



Illinois State Board of Education

EL Accountability and Title I

Annie Brooks
Title Grants Division

Samuel Aguirre
Division of English Learners

Bilingual Parent Summit
May 12, 2018

Whole Child • Whole School • Whole Community

Overview

2

- Vision, Mission, and Goals
- Purpose
- Federal Laws and Programs
- Eligibility
- Accountability Systems
- Appropriate use of Funds
- Parent Involvement
- Next Steps
- Questions

ISBE: Vision, Mission, and Goals

3

VISION

- Illinois is a state of **whole**, healthy children nested in **whole**, healthy systems supporting communities wherein all people are socially and economically secure.

MISSION

- Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and **ensure equitable outcomes for all students.**

ISBE: Vision, Mission, and Goals

4

GOALS

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

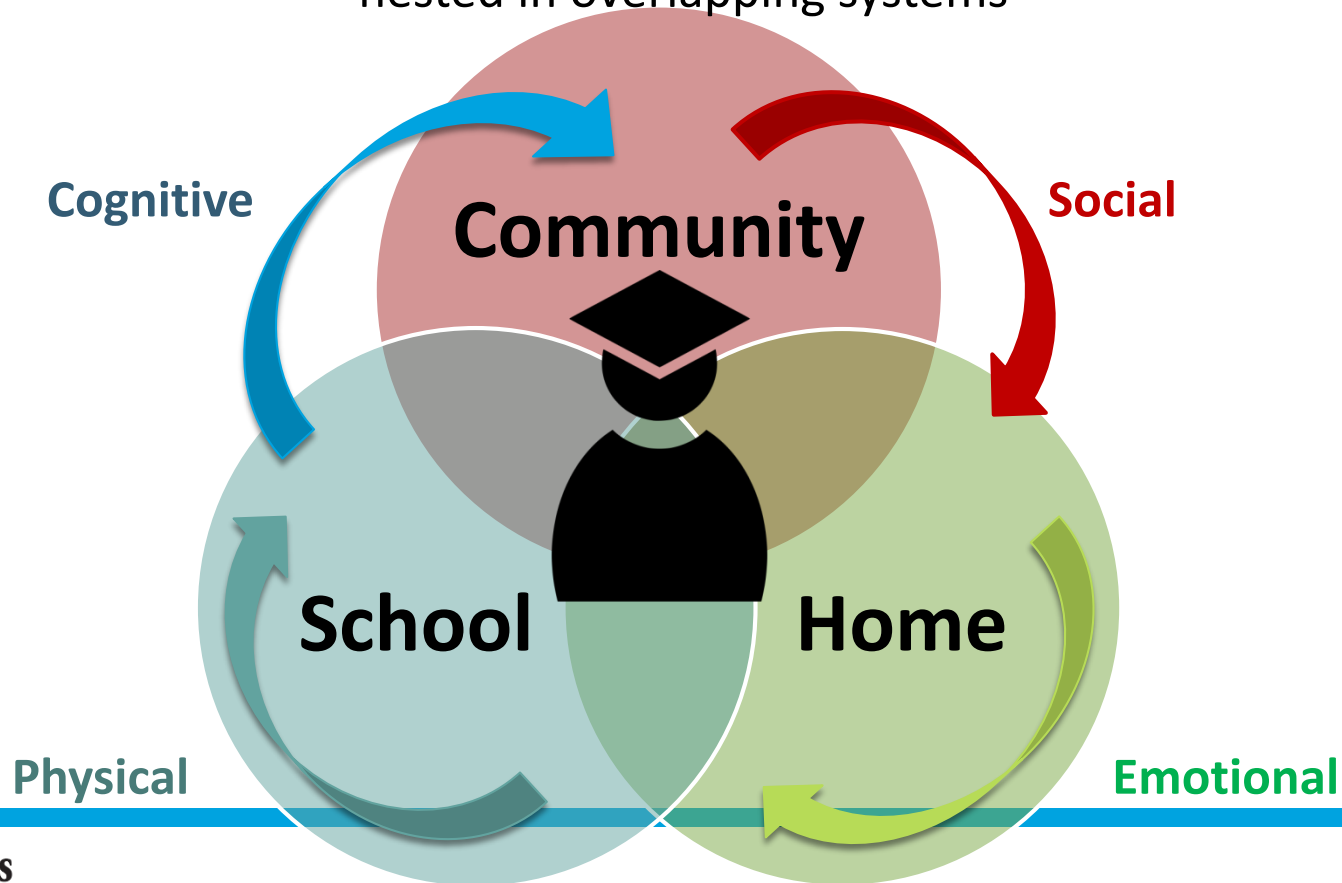
- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.



The Whole Child

5

A child within an ecology of multiple and interconnected parts
nested in overlapping systems



Purpose

6

- Explain Federal funding for English learners
- Explain responsibilities of schools, districts, and the state
- Provide better support to English learners eligible for Title I
- Improve academic achievement while avoiding supplanting of other programs, such as Title III

Federal Laws and Programs

7

Title III (EL students regardless of Title I participation)
Supplemental language development services



Title I Supplemental services provided to EL students eligible for Title I.



Core EL program (*Lau 1974, Castaneda 1981*)
Required by federal law to be provided to all EL students.



Core Instruction Provided to all students.
Paid for with local and state funds.



Eligibility

8

- Provide EL students eligibility for Title I services **on** the same basis as other children selected to receive services.
 - Schoolwide - goal is to upgrade the instructional program in the entire school, all children, including EL students, are intended to benefit from the program and the needs of all students are to be taken into account in the program design.
 - Targeted assistance - EL students are to be selected for services on the same basis as other children
 - On the basis of multiple, education related, objective criteria for determining which children are failing or most at risk of failing to meet the State's student performance standards.



Eligibility

9

- Funds may not be used to provide services that are required by other laws.
 - For example, core EL program required by *Lau of 1974* must be funded using local or state funds only.
 - *ESSA, Title III 3115 (f) (2) (g): “SUPPLEMENT NOT SUPPLANT – Federal funds made available under this support shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.”*



Eligibility

10

- Funds may be used to coordinate and supplement services, including additional language acquisition services for EL students, in order to meet the provisions of supplement not supplant.
 - For example, Title I staff members providing supplemental services to eligible EL students must work closely with the core EL staff and content area teachers.



State Accountability System

11

To ensure that all LEAs meet the federal requirements to properly identify, assess, and support English learners through an effective English language development program the legal responsibility under ESSA, Title VI of Civil Rights Act of 1964, and the Equal Educational Opportunities Act (EEOA) of 1964 must be followed.

- Each state must include an indicator measuring progress in achieving English language proficiency in its statewide accountability system.
- Must ensure that all LEAs are able to meet the needs of students who are not yet proficient in English.

State Accountability

12

- EL indicator measures progress in achieving EL proficiency
 - Each of the following subgroups of students, separately:
 - Economically disadvantaged students
 - Students from each major racial and ethnic group
 - Children with disabilities (as defined in ESEA section 8101(4))
 - **English learners (as defined in ESEA section 8101(20))**
- Former ELs
 - States may include the reading/language arts and mathematics assessment results in the EL subgroup
 - Up to four years when calculating performance on indicators that use results from those assessments
 - IL gathers performance records from the moment ELs exit the program until high school graduation



LEA Accountability

13

- EL accountability no longer restricted to Title III
- Provides a valuable opportunity for LEAs and schools to look at their support for ELs in order to attain English proficiency and meet the same academic standards as other students.
- Ensure that all LEAs are able to meet the needs of students
 - Academic achievement
 - Academic progress (elementary and middle schools)
 - Graduation Rate (high schools)
 - Progress in achieving English language proficiency
 - At least one School Quality or Student Success indicator



School Level Recordkeeping

14

- EL's English proficiency level at the time of the student's identification as an EL student.
- Each State may take into account one or more of the following:
 - Time with EL status
 - Grade level
 - Age
 - Native language proficiency level
 - Limited or interrupted formal education, if any

(34 C.F.R. § 200.13(c)(2)(i))



Appropriate Use of Title I and Title III - Supplement

15

- Supplemental to the core EL program.
- Provide support that serve the same purpose as Title III programs (i.e. providing English language development).
 - A school district can only allocate Title I funding to a certain school based upon the number of English learners attending that school.
 - All students eligible for Title I funding are equally eligible.



Supplement Other Requirements

16

- Can only supplement the requirements:
 - Title VI of the Civil Rights Act of 1964
 - Equal Educational Opportunities Act of 1964
 - Court Decisions: *Lau v. Nichols*, *Castañeda v. Pickard*, *United States v. Texas*, *Horne v. Flores*, *United States v. City of Yonkers*, *Gomez v. Illinois State Bd. of Educ.*, *Idaho Migrant Council v. Bd. of Educ.*
 - Guidance from the Office of Civil Rights at the U.S. Department of Education
 - Guidance from the Civil Rights Division at the U.S. Department of Justice
 - Illinois Statute and Rules



Use of Title I Funds for ELs

17

- To meet the needs identified in the comprehensive needs assessment process, suggested activities for ELs eligible for Title I and their families include:
 - Extended day programs, such as tutoring, summer school, or intersessions
 - Supplemental, research-based E/LA, math, science, social studies, or world language instruction (which includes the students' native languages)
 - Supplemental instruction materials and technology to help ELs meet grade-appropriate state standards and address language needs
 - Supplemental Title I-EL personnel



Use of Title I Funds for ELs

18

- Continued suggested activities for ELs eligible for Title I:
 - Parent involvement, including addressing barriers to participation by parents with limited English proficiency, such as family literacy programs that focus on the development of English literacy, English language, and parent-child reading activities for EL students
 - Regularly provide interaction opportunities among native English speakers and EL students through joint productive activities and instructional conversations
 - English Language Development
 - Effective Title I instruction to its English learners
 - Content area and Title I staff trained in the best practices of teaching English learners

Use of Title I Funds for ELs

19

- RTI support
 - Districts should utilize progress monitoring to identify EL students at risk of academic failure by comparing the EL student's performance to other EL students from a similar background and the same level of English language proficiency.
- Professional Development
 - To develop any teacher's knowledge of second language acquisition, strategies to support comprehensible input for ELs, cultural competency, and other activities to enable all children to meet the state's student performance standards.



Parent Involvement

20

- Title I funds can be used to provide effective outreach to inform parents, in an understandable language, regarding core academic achievement, meeting state standards, and attaining English proficiency.
- The LEA must address barriers to participation by parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

Notice to Parents

21

- Child EL status (no later than 30 days after enrollment)
 - Reason for identification
 - Child's level of EL proficiency
 - Method of instruction used by program
 - Methods of instruction used in other programs
 - How program will help child meet academic needs
 - How program will help child learn English
 - Specific exit requirements for Program
 - Expected exit rate from program and expected rate of graduation in program
 - In case of child with IEP, how program aligns with IEP

ESEA, as amended by ESSA, section 1112(e)(3)(A)

EL Parent's Rights

22

- Have child removed from program upon request
- Option to decline child's enrollment in program or to choose a different program or method of instruction
- Assist parents in selecting among various programs and methods offered

ESEA, as amended by ESSA, section 1112(e)(3)(A)(viii)

Effective Outreach to EL Parents - NEW

23

- Involvement in education of children
- Must be in the language that the parents understand (cannot be supplanted)
- Active participants in assisting children
 - Attain English proficiency
 - Achieve high levels of well-rounded education
 - Meet challenging State academic standards
- Regular Meetings
 - Effective outreach: holding and sending notice of opportunities of regular meetings for formulating or responding to recommendations from EL parents

ESEA, as amended by ESSA, section 1112(e)(3)(C)



Next Steps

24

- Beginning in FY19 – Implementation Process
 - Know your EL population
 - Consultation of Title I and Title III program coordinators, directors, etc.
 - Address how districts will serve ELs in the Title I District Plan
 - Address EL supplemental services, supplies, materials, etc. in FY19 ESEA of 1965 as amended grant application
 - Monitoring process - August 2018
 - Desk
 - Site visits



Questions

25



Contact Information

26

Annie Brooks

Federal Liaison and Director of Title Grants

Illinois State Board of Education

100 N. First Street

Springfield, Illinois 62777

(217) 782-3950

abrooks@isbe.net

Samuel Aguirre

Supervisor, Division of English Learners

Illinois State Board of Education

100 W. Randolph, Suite 14-300

Chicago, IL 60601

(312) 814-3850

saguirre@isbe.net



Illinois
State Board of
Education