

Guide to Item 14.3

English Language Development Services

Important! If your LEA receives state or federal funding for English Language Development (ELD) services, you do not need to submit evidence for Item 14.3. OSPI's Office of Multilingual Education will review your program using Checklist 7.

If your LEA does *not* receive state or federal ELD funding, you *must* submit evidence for Item 14.3 so our office can verify compliance with civil rights requirements for identifying and serving English Learner students.

Legal Background

Each LEA is required to:

- Provide English language development (ELD) services to English Learners (EL) – national origin minority students with limited-English proficiency.
- Implement a process to identify, assess, and place EL students, which includes a home language survey and provisions for testing students on the state language proficiency assessment.
- Provide ELD services that are based on a sound educational theory, have been implemented effectively, which includes qualified staff and adequate resources and facilities.
- Periodically evaluate its program's effectiveness to determine if students' language barriers are being overcome.

Legal Authority: Title VI, [34 C.F.R. Sec. 100.3](#); *Lau v. Nichols*, [414 U.S. 563](#) (1974); Chapter 28A.642 RCW and Chapter 392-190 WAC.

EL Identification and Placement (14.3.A–B)

Evidence to Provide

Submit evidence even if the LEA has not identified any English Learners (ELs).

- A. Submit evidence 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.

OSPI Tools and Resources

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

[WA State Policies and Practices Guide](#):
Comprehensive guidance from OSPI
(2024)

[Multilingual Learner Action Plan Toolkit](#)

[English Learner Toolkit](#) (OCR)



Washington Office of Superintendent of
PUBLIC INSTRUCTION

- B. Submit the assessment and placement procedures for English Language Development (ELD) services, including testing on the state language proficiency assessment and criteria for determining eligibility and exit.

Tips for Program Review

- **Using OSPI's [Home Language Survey](#) (available in 40 languages) is the most efficient way to collect this information.** If the LEA does not use the survey, it must instead ask two questions on its enrollment form:
 - What language did your child first speak or understand?
 - What language does YOUR CHILD use the most at home?
- **Additional information about identification and placement procedures for ELD services** can be found by reviewing OSPI's [Multilingual Learners Policies and Practices Guide](#) (Chapter 1: Identification and Placement).

Eligible ELD Students (14.3.C)

Submit evidence only if the LEA has identified ELs.

- C. A roster of eligible EL students, indicating language proficiency level and the type and amount of ELD services provided for each student.

ELD Services Staffing (14.3.D and E)

Evidence to Provide

Submit evidence only if the LEA has identified ELs.

- 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

- **Additional information about staffing ELD services** can be found by reviewing OSPI's [Multilingual Learners Policies and Practices Guide](#) (Chapter 4: Staffing and Professional Learning).

EL Student Files (14.3.F)

Evidence to Provide

Submit evidence only if the LEA has identified ELs. Evidence must include documentation for two students at an elementary school, two students at a middle/junior high school, two students at a high school, two students at an ALE or online program, and two students at an alternative school, where applicable.

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

Tips for Program Review

- **Please make sure to include *all* requested documentation for each student:** (1) home language survey or enrollment form; (2) placement test; and (3) annual language proficiency assessment score sheets.

ELD Program Evaluation (14.3.G)

Evidence to Provide

Submit evidence only if the LEA has identified ELs.

- 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

- **Additional information about ELD program evaluation** can be found by reviewing OSPI's [Multilingual Learners Policies and Practices Guide](#) (Chapter 6: Program Evaluation).

Learn More About ELD Services

- [OSPI Multilingual Education Program](#) (resources 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, State Support Network: [English Learner Toolkit](#) (2016)