.					
Individualized Language Acquisition Plans (ILAPs) are created annually for all necessary MLs, in conjunction with the Multilingual Learner Program Team (MLPT) and all teachers serving these MLs, sign and implement the plan with fidelity.					
MLPs are designed and implemented to enable MLs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time.					

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Language Instruction Educational Program (LIEP)	1	2	3	4	5
ILAPs are updated periodically throughout the year based on the needs of the ML.					
All teachers of MLs incorporate best practices and research-based strategies and provide appropriate accommodations as specified in the ILAP.					
Classroom teachers accommodate instruction and assignments to meet the academic and language needs of MLs. Assignment and assessment grades are reflective of appropriate accommodations based on English proficiency levels and student needs.					
Academic/Content instruction for MLs is designed and implemented, fitting with an effective LIEP that assists MLs in meeting challenging state academic standards.					
Temporary modifications can be appropriate for Students with Limited or Interrupted Formal Education (SLIFE) and newcomer students. LEAs may use a curriculum that temporarily emphasizes English language acquisition over other subjects, but any interim academic deficits in other subjects must be remedied within a reasonable length of time.					
The LEA has a process in place to make grade retention determination for MLs that ensures appropriate services and instructional supports have been provided prior to considering retention. MLs are not retained due to acquiring the English language or a lack of English language proficiency.					
The LEA offers MLP services and programs until MLs are proficient in English and can participate meaningfully in educational programs without language support.					
The LEA monitors, for a minimum of four years, the progress of students exited the program to ensure correct classification, placement, and additional support if needed.					
The LEA provides equal opportunities for MLs to meaningfully participate in curricular, co-curricular, and extracurricular programs consistent with their English-only peers.					
MLs are identified and qualified for special programs (Title I, Special Ed, Gifted and Talented) in a timely manner as compared with their English-only peers. MLP staff are involved in the placement/programming for MLs participating in special programs.					
The LEA limits the segregation of MLs to the extent necessary to reach the stated goals of an educationally sound and effective program. ML programming and services are provided in comparable facilities that do not keep MLs in segregated MLP or classes for periods longer or shorter than required by each student's level of English proficiency, time and progress in the program, and the stated goals of the program.					

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Language Instruction Educational Program (LIEP)	1	2	3	4	5
The LEA ensures that MLs have access to the general education curriculum and appropriate MLP supports based on language development levels. MLP services are not intervention services; they are direct instructional services for MLs, also considered part of their Tier I instruction and supplemental to the general curriculum.					
The LEA implements a Multi-Tiered System of Support (MTSS), which is committed to research and evidenced-based interventions specific to supporting MLs.					
The LEA ensures that the intervention uses information based on ML's proficiency level and co-developed with the support of an MLPS (teacher/coach) expert.					
The LEA has implemented a referral process for special education that attempts to rule out the possibility of MLs being either over- or under-identified for special education programs based on the ML's English proficiency, or lack of appropriate instruction.					
Disability evaluations may not be delayed because of a student's proficiency level in the English language; and a student's English language proficiency cannot be the basis for determining that a student has a disability.					
The LEA must identify, locate, and evaluate MLs with disabilities (MLWD) in a timely manner and provide appropriate special education services to MLWDs who are found to be eligible for special education services.					
The LEA must consider the English language proficiency of MLWDs in determining appropriate assessments and other evaluation materials.					
The LEA provides and administers special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability related needs.					
The LEA provides MLWDs with both language assistance and disability related services they are entitled to under federal law.					
The LEA accurately exits eligible ML students from a LIEP within the school year they have met using the statewide-standardized exit criteria and process.					

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Professional Development	1	2	3	4	5
The LEA employs necessary personnel who are qualified to provide MLP services, core-content teachers who are highly qualified in their field and trained to support ML students, and administrators who are trained to evaluate these teachers.					
The LEA provides adequate professional development and follow-up training in order to prepare MLP teachers and administrators to implement the MLP effectively.					
The LEA ensures that administrators who evaluate MLP staff are adequately trained to meaningfully evaluate whether MLP teachers are appropriately employing their training in the classroom in order for the MLP model to successfully achieve its educational objectives.					
The LEA staff is able to describe how the state's ELD standards have been implemented at the district level, including professional development provided to teachers and other staff, and curriculum development activities.					
The LEA conducts or facilitates professional development activities and evaluates the effectiveness of those activities.					
The LEA must use Title III funds to provide effective professional development for teachers and principals of MLs that is:					
<ul style="list-style-type: none"> Designed to improve the instruction and assessment of MLs; 					
<ul style="list-style-type: none"> Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for MLs; 					
<ul style="list-style-type: none"> Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of MLs; and 					
<ul style="list-style-type: none"> Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher's comprehensive professional development plan that is based on a needs assessment. 					

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Parent and Family Engagement	1	2	3	4	5
The LEA provides qualified translation and interpretation services to parents/guardians.					
The LEA does not deny access to a basic public education to any child residing in the state, regardless of a parent's immigration status. The LEA does not inquire about the immigration status of the student or family in accordance with <i>Plyler v. Doe</i> .					
The LEA communicates information to parents regarding the student's English language proficiency level, program options, and an opportunity to opt out of the MLP or particular MLP services in the program within 30 days at initial enrollment or within 14 calendar days of a later enrollment. The LEA provides this notice in a language the parent can understand or makes a qualified interpreter available.					
The LEA provides or strengthens and increases parent, family, and community engagement in programs that serve MLs.					
The LEA sends communication (letters, newsletters, permission forms, district memos, etc.) to parents of MLs in a language the parent understands, or makes a qualified interpreter available.					
The LEA disseminates major public notifications to the parents of MLs in a language they understand (For example: Nondiscrimination Notice, Sample of Annual Public Notification, Sample of Grievance Procedure).					
Parents, LEA and higher education staff, and community agencies/groups participate in developing and implementing an MLP plan. If applicable, LEAs coordinate with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start, and other early childhood education providers.					

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Assessment and Data Collection	1	2	3	4	5
The LEA uses appropriate, reliable, and valid evaluations and testing methods to measure MLs' acquisition of English and core content knowledge.					
The LEA has a WIDA certification process in place for licensed staff who administer all English language proficiency assessments. Test Administrators (TAs) are certified annually.					
The LEA has test security training and procedures in place, which are communicated to each school. Records are kept to ensure that test security measures are in place and maintained.					
The LEA ensures that they have a process to accurately enter and submit student data. The data is entered by the 45th day of school and updated throughout the year as needed. Data for students enrolled after the beginning of the year are entered within 15 days after enrollment.					
All qualified ML students are annually assessed for English language proficiency using the state-approved English language proficiency assessment aligned to the state's English language development standards.					
The LEA assesses all qualified MLs on annual academic achievement assessments (in appropriate grades). The LEA provides students with appropriate accommodations on all state assessments.					
The LEA annually assesses the English language proficiency of students who waived MLP services and takes appropriate action to provide these ML students access to its educational programs.					
The LEA collects and uses pertinent student data and information from the community and other stakeholders for the continuous improvement of the MLP.					

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Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel	1	2	3	4	5
The LEA annually communicates with and reaches out to eligible private schools regarding available equitable services and conducts ongoing consultation with interested private school representatives in a timely and meaningful manner.					
Equitable services are determined based on collaborative and meaningful consultation between the LEA and eligible private schools. Consultation is ongoing throughout the school year(s) in which the private school is participating to continuously improve outcomes for eligible private school children, teachers, and other educational personnel. See the sample consultation form for potential consultation discussion topics.					
The LEA ensures potential MLs and/or immigrant children and youth in private schools are properly identified in an objective and nondiscriminatory way. The LEA does not inquire about the immigration status of the student or family in accordance with <i>Plyler v. Doe</i> .					
The LEA provides an explanation of how funding was determined for equitable services and obligates funds for the language/education services during the fiscal year the funds were received.					
The LEA provides services to private schools' students and teachers in an equitable manner based on the needs of the eligible students and teachers as identified by private school representatives who desire to participate.					
The LEA provided specific information regarding how and when services would be provided after timely and meaningful consultation.					
The LEA provides opportunities for eligible teachers of participating private schools to participate, on an equitable basis, in professional activities.					
The LEA maintains records of its efforts to resolve any complaints made by private school representatives.					
The LEA and private school representatives review the services provided annually to determine the effectiveness of the services in meeting the needs of the students and teachers at the private school.					

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Immigrant Children and Youth	1	2	3	4	5
The LEA establishes a welcoming environment for immigrant families that includes interpretation and translation services.					
The LEA ensures that all barriers to enrollment have been removed, including missing documents (e.g., birth certificate).					
The LEA ensures that Title III, Part A Immigrant funds follow supplement, not supplant requirements.					
The LEA does not inquire about the immigration status of the student or family in accordance with <i>Plyler v. Doe</i> .					
The LEA offers high-quality academic programs designed to meet the academic and language development needs of newcomer students.					
The LEA provides social-emotional support and skills development to be successful in school and beyond.					
The LEA provides encouragement and support to engage in the education process for all immigrants and their families.					
The LEA accurately identifies potential immigrant children and youth in need of language assistance services using the statewide Enrollment Survey (ES), where the Prior Education section is embedded in Section II for all newly enrolling students.					

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