

Language and Culture Division
Bilingual Multicultural Education Programs (BMEP)

BMEP Monitoring Checklist Form

District:	School:	Principal:							
Date:	Superintendent:	Bilingual Director:							
I. Program Goals Questions					1	2	3	4	5
BMEP goals and instruction are driven by the district/school WebEPSS.									
The program is clearly articulated from district to school site to classroom.									
II. Program Eligibility Questions					1	2	3	4	5
The program serves students in K–12, with priority given to Students in grades K–3 are given priority.									
Parent Advisory Council (PAC) minutes and evidence of PAC membership are available.									
The teacher delivering the program is appropriately endorsed.									
The school provides for the educational needs of linguistically and culturally different students, including Native American children and other students who wish to participate.									
What are the procedures to ensure that parental notification is given annually prior to program placement?									
The number of students who participate in categories A, B, C, and other (below):									
Category A: Monolingual in a language other than English (ELs) Entering Level (ACCESS for ELLs)									
Category B: Partial Proficiency of English (ELs) Beginning, Developing, Expanding levels (ACCESS for ELLs)					<i>Beginning:</i>		<i>Developing:</i>		<i>Expanding:</i>
Category C: Fluent English Proficient (FEP) students are eligible to participate in one or two-hour programs. FEP students can also participate in three-hour DLI programs. Number of students in Bridging and Reaching levels (ACCESS for ELLs).					<i>Bridging:</i>		<i>Reaching:</i>		

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Other students who may wish to participate: These students meet the following criteria. 1.) FEP status and/or Home Language Survey = English; 2.) parent approval is given in writing; and 3.) funds are still available after first meeting the needs of EL students.

Below, check those languages that apply. The home, heritage, or target language(s) used as language of instruction.
Note: Spanish as a foreign language and/or world language is not funded by the State.

ASL (American Sign Language)	English	Keres	Tewa	Towa
Diné (Navajo)	Jicarilla (Apache)	Spanish	Tiwa	Zuni

III. Program Instruction Questions

	1	2	3	4	5
The number of observed students in the program corresponds with the approved application and NOVA.					
Curriculum is aligned with NM content standards and benchmarks. (e.g., English language instructional strategies; MCNL).					
There is evidence that curriculum is organized and sequential— scope & sequence					
There is alignment between the approved program and the observation at the school, specifically relating to the time factors.					
The language arts instruction in the home language is delivered through a full immersion approach.					
Student culture is valued and acknowledged in the classroom environment.					
The ESL/ELD instruction is delivered through a full immersion approach (translation is avoided)					
Instructional resources are available to support the program(s) (e.g., library, computer lab).					

IV. Program PD Questions

	1	2	3	4	5
There is evidence that PD activities involve all district personnel.					
There is evidence that PD activities address BME and EL needs.					

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Feedback is solicited from all BMEP staff, administration, PAC, and other stakeholders.					
The district provides PD for all teachers and the instructional staff to ensure that BMEP staff is trained.					
The district ensures and provides that teachers participate in necessary PD opportunities for improving their effectiveness in the BMEP?					
There are clearly defined steps taken by the district to recruit effective staff for its BMEP.					
A clearly defined process to identify the PD needs of staff is in place.					
PD for BMEP teachers and staff is regular and appropriate to support bilingual programs.					
PD follow-up and feedback are delivered regularly.					
Is there a process in place to evaluate and measure change in teacher knowledge and skill resulting from the PD.					
Provide process and tools of evaluation that the district uses to measure the effect that the PD has on student performance.					
V. Program Assessment Questions	1	2	3	4	5
Longitudinal data on student academic and language proficiency is available at the school and in the classroom.					
There is evidence that the program utilizes short-cycle assessments to inform instruction (e.g., running records, Texas Primary Reading Inventory—TPRI)					
Evidence of data analysis and disaggregation by subgroups is available.					
Student language proficiency (English/home language), home language survey, and parent notification records are up-to-date and available					
The district/school has a systematic plan to evaluate program effectiveness and student progress in the languages of instruction.					
VI. Program Evaluation Questions	1	2	3	4	5

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Information collection practices support a valid and objective appraisal of program success.						
Observational information includes NMTEACH observation protocols as well as a review of records.						
The appropriate data is maintained so that the success of district programs can be measured in terms of student performance.						
Longitudinal data is used for evaluation, which includes comparing data for ELs, RFEPs, and IFEPs in the standard instructional program over time.						
The data is organized and accessible, enabling district/school/ teachers to evaluate student performance outcomes over time and to follow the performance of students after they have exited from EL status.						
In the following list of indicators, check the data used for evaluating BMEPs.						
	Attendance and mobility rates		Retention in grade			
	Enrollment rates in PreK, magnet, and other programs		Scores on annual ELP assessment (ACCESS for ELLs)			
	Extracurricular programs' participation rates		Scores on state and local assessments			
	Grades in content courses		Special education and related services participation rates			
	Graduation and drop-out rates		Additional indicators of college and career readiness			
Is there staff charged with researching the available options.						
Provide a timeline of how the evaluation process is structured so that the district can determine if the program is effective and is then able to identify and address areas that require improvement.						
There is a process for designing and implementing programmatic changes in response to concerns identified through the evaluation process.						
There is a process in place to account for information from stakeholders and persons responsible for implementing recommended changes.						