# Purpose

This document is a resource guide supporting the Oregon Department of Education’s (ODE’s) English Learner (EL) Program Review and Title III Monitoring process. The Title III Monitoring focuses on quality and compliance with state and federal requirements for programming for ELs, immigrants and refugees. The ODE, together with the U.S. Department of Education and the Office for Civil Rights (OCR), is charged with the responsibility of enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color or national origin. Local Education Agencies (LEAs) are required to take steps to help ELs overcome language barriers, and to ensure that they can participate meaningfully in educational programs.[[1]](#footnote-2)

The [Every Student Succeeds Act](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) requires ODE to monitor the implementation of Title III program requirements and the expenditure of federal funds by all sub-grantees. ODE’s vision for monitoring is to help build school district and ESD awareness of the requirements associated with accepting federal funds, capacity to self-assess against the requirements of the grants, and understanding of how they can best utilize grant funding to improve services for students designated as English learners. Monitoring is an opportunity to identify technical assistance and support needs and leverage federal funds in support of better outcomes for all students. This rubric is intended to support ODE’s review of local policies and practices to support our students who are receiving Title III services.

# Definitions

* **Compliant -** a section is compliant when evidence submitted is clear and aligned with the *Title III Monitoring Scoring Criteria Rubric*
* **Non-Compliant -** a section is compliant when evidence submitted is missing and/or not clear and/or not aligned with the *Title III Monitoring Scoring Criteria Rubric*

# Abbreviations:

* **DCL -** [Dear Colleague Letter 2015](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf)
* **NRG** - Non-Regulatory Guidance: English Learners and Title III of ESEA, as amended by ESSA, [2016,](https://oese.ed.gov/files/2020/07/essatitleiiiguidenglishlearners92016.pdf) revised [2019[[2]](#footnote-3)](https://oese.ed.gov/files/2020/07/elandiitleiiiaddendum1219.pdf)
* **EL**: Students who are designated as English learners, also referred to as emergent bilingual and/or multilingual learners
* **ESSA**: [Every Student Succeeds Act](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)

# Scoring

When ODE reviews the materials submitted by the district/ESD, reviewers will score each section according to the following criteria

* The evidence is **missing or not aligned** with the item(s) required in the Title III Monitoring Rubric. **Score this as a 1. This section is not compliant.**
* The evidence is **partially aligned** with the item(s) required in the Title III Monitoring Rubric. **Score this as a 2. This section is not compliant.**
* The evidence **is aligned and sufficient** with the item(s) required as per the *Title III Monitoring Scoring Criteria Rubric.* **Score this as a 3.****This section is compliant.**
* **N/A** this section is not applicable. Mark N/A in the “scoring” column.

# Organization of the Rubric

The 2022-23 Title III monitoring rubric is organized in 10 sections with a combined total of 25 items. Each item includes references to the applicable federal and state laws and regulations, as well as a description of the type and quantity of evidence required for monitoring. After reviewing the district’s submitted materials, ODE reviewers record notes, descriptions of evidence submitted, and any additional material required to demonstrate compliance.

| **Section** | **Focus** | **Items** |
| --- | --- | --- |
| 1 | English Learner Plan | 1 |
| 2 | Identification of English Learners | 5 |
| 3 | Parent, Family, and Community Engagement | 1 |
| 4 | Annual English Language Proficiency Assessment | 5 |
| 5 | Exiting/Monitoring English Learners | 2 |
| 6 | Access to Instructional Program/Graduation | 4 |
| 7 | Staffing for English Learner Programs | 2 |
| 8 | Private Schools | 1 |
| 9 | English Learner Data | 3 |
| 10 | Fiscal Review | 1 |

| **Section 1: English Learner Plan** | | | | |
| --- | --- | --- | --- | --- |
| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| 1. The district has an EL Plan addressing the requirements of [Sec 3116.](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | [Sec. 3116](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  Title VI– OCR Guidelines | The district submitted a copy of the most recent EL plan or notified ODE that no changes were made. |  | **District is rated compliant if district has either (1) submitted EL plan changes, or (2) asserted that there are no changes to the instructional program.**  Notes:  Evidence:  Citation:  Additional Material Needed to Request: |

| **Section 2. Identification of English Learners** | | | | |
| --- | --- | --- | --- | --- |
| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| 1. The district identifies potential ELs for screening, administers screener, and notifies parents within the required timeline: 30 calendar days at the beginning of the school year, or 14 calendar days from student enrollment once the school year has started. | Sec. [3111(2)(A)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  [3116](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  [Sec. 1112](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  Title VI– OCR Guidelines  OAR 581-023-0100 – (4)  DCL- A, p. 10,  F, p. 24  J, p.37  NRG- A8, 1-4 | The district submitted a random sampling of Language Use Surveys (LUS) forms from the most recent school year. This sampling should include examples of a LUS leading to identification screeners and not leading to identification screeners.  Samples in all home languages used for parent notification (must be signed by district personnel and dated (dd/mm/yyyy). Evidence must include copies for both initial identified students, as well as the students continuing as an identified EL.  **Note:** Districts submit either Bridge/Legacy LUS for the 22-23 school year up to 12/31/2022 enrollment or Oregon LUS for enrollment after 1/1/2023.  **For newly enrolling students, all districts must include evidence of student enrollment date, proficiency test date, and parent notification letter date, this could be a spreadsheet with student ID number and dates.**  **Language Use Survey and Parent Notification Letters submission expectation (based on number of enrolled ELs):**   * 10 or fewer students – all copies * 11-50 students –10 copies * 51-100 students – 20 copies   Greater than 101 students –25 copies |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |

| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| --- | --- | --- | --- | --- |
| 1. District has a process/procedure to identify ELs for special education | [Title VI – OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)  DCL - F, p. 24  NRG - Sec. K | The district provided evidence, such as process/procedures and a description to identify students for special Education and any other related services  Special Education process/procedures should include pre-referral process that includes EL staff in IEP meetings.  Copies of IEP/504 plans for identified ELSWD students that include a description of student strengths, instructional goals, instructional and linguistic supports, and assessment participation.  Submission expectation based on number of enrolled students with an IEP/504:   * All available grade levels * Fewer than 5 students – copies of all IEP/504 plans * Greater than 5 students – at least 6 copies but no more than 10 copies |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |
| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| 1. District has a process/procedure to identify ELs for and talented, | [Title VI – OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)  DCL - F, p. 24  NRG - Sec. K | The district provided evidence, such as policies, practices, procedures, and a description to identify students for additional services that include:  Gifted and Talented, |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |
| 1. District has a process/procedure to identify potential ELs (students enrolling with LUS who cannot access the ELPA screener with any accessibility supports due to known or suspected disability) - code 2-J in the EL data collection. | [Sec. 3111(2)(A)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  [Sec. 3116](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  Title VI – OCR Guidelines | Copies of IEP/504 plans for potential ELs that include a description of student strengths, instructional goals, instructional supports, and assessment participation.  **Submission expectation:**   * District includes the process and a statement that the district does not have any currently identified Potential ELs (code 2-J) if appropriate **OR** * District included the process and copies of IEPs for enrolled Potential ELs in the district * Wherever possible IEPs submitted reflect the various grade levels enrolled in the district.   + 1-5 Potential ELs enrolled in the district – copies of all IEPs   + 6 or more Potential ELs enrolled in the district –at least 6 but no more than 10 copies of IEPs |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |

| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| --- | --- | --- | --- | --- |
| 1. The district has a process/procedure for parents/guardians who did not want their child to receive language services to sign an informed refusal of service (also known as a waiver form). | [Sec. 1112](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided samples of signed/dated parent right of refusal for services (waiver). Including copies in all languages available for parent/guardian.  **If the district does not have any ELs with parent/guardians with a waiver for EL service enrolled in the district, please include a statement to the fact for this item.**  **Submission expectation based on number of ELs with parent/guardian waivers for EL instructional services:**   * 10 or fewer students –all copies * 11-50 students – 10 copies * 51-100 students –20 copies * Greater than 101 students –25 copies |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |

| **Section 3. Parent, Family, & Community Engagement** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** | |
| 1. The district engages with parents and families of students who receive language services, as authentic partners in the decision making around programs, activities, and procedures. | [Title VI– OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)  [Sec 3115](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  [Sec 3116](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  DCL- J, p.37  NRG- Sec. E | The district provided samples of activities (minimum of 5) that support parent engagement. This could include parent meetings, literacy nights, back-to-school, sign-in sheets, and other activities demonstrating parent engagement and leadership opportunities.  Consider the level of authentic engagement with parents/guardians/community members to include:   * Collaboration * Involve * Consult * Inform   See page 10 of this [document](https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web%5b1%5d.pdf) for more information.  Submission Evidence could include:   * Sign in sheets * Agendas * Presentations * PAC meetings * Flyers * Etc. |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |

| **Section 4. Annual ELP Assessment** | | | | |
| --- | --- | --- | --- | --- |
| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| 1. The district has an annual process/procedure to measure the English proficiency of all identified ELs using the State proficiency assessment. | [Sec. 1111](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided a written narrative of the district’s annual plan for Oregon’s English Language Proficiency Assessment (ELPA), including:   * When the district will administer the ELPA summative; * How the district prioritizes the order of students to be assessed; * How the district will verify all ELs have participated in the summative assessment. |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |
| 1. The district has a process/procedure for training the test administrators on Oregon’s ELP assessment. | [Title VI– OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)  [Test Administration](https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx) | The district provided a written description (no more than 500 words) of the training process, as well as copies of training materials and test administrator signed forms. The district included copies of testing assurances for staff administering the ELPA summative and screener.  **Submission expectation based on number of trained staff:**   * 10 or fewer staff – copies of all staff members * 11+ staff – 10 copies |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |

| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| --- | --- | --- | --- | --- |
| 1. The district has a process/procedure to monitor how ELs and ELSWD participate in the annual ELPA summative assessment with available accessibility support ELPA Summative refers to all ELPA summative assessments (in-person, remote and Alt ELPA) | [Sec 1111](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | District provides a description of how the district identifies each EL for ELPA summative accessibility supports and how the district enters those supports into the test system to ensure appropriate testing for ELs on the ELPA summative (in-person, remote, or Alt ELPA) in a timely manner. The district should use the Oregon Accessibility Manual to determine supports<https://www.oregon.gov/ode/educator-resources/assessment/Documents/accessibility_manual.pdf>  **Submission expectation based on the number of enrolled ELs and enrolled ELSWD with accessibility supports.**   * All districts include description of how the district determines appropriate accessibility supports for enrolled ELs/ELSWD students * Whenever possible include evidence from all grade levels represented in the district.   If the district has:   * Fewer than 10 enrolled ELs /ELSWD with accessibility supports – copies of all enrolled students that provides evidence of what accessibility supports were selected for the students * Greater than 11 enrolled ELs/ELSWD with accessibility support – at least 11 copies but no more than 20.   This evidence could be a spreadsheet with student ID number and accessibility type denoted.  If the district does not have any enrolled ELs/ELSWDs students with accessibility supports, include a statement to that fact. |  |  |

| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| --- | --- | --- | --- | --- |
| 1. The district has a process/procedure to monitor the ELPA domain exemptions for the ELPA summative assessment and appropriately codes them into the testing system. (This includes all ELPA summative (in person, remote and Alt ELPA) | [Sec 1111](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided a description of the district’s process/procedure in determining domain exemptions on the ELPA summative assessments (in-person, remote, or alt ELPA) that includes how the district loads these domain exemptions into the test system in a timely manner to ensure appropriate administration of the annual ELP assessment for ELs with IEPs/504s with exemptions.  **Submission expectations:**   * All districts include a description of the process to determine domain exemptions for students with IEPs/504s * All district include a description of the process used to load the domain exemptions in the test system that includes the district timeline for completing this work and how the district monitors that the domain exemptions have been applied prior to the student logging into the assessment.   + If the district has fewer than 6 enrolled students with an IEP/504 with a domain exemption – please submit copies of the IEP/504 that documents this exemption   + If the district has more than 6 enrolled students with an IEP/504 with a domain exemption – please submit at least 6 copies of the IEP/504 but no more than 10 copies of the IEP/504 that documents the exemption.   For districts that do not have any enrolled students with a domain exemption – a statement asserting that fact. |  |  |

| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| --- | --- | --- | --- | --- |
| 1. The district has a process/procedure to determine which students will participate in the Alt ELPA assessment. | [Sec 1111](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided a detailed description of how the district determined which students would be eligible for and would participate in the Alt ELPA assessment.  **Submission expectations:**   * The district provided a written description of the process the district will use/has used to determine which students would participate in the Alt ELPA assessment. * The district provided copies of IEPs that document the ELSWD is participating in the Alt ELPA based on the numbers below, whenever possible including all grade levels in the school district.   + These IEPs may be the same ones included in the prior question, there is no need to duplicate the submission as long as you have documented that reviewers need to refer to IEPS submitted for question X.   + Fewer than 5 students participating in Alt ELPA – copies of all IEPs as evidence of Alt ELPA participation   + Greater than 6 – at least 6 copies of IEPs but no more than 10 copies   The district provided a statement if the district does not have any enrolled ELSWD participating in the Alt ELPA. |  |  |

| **Section 5. Exiting/Monitoring English Learners** | | | | |
| --- | --- | --- | --- | --- |
| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| 1. The district monitors the progress of ELs in meeting challenging state academic standards each of the 4 years after they are no longer receiving services. | [Sec. 3121](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  [Title VI– OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)  DCL-  H, p.32  I, p. 35  NRG - Addendum starting on p.44 | The district provided a description (no more than 500 words) of the district’s monitoring process for exited ELs for each of the 4 years.  Additional evidence that documents the district monitoring process which could include monitoring surveys completed by educators and records of interventions provided.  District provided evidence of how the district provided additional support/ interventions for monitored ELs needing academic support.  If applicable, the district provided evidence of the district’s determination to return a monitored EL into an EL program. This is to be done with full parent/guardian consent and agreement. This evidence could include work samples, formative assessments, teacher surveys, meeting notes, parent meeting notes, etc.  **Submission expectation based on number of monitored ELs:**   * 10 or fewer students –all copies * 11-50 students– 10 copies * 51-100 students – 20 copies * Greater than 101 students – 25 copies |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |

| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| --- | --- | --- | --- | --- |
| 1. The district has a process/procedure that demonstrates ELs with waivers for service are regularly monitored. | [Title VI– OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)  [Sec 3121](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided a random sampling of monitoring documentation for ELs with a waiver for services.  Evidence could include: monitoring surveys completed by educators, MTSS notes, progressing monitoring notes, records of interventions provided, or similar.  **Submission expectation based on number of students with waivers for EL service:**   * 10 or fewer students –all copies * 11-50 students– 10 copies * 51-100 students – 20 copies * Greater than 101 students – 25 copies |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |
| **Section 6. Access to Instructional Program/Graduation** | | | | |
| 1. The district has a process/procedure for implementing and monitoring effective elementary, middle, and high school language instruction educational programs aligned with state English Proficiency Standards. |  | The district provided a description of how the district is implementing and monitoring effective elementary, middle, and high school language instruction educational programs that are coordinated and aligned with state English Language Proficiency (ELP) standards.  Submission evidence may include **:**   * Lesson plans with Oregon ELP standards, from all grade bands with current ELs (elementary, middle, and high school) (total sample size is 5-10 lesson plans). * Sample formative assessments measuring the ELP standards * Classroom observation protocols used for monitoring ELD programs |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |

| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| --- | --- | --- | --- | --- |
| 1. The district has adopted EL Instructional materials. | OAR 581-023-0100-04  OAR 581-022-2355 | The district submitted evidence of the districts adopted EL instructional materials.  Submission evidence may include:   * Minutes from district school board adopting the instructional materials * Presentation to district school board * District postponement request * Instructional materials district review process and documentation * Independent adoption review evidence. |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |
| 1. The district has a program of services that provides meaningful access to all classes (e.g., core, elective, special programs) | [Title VI– OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)  DCL-  D, p. 17  E, p. 22  G, p. 29  H, p. 35  NRG- A 3, Sec. C, Sec. D, K1, K3 | The district provided a description of instructional services offered as well as the building master schedules (the building master schedule for all grade levels), and secondary (grades 6-12) student schedules.  **Submission expectations for secondary student schedules based on number of students:**   * 10 or fewer students – copies of all student schedules * 11-50 students – 10 copies * Greater than 50 students – 20 copies   **The total sample size must contain schedules from more than one class.** |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |

| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| --- | --- | --- | --- | --- |
| 1. The district has a program of service for ELs that includes a comprehensive high school education leading to completion with a regular high school diploma, a modified diploma, or a certificate. | [Title VI– OCR Guidelines](https://www2.ed.gov/about/offices/list/ocr/ell/plandev.html)  DCL-  D, p. 17  E, p. 22  G, p. 29  H, p. 35  NRG- A 3, Sec. C, Sec. D, Sec. K | The district provided a description of the program of services that include:   * Education leading to a diploma   + Regular   + Modified   + Extended certificate   And a random sampling that documents the program of service. (Evidence includes student transcripts and IEP documentation.)  The transcripts submitted identify which diploma the student is working towards (regular, modified, extended certificate).  **Submission expectation based on the number of enrolled high school ELs:**   * 10 or fewer students – copies of all * 11-50 students – 10 copies * More than 50 students – 20 copies   If the district does not have any enrolled HS ELs a statement attesting this will suffice. |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |
| **Section 7. Staffing for English Learner Programs** | | | | |
| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| 1. The district is in compliance with proper certification, license, or endorsements for instructional staff of ELs. | [Sec. 3116 (3)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  OAR 584-036-0015  NRG- Sec. D | The district provided evidence of teacher certification, license, and/or endorsement for staff instructing ELs from TSPC.  **Submission expectation:**  Provide a list of all EL teachers, their TSPC license and ESOL endorsements.   * This list includes   + Teacher name   + License type   + Valid dates for the license   + Endorsement Type   + Valid dates for the endorsement |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |
| 1. District provides comprehensive and effective professional development to classroom teachers, principals, and other school leaders that is designed to improve the instruction and assessment of ELs. | [Sec. 3115(3)(2)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  DCL - C, p. 14  NRG - A3, Sec. C, Sec. D, Sec. K | The district provided a description with supporting evidence of training offered and educational leaders who attended the training.  **Submission examples:**   * List of trainings offered * Attendance records * Evidence of feedback from training (surveys, etc.)   Evidence of implementation of the training (i.e., walkthrough notes, etc.) |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |

| **Section 8. Private Schools** | | | | |
| --- | --- | --- | --- | --- |
| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| 1. The district has a process/procedure to allow timely and meaningful consultation with appropriate private school officials during the design, and development of Title III programs for their participation in the Title III programs. | [Sec 8501](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  [Sec 1117](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided signed/dated consultation with private schools, that includes:   * The identification of ELs; * The administration of the annual language assessment; and * The identification of Recent Arrivers.   For districts not having a private school in the district boundaries, a statement asserting that will suffice for this monitoring element. |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |
| **Section 9. English Learner Data** | | | | |
| 1. The district has a process/procedure to determine which ELs are identified for 5 or more years that includes ELSWD Students. | [Sec 3121](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  [Sec 3122](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  [Sec 1111(c)(4)(A)(ii)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided a description of the district’s policy for determining which ELs and ELSWD have been identified as an EL for 5 or more years.  ELSWD (English Learner Students with Disabilities) |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |
| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| 1. The district has a process/procedure to determine the number and percentage of ELs making progress towards English Proficiency aggregated for all ELs and ELSWD. | [Sec 3121](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  [Sec 1111(c)(4)(A)(ii)](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The district provided a description of the district’s process to determine which ELs are making progress towards English Proficiency. Include data for all ELs and ELSWDs |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |
| 1. The district has a process/procedure for sharing the EL Legislative Report with the school board and for posting the report to the district web page. | [ORS 327.016](https://www.oregon.gov/ode/reports-and-data/LegReports/Pages/default.aspx) | The district provided evidence of the district process for sharing the EL Legislative Report and posting the report to the district web page.  Submission evidence could include:   * District written process for sharing and posting the Legislative Report * School Board Minutes documenting the sharing of the EL Legislative Report * School Board Presentation documenting the sharing of the EL Legislative Report * Web page link where the Legislative Report is available for the community |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |

| **Section 10. Fiscal Review – This section is completed by the Fiscal Agent for the Title III grant (Consortium Member Districts do not complete this section)** | | | | |
| --- | --- | --- | --- | --- |
| **Item** | **Guidance** | **Evidence** | **Score** | **Notes/Evidence/Citation** |
| 1. The district/ESD maintains clear and accurate fiscal records that indicate use/expenditure of Title III funds. | [Sec 1118](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf)  [Sec 3115](https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf) | The District/ESD provided the following evidence of the Title III fiscal records:  **Required for all sub-grantees**   * CIP Budget narrative for previous school year (include regular and carryover). * Review of the sub-grantees spending trend over the past 3 years. Did the sub-grantee spend down each grant in a timely manner? How much carryover funds dis the sub-grantee have from one year to the next? * Explanation of how the district/ consortia determines the effectiveness of any Title III purchase (PD or supplemental materials). * Description of sub-grantees inventory procedures for items purchased with Title III funds.   **Required submission if applicable to the sub grantee**   * Copies of current position - descriptions for staff funded by Title III. * Time and effort logs for staff funded by Title III and other funding. * Copies of contracts paid for by Title III funds and required deliverables by contact. * Explanation how the sub-grantee determines the deliverables for each contract. * Purchase orders and payments for items funded by Title III funds. |  | Notes:  Evidence:  Citation:  Additional Material Needed to Request: |

1. *Lau v. Nichols https://www2.ed.gov/about/offices/list/ocr/ell/lau.html* [↑](#footnote-ref-2)
2. *While key pages of ESEA/ESEA, DCL, and NRG are provided in the chart below, these pages are not all inclusive.*  [↑](#footnote-ref-3)