

(Section IV, Section 7)

ELL Coordinator Name:	School:
How long have you been in this position at this school?	
Is there a written plan for ELL and LEP students in this school? Where would I find it?	YES NO
How are ELL/LEP students identified by the school?	
How many ELL/LEP students are enrolled in the high school? Do you know how many of the ELL/LEP students are enrolled in CTE courses?	' -0 V\
What special services or supplementary aids are available to ELL/LEP students?	
Is there an English language proficiency required for any course or program? If yes, which ones?	' -0 V\
How is it determined if an ELL student will be enrolled in a CTE course or program?	

ELL Coordinator Name:	School:
How well are ELL/LEP students accepted in CTE courses?	
Do any of the ELL/LEP students have problems with safety exams or other admission requirements in CTE courses? If so, are accommodations made? What types?	YES NO ' -o V\
What strategies are used to recruit and encourage Ell students to enroll in CTE programs?	
What materials are available for students and parents in their first language? Registration materials? Applications? Promotional materials? Are there parent meetings for parents who do not speak English?	YES NO
What are the greatest challenges facing ELL and LEP students?	