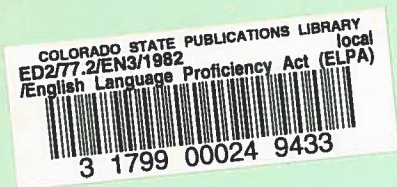


ED2/77.2/EN3/1982
C.1

K ELPA



English Language Proficiency Act (ELPA):
Legislation, Reporting Forms, Operational Guidance

Colorado Department of Education
Dr. Calvin M. Frazier
Commissioner of Education

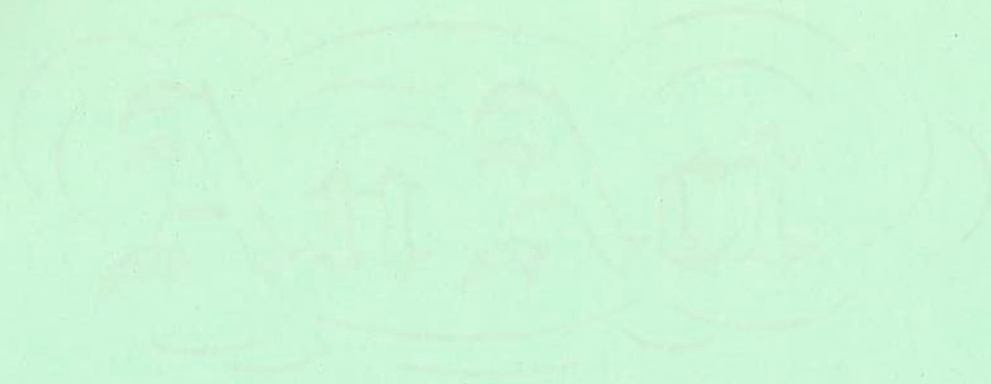
Table of Contents

	Page
Preface	i.
 LEGISLATION AND DEPARTMENTAL GUIDANCE	
English Language Proficiency Act (ELPA)	2.
Rules for the Administration of the English Language Proficiency Act	8.
Colorado State Board of Education - PHILOSOPHY IN IMPLEMENTING The English Language Proficiency Act.	14.
Definitions of A, B, C, D, and E Students	15.
Common Questions and Answers	
Program Overview	16.
Student Identification	17.
Student Assessment	21.
Certification and Record Keeping	23.
Fund Distribution.	24.
Program Administration	25.
Program Evaluation	28.
 ELPA IDENTIFICATION AND ASSESSMENT PROCEDURES	
Identification Table.	35.
Flowchart for ELPA New Student Identification	36.
Flowchart for ELPA Continuing Student Recertification	37.
Parent Checklist.	38.
Teacher Checklist	39.
Nationally Standardized and English Language Proficiency Tests Approved by the Department	40.
Further Observation Documentation	41.
ELPA Certified Count Form Instructions.	42.
Blank ELPA Certified Count Form	44.
Sample ELPA Certified Count Form.	45.
 ELPA EVALUATION PROCEDURES	
Instructions for Completing the Evaluation Report	47.
Final Evaluation Report	52.
Sample Hypothetically Completed Evaluation Report	59.
 ELPA AUDIT PROCEDURES	
Documentation which Districts Need to Provide	65.

Preface

The materials in this packet are intended to provide information to school districts regarding the implementation of English Language Proficiency programs for non- and limited-English speaking students. The emphasis of information in this packet pertains to the requirements of the English Language Proficiency Act and its Rules.

District representatives who have additional questions and concerns not addressed in this packet should call Roger Neppl (866-2407) or Marilyn Schalit (866-3559).



LEGISLATION AND
DEPARTMENTAL GUIDANCE

An Act

SENATE BILL NO. 462.

BY SENATORS Meiklejohn, Allshouse, Anderson, Cole, Dodge, Durham, R. Powers, Strickland, Barnhill, Beatty, Fowler, Stockton, Phelps, and P. Powers;

also REPRESENTATIVES Erickson, DeNier, Hamlin, Hume, Lillpop, Traylor, Strahle, Artist, Heim, Shoemaker, Reeves, Rogers, Robb, Neale, Tancredo, Prendergast, Randall, Schauer, Paulson, Spano, Stephenson, Winkler, Kirscht, Herzog, Bledsoe, Boley, DeFilippo, Hinman, Larson, Mielke, Minihan, Spelts, and Younglund.

CONCERNING THE ESTABLISHMENT OF AN ENGLISH LANGUAGE PROFICIENCY PROGRAM IN THE PUBLIC SCHOOLS FOR CHILDREN WHOSE DOMINANT LANGUAGE IS NOT ENGLISH, AND MAKING AN APPROPRIATION THEREFOR.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Article 24 of title 22, Colorado Revised Statutes 1973, as amended, is REPEALED AND REENACTED, WITH AMENDMENTS, to read:

ARTICLE 24

English Language Proficiency Act

22-24-101. Short title. This article shall be known and may be cited as the "English Language Proficiency Act".

22-24-102. Legislative declaration. The general assembly hereby finds, determines, and declares that there are substantial numbers of students in this state whose educational potential is severely restricted because a language other than English is their primary means of communication. The general assembly recognizes the need to provide for transitional programs to improve the English language skills of these students. The general assembly declares that, in order to improve educational

Capital letters indicate new material added to existing statutes; dashes through words indicate deletions from existing statutes and such material not part of act.

and career opportunities for every student in this state, it is the purpose of this article to provide for the establishment of an English language proficiency program in the public schools and to provide for the distribution of moneys to the several school districts to help defray the costs of such program.

22-24-103. Definitions. As used in this article, unless the context otherwise requires:

- (1) "Department" means the department of education.
- (2) "District" means one or more school districts or a board of cooperative services organized and existing pursuant to law but does not include a junior college district.
- (3) "Program" means the English language proficiency program created by this article. Design and implementation of programs shall be the function of the districts.
- (4) "Student whose dominant language is not English" mean a public school student whose academic achievement and English language proficiency are determined by his local school district, using instruments and tests approved by the department, to be impaired because of his inability to comprehend or speak English adequately due to the influence of a language other than English and who is one or more of the following:
 - (a) A student who speaks a language other than English and does not comprehend or speak English; or
 - (b) A student who comprehends or speaks some English, but whose predominant comprehension or speech is in a language other than English; or
 - (c) A student who comprehends and speaks English and one or more other languages and whose dominant language is difficult to determine, if the student's English language development and comprehension is:
 - (I) At or below the district mean or below the mean or equivalent on a nationally standardized test; or
 - (II) Below the acceptable proficiency level on an English language proficiency test developed by the department.
- (5) "Teacher" means any person certified pursuant to article 60 of this title who is employed to administer, direct, or supervise classroom instruction in a school in this state.

22-24-104. English language proficiency program established - funding. (1) There is hereby established an English language proficiency program for students in kindergarten and grades one through twelve whose dominant language is not English.

(2) The purpose of the program is to provide assistance to districts having students whose dominant language is not English.

(3) No district shall be eligible for more than two calendar years of state entitlement moneys on behalf of a student identified for inclusion in this state-assisted program.

(4) (a) The general assembly shall make an annual appropriation to the department for the implementation of this article. Funding for the program shall be from the department to the districts on a per-student basis. That portion of the annual appropriation scheduled for distribution to the districts shall be paid to the districts upon the determination, pursuant to section 22-24-106 (1) (d), of the number of students in each district to be included in the program.

(b) The general assembly shall annually make a separate appropriation to the department of education to cover the state's share of the estimated cost pursuant to the provisions of this section. If the amount of the appropriation made is less than the total amount determined to be the state's actual share of support to be provided all eligible students pursuant to the provisions of this section, then the amount to be distributed to any district shall be in the same proportion as the amount of the appropriation made bears to such total amount determined to be the state's actual share.

(c) (I) Seventy-five percent of the annual appropriation or the amount needed to fully fund pursuant to this subparagraph (I), whichever is less, shall be used by the districts for students certified to be within section 22-24-103 (4) (a) or (4) (b). No such student shall be funded for more than an amount equal to four hundred dollars per year or an amount equal to twenty percent of the state's average authorized revenue base for the preceding year as annually determined by the department, whichever is greater.

(II) The remainder of the annual appropriation shall be used by the districts for students certified to be within section 22-24-103 (4) (c). No such student shall be funded for an amount greater than two hundred dollars per year or an amount equal to ten percent of the state's average authorized revenue base for the preceding year as annually determined by the department, whichever is greater.

(III) Any appropriated moneys not distributed by the department pursuant to subparagraph (I) of this paragraph (c) may be distributed by the department pursuant to subparagraph (II) of this paragraph (c). Any appropriated moneys not distributed by the department pursuant to subparagraph (II) of this paragraph (c) may be distributed pursuant to subparagraph (I) of this paragraph (c).

(5) Each district shall provide the programs for district students whose dominant language is not English; except that districts may cooperate in carrying out the provisions of this article.

(6) Nothing in this article shall be construed to prohibit use of moneys made available under this article by a district for bilingual programs, English as-a-second-language programs, or any other method of achieving the purposes of this article. Districts conducting such programs shall receive moneys made available under this article only on the basis of the number of students whose dominant language is not English enrolled in such programs.

22-24-105. District - powers and duties. (I) It is the duty of each district to:

(a) Identify, through the observations and recommendations of parents, teachers, or other person, students whose dominant language may not be English;

(b) Assess such students, using instruments and techniques approved by the department, to determine if their dominant language is not English.

(c) Certify to the department those students in the district whose dominant language is not English;

(d) Administer and provide programs for students whose dominant language is not English.

22-24-106. Department - powers and duties. (1) It is the duty of the department to:

(a) Develop and approve instruments and techniques to be used by districts in identifying eligible students;

(b) Provide assistance, on request, to districts in the identification and assessment of students;

(c) Audit the identification and testing procedures used by the districts and evaluate the effectiveness of the programs conducted by districts;

(d) Determine which students are to be counted as eligible for purposes of calculating the district's entitlement;

(e) Allocate such moneys, out of annual appropriations to the department, on a per-student basis.

(2) The department shall report to the general assembly in January of 1982 and each January thereafter through 1986 on the effectiveness of the English language proficiency program and the


functioning of this article. Such reports shall indicate the numbers of students identified and served under each of the categories described in section 22-24-103 (4). Beginning in January of 1983, the report shall include: The English language proficiency test results and achievement test results of students certified by the districts; identification techniques and problems, with special attention to students certified to be within the category described in section 22-24-103 (4) (c); any recommendations for fulfilling the intent of this article; and such other data and observations as the department deems to be significant in judging the effect of this article.

SECTION 2. Appropriation. In addition to any other appropriation, there is hereby appropriated, out of any moneys in the state treasury not otherwise appropriated, to the department of education, for the fiscal year beginning July 1, 1981, the sum of two million eight hundred seventy-eight thousand dollars (2,878,000), or so much thereof as may be necessary, for the implementation of this act. Of said total sum, seventy-eight thousand dollars (\$78,000) shall be for the administrative costs of the English language proficiency program, and two million eight hundred thousand dollars (\$2,800,000) shall be for distribution to the school districts for use in conducting such program.

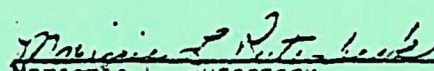
SECTION 3. Effective date. This act shall take effect July 1, 1981.

SECTION 4. Safety clause. The general assembly hereby

finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health and safety.

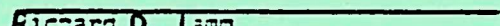

Fred C. Anderson
PRESIDENT OF
THE SENATE


Carl A. Bledsoe
SPEAKER OF THE HOUSE
OF REPRESENTATIVES


Marjorie L. Rutanbeck
SECRETARY OF
THE SENATE


Lorraine F. Lombardi
CHIEF CLERK OF THE HOUSE
OF REPRESENTATIVES

APPROVED _____


Richard D. Lamm
GOVERNOR OF THE STATE OF COLORADO

RULES FOR THE ADMINISTRATION OF
THE ENGLISH LANGUAGE PROFICIENCY ACT
C.R.S. 1973 22-24-101 et seq. (Supp. 1981)
August 17, 1981

2224-R-1.00 Statement of Basis and Purpose: The Colorado State Board of Education and the Colorado Department of Education have the responsibility for implementing "The English Language Proficiency Act." These Rules are intended to assist school districts in meeting the requirements of the Act. The objective of programs operated under these Rules shall be to develop proficiency in the English language for all students whose dominant language is not English and who are not proficient in the English language.

2224-R-2.00 Definitions: As used in these Rules, unless the context otherwise requires:

2.00 (1) "Act" means English Language Proficiency Act,
C.R.S. 1973 22-24-101 et seq. (Supp. 1981).

2.00 (2) "Department" means the Colorado Department of Education.

2.00 (3) "District" means one or more school districts or a board of cooperative services organized and existing pursuant to law but does not include a junior college district.

2.00 (4) "Parent" means parent, guardian or responsible person, e.g., refugee sponsor, social worker.

2.00 (5) "Program" means the program provided by the district under the English Language Proficiency Act. Design and implementation of programs shall be the function of each district.

- 2.00 (6) "Student whose dominant language is not English" means a public school student whose academic achievement and English language proficiency are determined by the local school district, using instruments and tests approved by the Department, to be impaired because of an inability to comprehend or speak English adequately due to the influence of a language other than English and who is one or more of the following:
- 2.00 (6) (a) A student who speaks a language other than English and does not comprehend or speak English; or
- 2.00 (6) (b) A student who comprehends or speaks some English, but whose predominant comprehension or speech is in a language other than English; or
- 2.00 (6) (c) A student who comprehends and speaks English and one or more other languages and whose dominant language is difficult to determine, if the student's English language development and comprehension is:
- 2.00 (6) (c) (i) At or below the district mean or below the national mean or equivalent on a nationally standardized test; or
- 2.00 (6) (c) (ii) Below the acceptable proficiency level on an English language proficiency test developed by the Department.
- 2.00 (7) "Teacher" means any person certified pursuant to article 60 of this title who is employed to administer, direct, or supervise classroom instruction in a school in this State.
- 2.00 (8) "Tests developed by the Department" means tests developed or approved by the Department.

2224-R-3.00 District - Powers and Duties:

- 3.00 (1) Identification: Each district shall survey all students to determine each student's potential eligibility for inclusion in the district's count for allocation under the Act. Such eligibility shall be determined by the information provided by parent and teacher checklist forms approved by the Department. The parent checklist form shall be completed by the student's parent(s) in grades K-12, and may be completed by the student in grades 9-12. To the extent possible, districts should provide parent checklist forms in the language most easily understood by the parent(s) in order to achieve the most valid parental judgement of the student's language proficiency. The teacher checklist form shall be completed by the teacher or the appropriate school official and whenever possible by a teacher or school official who speaks the language of the student or is skilled in English language proficiency assessment. In order to avoid duplication of effort, districts already conducting similar identification procedures (e.g., Lau survey) may, with the approval of the Department, use those procedures to fulfill the requirements of this Section of the Rules.

3.00 (2) Assessment of eligibility for funding:

- 3.00 (2) (a) All students for whom both parent and teacher checklist responses indicate that the student (a) speaks a language other than English and does not speak or understand English, or (b) speaks or understands some English but mostly a language other than English, shall be eligible for certification and funding according to provisions of subparagraph C.R.S. 1973 22-24-104(4)(c)(I) (Supp. 1981). All students for whom both parent and teacher checklist responses indicate that the student speaks and understands mostly or only English shall not be eligible for certification and funding under the Act.
- 3.00 (2) (b) A student not included in subparagraph 3.00(2)(a) above is one who is able to speak and understand English and one or more other languages and whose language dominance is difficult for the district to determine. Such students shall be assessed using instruments and techniques approved by the Department. After the assessment and further observation of the student, the district shall determine into which of the four following categories the student is classified:
- 3.00 (2) (b) (i) Eligible for funding under subparagraph C.R.S. 1973 22-24-104 (4)(c)(I) (Supp. 1981) because the student is dominant in a language other than English, as defined in section 2.00 (6) (a) or (b) of these Rules and is at or below the district or national mean on an approved nationally standardized test or below the acceptable proficiency level on an approved English language proficiency test; or
- 3.00 (2) (b) (ii) Eligible for funding under subparagraph C.R.S. 1973 22-24-104 (4)(c)(II) (Supp. 1981) because the student's language dominance is difficult to determine and the student is at or below the district or national mean on an approved nationally standardized test or below the acceptable proficiency level on an approved English language proficiency test; or
- 3.00 (2) (b) (iii) Not eligible for funding because the student is dominant in English; or
- 3.00 (2) (b) (iv) Not eligible for funding because the student is above the district or national mean on an approved nationally standardized test or above the acceptable proficiency level on an approved English language proficiency test.
- 3.00 (2) (c) For the first year of implementation of the Act, if the student has been tested since January 1, 1981, in a manner consistent with the intent of the Act and these Rules, these test results may be used for eligibility for funding.

3.00 (2) (d) The Department shall approve nationally standardized tests for judging English language development and comprehension and tests of English language proficiency. Districts may seek approval from the Department for the use of other tests. Such tests must have criteria for student eligibility that are equitable with other districts in the State as determined by the Department.

3.00 (3) Certification and record-keeping: By October 15, 1981, on forms provided by the Department, each district shall report to the Department a count of students certified by the district as eligible for funding under the Act. Annual allocations to districts shall be based on the number of students certified and determined by the Department to be eligible. Each year thereafter by October 15, school districts shall report to the Department the number of students certified the previous year, the number of students certified previously but no longer enrolled in the program, new students to be certified and the total number of students to be certified for the current year.

Separate totals shall be provided for students certified as eligible under and funded pursuant to C.R.S. 1973 22-24-104 (4)(c)(I) (Supp. 1981) and those certified as eligible under and funded pursuant to C.R.S. 1973 22-24-104 (4)(c)(II) (Supp. 1981). Individual student names, identification, assessment, test results, and enrollment data shall be compiled and kept on file in the local school district office and shall be subject to audit by the Department in accordance with provisions of the Act. Districts shall receive moneys made available under the Act only on the basis of the number of students enrolled in the program whose dominant language is not English. No district shall be eligible for more than two calendar years of state entitlement moneys on behalf of a student identified for inclusion in this state-assisted program.

3.00 (4) Fund distribution: Upon certification of the numbers of eligible students by the districts, the Department shall determine the amount of allocation for each district based on the amount of the General Assembly appropriation and the funding provisions of the Act. The allocation for each district will be based on a statewide count of students eligible for certification and funding under the Act. Upon determination of district funding allocations by the Department, a district shall receive ninety percent of its entitlement. Ten percent of the entitlement shall be retained by the Department, to be distributed to the district only after receipt and verification by the Department of the district's compliance with the annual evaluation report requirements stated in Section 3.00 (6) of these Rules. Any district choosing not to receive State monies under the Act shall continue to be subject to the duties of the district as contained in C.R.S. 1973 22-24-105 (Supp. 1981).

- 3.00 (5) Program administration: The district shall administer and provide programs for all students eligible for funding through the procedures set forth in Sections 3.00(1) and (2) above. This responsibility includes students who enter the district after October 15 each year and who therefore are not included in the district's reported count for that year. Nothing in these Rules shall be construed to prohibit use of moneys made available under the Act by a district for bilingual programs, English-as-a-second-language programs, or any other methods, providing said funds are used to achieve the purposes of the Act.
- 3.00 (6) Evaluation: Each district funded under the Act shall submit an evaluation report to the Department not later than August 1, 1982, and annually thereafter. The information provided shall be on report forms provided by the Department. The district evaluation report shall refer to the preceding school year ending June 30, 1982, and thereafter, and shall include but not be limited to the following:
- 3.00 (6) (a) Numbers of students identified, assessed, and certified, under each of the two funding categories, i.e., C.R.S. 1973 22-24-104 (4)(c)(I) and (II) (Supp. 1981).
- 3.00 (6) (b) Identification instruments and procedures used and any problems encountered in the identification process.
- 3.00 (6) (c) Assessment instruments and procedures used and any problems encountered in the assessment process.
- 3.00 (6) (d) For the school year 1981-82 and the report due on or before August 1, 1982, districts shall provide compiled pre- and post-test results on English language development and comprehension sections of nationally standardized tests, and pre- and post- composite achievement test results for students certified and served under the Act. For a student in kindergarten or first grade or for a student whose English proficiency is so limited as to make pre-testing impractical, districts may utilize observation checklists or similar non-test evaluations as indications of proficiency levels of the student before being served. Districts may also provide other evidence demonstrating levels of progress made by students in the program. The intent of testing and observations by the districts shall be to provide reliable information to the local school district and the General Assembly as to the progress made by certified students in achieving improved English language proficiency and greater progress in general academic achievement.
- 3.00 (6) (e) Specific descriptions of the programs provided by the district to certified students and the district's best judgment as to the effectiveness, special successes and problems encountered in the implementation of these programs.
- 3.00 (6) (f) Recommendations, if any, the district may have for the improved implementation of the Act or amendments to the Act that might be considered by the Department and General Assembly.
- 3.00 (6) (g) Signature of the superintendent of the reporting district.

- 3.00 (7) Auditing: Each year the Department shall audit a minimum of one-third of the districts funded under the Act. A summary of the auditing results shall be submitted by the Department to the General Assembly as a part of the January report. Department auditing shall focus on the district's identification, assessment and classification decisions for students certified as eligible under subparagraphs C.R.S. 1973 22-24-104 (4)(c)(I) or (II) (Supp. 1981).
- 3.00 (8) Report to the General Assembly: The State Board of Education shall review for approval a report by the Department to the General Assembly in January 1982 and each year thereafter on the effectiveness of the English Language Proficiency Program and the functioning of the Act. The report submitted shall include but not be limited to the requirements identified in the Act for this annual report.

Colorado State Board of Education
PHILOSOPHY IN IMPLEMENTING
The English Language Proficiency Act

The Colorado State Board of Education promotes the following philosophy in implementing the English Language Proficiency Act.

First, the State Board of Education is elected to represent the children in the State of Colorado. We appreciate the contributions made throughout the State's history of many people from many different cultures, and we hope that, in the teaching of Colorado history to the children in our schools, an effort is made to emphasize the richness of that heritage.

Second, with the influx of immigrants and refugee children from Mexico and Southeast Asia, the State Board of Education sees the need for more appropriate assistance to children who speak very little English. Because at this time approximately 46 different languages are spoken in Colorado schools, school districts need flexibility in determining how to help individual children.

Third, the State Board of Education respects cultural differences among children and welcomes opportunities to assist school districts in bringing about mutual respect among students with different backgrounds.

Fourth, the State Board of Education respects the unique characteristics of individual school districts and welcomes the diversity of programs offered by those school districts in addressing specific needs of children. In implementing the English Language Proficiency Act, it is hoped that school districts will use every method possible in meeting those needs, such as bilingual education, English as a Second Language, and others.

Fifth, the State Board of Education has great concern about all children who do not achieve as they should because of a lack of proficiency in English. By constitutional mandate, the State Board of Education is responsible for the supervision of education in the State of Colorado, and it is our responsibility to seek the best education for all children in public schools. We believe that the English Language Proficiency Act, with its \$2.8 million funding, will help many children obtain this goal.

Definitions of A, B, C, D, and E Students

A STUDENT

A student who speaks a language other than English and does not comprehend or speak English.

-----****-----

B STUDENT

A student who comprehends or speaks some English, but whose predominant comprehension or speech is in a language other than English.

-----****-----

C STUDENT

A student who comprehends and speaks English and one or more other languages and whose dominant language is difficult to determine, if the student's English language development and comprehension is:

- (i) At or below the district mean or below the national mean or equivalent on a nationally standardized test; or
- (ii) Below the acceptable proficiency level on an English language proficiency test developed by the Department.

D STUDENT

A student who is dominant in English.

-----****-----

E STUDENT

A student who speaks and understands only English.

-----****-----

English Language Proficiency Act (ELPA)

Common General Questions/Answers

I. Program Overview:

Question: What is the purpose of the English Language Proficiency Act?

Answer: The purpose of this Act is to provide for the establishment of an English language proficiency program in the public schools and to provide for the distribution of moneys to the several school districts to help defray the costs of such programs.

Question: Does this mean that local school district funds will be used to provide for the ELPA program?

Answer: It depends upon the total cost of the program; however, State funds in accordance with the purpose of the Act are to help defray local costs, not necessarily to provide total funding for the program.

Question: What is an A, B, C, D, or E student?

Answer: Reference to these types of students correspond to categories stated in the Law guidelines of 1975.

A = A student who speaks and understands only the language other than English and no English.

B = A student who speaks and understands mostly the other language and some English.

C = A student who speaks and understands the other language and English equally.

D = A student who speaks and understands mostly English and some of the other language.

E = A student who speaks and understands only English.

Question: If the student comes in to register for school with an older sibling who speaks English well (or takes the form home to such person), can that person serve as a "responsible person" to help complete the parent checklist?

Answer: Yes. In accordance with the Rules, the definition of "parent" means parent, guardian, or responsible person, e.g., refugee sponsor, social worker.

Question: Does the ELPA propose that districts develop only the oral English language proficiency of eligible students?

Answer: No. The focus is on academic development as well as English language proficiency development. The Rules for the ELPA state that districts are responsible to report "progress made by certified students in achieving improved English language proficiency and greater progress in general academic achievement."

Question: What information is available about the first year's implementation of ELPA?

Answer: Information and statistics regarding the English Language Proficiency Act are included in the News Release and the Report to the General Assembly. These are available from the ELP unit on request.

II. Student Identification:

Question: Do all students K-12 have to be surveyed in order to determine if their dominant language is not English?

Answer: The Act calls for each district to..."identify, through the observations and recommendations of parents, teachers, or other persons, students, whose dominant language may not be English." Therefore a complete survey of all children may not be necessary in consideration of the district's current dominant language identification process. It is necessary that each school district provide an assurance to CDE that all teachers have been advised to report any potential A, B, or C student. A critical point to be aware of is: "All students who have the potential of being A, B, or C classification must have documented support before being certified to the Department for funding:
A/B = Parent and teacher checklist. (Further observation may be required)
C = Parent and teacher checklist, student assessment and further observation.

Question: Is the district required to conduct an annual survey of students in order to determine their eligibility for program participants?

Answer: The school districts are required to provide to the Department on an annual basis a count of students certified by the district as eligible for funding under the Act. The count can be determined from the prior year information with adjustments for the additions and the deletions of students eligible. Once again, all students suspected as being A, B, or C classification must have documented support.

Question: What if we can't translate parent checklist form into all the languages in our district?

Answer: (1) We have samples for the majority of the commonly spoken languages (Spanish, Vietnamese, H'mong, Lao, Cambodian, Chinese and Korean.) They are available upon request.
(2) For non-translated languages, try to find someone in the community to translate the form for the parent (refer to the CDE Directory - Directory of Bilingual Multilingual Resource Personnel in Colorado. Call the ELPA unit at 866-3557 for a copy if needed.)

Question: Who should complete the teacher checklist?

Answer: Whenever possible, it should be completed by a teacher or the appropriate school official who speaks the language of the student or is skilled in English language proficiency assessment.

Question: Can an ESL tutor or a bilingual aide complete the teacher checklist?

Answer: Yes, if the school district considers that person to be able to provide the most valid judgment of the student's language proficiency.

II. Student Identification (continued)

Question: If a student has been identified through a teacher staffing process, is that considered acceptable?

Answer: *The child identified through this type of process should be referred to the ELPA identification process. This is necessary to ensure identification, substantiation, and compliance with ELPA audit requirements.*

Question: Is the school district required to use CDE's parent and teacher checklist form?

Answer: *It is recommended that the Department's sample parent and teacher checklist forms be utilized; however, alternative forms may be used by the district and must be approved by the Department prior to their use.*

Question: Is it necessary to get parent and teacher checklists on those students who were certified last year again?

Answer: *No, in order to avoid duplication of effort. However, the district will be required to recertify that these children are eligible for assistance through an assessment and other observation information. Districts may use post-tests from the 81-82 school year as the assessment for re-certification in the 82-83 school year. Additionally, verification is needed through further observation.*

Question: Young Hea is in the fourth grade. It is not certain if she is an A/B or C student. In our school district, standardized tests are only given to students in odd-numbered grades - 1, 3, 5, etc. What are our options?

Answer: (A.) Refer to parent and teacher checklists. If they agree that she is an A/B student, she is A/B eligible. If they agree she is a C student or if they disagree, then administer a test.

(B.) Administer the standardized test, and hand score it,
or

(C.) Administer an English language proficiency test.

Question: Last year, four ELPA certified students left the district in November. By December 15, four new ELPA eligible students entered the district. Can funds be utilized to serve them? Is it necessary to get parent and teacher checklists and to assess these students? Who should be reported on the evaluation?

Answer: *Yes, funds can be utilized to serve them; however, it is necessary to follow the ELPA Identification Procedures, including obtaining parent and teacher checklists and assessment scores, in order to assure that they are eligible.*

II. Student Identification (continued)

Question: Pablo was a "B" student last year. His English language proficiency post-test score is above the acceptable level. His standardized test scores are in the 30th percentile, which is less than one standard deviation below the mean. His parent and teacher checklists from last year agree that he is an A/B student. How should he be classified by the school district for the second year: A/B or C?

Answer: Conduct a further observation of the child and make the final decision as to the appropriate category. Please insure that your decision is documented by the further observation.

Question: Than was a "C" student last year. His standardized test scores are above the mean; however, his teacher feels that he is not keeping up with his peers in class. Is he still eligible for ELPA services for the second year?

Answer: Than is "Not eligible for funding because the student is above the district or national mean on an approved nationally standardized test or above the acceptable proficiency level on an approved English language proficiency test." (Rules: 2224-R-3.00 (2) (b) (iv.))

Question: There is a student in our district who was categorized as a "C" student las October; however, it soon became evident that this student was dominant in Hmong and definitely not keeping pace with grade level peers. Can we reclassify this student to an A/B and receive additional funds?

Answer: There can be no change in the classified count after the October 15 deadline. The Hmong student may be served along with the other A/B students. For the second year of funding, if the Hmong student is still eligible for A/B funding, s/he can be reclassified into that category.

Question: How do we go about recertifying continuing students?

Answer: First, verify that parent and teacher checklists are on file. Further observation documentation must also verify first year placement in the case of C or questionable category students.

Second, check the students' post-test scores. If the scores are at or below the district or national mean on an approved nationally standardized test or below the acceptable proficiency level on an approved English language proficiency test, the students are eligible to continue in ELPA for a second year in category A/B or C. The certification of a student in one of these catagories is dependent upon the need of the child in relation to the intent of the Act.

Third, enter the information on the certified count form.

Question: What is the best source of information regarding which of the students certified last year are continuing?

Answer: Refer to page six of last year's ELPA evaluation form. All of the students who have been assigned a status of I (Remaining in ELPA program for next year) are potentially continuing. Verify that test scores are below the mean of the nationally standardized test or below the acceptable proficiency level of an English language proficiency test.

II. Student Identification (continued)

Question: What are the criteria for changing the category of a student who was A/B eligible the first year to the C category this year?

Answer: Districts may establish their own criteria for changing the category of a student from A/B to C. Districts should consider that A students speak no English; B students speak some English, but are dominant in another language; C students' language dominance is difficult to determine and their test scores are below the mean of a standardized test or below the acceptable proficiency level of an English language proficiency test.

Further observation by the teacher can also prove helpful in deciding whether to change a student's category.

Student Assessment

Question: Do all students identified as eligible for funding under this Act require an assessment?

Answer: No. Only the child identified as being a "C" category will require an assessment. However, districts are expected to report all A, B, and C students' progress on their evaluation.

Question: If the parent and teacher checklists for a student do not agree, what is the district required to do?

Answer: Such students shall be assessed using instruments and techniques approved by the Department. After the assessment and further observation of the student, the district shall determine into which of the following four categories the student is classified:

Eligible for funding because the student's dominant in a language other than English and is at or below the district or national mean on an approved nationally standardized test or below the acceptable proficiency level on an approved English language proficiency test. (A/B)

Eligible for funding because the student's language dominance is difficult to determine and the student is at or below the district or national mean on an approved nationally standardized test or below the acceptable proficiency level on an approved English language proficiency test. (C)

Not eligible for funding because the student is dominant in English. (D/E)

Not eligible for funding because the student is above the district or national mean on an approved nationally standardized test or above the acceptable proficiency level on an approved English language proficiency test.

Question: Do school districts have to use one of the English Language Proficiency Tests?

Answer: No. The district may use the achievement tests because the English Language Proficiency Tests have received mixed support from testing authorities.

Question: Do school districts use the district mean or the national mean of an approved nationally standardized test as the cut-off level?

Answer: Either can be used - school district choice.

Question: Is the cut-off level one standard deviation below the mean of the approved nationally standardized test?

Answer: No. The cut-off level is at or below the mean itself.

Question: What if the student is exactly at the mean?

Answer: Student is eligible.

III. Student Assessment (continued)

Question: What if we can't get test scores back for the "dominant difficult to determine" students by October 15?

Answer: You may:

- (1) use test scores for those students back to January 1, of the previous school year,
- (2) score by hand if you can,
- (3) use an English proficiency test, or
- (4) notify CDE of the problem as soon as possible.

Question: Are other types of tests acceptable?

Answer: Send us a copy with procedures and rationale and CDE will advise.

Question: If a student is initially classified as "difficult to determine language dominance", does that mean that the student is only eligible for "C" category funding certification?

Answer: No. Through further observation the school district may determine that the student is actually dominant in a language other than English or dominant in English. The student will then be certified eligible under the B category in the former case, or not eligible at all in the latter case.

Question: What is meant by "further observation"?

Answer: Further observation is anything that the district feels assists in the final placement of the child. Whatever methodology is used must be documented in order to support your final certification and to prevent audit exceptions.

Some narrative further observations used by districts indicate whether the student is performing at or below or above grade level.

IV. Certification and Record Keeping

- Question: If test scores are not compiled regarding "C" students, but the count for "A" and "B" students is complete in accordance with the October 15 report deadline, what should the district do?
- Answer: Discuss other alternatives with CDE. Recommendations must go to the State Board in November. This means all statewide calculations must be made by November 1.
- Question: Our district miscategorized a couple of A/B students as C students the first year of funding. These students are dominant in their native language. They should be categorized as A/B students for the new school year. How should we report these students on the certified count form?
- Answer: Indicate the number of students whose status is changing from C to A/B in column D (column number VI). Put an asterisk next to the number. Provide a footnote with a statement similar to the following: *Status change from C to A/B. Documentation supporting a status change from C to A/B must be on file.
- Question: Are separate student count totals for "A" vs "B" students required?
- Answer: No. Only two separate totals are needed: one for 'A/B' and one for 'C'.
- Question: What other information do we have to keep on record?
- Answer: Individual student names or codes, identification, assessment test results, further observations, enrollment data, and budget plans and receipts kept on file in the local school district office shall be subject to audit by the Department in accordance with provisions of the Act.
- Question: Do we have to serve with a special program all students for which the district has received funds?
- Answer: The program implemented by the districts must provide evidence as to the fulfillment of the intent of the law which is "to improve the English language skills among the eligible students." The law speaks to the program of the district as designed to implement the intent of the Act.
- Question: Do schools have to provide a special program for the funded students for the entire school year if it has been determined that special services for an entire year may not be necessary?
- Answer: Funding is not predicated on a full year program if it is not needed. Some districts spend heavily early in the year to expedite movement to English proficiency as soon as possible.
- Question: Are school districts required to provide special programs after the two year funding has ended?
- Answer: This Act provides funds for a maximum of two years for each child in a special program. Students needing help after two years should be assisted. Federal laws will require assessment of students on an on-going basis and districts should be aware of these broader expectations.

✓ . Fund Distribution

Question: What is the English Language Proficiency Act funding status?

Answer: Funding summary is as follows:

<u>Authorization of Funds (State)</u>		<u>Amount of Funds* (Maximum)</u>	<u>Allocation of Funds</u>	<u>Years of Funding</u>
<u>% of Funds</u>	<u>Student Category</u>			
75%	A & B	\$400/A & B Students	90% Initial 10% After Eval. Rept.	2 Years Maximum
25%	C	\$200/C Students		

* The amount of funds that each school district will receive is dependent upon the total State Count of eligible students and therefore a proration may be necessary. It should be noted that the State authorization of funds is 75% for student category A & B and 25% for student category C.

Question: Are students automatically eligible for 2 year funding?

Answer: No. Each potentially eligible student needs to be certified annually.

The Act states: 22-24-l04 (3) No district shall be eligible for more than two calendar years of state entitlement moneys on behalf of a student identified for inclusion in this state-assisted program.

Question: If a school district does not want the state funds, will they be required to comply with the Act regarding identification, assessment, certification, and the provision of a special program?

Answer: Yes. The purpose of the Act is to provide for the establishment of an English language proficiency program in the public schools and to provide for the distribution of moneys to the several school districts to help defray the costs of such program. Additionally, Federal laws will require assessment of students on an on-going basis and districts should be aware of these broader expectations.

Question: If a student who is eligible for funding in accordance with this Act were to leave the district or were to exit the program during the year, will the money have to be returned to CDE?

Answer: No.

VI. Program Administration

Question: When should the school district program start?

Answer: As soon as possible at the beginning of the school year.

Question: Can a school district obtain funds for students who enter the district after the October 15, 1981 deadline by sending you a supplemental count?

Answer: No.

Question: If a school district has bilingual and ESL programs, can they use those funds in both programs?

Answer: Yes.

Question: Can the school district use the ELPA funds to supplement the language development related programs if that's what they are using to serve the "C" students?

Answer: Yes, if the portion of the program can be substantiated as fulfilling the requirements of this Act.

Question: What assistance can a school district expect from CDE in implementing this Act?

Answer: According to the English Language Proficiency Act, the Department provides the following services, upon requests from districts:

- (1) Assistance in district identification of eligible students through the development and approval of identification instruments and techniques.
- (2) Assistance in district assessment of students.
- (3) Assistance to district in review of identification and testing procedures.
- (4) Assistance to district in the evaluation of program effectiveness. Call Roger Neppel (866-2407) or Marilyn Schalit (866-3559) for ELPA information.
- (5) Assistance to school districts in the areas of program design and implementation, such as: capacity building among existing staff through inservice training is available through the Lau Project, Dr. Siri Vongthier, Senior Consultant (866-5729) and through the Title VII SEA Program, Roger Martinez, Senior Consultant (866-5727).

Possible topics include: ESL Methods, Techniques and Materials for Survival and Academic Skills, including on-site demonstration.

ESL Reading.

Contrastive Analysis - Error Analysis
(to assist teachers to understand difficulties of and errors made by Second language learners).

VI. Program Administration (continued)

(5) continued

English as a Second Language for academic purposes -
Integration with the standard school curriculum.

Assessment & Testing - initial assessment, and ongoing
testing to determine progress and plan further instruction.

Data collection; analysis; record keeping; evaluation.

Identification, development and dissemination of resources:
personnel and materials.

Bilingual Education Methods and Materials, and Program
Management.

Scope and Sequence of the curriculum.

Cultural awareness.

Peer and parent tutor models.

Parents orientation and involvement.

Classroom management.

Creating positive public image of the program through
public relations.

- (6) Assistance to school districts in meeting the requirements
of the audit is provided by Roger Neppel (866-) or
Marilynn Schalit (866-3559).

Question: Is there a minimum number of students required for a school
district to provide an English language proficiency program?

Answer: No. A school district must provide a program for even one
eligible student.

Question: Is a school district's Title I Program acceptable for serving
ELPA students?

Answer: The school district should consult its CDE Title I Consultant
to determine if serving ELPA students in its Title I Program
is legal under Title I guidelines. In addition, the district
has the responsibility of demonstrating that the program it
uses to serve ELPA students meets the intent of the Act.

Question: How are other districts serving certified ELPA students?

Answer: The following types of services and programs have been reported:
bilingual education, High Intensity Language Training (H.I.L.T.),
pullout programs in English as a Second Language (E.S.L.) and
tutorial assistance for students who need help in content area
instruction, language arts, and oral language development.

Within these programs, some of the specific methods of providing
English instruction to limited-English speakers include: audio-
lingual drills, total physical response, language experience,
peer tutoring, and development of study skills.

VI. Program Administration (continued)

Question: Can the school district serve non-eligible students in the same program for ELPA?

Answer: Yes. You may include non-eligible students in your program. However, the school districts are to be aware of the intent of the Act and their responsibility in establishing a special program for the eligible students with the funds provided in accordance with this Act.

English Language Proficiency Act

VII. Evaluation Issues: Common Questions & Answers

A. General Questions and Answers

Question: There are many areas on the evaluation form which either do not apply to our district or for which we have no comment or recommendation. How should we fill in these spaces?

Answer: Please indicate "Not Applicable" or "No recommendation" or a similar comment so that the Department knows a question was not skipped by oversight.

Question: What will happen if a district does not turn in an evaluation, or returns an incomplete evaluation?

Answer: Districts which do not send completed evaluations will not receive the approximately 10% of the total funding. Second year funding will be delayed pending guidance from the State Legislature.

Question: May districts provide additional information over and above that required by the evaluation reporting forms?

Answer: Yes. The ELPA Rules state that "Districts may also provide other evidence demonstrating levels of progress made by students in the program..." (3.00 (6) (d)).

Question: When can we anticipate receiving the approximately 10% of our allocation which is due to us after we submit the evaluation?

Answer: If your evaluation has been received and verified by the Department, you can expect allocation of the approximately 10% due to your district about mid-August.

B. Identification and Assessment Procedures (Pages one and two)

Question: Our district used out-of-level testing. How should this be reported?

Answer: On part I.B. of the reporting form on Page Two, indicate all levels of a test used and give each a number. Opposite each student's name on Page Six, indicate the number of the test that was administered.

Districts are required to report the norming population of a test if an out-of-level test is used.

If the test was not normed on students at the ELPA students' grade level, it is necessary to convert test scores to the students' grade level. For example, if a second grade level test is administered to fourth graders, the district needs to convert the scores to the fourth grade level. Remember to use percentile scores.

An explanation of score conversion procedures to be used with out-of-level testing is available from the Department. Please call Marilynn Schalit (866-3559) for a copy.

Be sure to use the same out-of-level test and reporting procedure for both pre- and post-testing.

Evaluation Issues: Common Questions & Answers

B. Identification and Assessment Procedures (Pages one and two) - continued

Question: If a school district tests every other grade, what do they do about ELPA program students in the untested grades?

Answer: All ELPA program students must be tested in order to provide information concerning the progress made by certified students in achieving improved English language proficiency and greater progress in general academic achievement.

Question: How does a school district test a student who can take a test in English but appears to be so far behind his/her grade level that the standardized test for that grade level isn't appropriate?

Answer: Consult the school district Title I Specialist (or the CDE Title I Consultant for the district) for assistance in out-of-level testing.

Question: Section 3.00 (6) (d) requires a district to "compile pre- and post-test results on English language development and comprehension sections of nationally standardized tests, and pre- and post-composite achievement test results for students certified and served under the Act." Does this mean that the school district will be required to give all students in the program pre- and post-achievement tests in reading, language arts and math?

Answer: No. The school district may use either reading or language arts or the full achievement battery.
Exception: For a student in kindergarten or first grade or for a student whose English proficiency is so limited as to make pre-testing impractical, districts may utilize observation checklists or similar non-test evaluations as indications of proficiency levels of the student before being served.

Question: The ELPA Rules state that "districts may utilize observation checklists... as indications of proficiency levels of the students before being served." What can be included in observation checklists?

Answer: Ideally, observation checklists should consist of sections testing proficiency in listening, speaking, reading, writing, and providing bio-data in English.

If your district utilizes an observation checklist, please attach it to your evaluation report or provide a description.

C. Program Information (Page three) Note: (The enclosed form is the only authorized one.)

Question: How specific should the program information on buff reporting form Page Three be?

Answer: The ELPA evaluation requests information regarding the entire program offered to students certified under ELPA. If there is more than one type of program, describe each program, providing the number of students participating in each. If students receive different amounts of time of instruction, indicate the time available and the number of students receiving different amounts of instructional time. Numbers of students can be rounded off. Indicate if different facilities are used, such as magnet schools. If certain materials are central to your program, mention them. Be certain to evaluate the effect of each difference separately.

Evaluation Issues: Common Questions & Answers

C. Program Information (Page three) - continued

Question: Should we mention other programs in which ELPA students are participating?

Answer: Any other programs which assist certified ELPA students in improving their English language proficiency (e.g.: Title I and Migrant Education) should be mentioned in the program information. Again, indicate the numbers of ELPA students receiving such services.

Question: There is not enough room on the page to provide all of the details regarding our program. What do you suggest?

Answer: Type: Please see attached on the page. You may then use a blank page to discuss your program at length. Please remember to include all of the elements required regarding each of the program components on page Three: Description of Specific Efforts made for the ELPA Program, District Judgment of ELPA Program Effectiveness, Areas of Strength, and Problems Encountered and Changes we plan to make next year.

D. Annual Financial Report: Total ELPA Program Expenditures Including District Subsidized Expenditures (Page five)

Question: Where in the Act or the Rules does it mention that the evaluation should include a budget statement?

Answer: This information is being requested in accordance with the rules in that information required in the evaluation report shall "not be limited" to the information explicitly mentioned in the Rules (ELPA Rule, 3.00 (6)). Additionally, this information is needed to determine the general usage of funds by the District and to obtain monetary information for total programs related to English Language Proficiency. This financial data will assist the Department and the Districts in determining what total costs were defrayed by funds from the English Language Proficiency Act (ELPA).

Question: In the completion of the ELPA annual financial report, it is unclear as to what to include. Should all funds associated with English Language Proficiency Programs or just those funds from ELPA be listed in this report?

Answer: In order to show both the expenditures for ELPA funds, plus the total of other expenditures for students certified under ELPA, districts are requested to complete two budget forms:

- . Complete one form with Actual ELPA expenditures only (See reporting form, page Five (A).)
- . Complete the second form with estimates of expenditures for all other English language proficiency related programs (Title I, Title VII, Migrant Education, Indochinese Refugee Children's Program, School Foundation funds, etc.). Do not include ELPA funds in this estimate. (See reporting form, page Five (B).) Include only expenditures for certified ELPA students participating in these programs

Evaluation Issues: Common Questions & Answers

D. Annual Financial Report: Total ELPA Program Expenditures Including District Subsidized Expenditures (Page five) - continued

not for the entire program.

Question: It is difficult to obtain information for each of the funding categories on the budget form in my district. What do the categories stand for?

Answer: 100 Salaries: Gross pay, minus fringe benefits.
200 Employee Benefits: Pension, benefits (Life & Health insurance).
300 Purchased Services: Consultants, phone costs, one shot translator. The personnel are not on the payroll.
400 Supplies/Materials: Consumable goods such as paper and textbooks.
500 Capital Outlay: Inventoried items such as 8mm projectors and typewriters.
600 Other Expenses: A catchall which is generally not used.
1000 Instructions: Total; all kinds. Teaching activities, teachers' assistants, teachers' aides.
2000 Pupil problems involving home, school, community. Includes all 2000 categories below plus any additional expenditures. Therefore, the total may be more than all of the categories added together.
2120 Funds spent for assessment, testing; consultant services; career guidance.
2210 Inservice.
2400 Program director.

E. Student Profile (Page six)

Question: How can a district evaluate migrant students' performance when they move in November and come back in April or never come back?

Answer: For those students who go in and out of the district, use as many lines as necessary to show their (various) exits and entrances, as information regarding transiency is important to note.

Example:

	<u>First Date in Program</u>	<u>Last Date in Program</u>
Garcia, Margarita	8-28-81	11-13-81
(In Texas 11-14-81 to 3-7-82)	3-8-82	5-21-82

Record a post-test score, if available. If there is no post-test score or other information indicating the student's progress Classroom tests, narratives, IEPs), indicate, under post-test: No test available. Only one pre- and post-test score should be provided for these students.

Question: What should be considered the first date in the program?

Answer: The date on or after July 1, 1981 on which a student began to receive the services to improve English language proficiency described in the program information section of the evaluation is the first date in the program.

Evaluation Issues: Common Questions & Answers

E. Student Profile (Page six) - continued

Question: There was a suggestion that, on page 6, there be a reference to the type of program in which each student is participating. Will such a reference be required?

Answer: No. The Department does not request that type of program be reported for each individual student. Due to the interaction of several programs, plus the home atmosphere, it would be difficult to attribute student progress to any single type of program.

Question: Should the pre-test and post-test percentile scores reported for each student in the student profile on page six be based on district norms or national norms?

Answer: All percentile scores on standardized tests reported should be based on national norms.

Question: If a student has left the district and we have replaced the individual with another certified ELPA child, how should we account for this child?

Answer: Report only information in regard to students who were originally certified under the Act.

Question: My district is switching tests and I will not have a pre- and post-test using the same standardized test. What should I do?

Answer: For the post-test, utilize the same test which you used as a pre-test. Then administer the new test, whose score may be used for the pre-test for the next year.

Question: Some "C" students have scored above the national mean on a standardized test on the post-test. Which end-of-year status should they be given?

Answer: Since they will not be eligible for funding next year due to their high test scores, status 2 would be appropriate: Completed ELPA program, objectives accomplished.

Question: There is only enough room to report one pre- and post-test score. Our district has, in accordance with the requirement of the Rules, scores on the reading section of a nationally-standardized test as well as composite test results. What should we report?

Answer: Use two lines for each student and report both sets of scores.

Question: Our district used only the reading section of a nationally standardized test as a pre-test. We did not administer the entire battery. What should we do?

Answer: In instances where only the reading or language arts sections of achievement tests or a composite of these sections have been administered as pre-tests, report these same sections as post-tests.

E. Student Profile (Page six) - continued

Next year, districts will be required to report both pre- and post-test results on English Language development and comprehension sections of nationally standardized tests and pre- and post-composite achievement tests.

Exception: For a student in kindergarten or first grade or for a student whose English proficiency is so limited as to make pre-testing impractical, districts may utilize observation checklists or similar non-test evaluations as indications of proficiency levels of the student before being served.

Question: May we use the post-test data reported on the evaluation to re-certify eligible ELPA students for next year?

Answer: Yes, providing that the scores are at or below the district or national mean on a standardized test or an English language proficiency test.

Question: Can districts report post-test scores in an aggregate manner?

Answer: Yes, if they choose to do so. This is not required. However, test scores must also be reported on an individual (student-by-student) basis.

Question: We recently received a copy of reporting form Page Six which is different from the one you show here. Which should be used?

Answer: Use the reporting form for Page Six which you find enclosed with this document.

ELPA IDENTIFICATION AND
ASSESSMENT PROCEDURES

Suggested
School District

ELPA IDENTIFICATION PROCESS

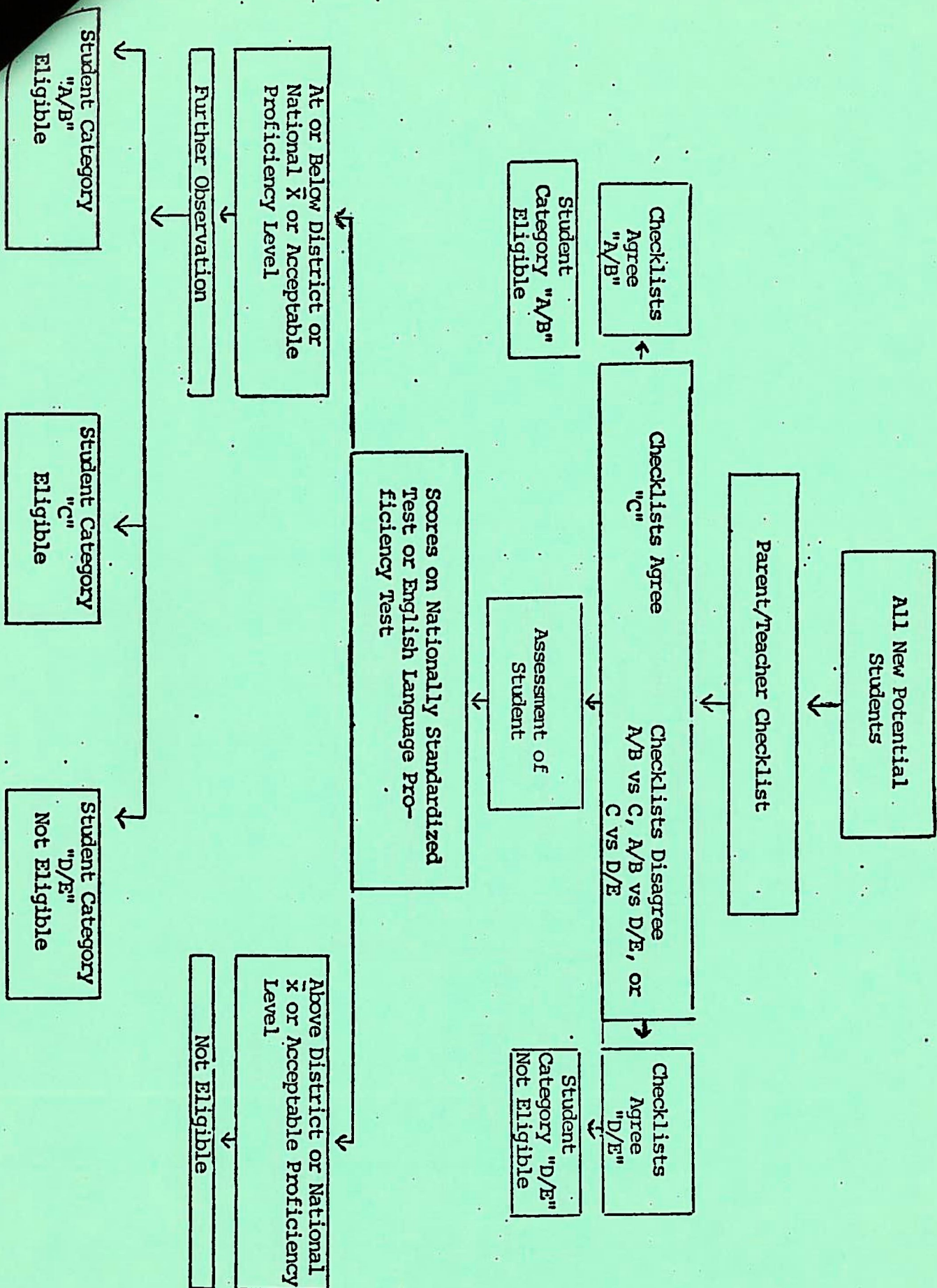
Potential Student	If Parent/Teacher Checklist:	Category	Assess	Nationally Standardized Test	or ELP* Test	Fund Category
1	Agree	A or B	No	N/A	N/A	A/B Eligible
2	Disagree	A/B vs C or D/E	Yes	At/Below D/N Mean**	Below Acc.Level+	B or C, depending upon further observation
3	Agree	C	Yes	At/Below D/N Mean	Below Acc.Level	B or C, depending upon further observation
4	Disagree	C vs D/E	Yes	At/Below D/N Mean	Below Acc.Level	B or C, depending upon further observation
5	Disagree	A/B vs C or D/E	Yes	Above D/N Mean	Above Acc.Level	Not Eligible
6	Agree	C	Yes	Above D/N Mean	Above Acc.Level	Not Eligible
7	Agree	D or E	No	N/A	N/A	Not Eligible
8	Disagree	C vs D/E	Yes	Above D/N Mean	Above Acc.Level	Not Eligible

*ELP: English Language Proficiency

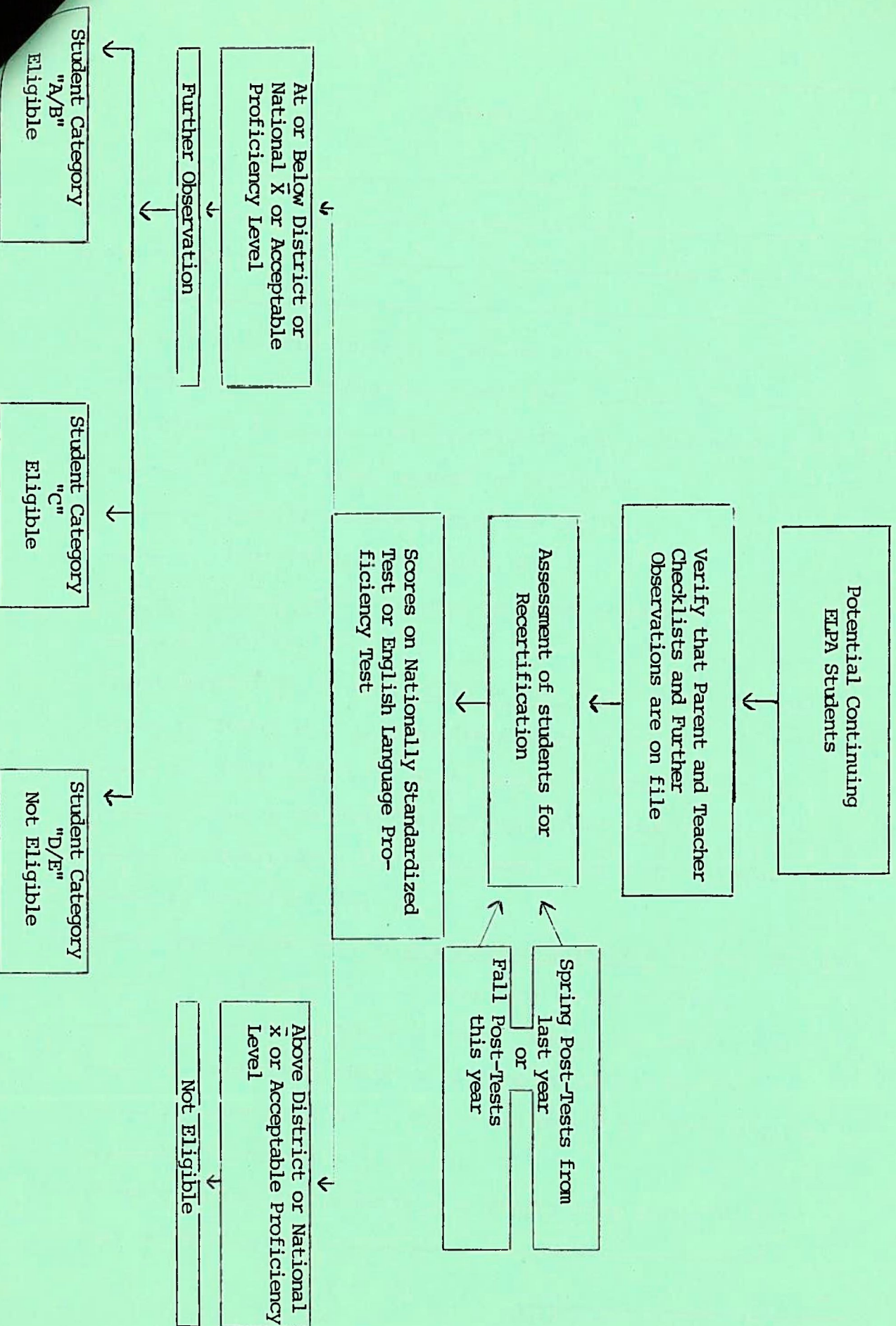
**D/N Mean: District or National Mean

+Acc.Level: Acceptable Level

New Student Identification for Program Eligibility



Flowchart for ELP
Continuing Student Recertification For
Program Eligibility



Date _____

PARENT CHECKLIST

Student's Name _____ Grade _____

School _____

Parent or Guardian's Name _____

Address _____

1. Did your child learn to speak a language other than English before he/she learned English? (Check one) _____ Yes _____ No
2. How often is a language other than English used in your home? (Check only one)
_____ a. Only the other language and no English.
_____ b. Other language more often than English.
_____ c. Other language and English equally.
_____ d. English more often than the other language.
_____ e. Only English.
3. Please describe the language spoken by your child. (Check only one)
_____ a. Speaks only the other language and no English.
_____ b. Speaks mostly the other language and some English.
_____ c. Speaks the other language and English equally.
_____ d. Speaks mostly English and some of the other language.
_____ e. Speaks only English.
4. Please describe the language understood by your child. (Check only one)
_____ a. Understands only the other language and no English.
_____ b. Understands mostly the other language and some English.
_____ c. Understands the other language and English equally.
_____ d. Understands mostly English and some of the other language.
_____ e. Understands only English.
5. If your child speaks or understands a language other than English, what is the language? _____

Parent or Guardian's Signature

TEACHER CHECKLIST

Student's Name _____

Teacher's Name _____

Teacher evaluation of student language: (Check only one)

1. Please describe the language spoken by the child. (Check only one)

- _____ a. Speaks only the other language and no English.
- _____ b. Speaks mostly the other language and some English.
- _____ c. Speaks the other language and English equally.
- _____ d. Speaks mostly English and some of the other language.
- _____ e. Speaks only English.

2. Please describe the language understood by the child. (Check only one)

- _____ a. Understands only the other language and no English.
- _____ b. Understands mostly the other language and some English.
- _____ c. Understands the other language and English equally.
- _____ d. Understands mostly English and some of the other language.
- _____ e. Understands only English.

Teacher's Signature

Nationally Standardized Tests for Judging English Language Development
and Comprehension Approved by the Colorado Department of Education

Boehm Test of Basic Concepts (for K-1st)
California Achievement Test: Reading
California Achievement Test: Language Arts
Comprehensive Test of Basic Skills: Reading
Comprehensive Test of Basic Skills: Language Arts
Cooperative Primary Test: Reading
Cooperative Primary Test: Language Arts
Gates-MacGinitie Reading Test
Iowa Test of Basic Skills: Reading
Iowa Test of Basic Skills: Language Arts
Iowa Test of Educational Development: Reading
Iowa Test of Educational Development: Language Arts
Metropolitan Achievement Test: Reading
Metropolitan Achievement Test: Language Arts
National Education Development Test: Reading
National Education Development Test: Language Arts
Nelson Reading Test
Peabody Individual Achievement Test: Reading
Peabody Individual Achievement Test: Language Arts
Prescriptive Reading Inventory
Science Research Associates (SRA) Test: Reading
Science Research Associates (SRA) Test: Language Arts
Scott Foresman Achievement Series: Reading
Scott Foresman Achievement Series: Language Arts
Sequential Test of Educational Progress: Reading
Sequential Test of Educational Progress: Language Arts
Stanford Achievement Test: Reading
Stanford Achievement Test: Language Arts
Stanford Diagnostic Reading Test
Stanford Early School Achievement Test: Parts 3 and/or 4
(Kindergarten and beginning grade 1 students only)
Stanford Test of Academic Skills (TASK) Level II
Test of Academic Achievement and Proficiency: Reading
Test of Academic Achievement and Proficiency: Language Arts

NOTE: Other tests may be used with the approval of the Department

English Proficiency Tests
Approved by the Colorado Department of Education

BOLT (Bahia Oral Language Test) Secondary Students only
BINL (Basic Inventory of Natural Language)
BSM (Bilingual Syntax Measure)
English as a Second Language Oral Assessment (ESLOA) Secondary
Students only
IDEA Proficiency Test Summary
Lado Test of Aural Comprehension
Language Assessment Battery (LAB) Level I K-2
Level II 3-6
Level III 7-12
LAS I (Language Assessment Scale I)
LAS II (Language Assessment Scale II)
Peace Corps Language Proficiency Interview. Must be conducted
by a qualified interviewer.

NOTE: Other tests may be used with the approval of the Department

Updated August 1982

Further Observation Documentation

Districts are required to have further observation documentation on file in conjunction with assessment information in order to verify the placement of students who are able to speak and understand English and one or more other languages and whose language dominance is difficult for the district to determine. After assessment and further observation, these students may be placed in any of the ELPA categories: A, B, C, D, or E.

Further observation is anything that the district feels assists in the final placement of the child. Whatever methodology is used must be documented in order to support final certification and to prevent audit exceptions.

Districts have the option of utilizing a second test to confirm student categorization. This may be a nationally standardized test, an English language proficiency test, or a test devised by the district.

DATE: October 15, 1982

ENGLISH LANGUAGE PROFICIENCY ACT
Certified Count of Eligible Students

INSTRUCTIONS for the completion of the certified count of eligible students.

I. Name of School District: Please provide district name and number.

☐ No Students were certified last year or this year. If applicable put an X in this box. The form is to include certification by an authorized representative even if no students are eligible.

II. Dominant Language: Please indicate the dominant languages other than English spoken by the eligible students for grades K-6 and 7-12.

III. Students Certified Previous Year: Please indicate the number of students by student category (A/B, C) for each language group by grade level (K-6, 7-12) who were certified last year.

NOTE: Student Category

- A. - A student who speaks a language other than English and does not speak or understand English.
- B. - A student who speaks or understands some English but mostly a language other than English.
- C. - A student whose language dominance is difficult to determine and,
 - . the student is at or below the district or national mean on an approved nationally standardized test or,
 - . the student is below the acceptable proficiency level on an approved English Language Proficiency Test.

IV. Students Certified Previous Year but No Longer Enrolled in the Program:

Please indicate the number of students by student category (A/B, C) for each language group by grade level (K-6, 7-12) who were certified last year, but are no longer continuing in the program this year.

V. Certified Students Continuing From Previous Year: Please indicate the number of students by student category (A/B, C) for each language group by grade level (K-6, 7-12) who were certified last year and are continuing in the program this year. (Column III minus (-) column IV equals (=) column (V).

VI. Student Status Change for the Current Year From "A/B" to "C": Please indicate the number of students for each language group by grade level (K-6, 7-12) who were certified as A/B last year and their English Language Proficiency has improved to the point of being certified as "C" category child this year.

VII. Current Year Status for Previous Year Students: Please indicate the number of students by student category (A/B, C) for each language group by grade level (K-6, 7-12) SUMMARIZE THOSE STUDENTS, who were certified last year and are continuing in the program this year. (Column V adjust for Column VI equals (=) Column VII).

- VIII. New Students to be Certified: Please indicate the number of students by student category (A/B, C) for each language group by grade level (K-6, 7-12) who are being certified for the first time this year.
- IX. Total Students Certified Current Year: Please indicate the total number of students by student category (A/B, C) for each language group by grade level (K-6, 7-12) who are to be certified for the current year. Note: To arrive at this total complete the following:
- Column A - Column B = Column C
Column C Adjusted for Column D = Column E
Column E + Column F = Column G or Total
- X. Number of Schools With Eligible Students: Please indicate the number of schools by type (Elementary, Junior High/Middle, High School) which have eligible children for the current year.
- XI. All Potential A, B, or C Students Have Been Surveyed to Verify Their Status in Accordance With the Act. Certified By:
Certification of the superintendent is recommended.

This form must be mailed or hand carried by all districts to the Department of Education, postmarked no later than October 15, 1982, in order to ensure eligibility for funding under the Act.

Mail to: Ms. Marilyn Schalit
ELPA Senior Consultant
State Department of Education
201 East Colfax Avenue, Room 424
Denver, CO 80203

If you have any questions, call Roger Neppi at 866-2407 or Marilyn Schalit at 866-3559.

ENGLISH LANGUAGE PROFICIENCY ACT (ELPA)
C. R. S. 1973 22-24-101 et. seq. (Supp 1981)
CERTIFIED COUNT OF ELIGIBLE STUDENTS

Due by October 15, 1982

☐ No students were certified last year
or this year.

I. Name of School District _____

II. Dominant Language (Other Than English)	A			B			C			D			E			F			G		
	III. Students Certified Previous Year			IV. Students Cert. Previous Year but No Longer Enrolled in The Program			V. Certified Stu- dents Continuing From Previous Year			VI. Students Cert. Previous Year as A/B Certified Current Year as "C"			VII. Current Year Status For Pre- vious Year Stu- dents. A/B=V A/B=VI A/B C = V C + VI C			VIII. New Students To Be Certified			IX. Total Students To Be Certified For The Current Year		
	Student Category			Student Category			Student Category			Student Category			Student Category			Student Category			Student Category		
Grade	A/B	C	Total	A/B	C	Total	A/B	C	Total	A/B	C	Total	A/B	C	Total	A/B	C	Total	A/B	C	Total
K-6																					
7-12																					
K-6																					
7-12																					
K-6																					
7-12																					
K-6																					
7-12																					
K-6																					
7-12																					
TOTAL																					

COB - DARI FORM CLEARANCE
FORM NO. CDE-387
UNIT ELPA
APPROVAL through October 1982

X.
Number of Schools With Eligible Students
Elementary _____
Junior High/Middle _____
High School _____

XI.
All potential A,B, or C Students
Have Been Surveyed to Verify
Their Status In Accordance With The Act.
Certified by: _____
Authorized Representative

ENGLISH LANGUAGE PROFICIENCY ACT (ELPA)
C. R. S. 1973 22-24-101 et. seq. (Supp 1981)

SAMPLE

CERTIFIED COUNT OF ELIGIBLE STUDENTS

Due by October 15, 198

No students were certified last year
or this year.

I. Bonita
Name of School District

II. Dominant Language (Other Than English)	A			B			C			D			E			F			G		
	III. Students Certified Previous Year			IV. Students Cert. Previous Year but No Longer Enrolled in The Program			V. Certified Stu- dents Continuing From Previous Year			VI. Students Cert. Previous Year as A/B Certified Current Year as "C"			VII. Current Year Status For Pre- vious Year Stu- dents. A/B=V A/B-VI A/B C=V C + VI C			VIII. New Students To Be Certified			IX. Total Students To Be Certified For The Current Year		
	A/B	C	Total	A/B	C	Total	A/B	C	Total	A/B	C	Total	A/B	C	Total	A/B	C	Total	A/B	C	Total
Spanish	20	8	28	4	2	6	16	6	22	3 (1)@			14	8	22	4	2	6	18	10	28
Spanish	4	3	7	-	1	1	4	2	6	2			2	4	6	1	1	2	3	5	8
Laotian	3	1	4	1	-	1	2	1	3	1			1	2	3	2	-	2	3	2	5
Laotian	1	-	1	-	-	-	1	-	1	-			1	-	1	1	-	1	2	-	2
K-6																					
7-12																					
K-6																					
7-12																					
K-6																					
7-12																					
K-6																					
7-12																					
TOTAL	28	12	40	5	3	8	23	9	32	6 (1)@			18	14	32	8	3	11	26	17	43

COB - DARI FORM CLEARANCE
FORM NO. CDB-387
UNIT ELPA 866-3557
ATTORNEY THROUGH October 1982

MANDATORY

@ Miscategorized last year.
Still A/B eligible.
CIBS Reading Score 15%
Change category from C to A/B

X. Number of Schools With Eligible Students
Elementary 2
Junior High/Middle 1
High School 1

XI. All potential A, B, or C Students
Have Been Surveyed to Verify
Their Status In Accordance With The Act.
Certified by: Dulcinea del Toro
Authorized Representative

ELPA EVALUATION PROCEDURES

Instructions for Completing
The Colorado Department of Education
Final Evaluation Report
For the English Language Proficiency Act Program

I. Identification and Assessment Procedures Used for Classification of Students.

Please refer to buff reporting forms, pages One and Two, for guidelines in completing this required section of the English Language Proficiency Act Program final evaluation report.

II. Program Information

Information required under the English Language Proficiency Act includes "specific descriptions of the programs provided by the district to certified students and the district's best judgment as to the effectiveness, special successes and problems encountered in the implementation of these programs." The second portion of the district's report deals with these programmatic aspects. See buff reporting pages three and four.

A. Program Description and Judged Effectiveness. Provide a description of three major ELPA program components: (1) the portion devoted to direct English language proficiency development activities, (2) specific language assistance to students provided in the context of instruction in content areas such as science, mathematics, etc., and (3) parental involvement in the program.

If programs differ by students' grade level and/or school, and/or language, please indicate those differences in your program description on buff reporting form, page Three.

It is not necessary to list each school on a separate sheet of paper if several schools have the same type of program. Furthermore, it is not necessary to list different types of programs on separate sheets if adequate space for your reporting purposes is provided on buff page Three.

Provide the district's judgment of the effectiveness of each of the three components listed above using the following scale:

E = Excellent
VG = Very Good
G = Good (adequate, acceptable, average, etc.)
F = Fair
P = Poor

B. Provide the indicated information concerning the ELPA program in its totality.

C. Provide any recommendations regarding the Act which you wish to make.

NOTE: Additional pages may be attached if there is insufficient space on any buff reporting form. Districts have permission to copy all reporting forms.

III. Annual Financial Report

Please fill in all Actual Expenditures made with ELPA funds on Page Five (A), and Estimated Expenditures for other English Language Related Programs on Page Five (B). Refer to Questions and Answers and your district business or finance officer for assistance.

IV. Student Achievement Data (See Reporting form, page Six)

Data must be reported by individual student to fulfill the evaluation requirements of the Act. Data is required only on certified students, regardless of the length of time they have spent in the district. Districts are required to submit only one type of progress assessment (pre- and post-) per student. A nationally standardized post-test or English Language Proficiency instrument post-test score for each certified student is strongly recommended. Districts should make every effort to collect post-test data on students leaving the program. It is understood, however, that students leaving programs before post-tests are administered may not have post-test data on their records. Post-test data, however, should be provided wherever possible.

Other evidence of student progress in addition to test scores may be submitted at the district's option. Examples of other evidence are: additional test scores, observation checklists, narratives, etc.

Data most often will be collected on a spring-to-spring or fall-to-spring basis because of the general pattern of district testing schedules. Districts on a spring-to-spring or fall-to-spring testing schedule must report student progress as part of their evaluation report due on August 1, 1982. Districts on a fall-to-fall testing schedule may report their data upon completion of their fall testing but no later than December 15, 1982. The 10% allocation disseminated upon acceptance of the evaluation report would be forthcoming to those districts upon receipt and verification of their evaluation report.

Types of pre-and post-tests required: The types of tests are described below by category of certified students.

A. For A/B students:

For students with nationally standardized test scores, report the pre-and post-composite reading or language arts components.

For students without nationally standardized pre-test scores report English language proficiency scores, if administered as pre-tests. It is recommended that a nationally standardized post-test score also be obtained, except for students whose English is so limited as to make a nationally standardized test inappropriate or harmful to the student. The nationally standardized post-test may be used as a pre-test for the next year.

For such students with neither standardized nor English language proficiency pre-scores do one of the following.

1. If the student is in Category A or Category B report pre- and post-observation checklist progress.. A standardized test should be administered as a post-test and the score reported unless administering it would be harmful to the student. In the latter case, an English Language Proficiency Test score should be administered.

IV. Student Achievement Data (cont'd)

2. Kindergarten and first grade students may be assessed with an observation checklist if the district so chooses. It is suggested that districts administer a post-English Language Proficiency Test or standardized test to first grade students in order to use these tests as pre-test scores for the second grade.

B. For C. students:

Composite reading or composite language arts or total composite pre- and post-test scores on a nationally standardized test are required, if at all possible. If no nationally standardized pre-test was administered, report pre- and post- English language proficiency scores and administer a post-test on a nationally standardized test. The score for the latter should be used as a pre-test for the next year.

Instructions for Reporting Individual Student Information
for the ELPA Program Evaluation Student Profile. (See the buff
reporting form on page Six).

1. Student data can be grouped by classroom or whatever grouping is convenient, but all data listed on one sheet should be based on the same pair of pre-tests and post-tests if at all possible.
2. General Information. This information pertains to all students reported on a given form.
 - a. District. Name of school district reporting.
 - b. Person completing form. Name of the person who records the information on this sheet, whether the teacher of the class or someone else.
 - c. School. Name of the school the students attend. If this information is not applicable, write N/A on the adjacent line.
 - d. Class. Name or symbol used locally to identify the class or other grouping of which the students are a part. N/A (not applicable) is an acceptable response for this item also.
 - e. Grade. Grade level of the students. If this is not the same for all students reported on the page, enter various on this line.
3. Student Identification. Use an identification number or code which will enable referring back to the district file of the test information if necessary.
4. Language other than English. Student's most dominant language other than English.
5. Grade. The school grade level in which the student is enrolled.
6. Classification. Language dominance as certified by the district based upon parent and teacher checklists and district assessment procedures.
 - a. A student who speaks a language other than English and does not comprehend or speak English, (A), or who comprehends or speaks some English, but whose predominant comprehension or speech is in a language other than English, (B), is classified as A/B.
 - b. A student who comprehends and speaks English and one or more other languages and whose dominant language is difficult to determine, and whose English language development and comprehension is: (1) at or below the district mean or below the mean or equivalent on a nationally standardized test, or (2) below the acceptable proficiency level on an English language proficiency test developed by the department, is classified as C.
7. First Date. First date on which the student began receiving the ELPA program instructional services. If the exact date is not known, you may enter the date of the Monday of the week in which the student began receiving instruction.

Instructions
Page E.

8. Last Date. Last date on which the student received ELPA program instructional services for the 1981-82 academic year. If the exact date is not known, follow the same procedure as above.
9. Status at close of the year. Select one of the following which indicates the student's status at the end of the school year.
 1. Remaining in ELPA program for next school year.
 2. Completed ELPA program, objectives accomplished.
 3. Left the district.
 4. Dropped out of school.
 5. Graduated from school.
 6. Left the ELPA program for reasons other than those mentioned above.
10. Pre-test and post-test. (The following information pertains to both)
 - a. Test #. From the list on page 2, find the test used and designate it here by the number used to identify it on page 2.
 - b. Percentile Score. The percentile rank of the student's score. Enter here, also, the level score for English Language Proficiency tests, or the score, if appropriate, for district-written observation checklists.
 - c. Date the test was given: It is sufficient to provide only the month and the year.

Colorado Department of Education
Final Evaluation Report
For English Language Proficiency Act Programs
Required Under Section 2424-R-3.00 (6)
of the Rules for the Administration of the
English Language Proficiency Act

Date _____

Name of District _____

Superintendent's Signature: _____ Date: _____

I. Identification and Assessment Procedures Used for Classification of Students.

- A. Outline step-by-step the process of identifying and assessing students including all checklists, testing, decision-points, etc. If any steps were taken simultaneously, so indicate. Indicate the acceptable test proficiency level for purposes of determining if a student should be in the program. If more space is required for reporting your procedures, attach an extra sheet. (Required under Section 3.00 (6) (b) and (c)).

1. _____

2. _____

3. _____

4. _____

5. _____


6. _____

7. _____

8. _____

9. _____

10. _____

CDE - DARU FORM CLEARANCE		REQUIRED
FORM NO. CDE-389		TO OBTAIN BENEFIT
UNIT ELPA UNIT	SGE-3.007	
APPROVAL	INTERNAL DECISION	1995

CDE 12/31/81

- I. B. List all tests used for assessment or evaluation. Include complete information on the portion used (language arts, reading, total battery composite, etc.), the eligibility cut-off score and the test edition. If different portions of the same test were used in order to certify students, please list each portion on a separate line. If a district-written observation checklist was used, please indicate it on one of the lines and attach it. (Required under Section 3.00 (6) (d).)

				Certification Eligibility Cut-off Score for
	<u>Test Name</u>	<u>Portion Used</u>	<u>Test Edition</u>	<u>C Students</u>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

The numbers above on the left are the ones to which you will refer when filling out the Student Profile.

- C. Cite any problems you encountered in the identification and assessment process. (Required under Section 3.00 (6) (b) and (c).)

English Language Proficiency Act

II. Program Information A. Program Description and Judged Effectiveness

District _____

Major ELPA Program Components	Description of Specific Efforts Made for the ELPA Program	*	Areas of Strengths	Problems Encountered and Changes we plan to make next year
1. English language proficiency instruction				
2. Content Area Instruction				
3. Parental Involvement				

* District Judgment of ELPA Program Effectiveness:
 Use only the following: E = Excellent,
 VG = Very Good, G = Good (adequate, acceptable,
 etc.), F = Fair, P = Poor. Type only the
 letter(s), not the entire word(s).

FOUR

II. B. For your total ELPA program, describe its major areas of strengths, special problems encountered, and changes you plan to make next year.

Areas of strength _____

Special problems encountered in implementing the program

Changes you plan to make next year _____

C. Describe any recommendations you may have for the improved implementation of the Act or amendments to the Act that might be considered by the Department of Education or the General Assembly

III. Summary of actual expenditures
(Round to nearest dollar total
program cost)
English Language Proficiency
Act - Colorado Department of
Education

ENGLISH LANGUAGE PROFICIENCY ACT (ELPA)

Annual Financial Report

For the Period of July 1, 198__ - June 30, 198__

District or BOCES _____

County _____

District Number _____

ACTUAL EXPENDITURES ELPA

	Salaries (100)	Employee Benefits (200)	Purchased Services (300)	Supplies/ Materials (400)	Capital Outlay (500)	Other Expenses (600)	Total
1000 Instruction							
2110 Attendance and Social Work							
2120 Guidance Services							
2210 Improvement of Instruc- tional Svcs.							
2400 Administration							
2000 Total Support Services							
Grand Total							

Teacher FTE _____

Tutor FTE _____

Use Local School
District Definition
For FTE Count

Signature of person completing this form _____

III. Summary of estimated expenditures
(Round to nearest dollar total
program cost)
English Language Proficiency
Act - Colorado Department of
Education

ENGLISH LANGUAGE PROFICIENCY RELATED PROGRAMS

Annual Financial Report

For the Period July 1, 198__ - June 30, 198__

District or BOCES _____

County _____

District Number _____

ESTIMATED PROGRAM EXPENDITURES FOR OTHER ENGLISH LANGUAGE RELATED PROGRAMS

	Salaries (100)	Employee Benefits (200)	Purchased Services (300)	Supplies/ Materials (400)	Capital Outlay (500)	Other Expenses (600)	Total
1000 Instruction							
2110 Attendance and Social Work							
2120 Guidance Services							
2210 Improvement of Instruc- tional Svcs.							
2400 Administration							
2000 Total Support Services							
Grand Total							

Teacher FTE _____

Tutor FTE _____

Use Local School
District Definition
For FTE Count

Signature of person completing this form _____

English Language Proficiency Act Program

Page of pages

J.M. STUDENT PROFILE

Person Completing Form

District School Class or Testing Group Grade

Student Identification No. or Code	Language other than English	Grade Level	Classification (A/B or C)	First Date in Program	Last Date in Program	Status at close of year (1,2,3 + 4,5,6)	Pre-test			Post-Test		
							Test #	Date Given	Score	Test #	Date Given	Score
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												

+ Status at close of year:

1. Remaining in ELPA program for next year.
2. Completed ELPA program, objectives accomplished.
3. Left the district.
4. Dropped out of school.
5. Graduated from school.
6. Left ELPA program for reasons not mentioned above.

* Test #: Use the test number from those cited on page 2

** 3-ile

Score: For English Language proficiency tests, enter the level score.

CDE 12/31/81

Colorado Department of Education
Final Evaluation Report
For English Language Proficiency Act Programs
Required Under Section 2424-R-3.00 (6)
of the Rules for the Administration of the
English Language Proficiency Act

SAMPLE

Date July 19, 1982

Name of District Bonita

Superintendent's Signature: _____ Date: July 19, 1982

I. Identification and Assessment Procedures Used for Classification of Students.

A. Outline step-by-step the process of identifying and assessing students including all checklists, testing, decision-points, etc. If any steps were taken simultaneously, so indicate. Indicate the acceptable test proficiency level for purposes of determining if a student should be in the program. If more space is required for reporting your procedures, attach an extra sheet. (Required under Section 3.00 (6) (b) and (c)).

Concurrent

1. Sent parent checklist to those with children possibly influenced by a second language.
2. Teacher filled in checklist for all children possibly influenced by a second language.
3. ELPA director matched parent and teacher checklists.
4. If both checklists agreed on any combination of categories A/B, the child was automatically in ELPA.
5. If both checklists agreed on any combination of categories D/E, the child was automatically ineligible.
6. If there was a disagreement (at least one A or B or C check and among other C,D, or E checks) the students were tested.
7. The language Assessment Scale (LAS) I and II was used. Students scoring below a level 5 were considered for ELPA.
8. Students scoring a level 5 on the LAS were tested with the Comprehensive Test of Basic Skills: Reading. Those who scored below the national mean (50th%) were considered for ELPA.
9. Teachers checked whether or not C or questionable children were performing at grade level.
10. All tested students eligible for consideration whose teacher checklists showed them performing below grade level were included in ELPA.

CCS - DARI FORM CLEARANCE	REQUIRED
FORM NO. <u>CDE-309</u>	TO OBTAIN BENEFIT
UNIT <u>ELPA Unit</u>	<u>000-3557</u>
APPROVAL <u>through December 1983</u>	

CDE 12/31/81

- I. B. List all tests used for assessment or evaluation. Include complete information on the portion used (language arts, reading, total battery composite, etc.), the eligibility cut-off score and the test edition. If different portions of the same test were used in order to certify students, please list each portion on a separate line. If a district-written observation checklist was used, please indicate it on one of the lines and attach it. (Required under Section 3.00 (6) (d).)

<u>Test Name</u>	<u>Portion Used</u>	<u>Test Edition</u>	Certification Eligibility Cut-off Score for
			<u>C Students</u>
1. Language Assessment Scale I		1977, 1978	4
2. Language Assessment Scale II		1977, 1978	4
3. Comprehensive Test of Basic Skills: Reading		Level 2 1973	50th%
4. District Observation Checklist		Developed Performance 1980	at grade level
5. Other Evidence: Narrative attached			
6.			
7.			
8.			
9.			
10.			

The numbers above on the left are the ones to which you will refer when filling out the Student Profile.

- C. Cite any problems you encountered in the identification and assessment process. (Required under Section 3.00 (6) (b) and (c).)

Some parents refused to sign or fill in checklists because they did not want their children in a program different from that received by all other children.

CDE 12/31/81

English Language Proficiency Act

II. Program Information A. Program Description and Judged Effectiveness
District Bonita

Major ELPA Program Components	Description of Specific Efforts Made for the ELPA Program	* V G	Areas of Strengths	Problems Encountered and Changes we plan to make next year
1. English language proficiency instruction	A tutorial program was provided to all students. A Bilingual tutor provided ESL instruction on a pull-out basis. Depending upon need, students received tutoring from a minimum of three hours per week to one and one-half hours daily.----- High School: New English Course (ELS)	V G	Good texts and teachers resulted in English Language development among the students. Elementary text: Yes, English For Children (Addison-Wesley) Junior High: English for a Changing World (Scott-Foresman)	No problems were encountered.
2. Content Area Instruction	Full-time in-class tutors as well as bilingual peers provided translations of content area information. Mexican content area texts were used as supplements for bi-literate students.	V G	The full-time tutors are retired elementary school teachers who know and can implement the curriculum.	Insufficient materials were available for secondary students. A textbook committee will make a search for better materials next year.
3. Parental Involvement	Parents completed checklists. A bilingual letter was sent to all parents encouraging them to visit classrooms as well as act as volunteer aides. Teachers and tutors scheduled appointments for parents to discuss the individual programs and progress of their children.	V G	Parents have an active interest in their children's education. Several parents shared their skills with several classes.	The parents of two among students were illiterate. Next year we will hire an interpreter as needed.

* District Judgment of ELPA Program Effectiveness:
Use only the following: E = Excellent,
VG = Very Good, G = Good (adequate, acceptable, etc.), F = Fair, P = Poor. Type only the letter(s), not the entire word(s).

- II. B. For your total ELPA program, describe its major areas of strengths, special problems encountered, and changes you plan to make next year.

Areas of strength: Principals monitored the progress of ELPA students and held monthly meetings with ELPA tutors. The nearby BOCES provided access to many materials. A multicultural assembly of folk dance and music helped raise all students' awareness.

Special problems encountered in implementing the program Since funds did not arrive until late in November, it was not possible to hire personnel or begin the program until after winter break.

Changes you plan to make next year: A self-contained classroom for monolingual students will be instituted next year. A resource area will be established for ELPA students in the library.

- C. Describe any recommendations you may have for the improved implementation of the Act or amendments to the Act that might be considered by the Department of Education or the General Assembly

Extend the period of eligibility to three years.

Incorporate "D" students who are performing at/below the district/national mean.

English Language Proficiency Act Program

Page 1 of 1 pages

I. STUDENT PROFILE

District Bonita

Person Completing Form R. Anderson

School Bonita Elementary, Middle Class or Testing Group N/A Grade Various

Student Identification No. or Code	Language other than English	Grade Level	Classification (A/B or C)	First Date in Program	Last Date in Program	Status at close of year (1,2,3,4,5,6)*	Pre-test		Post-test	
							Test #	Date Given	Test #	Date Given
1 G. Hernandez	Spanish	4	A/B	9/7/81	5/4/82	1	1	9/81	2	3/82
2 B. Garcia	Spanish	12	A/B	8/31/81	5/4/82	5	2	8/81	1	3/82
3 R. Inari	Japanese	7	C	8/31/81	3/12/82	3	3	8/81	15	3/82
4 T. Sivilay	Khmer	5	A/B	9/7/81	5/4/82	1	3	9/81	4	3/82
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										

* Status at close of year:

1. Remaining in ELPA program for next year.
2. Completed ELPA program, objectives accomplished.
3. Left the district.
4. Dropped out of school.
5. Graduated from school.
6. Left ELPA program for reasons not mentioned above.

* Test #: Use the test number from those cited on page 2

** File Score:

1. For English Language proficiency tests, enter the level score.
2. For English Language proficiency tests, enter the level score.

CDE 12/31/81

MEMORANDUM

TO : THE SECRETARY OF DEFENSE

FROM : THE SECRETARY OF THE ARMY

SUBJECT: ELPA AUDIT PROCEDURES

1. The purpose of this memorandum is to provide information regarding the ELPA audit procedures.

2. The ELPA audit procedures are designed to ensure the accuracy and reliability of the ELPA data.

3. The ELPA audit procedures are to be followed by all personnel involved in the ELPA data collection process.

4. The ELPA audit procedures are to be followed by all personnel involved in the ELPA data collection process.

ELPA AUDIT PROCEDURES

1. The purpose of this memorandum is to provide information regarding the ELPA audit procedures.

2. The ELPA audit procedures are designed to ensure the accuracy and reliability of the ELPA data.

3. The ELPA audit procedures are to be followed by all personnel involved in the ELPA data collection process.

4. The ELPA audit procedures are to be followed by all personnel involved in the ELPA data collection process.

5. The ELPA audit procedures are to be followed by all personnel involved in the ELPA data collection process.

6. The ELPA audit procedures are to be followed by all personnel involved in the ELPA data collection process.

7. The ELPA audit procedures are to be followed by all personnel involved in the ELPA data collection process.

8. The ELPA audit procedures are to be followed by all personnel involved in the ELPA data collection process.

9. The ELPA audit procedures are to be followed by all personnel involved in the ELPA data collection process.

10. The ELPA audit procedures are to be followed by all personnel involved in the ELPA data collection process.

MEMORANDUM

Colorado Department of Education / State Office Building / Denver, Colorado 80203

TO: School District Superintendents

FROM: Roger E. Neppel, ^{1 2 3}Director, Planning and Evaluation

DATE:

SUBJECT: English Language Proficiency Act - School District Audit

The purpose of this memorandum is to provide guidance to the districts concerning documentation needed for the forthcoming audit of school districts funded under the English Language Proficiency Act. In accordance with the "Rules for the Administration of the English Language Proficiency Act" each year the Department shall audit a minimum of one-third of the districts funded under the Act. The audit shall focus upon the districts' identification, assessment, and classification decisions for students certified as eligible in accordance with the Act.

It is necessary, therefore, to implement the requirements of this portion of the Act by reviewing the districts' records for each student certified under the Act regarding:

- | | |
|--|---|
| I. Parent and teacher checklist or equivalent school district procedure. | See Attachment 1, ELPA Identification Process |
| II. Student assessment information, if applicable, including test scores and related district eligibility cut-off scores. | |
| III. Observation methods/results used, if applicable, to determine student eligibility. | |
| IV. Usage of ELPA funds to help defray the costs of programs implemented by the districts to improve the English Language Proficiency and general academic achievement of all students certified in accordance with the Act. | See Attachment 2, Annual Financial Report |

It should be noted that if there is an audit exception (miscategorization of a student) and the local school district has received funds for which it is not entitled, the return of funds will be accomplished, depending upon the amount by:

1. Adjusting the 10% allocation due after August 1, 1982, or
2. Adjusting the second year allocation.

We will initiate the audit process by selecting one-third of the districts for the audit through the use of the Table of Random Digits. Notification will then be given to those districts and a date of mutual agreement for the audit established. Our target date for starting the audits is March 1, 1982 at the latest.

School District Superintendents
Page 2

I would like to take this opportunity to express my appreciation for your cooperation in the initiation of this new Act. While minor problems have been identified during this first year of operation, it should be noted that significant progress has been accomplished through your interest in the education of children.

Your questions, issues, or concerns should be directed to: Roger Neppl, 866-5296 or Marilyn Schalit, 866-3559

REN/mc

Suggested
School District

ELPA IDENTIFICATION PROCESS

Potential Student	If Parent/Teacher Checklist:	Category	Assess	Nationally Standardized Test	ELP* or Test	Fund Category
1	Agree	A or B	No	N/A	N/A	A/B Eligible
2	Disagree	A/B vs C or D/E	Yes	At/Below D/N Mean**	Below Acc.Level+	B or C, depending upon further observation
3	Agree	C	Yes	At/Below D/N Mean	Below Acc.Level	B or C, depending upon further observation
4	Disagree	C vs D/E	Yes	At/Below D/N Mean	Below Acc.Level	B or C, depending upon further observation
5	Disagree	A/B vs C or D/E	Yes	Above D/N Mean	Above Acc.Level	Not Eligible
6	Agree	C	Yes	Above D/N Mean	Above Acc.Level	Not Eligible
7	Agree	D or E	No	N/A	N/A	Not Eligible
8	Disagree	C vs D/E	Yes	Above D/N Mean	Above Acc.Level	Not Eligible

*ELP: English Language Proficiency

**D/N Mean: District or National Mean

+Acc.Level: Acceptable Level

Summary of actual expenditures
(Round to nearest dollar total
program cost)
English Language Proficiency
Act - Colorado Department of
Education

Attachment 2

ENGLISH LANGUAGE PROFICIENCY ACT (ELPA)

Annual Financial Report
For the Period July 1, 1981 - June 30, 1982

District or BOCES _____

County _____

District Number _____

TOTAL PLANNED PROGRAM EXPENDITURES INCLUDING DISTRICT SUBSIDIZED EXPENDITURES

	Salaries (100)	Employee Benefits (200)	Purchased Services (300)	Supplies/ Materials (400)	Capital Outlay (500)	Other Expenses (600)	Total
1000 Instruction							
2110 Attendance and Social Work							
2120 Guidance Services							
2210 Improvement of Instruc- tional Svcs.							
2400 Administration							
2000 Total Support Services							
Grand Total							

Teacher FTE _____

Tutor FTE _____

Use Local School
District Definition
For FTE Count

Signature of person completing this form _____