Title I and English Learners

Every Student Succeeds Act

Emily Bivens, Beth Robinson, and Nathalie Ruiz
Focus of the Presentation

• Review of federal and state laws that govern public school programs for ELs
• Overview of how Title I and III funds may be utilized for ELs
• Discussion of public – non-public consultation
Illinois Board of Education

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.
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 expectation 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

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

Community
- Social
- Cognitive
- Emotional

School
- Physical
- Cognitive
- Emotional

Home
- Physical
- Social
- Emotional

Whole Child • Whole School • Whole Community
OVERVIEW

Objective

Federal Laws and Programs

Federal and State Requirements for Districts

Appropriate Use of Title I & III Funds for ELs

Eligibility

State and LEA Accountability

Title III Language Instruction Education Program and Immigrant Program

Public – Non-Public Consultation

Questions and References
Objective

To provide supplemental support to improve academic and linguistic outcomes for English learners with Title I and Title III funds.
Table Talk

Please discuss how you have collaborated to use Title I and Title III funds at your school.
Federal Laws and Programs

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

- **Core EL program (required by Lau 1974, Castaneda 1981)** Required by federal law to be provided to all EL students. These English language development services are in addition to the core instruction. State and local funds are used to provide the core EL program. **Must occur in the absence of federal funds. Federal funds (i.e. Title I or III) cannot be used to provide the core EL program.**

- **Title VI of the Civil Rights Act of 1964.** Prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. Requirements have been legally interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

- **Title I Supplemental services** provided to EL students eligible for Title I. For school-wide, all students are eligible. For targeted assistance, EL students are eligible using the same criteria as all students. Title I funds provide academic support to students, including EL students, to meet Indiana’s challenging academic achievement standards. LEAs may also use Title I, Part A funds to provide a language instruction educational program for EL students eligible for Title I. Title I federal funds can be used for this purpose.

- **Title III (for all LEP students regardless of Title I participation)** Supplemental language development services provided to EL students **above and beyond** the core instruction, core EL program, and if applicable, Title I services. Title III federal funds can be used for this purpose.
Federal Requirements for Districts

Title VI of the Civil Rights Act and the Equal Education Opportunities Act

- Identifying all EL Students
- Provide ELs with a language assistance programs
- Staff and Support for all EL programs
- Provide ELs with meaningful access to core curricular and extracurricular programs
- Create an inclusive environment and avoid the unnecessary segregation of all ELs
- Address all ELs with disabilities
- Serve all ELs who opt out of EL programs
- Monitor and exit ELs from EL programs
- Evaluate the effectiveness of a district’s EL program
- Ensure meaningful communication with EL parents
State Requirements for Districts

Illinois School Code
Article 14C Transitional Bilingual Education

Illinois Admin Code
Part 228 Transitional Bilingual Education

To find training modules on how federal and state requirements are implemented:
Search for English Learner Tool Kit on www.ISBE.net
State Accountability System - Public Schools

States must adhere to the Every Student Succeeds Act (ESSA), Title VI of Civil Rights Act of 1964, and the Equal Educational Opportunities Act of 1974 to ensure that all Local Education Agencies (LEAs) meet the federal requirements to properly identify, assess, and support English Learners through an effective English language development program.

Each state must include an indicator measuring the progress in achieving English language proficiency in its statewide accountability system (SAT, IAD).

Each state must ensure that all LEAs are able to meet the needs of all students who are not yet proficient in English.
State Accountability – Public Schools

- EL indicator measures progress in achieving EL academic proficiency.
  - Each of the following subgroups of students are measured 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))
  - Progress of former ELs are monitored.
    - States may include the reading/language arts and mathematics assessment results in the EL subgroup for up to four (4) years when calculating performance on indicators that use results from those assessments.
    - Illinois gathers performance records from the moment ELs exit the program until their high school graduation.
State Accountability – Public Schools

• English language proficiency (ELP) is measured annually with ACCESS for ELLs.
  – Illinois uses the ACCESS for ELLs to measure ELs’ ELP and has set an overall composite score of 4.8 for reclassification.
  – The ACCESS also aligns to ELP standards.

• Progress toward English language proficiency is one of the measures of accountability for schools.
EL accountability is no longer restricted to only 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 language 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
Eligibility

• Provide EL students eligibility for Title I supplemental 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 considered in the program design.
  – Targeted assistance - EL students are to be selected for services on the same basis as other children, this would be 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.

*REMINDER*

• Funds may not be used to provide services that are required by other laws.
• 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.
Cost Determination Factors

**Reasonable:** Consistent with prudent business practice and comparable current market value;

**Necessary:** Required to carry out the intent and purpose of the Titles I-A, II-A, and IV-A programs; and

**Allocable:** Chargeable or assignable in accordance with relative benefits received. In addition, costs must be aligned with generally accepted accounting principles and adequately documented and budgeted within the grant.
Use of Title I Funds for ELs

• **Suggested supplemental activities for ELs eligible for Title I and their families, to help meet the needs identified comprehensive during the needs assessment process:**
  – 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
  – 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
Answer this question:

1. សំឡងការសោរសិក្តីការសោរសិក្តី ដើម្បីប្រឈមប្រាក់ឈ្មោះសួរម៉ូសែនចំណាដ់ឆ្នាំនេះ? ឬ ម៉ូសែនចំណាដ់ឆ្នាំនេះ? សិលធម៍ ឬ ធូ ឬ ស្ថាប័នផ្សារ? 

ពិសោធន៍សូរ? _________________________________________
Accessibility - Parent and Family Engagement

**Title I**

Every Student Succeeds Act  
Section 1116 (f) Accessibility  
Section 1116 (e)

In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 in format and, to the extent practicable, in a language such parents understand.

**Title III**

Every Student Succeeds Act  
Section 3102(5)

(5) To promote parental, family, and community participation in language instruction educational programs for the parents, families and communities of English learners.
Use of Title I Funds for ELs - Parent and Family Engagement

• Addressing barriers to participation by parents with limited English proficiency.

• Address the importance of communication between teachers and parents on an ongoing basis through at a minimum:
  – Ensuring regular two-way, meaningful, communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
  – Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of Targeted Students.

• Involving parents in the activities of the school served under Title I.
  – Parent Advisory Board (stakeholders & consultation processes), Cultural Events.

• Literacy programs that focus on the development of:
  – English literacy
  – English language
  – Parent-child reading activities for EL students
Use of Title I Funds for ELs

• Response to Intervention 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
  – PD activities to improve the implementation of appropriate accommodations available to ELs
  – Mentoring, for teachers and other program personnel working with Targeted Students
  – Knowledge of second language acquisition
  – Strategies to support comprehensible input for ELs
  – Cultural competency
  – Other activities to enable Targeted Students to meet the state’s student performance standards.
Use of Title I Funds for Non-Public Schools

Services, materials, and equipment must be secular, neutral, non-ideological and supplemental in nature, not supplanting what the private school would otherwise provide absent the federal education service.

<table>
<thead>
<tr>
<th>Allowable Expenditures</th>
<th>Unallowable Expenditures</th>
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<tbody>
<tr>
<td><strong>Instructional and Administrative Support</strong></td>
<td><strong>Instructional and Administrative Support</strong></td>
</tr>
<tr>
<td>• Salaries/Benefits for instructional services supplementing instruction for targeted students</td>
<td>• Salaries for regular classroom teachers or paraprofessional as the sole Title I instructional provider for targeted students</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td></td>
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<tr>
<td>• Stipends for teachers to attend workshops held outside of the normal school day</td>
<td>• Professional development solely based on ideological concepts and agenda</td>
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<tr>
<td>• Professional development costs for teachers who work with targeted students</td>
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<tr>
<td><strong>Materials/Supplies/Equipment</strong></td>
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</tr>
<tr>
<td>• Supplies and materials needed to aid the Title I teacher in the instruction of targeted and identified students</td>
<td>• General instructional materials used for all students</td>
</tr>
<tr>
<td>• Equipment used for direct instruction of students that have been targeted and identified for Title I services</td>
<td>• Equipment used in general education classrooms</td>
</tr>
<tr>
<td><strong>Parent and Family Engagement</strong></td>
<td></td>
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<tr>
<td>• Costs to bring in educational speakers during the parent and family engagement meetings for parents of targeted and identified students</td>
<td>• Costs for food to cater parent and family engagement meetings</td>
</tr>
<tr>
<td>• Costs for supplies, materials, and light refreshments to put on parent and family meetings</td>
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</tbody>
</table>

The LEA retains ownership and exercises on-going administrative control of all property (equipment and supplies) that the LEA supplies for the benefit of only eligible private school children.
Title III Grants

• Language Instruction Education Program
  – Eligible students: English learners
  – Formula grant: Applicant must generate $10,000 or more to be eligible

• Immigrant Education Program
  – Eligible students: Newcomers (born in another country and in U.S. schools fewer than 3 years)
  – Formula grant: District must have at least 10 newcomers and show an increase of 50 or 3%, whichever is less, over the average of the past two years
Title III Language Instruction Educational Program (LIEP) Use of Funds

• Supplemental instruction for ELs to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:
  – English language proficiency; and
  – student academic achievement;
Title III Language Instruction Educational Program Use of Funds

- Professional development for teachers, principals, administrators, community-based organization personnel:
  - Designed to improve the instruction and assessment of English Learners.
  - Designed to understand and implement curricula, assessment practices and measures and instructional strategies for English Learners.
  - Of sufficient intensity and duration to have lasting impact.
Title III Language Instruction Educational Program Use of Funds

• Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English Learners that:
  – Include parent, family, and community engagement activities; and
  – May include strategies that serve to coordinate and align related programs.
Title III Immigrant Education Program

Funds activities that provide enhanced instructional opportunities for immigrant children and youth

- Family literacy and parent outreach
- Support for personnel specifically trained to support immigrant youth
- Tutorials, mentoring, and academic and career counseling
- Basic supplemental instructional services
- Activities coordinated with community-based organizations, institutions of higher education, or private sector entities
Additional Uses of Title III for Non-Public Schools

• Screening of students to identify English learners
• Annual assessment of ELs
Non-Public School Consultation Process

Annual consultation to discuss

- Student needs
- Plan for services
- Assessment of services and use of results to improve services
- Size and scope of equitable services for private school students, teachers and other personnel
Timely and meaningful consultation must continue throughout the implementation and assessment of services and shall occur before the LEA makes any decision that affects the opportunities to participate of eligible students, teachers, and other education personnel.
Title I Non-Public Consultation Continued

• How the LEA will identify needs.
• What services the LEA will offer.
• How and when the LEA will make decisions about delivery of services.
• How, where, and by whom the LEA will provide services.
• How the LEA will academically assess program success.
• Size and scope of services the LEAs will offer. When, including the approximate time of day, services will be provided.
• Method or sources of data to determine number of students.

• Equitable services the LEA will provide to teachers and families.
• Service delivery mechanisms.
• Consideration and analysis of the views of private school officials about third-party providers. Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor.
• How the proportion of funds allocated for equitable services is determined.
• Whether to provide equitable services to eligible private school children by pooling funds or on a school-by-school basis. An LEA must consult with private school officials regarding whether to provide services by pooling or on a school-by-school basis.
• Whether to consolidate and use funds available for Title I equitable services in coordination with eligible funds available for equitable services under programs covered under section 8501(b) to provide services to eligible private school children in participating programs.
# Title III Consultation Process

<table>
<thead>
<tr>
<th>Grant</th>
<th>Identification of eligible students</th>
<th>Timing</th>
<th>Services address needs of:</th>
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<tbody>
<tr>
<td>LIEP</td>
<td>English proficiency screening results</td>
<td>Consultation and data due in February</td>
<td>ELs</td>
</tr>
<tr>
<td>Immigrant</td>
<td>Birth place and years in U.S. schools</td>
<td>Consultation due in February. Data due in October</td>
<td>Newcomers/ Immigrants</td>
</tr>
</tbody>
</table>
Questions
References

• ESEA Act Of 1965 As Amended

• ISBE Bilingual Programs
  https://www.isbe.net/Pages/English-Learners.aspx

• ISBE Title Grants
  https://www.isbe.net/Pages/Title-Grants.aspx
Questions/concerns, please contact your principal consultant.

Springfield: (217) 785-1969*

*updated number*

Chicago: (312) 814-2220
Title III Principal Consultants

Lydia Kvinta  Seng Naolhu
Beth Robinson  Rocio Seda
Sonia Serrano

To find the consultant assigned to your district go to https://www.isbe.net/Pages/Dell-Grant-Resources.aspx or call (312) 814-3850.
Thank You!