

# ***Coordinating Services Among Title I and III to Support English Learners***

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# Collaborating for English Learners - Promising Practices To Engage Title I and Title III

Presenters will share their state's practices regarding collaboration between Title I and Title III as well as provide practical examples on successful collaborative initiatives such as: early learning, parent engagement, and professional learning.

# Program Intent and Purpose

- **Title I, Part A:**

- Provides all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

- **Title III, Part A:**

- Ensures that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English and academic subjects; provide effective Language instruction educational program(LIEP) and develop capacity of personnel to provide effective LIEP, promote parent/family & community engagement and outreach.

# New Under ESSA

- Moved from Title III to Title I
  1. EL parental notification regarding language instruction educational programs (LIEPs) and related information (ESEA section 1112(e)(3));
  2. Parental participation (regular EL parent meetings) (ESEA section 1112(e)(3)(C)(ii)); and
  3. Reporting to the State on the number and percentage of ELs achieving ELP (ESEA section 1111(h)(2)).
- Changes to Title III:
  1. ESSA deletes the accountability-related provisions of NCLB because accountability for progress of ELs in gaining English language proficiency and making academic progress is now incorporated into Title I, but requires states to have standardized statewide entrance and exit procedures for identifying EL
  2. Under Title III, ESSA adds a new requirement that states establish and implement, after consultation with LEAs representing the geographic diversity of the state, standardized English learner entrance and exit procedures, which must include a requirement that all students who might be ELs are assessed for that status within 30 days of enrollment in a school within the state.

# New Under ESSA Continued

## **Accountability systems must include the following annual indicators:**

1. Academic proficiency as measured through state academic assessments;
2. Graduation rate for high schools or one or more academic indicators applicable to elementary and middle schools;
3. ELs' progress in attaining proficiency in English; and
4. At least one school quality or student success indicator.
5. All indicators must be measured separately for all students in a school and for each subgroup.
6. Results will be part of school report cards;
7. Districts are accountable for the ELL subgroup's progress in attaining English proficiency (on both long term and interim benchmarks);
8. Substandard performance in the ELL student subgroup could trigger "Targeted Supports & Improvements"

# What has stayed in Title I and III

## Title I-A

- Parent Notification Letters for English Learner Parents
  - Includes the same required information as under NCLB
  - Timeline for communication is the same
- Annual ELP assessment requirement
  - Requirement for all ELs to participate is the same as under NCLB
  - ELSWD must participate in the annual ELP Assessment

## Title III

- Reporting students not reaching proficiency
  - Formerly this was under AMAO2, but now it is a reporting element
- Local Plans
  - Meeting the LAU requirements

# What's new under Title III that may impact Title I?

- Title III has 3 required activities that **must** be funded prior to using Title III funds for any other activity, this includes all federal program funds.
  - Effective Language Instruction Education Programs (LIEP)
  - Effective professional development
  - Providing and Implementing other effective activities and strategies that enhance or supplement language instruction education programs, which **must** include parent, family, and community engagement activities

# National Data on Number of ELs in Title I Schools

- Over 4,800,000 ELs enroll in US Schools (OELA – 2014-15)
  - ELs represent 10% of the US K-12 Enrollment
- 3,799,940 ELs are enrolled in schools receiving Title I-A funds and operate a School-Wide Program or Targeted Assistance Program
- This means 79.2% of the Nation's English Learner population are enrolled in schools receiving Title I-A funds.

Data source: Office of English Language Acquisition

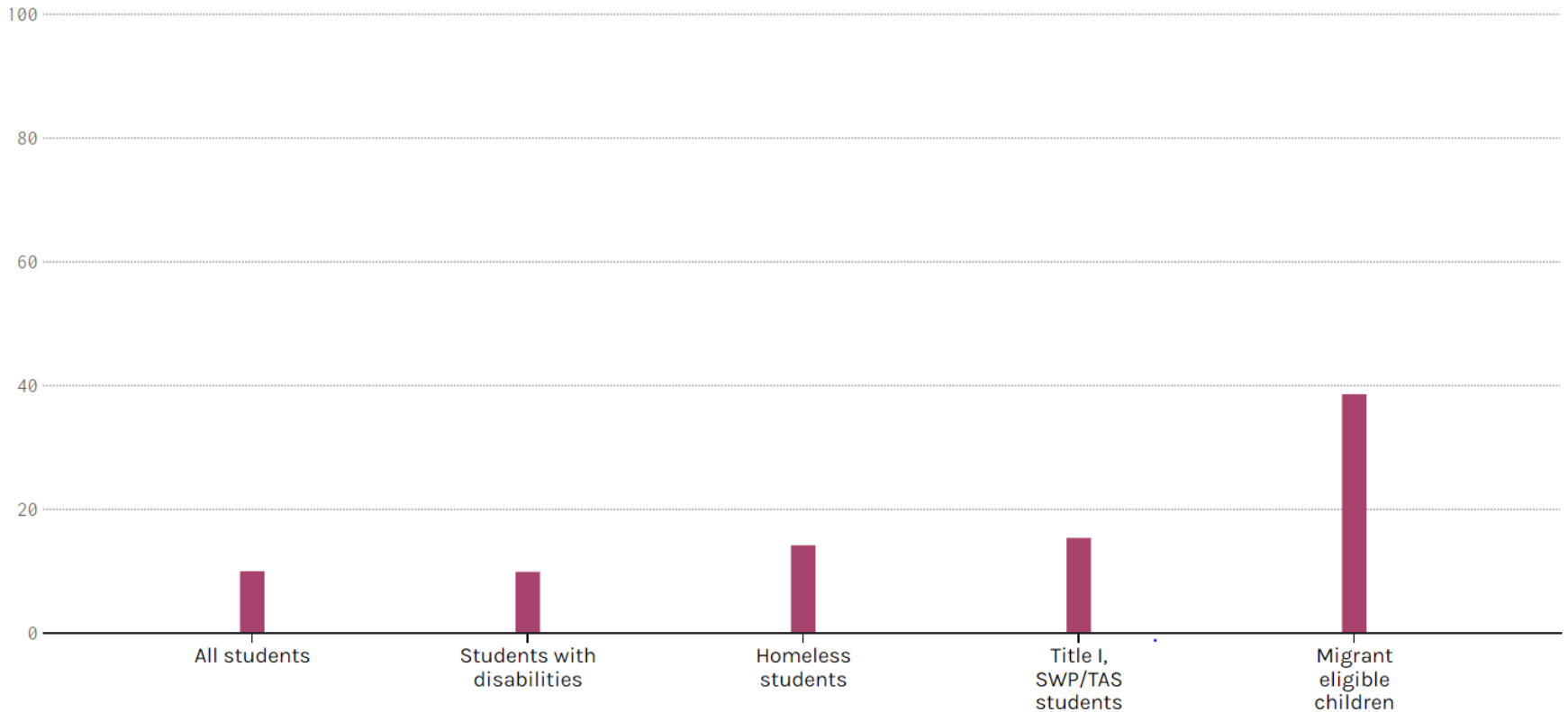
[www.ed.gov/oela](http://www.ed.gov/oela)

English Learner Data Story



## Homeless, Title I, and migrant students were more likely to be ELs than the overall student population.

% WHO ARE ELS IN 2014-15



**Note(s):** Title I, SWP/TAS students are enrolled in schools that receive Title I, Part A funds and operate either Schoolwide programs or Targeted Assistance programs. Homeless and Title I counts are for the school year while the migrant count is of children who reside in the state between September 1 and August 31 and the students with disabilities count is on a single day between October 1 and December 1. Four states do not have migrant education programs (Connecticut, DC, Rhode Island, and West Virginia). These states are part of the public school enrollment data, but do not contribute to the migrant student counts.

**Source(s):** U.S. Department of Education, ED Data Express, 2014-15. Extracted August 24, 2017. U.S. Department of Education, "Number and percent of children ages 3 through 5 and students ages 6 through 21 served under IDEA, Part B, by LEP status and state.," 2014-15. Downloaded August 3, 2017 from <https://www2.ed.gov/programs/osepidea/618-data/static-tables/2014-2015/part-b/child-count-and-educational-environment/1415-bchildcountandedenvironment-4.xlsx>.

### High EL concentration districts with the most ELs

District Name	State	# of ELs	% ELs
1. Los Angeles Unified School District	CA	145,983	22.6%
2. Dallas Independent School District	TX	61,944	38.7%
3. Houston Independent School District	TX	57,172	26.6%
4. Fairfax County Public Schools	VA	37,543	20.2%
5. San Diego City Unified School District	CA	31,314	24.1%
6. Santa Ana Unified School District	CA	25,713	45.3%
7. Fort Worth Independent School District	TX	24,588	28.6%
8. Denver County School District 1	CO	24,564	27.7%
9. Aldine Independent School District	TX	20,867	29.9%
10. Austin Independent School District	TX	20,790	24.6%

### Districts with the highest concentration of ELs

District Name	State	# of ELs	% ELs
1. San Ardo Union Elementary School District	CA	86	86.0%
2. Lower Yukon School District	AK	1,735	85.2%
3. Black Horse Pike Regional School District	NJ	25	83.3%
4. Northern Valley Regional School District	NJ	15	83.3%
5. San Fernando Elementary District	AZ	22	81.5%
6. Roosevelt School District	WA	22	81.5%
7. Yupiit School District	AK	370	81.3%
8. Luther Burbank Elementary School District	CA	431	78.1%
9. Chualar Union Elementary School District	CA	263	78.0%
10. Semitropic Elementary School District	CA	177	77.0%

**Note(s):** High EL concentration districts are districts where ELs represent at least 20 percent of the student population.

**Source(s):** U.S. Department of Education, EDData Warehouse (EDW), 2014-15. LEA File C141, LEP Enrolled. Extracted March 31, 2017. U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey Data," 2014-15. Downloaded April 2017 from <https://nces.ed.gov/ccd/pubagency.asp>.

**LOUISIANA**

# State EL Data Review

- Number of ELs
  - 24,802 (as of 10/2017)
- Top Three Spoken Languages:
  - Spanish
  - Vietnamese
  - Arabic
- Largest LEA with ELs:
  - Jefferson Parish with 7,548

# Louisiana Data Continued

- Growth of ELs over time:
  - Population has grown 45% over last 5 years
  - 80% of districts (including charters) have ELs
- Significant impacts:
  - Exponential growth
  - Older ELs with interrupted educational

# Early Childhood and Learning Initiatives

In 2012, state legislature passed Act 3 which called for establishment of the Louisiana Early Childhood Care and Education Network to unify the state's early childhood education programs, that includes all publicly-funded child, Head Start, and Pre-K sites.

Network is comprised of 65 local early childhood community networks that include every publicly-funded Pre-K, child care, and Head Start program in the state.

# Early Childhood Initiatives

Vision is for a unified system of early childhood in Louisiana

Fragmented System	Unified System
Children are falling through the cracks and are not consistently prepared	Common, high standards for what children should learn and what excellent teaching looks
Teachers are not equally prepared nor rewarded for their work	Teachers who are excellent at interacting with children and guiding learning are supported and rewarded
Families do not have easy-to-use information to make the best choice	Families apply through shared processes and are satisfied with their children's experience
Providers are subject to inconsistent expectations and do not have equitable resources to achieve outcomes	Consistent expectations for health, safety and learning and adequate funding levels across programs based on serving children well

# Professional Learning

- **ESL Coaches Academy:**

In partnership with the South Central Comprehensive Center, established the ESL Coaches Academy to build the capacity of participating local education agencies (LEAs) in achieving academic success for their English learners;

Academy provides intensive training to local ESL staff from 10 parishes to become “peer coaches” for content teachers so that their instructional planning enables them to outreach all students in the classroom, including ELs.

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# Professional Learning

- **K-12 Louisiana Connectors for English Learners:**

Informed by WestEd and the Understanding Language Initiative at Stanford University, the connectors highlight and amplify the critical language,, knowledge about language, and skills using language that are aligned to Louisiana Student Standards and that are necessary for English learners (ELs) to be successful in schools

- **English Language Arts Guidebooks for Diverse Learners:**

English language arts curriculum made by teachers for teachers, the guidebook units ensure all students can read, understand, and express their understanding of complex, grade-level texts. Includes embedded strategies and materials to support Els.

# Parent/Community Involvement

- Over last several years, Louisiana has translated all parent-facing documents into at least Spanish, Arabic, and Vietnamese.
- Louisiana developed a Family Support Toolbox on its website that provides single location for all important resources needed for parents to be well informed partners in children's education.

**OREGON**

# State EL Data Review

- Number of EL 61,000
- Largest LEA with ELs
  - Salem-Keizer SD – over 8,500 ELs (10% of the district)
- Language groups
  - Over 120 languages in the state
  - Spanish – 75%; Russian 3%; Vietnamese 2.5%; Arabic 2%, Somali 1.5%
- Significant impacts
  - 5,000 more ELs in 16-17 than in 15-16
  - Recent arrivers increasing
- Percentage of ELs in Title I (economically disadvantaged)
  - 89.5%

# Early Learning

- Oregon Early Learning Division and Oregon Department of Education English Learner team collaborate on joint guidance.
- LEAs provide professional learning on language acquisition to early learning teachers.
- LEAs and early learning educators coordinate instructional strategies that support student transition from Pre-K to K settings.
- Early learning students tour K-12 buildings and meet K teachers.
- LEAs and Early learning programs have joint parent meetings for early learning-grade 2 families.

# Professional Learning

- Title II-A and Title III-A funds are used by LEAs, Title II-A funds provide PD for all students and Title III-A provides sheltering strategies to support ELs.
- Title III-A and Title I-A provide professional learning for early learning teachers and K-12 on literacy strategies
- Title I-A and Title III-A provide professional learning on understanding student data to improve instruction for students.

# Parent/Community Involvement

- Title III-A and Title I-C have joint parent action committee meetings that address the needs of ELs, Migrant and Migrant-EL students.
- Title I-A and Title III-A have joint parent focus group meetings focused on student outcomes and needs.
- Title I-A and Title III-A provide a community meeting to address social/emotional needs in families.

**TENNESSEE**



# Early Learning

- For ELs use WIDA standards for Pre-K through high school to create a seamless transition
- TN has a literacy initiative that is built around principles for early literacy support in culture, phonics and reading strategies
- Including early educators in planning and development of initiatives and programming
- Analysis of data and plans for improvement of this initiative

# Professional Learning

- State support for regional professional learning communities that impacts the initiatives that are being pushed in at the school level
- Continuation of professional development
  - Differentiation
  - RTI for academics and behavior
  - Culturally appropriate classrooms
- New professional development opportunities
  - Special groups of ELs: long-term ELs, student with interrupted formal education, recently arrive ELs
  - Identification and service to EL students with disabilities
  - What administrators need to know for a successful ESL program
  - Using individualized learning plans and growth trajectories

# Parent/Community Involvement

- How to create a parent compact toolkit
- Input from stakeholders
- Poverty simulations for schools and districts

# Example : Parent/Family Engagement

## • Title I, Part A:

- A districtwide bilingual parent educator (teacher position) to ensure systemic planning and delivery of parent engagement plan(s).
- School level parent liaisons in a schoolwide school to support family literacy, parent discussions and education. In a TA-focus on parents of TA students

## • Title III:

- EL teacher to provide EL courses to parents of English learners and Immigrant Youth.
- Parent liaison to work with parents on access to US school systems.

# Why work together ?

- CSI and TSI Identification
  - CSI – identification required 18-19
  - TSI - required 18-19 and annually
- TSI – one sub-group not meeting the targets
  - In Louisiana,
    - 90 schools are identified as Target Assistance due to English learner performance;
    - 88 of these schools are Title I schools
    - 10 of the 17 LEAs where the schools are located set aside Title I dollars for English Learner services.
  - Oregon's TSI calculation is under review
    - Oregon has a state EL outcomes law that has identified 25% of Oregon's districts as needing to improve EL outcomes.

# What might this mean for you?

- LA – potential CIS/TIS school based on EL performance
- OR –additional school/district coordination in order to support ELs. Additional coordination if a TSI identified school is also identified under Oregon's EL Outcome Law



Always double check:

- Your state laws/rules/guidance and make sure proposed activities are allowable in your state.
- If you are not sure an activity is allowable, take the time to ask your state contact.

# Resources

- [Office of Civil Rights](#) – EL Resources
- [Every Student Succeeds Act](#)
- [Every Student Succeeds Act Resources Page](#)
- [Non-Regulatory Title III Guidance Presentation](#)
- [Non-Regulatory Title III Guidance](#)
- [Office of Special Education – US Ed](#)
- [Office of English Language Acquisition](#) - [EL Toolkit](#)
- [Office of English Language Acquisition](#) - [Newcomer Toolkit](#)



# Special Thanks to our Colleagues

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**GRACIAS**  
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**SUKSAMA**  
**EKHMET**  
**THANK**  
**YOU**  
**MEHRBANI**  
**GRAZIE**  
**MAKE**  
**LAH**  
**PALDIES**  
**BOLZIN**  
**MERCY**  
**BIYAN**  
**SHUKRIA**  
**TINGKI**  
**SPASSIBO**  
**SNACHALHYA**  
**MURUN**  
**CHALTU**  
**YUSPAGARATAM**  
**HABEEJA**  
**MAITEKA**  
**HUI**  
**ATTO**  
**UNALCHEESH**  
**GU**  
**HATUR**  
**SPASIBO**  
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**MEDAWASSE**  
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