

Guide to 14.5

English Language Development Services

Important! For LEAs that receive Title III or TBIP funding, OSPI reviews this documentation under Title III/TBIP (CPR Checklist 7) – no additional documentation is required for this item. Only LEAs that do **not** receive Title III or TBIP funding need to provide documentation for item 14.5, regardless of whether the LEA has currently identified English Learner (EL) students.

OSPI reviews this item on the Civil Rights checklist to ensure that LEAs that do not receive funding for English Language Development (ELD) services are still meeting their civil rights requirements to identify and serve English Learner students.

Key Resources:

[OSPI Sample Home Language Survey](#)—Available in 40 languages

[Identification and Screening Guidance](#)

[Multilingual Learner Planning Template](#)

[English Learner Toolkit](#)

Legal Background

Each LEA must provide English language development (ELD) services to English Learners (EL) – national origin minority students with limited-English proficiency.

Each LEA must have a process to identify, assess, and place EL students that includes a home language survey and provisions for testing students on the state language proficiency assessment.

The LEA's ELD services must be based on a sound educational theory and be implemented effectively, including using qualified staff and adequate resources and facilities.

The LEA must evaluate the program's effectiveness and makes modifications as needed.

Legal authority: Title VI, [34 C.F.R. Sec.100.3](#); *Lau v. Nichols*, [414 U.S. 563](#) (1974); *Castañeda v. Pickard*, [648 F.2d 989](#) (5th Cir. 1981); Chapter [28A.642](#) RCW and [392-190](#) WAC.

EL Identification and Placement Procedures (14.5.A–C)

Evidence to Provide

- A. Evidence that the LEA identifies the language background of each student upon enrollment (including the first language learned, the language the student uses most



often, and the language used in the home). Evidence should include a home language survey or student enrollment form with the required questions.

- B. Assessment and placement procedures for ELD services, including testing on the state language proficiency assessment and criteria for determining eligibility and exit.
- C. A roster of eligible EL students, indicating language proficiency level and the type and amount of ELD services provided for each student.

Submit evidence for this item even if the LEA has not identified any English Learners.

Tips for Program Review

- For 14.5.A, the most common evidence is use of OSPI's sample [Home Language Survey](#), which is available translated into 40 languages. If an LEA does not use OSPI's Home Language Survey, it may add the questions necessary to identify a student's primary language to the LEA's enrollment form. For identification purposes, the following questions must be used to identify a student's primary language: (1) What language did your child first learn to speak? (2) What language does your child use the most at home?
- For 14.5.B, examples of acceptable evidence for an LEA's assessment and placement procedures include the OSPI Multilingual Education Program's guidance on [Identification and Screening](#) or a completed [Multilingual Learner Planning Template](#).
- For 14.5.C, if an LEA does not have any currently identified eligible EL students, please indicate so in a note. LEAs that do not have currently identified eligible EL students do not need to provide evidence for 14.5.D–G.

ELD Services Staffing (14.5.D & E)

Evidence to Provide

If LEA has identified EL students:

- D. A list of all teachers who design, oversee, and evaluate ELD services. For each teacher listed, provide their qualifications to provide EL services, such as EL/ESL endorsement or ongoing training relating to the delivery of ELD services.
- E. A list of all paraeducators who assist in providing ELD services. For each paraeducator listed, provide evidence that they instruct under the direct supervision of a qualified teacher and receive ongoing training relating to the delivery of ELD services.

Tips for Program Review

- For 14.5.D., if the teachers who design, oversee, or evaluate ELD services do not have EL/ESL endorsements, please provide evidence that the teachers are receiving ongoing training relating to the delivering ELD services.
- For LEAs who need additional support in ensuring teachers have ongoing training, ECR monitors will connect the LEA to OSPI's Multilingual Education Program team for technical assistance on the types and availability of training opportunities. Educational Service Districts (ESDs) also may be a resource for training opportunities.

EL Student Files (14.5.F)

Evidence to Provide

If LEA has identified EL students:

- F. Student files with completed home language survey, placement test, and annual language proficiency assessment score sheets.

Submit documentation from two students at an elementary school, middle/junior high school, high school, ALE or online program, and alternative school, where applicable.

Tips for Program Review

- Please do not redact student files submitted for this item.
- Reviewing this item, OSPI monitors will be checking to ensure EL student documentation demonstrates the LEA is meeting its civil rights obligations to EL students even if the LEA is not currently receiving TBIP or Title III program funding.

ELD Program Evaluation (14.5.G)

Evidence to Provide

If LEA has identified EL students:

- G. Evidence of evaluation of the effectiveness of the LEA's ELD services (e.g., progress made in language acquisition and academic achievement, feedback from teachers and parents, meeting minutes, etc.).

Tips for Program Review

- An example of acceptable evidence could include a completed [Multilingual Learner Planning Template](#). OSPI Multilingual Education Program's guidance on [Progress Monitoring & Program Evaluation](#) includes technical assistance on how to articulate a plan for progress monitoring.

Learn More About ELD Services

- [OSPI Multilingual Education Program](#) (resources, practice guides, and contact information)
- U.S. Department of Education, Office for Civil Rights (OCR): [Dear Colleague Letter, English Learner Students and Limited English Proficient Parents \(01/7/2015\)](#)
- U.S. Department of Education, Office of English Language Acquisition: [English Learner Toolkit](#)