

# Federal Funding for EL Programs

English Learner Teacher Symposium

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MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright *future* for every child

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## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



## MISSISSIPPI STATE BOARD OF EDUCATION STRATEGIC PLAN GOALS

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



# Funding EL Programs

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- Districts are expected to consider varied ways of funding EL programs and should not limit EL spending to Title III.
- To avoid supplanting, districts must use state and local resources to help support EL students, ensuring that federal funded programs are truly supplemental.

# Title I Funding

# Funding EL Programs

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- Several provisions in the ESSA regarding ELs have moved from Title III to Title I.
- State Educational Agency (SEA) Title I staff should work together with Title III staff to ensure a coordinated approach to serving ELs in the State.
- EL students are eligible for Title I services on the same basis as other students.

- Title I, Part A funds can support a wide range of activities to help Title I eligible EL students meet state academic standards and state accountability goals. This includes:
  - Providing students with a well rounded education;
  - Instructional supports;
  - Non-instructional supports like behavior and mentoring, social and emotional learning; and
  - Improving school quality.

- At the district-level, LEAs have the option to reserve Title I funds to implement district managed Title I initiatives, which could include an initiative to support EL students. District managed initiatives are managed centrally to support all or a subset of Title I schools, and are designed to improve the achievement of Title I students.

## Example:

- An LEA could reserve Title I funds to purchase supplemental instructional materials to improve the academic achievement of EL students in Title I schools.

- A school may use Title I to support any reasonable activity designed to improve the school's educational program so long as it is consistent with the school's needs and schoolwide plan.

## **Example:**

- If consistent with a school's needs and plan, a Title I schoolwide program could use Title I funds for evidence-based strategies to accelerate the acquisition of content knowledge for EL students.

# Title I Targeted Assistance Program Sec 1115

- The school may use Title I funds to provide additional supports to specifically identified students struggling to meet state standards. EL students are eligible for Title I services on the same basis as other students.

## **Example:**

- A Title I targeted assistance school could use Title I funds for supplemental professional development to classroom teachers who work with Title I eligible students.

# Title II Funding

- Title II funds can be used for activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders, including activities that improve educator effectiveness for EL students.

## Example:

- LEAs can use Title II, Part A funds to provide differential and incentive pay for teachers, principals, or other school leaders in high-need specialty areas such as EL. LEAs can also use Title II, Part A funds to develop programs and activities that increase the ability of teachers to effectively teach EL students.

# Funding EL Programs with Title II Sec 2103

- LEAs can use Title II funds for a wide range of activities that:
  - Are consistent with Title II's purpose, and
  - Address the learning needs of all students, including EL students.

# Funding EL Programs with Title II Sec 2103

TITLE II AREA	ESSA
<b>Teacher and Principal Evaluation</b>	SEAs and LEAs can now use Title II funds to create evidence-based teacher and school leader evaluation systems based in part on evidence of student achievement, but there is no requirement that student growth factor into those evaluations.
<b>Teacher and School Leader Quality</b>	ESSA eliminates the “highly qualified” NCLB requirement but mandates that states report on teacher qualifications in high vs. low-poverty schools to show that high-poverty and minority students are not disproportionately taught by “ineffective, out-of-field, and inexperienced teachers.”
<b>Formula Grant Funding</b>	Starting in 2018, the formula will begin to weight poverty more each year until 2020, when formula grants will go to states based on 20 percent overall population and 80 percent total population living in poverty.
<b>Teacher and School Leader Prep</b>	ESSA explicitly invites states to use up to five or eight percent of funds to facilitate teacher and school leader residencies and/or create alternative teacher and school leader preparation academies outside of institutions of higher education (see CCSSO’s <a href="#">description</a> of teacher preparation in ESSA).

LEAs must prioritize the use of Title II, Part A funds to schools that:

- Are implementing comprehensive support and improvement activities and targeted support and improvement activities, and
- Have the highest percentage of low-income and other children counted under section 1124(c) of Title I.

LEAs must consult meaningfully with a wide array of stakeholders on the LEA's plan for carrying out Title II activities. LEAs must also conduct ongoing consultation with those stakeholders to update and improve activities supported with Title II funds.

# Title III Funding

# Funding EL Programs with Title III Sec 3114

Title III, Part A is a U.S. Department of Education grant program that provides supplemental funding to help support **EL students** and **Immigrant students**. Title III includes two types of subgrants to LEAs.

- First, “formula” subgrants are available to LEAs that generate at least \$10,000 under a formula established in the Title III law. Formula subgrants must be used to support EL students in learning English and meeting state academic standards.
- Second, “targeted” subgrants are awarded to LEAs that experience a significant increase in immigrant children and youth and should provide immigrant children with enhanced instructional opportunities.

# Three Required Activities for Title III (EL) Funding

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# I. Language Instruction Educational Programs Sec 3115

LEAs must provide an effective language instruction educational program (LIEPs) that meet the needs of EL students and demonstrate success in increasing English language proficiency and student academic achievement.

## **Examples of LIEPs:**

- Bilingual Education Program
- English as a Second Language (ESL) Program
- Newcomer Program
- Pull-Out Program
- Push-In Program
- Submersion Program

LEAs must provide effective professional development to **classroom** teachers (including teachers in classroom settings that are not the settings of LIEPs), **principals** and other school leaders, administrators, and other school or community-based organizational personnel, that is:

- Designed to improve the instruction and assessment of EL students,

## II. Professional Development (cont'd)

- Designed to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies for EL students,
- Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers, and
- Of sufficient intensity and duration (which shall not include activities such as 1- day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

### III. Supplemental Language Instruction Programs Sec 3115

Supplemental language instruction programs must include parent, family, and community engagement activities. LEAs may spend their funds on other supplemental activities including:

- Upgrading program objectives and effective instructional strategies,
- Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures,

### III. Supplemental Language Instruction Programs (cont'd)

- Providing to ELs tutorials and academic or career and technical education, and intensified instruction, which may include materials in a language that the student can understand,
- Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services,
- Improving the English language proficiency and academic achievement of ELs,

### III. Supplemental Language Instruction Programs (cont'd)

- Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to improve the English language skills of ELs, and to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children,
- Improving the instruction of ELs, which may include ELs with a disability, by providing for: the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of these resources into curricula and programs, and
- Offering early college high school or dual or concurrent enrollment programs.

# Activities for Title III

## Immigrant Funding

# Funding for Immigrant Children Sec 3115

- LEAs that have experienced a significant increase in immigrant children and youth may receive an “immigrant subgrant” from MDE.
- The term "immigrant children and youth," which is defined in section 3301(6) of Title III, refers to individuals who:
  - (A) are aged 3 through 21;
  - (B) were not born in any State; and
  - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

# Funding for Immigrant Children (cont'd)

- These Title III immigrant funds must be used to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, and may include:
  - Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children,
  - Recruitment of and support for personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth,
  - Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth,

# Funding for Immigrant Children (cont'd)

- Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program, and
- Basic instruction services that are directly attributable to the presence of immigrant children and youth in the LEA, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services.

# Supplement not Supplant Sec 3115(g)

- Title III is subject to a strict “supplement not supplant” (SNS) requirement.
- In practice, the prohibition against supplanting under Title III means that recipients may not use those funds to pay for services that, in the absence of Title III funds, would be necessary to be provided by other Federal, or State, or local funds.
- An LEA may not use Title III funds to meet its civil rights obligations to EL students.

# Data Connection

- LEAs are responsible for ensuring it maintains “high quality” data regarding ELs.
- This includes complete data and accuracy of reporting with screening, identification, placement, services, assessment, and evaluation of programs.
- All Title programs require data elements through needs assessments, program implementation, and evaluation that are tied to the funding streams.
- All decisions regarding Title funding must be data-driven and have quantifiable outcomes.

# Questions

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