

Colorado English Language Development (ELD) Plan Basic Checklist

This checklist only provides the very minimum needed for an ELD plan. Local Education Agencies (LEAs) may, of course, provide additional information in their plans on areas not covered here. On pages 2 and 3 of this document are timelines of requirements that an LEA must follow to be compliant with Title III/ELPA/ELD programming.

ELD Plans at the very minimum must have the following:

- 1) Description of ELD services and how they meet the State and federal requirements. These legal requirements include Title III of the ESSA, ELPA, Title VI of the Civil Rights Act of 1964 (and associated memoranda), Lau v. Nichols U.S. Supreme Court Decision (1974) and associated amendments (1975), Equal Education Opportunities Act of 1974 and associated amendments (1978), Castañeda v. Pickard (1981), and Plyler v. Doe U.S. Supreme Court Decision (1982). See [OELA Toolkit](http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html) at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

Description of Multilingual Learner (ML) programs should include:

- a. Curriculum (LEA should describe how the curriculum and program provides MLs with access to both the acquisition of the English language and the academic content of its programs. It should also describe how it incorporates the [Colorado English Language Proficiency \(CELP\) Standards](http://www.cde.state.co.us/cde_english/celpstandards) at www.cde.state.co.us/cde_english/celpstandards i.e., WIDA ELD standards into its ELD services).
- b. Instructional program description, including expected practices and strategies (e.g. Push-in, SIOP, Pull-Out, Dual Language, Bilingual etc.)
- c. Continuum of services - how do ML program services intersect with other services?
- d. Interventions and support (e.g., what accommodations does your LEA use in the classroom to provide MLs with better access to academic content? Does the LEA have a mechanism to record what accommodations the student is being provided in every context? What interventions are used and what is the process for interventions for MLs who are struggling academically?)

In the ELD Plan, the LEA should describe how the ELD program is structured on scientifically/evidence-based research to develop and acquire English. It should also include why the program model(s) were chosen, as well as outlining how the program(s) will develop English as well as meeting grade level Colorado academic standards. Plans to implement the program and evaluate effectiveness and fidelity of implementation annually.

- 2) A description of the responsibilities of various personnel in support of MLs to include:
 - a. District leadership
 - b. School leadership
 - c. Teachers and school staff

- 3) Identification procedures to include:
 - a. Home Language Survey (HLS)/Home Language Questionnaire (HLQ). The LEA should provide information in the ELD Plan as to when the surveys are administered and where they are kept. An HLS/HLQ is only required upon a student newly enrolling in a district. An HLS/HLQ is a tool that triggers screening for potential ELs. See [HLS Requirements and Templates](http://www.cde.state.co.us/cde_english/identification-placement) at www.cde.state.co.us/cde_english/identification-placement.

- b. [English language proficiency screening assessments](http://www.cde.state.co.us/cde_english/english-language-proficiency-assessment) (www.cde.state.co.us/cde_english/english-language-proficiency-assessment): LEA should provide information in the ELD Plan as to how staff members are trained in administering placement assessments (WIDA online, self-paced modules), when the screener is administered, and where the student screening results are securely stored.
 - c. Bodies of Evidence (BOE) to be used in determining English Language Development (ELD) program eligibility. LEA should also provide information in the ELD Plan as to when the BOEs are administered and where the results are stored.
- 4) [Annual English Language Proficiency Assessment](http://www.cde.state.co.us/assessment/ela) (www.cde.state.co.us/assessment/ela)
- a. Training and administering for ACCESS for MLs
 - b. Evaluating results of ACCESS for MLs
- 5) Family Engagement to include:
- a. Available interpretation and translation. LEA should be aware that translation of all information related to their child’s academic achievement, as well as essential school/district communications is a Civil Rights requirement.
 - b. [Parent Notification and Involvement](http://www.cde.state.co.us/fedprograms/tiii/index) (www.cde.state.co.us/fedprograms/tiii/index): for example, the LEA must inform parents in a written letter of their child’s eligibility for ELD services within 30 days of the start of the school year and within two weeks if the student enrolls after October. That parent notification letter must contain certain requirements such as:
 - i. The reasons for the identification of their child as Limited English proficient (LEP) and in need of placement in a language instruction educational program;
 - ii. The child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
 - iii. The method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
 - iv. How the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
 - v. How such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - vi. The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title (i.e. Title III) are used for children in secondary schools;
 - vii. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
 - viii. Information pertaining to parental rights that includes written guidance detailing the right that parents have to have their child immediately removed from such program upon their request; and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity. See [Sample Parent Notification Letter](http://www.cde.state.co.us/fedprograms/2018parentnotificationletter-0) at www.cde.state.co.us/fedprograms/2018parentnotificationletter-0.

The information shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand. The LEA should be aware that the parent has the right to refuse ELD services for their child, but they do not have the right to opt-out of Multilingual learner identification or ACCESS for MLs testing if their child is identified as an ML. Moreover, the district should still provide additional support for the ML student to help them access the academic content even if the child is not in the formal ELD program because of parent refusal.

- c. Opportunities for parent involvement, feedback, and participation. (This includes opportunities to provide input as to how Title monies under Every Student Succeeds Act are used as well as other numerous school level opportunities). See [Family and Community Engagement](#) at www.cde.state.co.us/cde_english/engagement.

6) Description of progress monitoring to include:

- a. Expected benchmarks by quarter/semester/monthly/yearly
- b. Assessments – content and ELP
- c. Interventions and support available, if needed, as well as how they will be integrated into the school day.
- d. MTSS process

7) Redesignation and exit criteria to include:

- a. Assessments and performance triggers on those assessments for redesignation. *Note: Per state and federal law, students must be monitored for two years. At the end of each monitor year, student progress must be evaluated using LEA determined criteria, which at a minimum must include, state redesignation criteria. See [English Learner Redesignation](#) at www.cde.state.co.us/cde_english/redesignation.
- b. Bodies of Evidence to be used. See *Note in (a) above.
- c. Formal exit-upon completion of two years of monitoring and two years of exit status, a student is eligible to be exited formally from the ELD program. Plan must state the process for having an exited student re-enter ELD services if needed.

8) An ML and Special Education Plan Checklist to include:

- a. Parent communication requirements
 - i. Interpretation/translation for Pre-Individualized Education Program (IEP) and IEP meeting and for written documents such as: Prior Written Notice, Notice of Meeting and Parent Rights.
- b. Information on IEP document
 - i. Student information such as: W-APT/WIDA Screener or ACCESS for MLs scores, primary or dominant language, and language proficiency.
 - ii. Present Level of Academic Achievement and Functional Performance (PLAAFP) and Educational Needs such as: student is identified as ML, student’s primary or dominant language, ELD services, progress of EL compared to student’s ML peers who have received the same level of ELD support, and ELD teacher input.
 - iii. ELD teacher should participate in IEP meeting and should be listed as attending.
 - iv. Evaluation Report which includes ML data.
 - v. Goals and objectives which include levels of academic performance across all areas. It’s critical to document the impact of learning a second language on academics.

The LEA, in its ELD Plan, should outline how it will provide due diligence in differentiating between a language difference versus a disability.

- 9) Professional Development (PD) provided to ELD teachers, content teachers and administrators
 - a. LEA should briefly describe the various types of PD it provides and requires of its staff such as: identification/program placement/redesignation/exit, assessment and evaluation, curriculum and instruction, standards, and parent involvement among other topics. The LEA should also address certification and/or Multilingual Learner [professional requirements for educators](http://www.cde.state.co.us/educatortalent/elpdeducators) (www.cde.state.co.us/educatortalent/elpdeducators).
- 10) Teacher Fluency Plan
 - a. The LEA, in the ELD Plan, should include a certification that all teachers in any type of ELD program are fluent in English, and any other language used for instruction, including having written and oral communication skills.
- 11) Overall ELD program evaluation
 - a. The LEA should briefly describe the purpose of the evaluation (e.g., ascertaining if student needs are being met, evaluating staff knowledge and abilities, assessing whether current programming practices are working, assessing if federal, state, and local funds were well spent etc.). The LEA should describe the data and metrics it will use to evaluate the program as well as how the results will be shared and used. Lastly, the ELD plan should contain a description of what the LEA will do if it determines the ELD program is not successful. See [ELD Guidebook](http://www.cde.state.co.us/cde_english/eldguidebook) at www.cde.state.co.us/cde_english/eldguidebook.

Additionally, ELD plans may also include the following:

- 1) Student Demographics
- 2) Information specific to refugee families
- 3) Glossary of Terms
- 4) Funding sources for MLs etc.
- 5) [Graduation Pathways](http://www.cde.state.co.us/postsecondary/grad-englishlearners) (www.cde.state.co.us/postsecondary/grad-englishlearners)
- 6) Gifted Education Identification
- 7) Seal of Biliteracy
- 8) Adult and Family Education opportunities
- 9) [English Language Proficiency Act \(ELPA\)](http://www.cde.state.co.us/cde_english/elpa) (www.cde.state.co.us/cde_english/elpa)