

Title I Part A, English Learners (ELs) and their Parents



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Warm-up Activity– Polling Questions



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1. Today are you representing:

- An LEA
- A School Parent and Family Liaison
- A District Family and Parent Engagement Coordinator

2. How familiar are you with our recently released guidance on English learners' (ELs) parent notifications and outreach?

- Very familiar
- Somewhat familiar
- Not familiar at all



AGENDA

English Learners (ELs) in the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA):

- Title I, Part A and Title III, Part A
- Modified Requirement under the ESSA
- Parent, Family and Community Engagement Provisions
- Parental Notification for ELs
- Frequently Asked Questions
- Resources for ELs
- Questions

Purpose of this Presentation

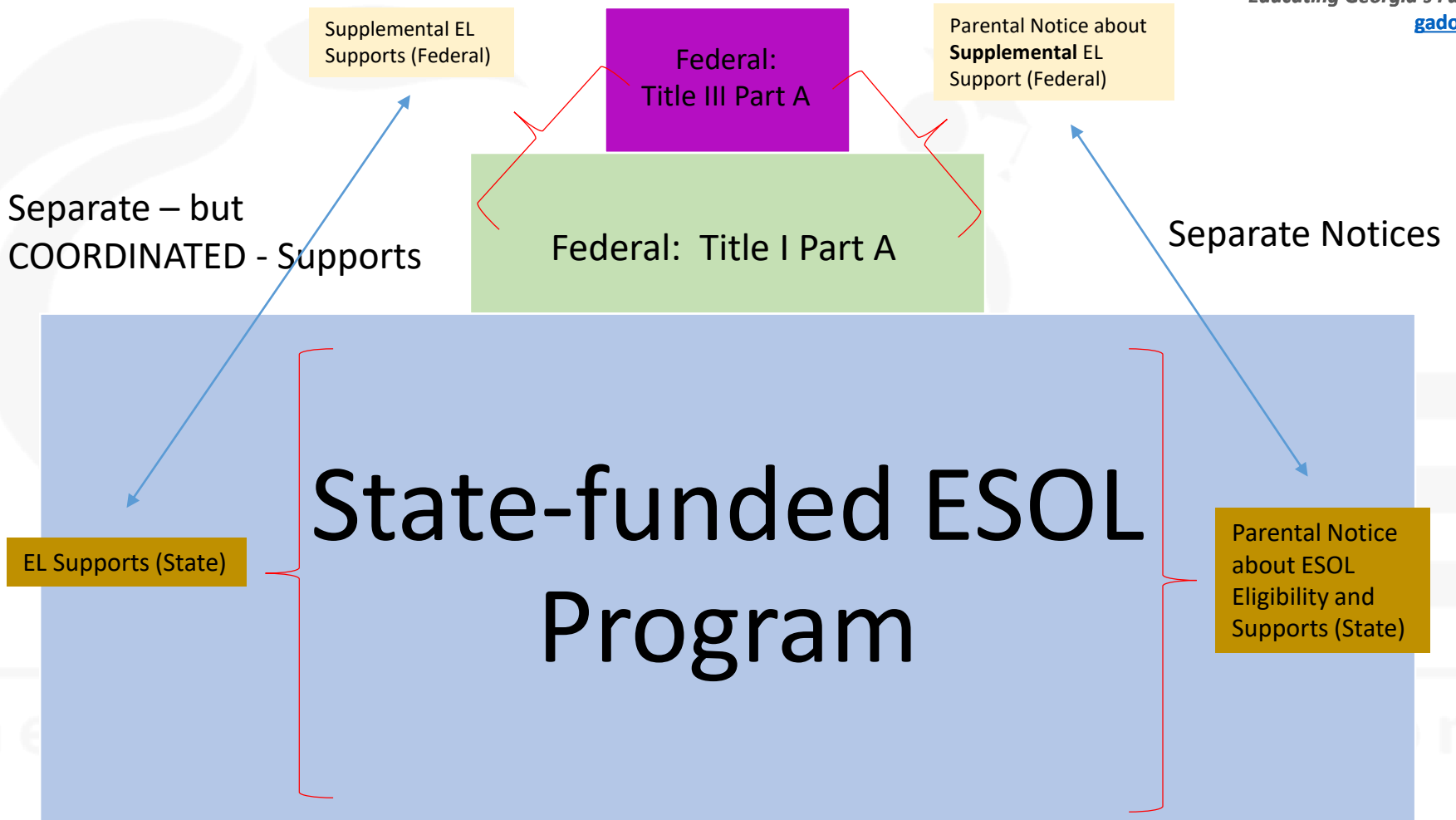
- To provide an overview of the Title I, Part A English learner and parent notification guidance, with a focus on requirements under the ESSA
- To review ways Title I, Part A funds can be used to implement these requirements
- To discuss questions GaDOE has received along with your questions



What is a supplemental program?



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PURPOSE of the STATE-FUNDED ESOL PROGRAM

English to Speakers of Other Languages (ESOL) is a state-funded instructional program for eligible English Learners (ELs) in grades K-12 (Georgia School Law Code 1981, § 20-2-156, enacted in 1985).



PURPOSE OF TITLE I, PART A

ESSA SECTION 1001

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



Supplements the State-funded ESOL Program!

PURPOSE OF TITLE III, PART A

ESSA SECTION 3102

To help ensure that English learners, including immigrant children and youth, attain English language proficiency and meet the same standards that all children are expected to meet



Supplements the State-funded ESOL Program and other Title programs!

Requirement under ESSA for Title I, Part A (Section 1112(3)(C):



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Each LEA receiving Title I, Part A funds **shall implement** an **effective means of outreach to parents of English learners** to inform the parents regarding how the parents can—

- (I) be involved in the education of their children; and
- (II) be active participants in assisting their children to—
 - (aa) attain English proficiency;
 - (bb) achieve at high levels within a well-rounded education; and
 - (cc) meet the challenging State academic standards expected of all students.

Implementing an **effective means of outreach** to parents of English learners **shall include** holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I or Title III.

Is this NEW??

(Hint: Not really!)



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- Under NCLB, these requirements were in **both** Title I and Title III law. In Georgia, the Title III division chose to take full responsibility for ensuring compliance with this requirement.
- Under the ESSA, now the EL parent notification and meetings requirements are **solely** in Title I statute.

As a result, Title I funds can and should be used to meet this requirement, and collaboration between your district's Title I and Title III coordinators is encouraged.

TRANSITION

Removed from Title III,
Remain in Title I

Reminder: LEA staff "collaborate" to "coordinate" services for students!

LEA activities that are now *only* in Title I, Part A include:

- EL parental notification regarding (*title-funded*) language instruction educational programs (LIEPs) and related information (ESEA section 1112(e)(3));
- Parental participation (effective means of regular outreach with specified topics) (ESEA section 1112(e)(3)(C)(ii)); and
- Reporting to the State on the number and percentage of ELs achieving ELP (1111(h)(2))

EL Parent, Family and Community Engagement



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The amended ESEA provisions for parent, family, and community engagement with regard to ELs:

Title I-funded LEAs **must**: provide effective outreach to parents of ELs (ESEA section 1112(e)(3)(C)(ii)).

LEAs **must** also provide effective outreach to parents of ELs at **Non-Title I Schools**, but must utilize state/local funds in order to meet this mandate.

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EL Parent, Family, and Community Engagement

- Title I requires LEAs that receive a Title I subgrant to implement an effective means of outreach to parents of ELs.
 - Outreach must include holding, and sending notice of opportunities for, regular meetings in order to gather and respond to recommendations from parents
 - Meetings must include specifics regarding ways parents can support ELs' content and language proficiency skills

EL Parent, Family, and Community Engagement



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- LEA-required parent notification of an EL's inclusion in a Title-funded language instruction educational program (LIEP):
 - No later than 30 days –beginning of school year
 - Within 2 weeks (10 days) of placement for students who enroll after the start of the school year
- Parents of ELs may decline services from a Title-funded language program.
 - Parent decision must be voluntary
 - LEA must still meet Title VI and EEOA obligations
 - Child must still be annually assessed for English language proficiency

Program Service Plan (PSP)

The parental notification must include:

- The reason for identification of the child as an EL and in need of the title-funded support;
- The child's level of English language proficiency, how the level was assessed, and the status of the child's academic achievement;
- Methods of instruction used in the (*title-funded*) program in which the child is, or will be, participating;
- How the (*title-funded*) program will meet the educational strengths and needs of the child;
- Exit requirements for the (*title-funded*) program;
- Information regarding parents' right to withdraw the child from a (*title-funded*) program upon their request, and to decline enrollment or choose another program or method of instruction, if available.

Sample Parent Notification



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Sample School District
**Title I Parent Notification of Student Eligibility for
Supplemental Language Support Services**

Date: _____

Student Name: _____

Dear Parents:

As a student in our school district's "English to Speakers of Other Languages" (ESOL) program, your child receives effective language instruction from an ESOL teacher. As an English Learner, your child also qualifies for additional supports that we offer to help improve his/her English skills. When your child exits from the state ESOL program, we will also exit your child from these extra language services.

Your child's English skill was most recently tested with the: Kindergarten W-APT® or MODEL®, WIDA Screener®, or ACCESS for ELLs 2.0® and received an overall score of _____. Scores lower than _____ qualify a child to be placed in the ESOL program.

We offer the additional supports below to help improve your child's listening, speaking, reading and writing skills in English as well as support his or her academic needs. For high school students who receive these additional supports, the graduation rate is ____%. Please note that if your child has a disability, his/her language program services are developed together with special education staff and they support your child's Individualized Education Program (IEP).

NOTE TO LEAs

Remove this highlighted section and list your district's Title I or Title III-funded supplemental language program/activities here. (Do not list the basic, State-mandated ESOL program offerings.)

You must indicate: the methods of instruction used in the federally-funded program offered to the student as well as the methods of instruction used in other available programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction, and how the program(s) selected for their student will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

You have the right to refuse these additional supports for your child. If you would like to decline participation for your child, talk about the different supports offered, or learn about parent meetings, please contact the person whose name, phone number, and e-mail are listed below. Thank you.

Name: _____

Title: _____

Telephone Number: _____ E-mail: _____

**IMPORTANT
NOTICE**

<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx>

Frequently Asked Questions

Think it over...



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*May LEAs use Title III funds for the
EL parent notification that is now
required under Title I, Part A?
(What about at
non-Title I schools?)*



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Here's the answer...

At present, NO.

Title III has a high bar for supplanting, such that its funds may not be used to fulfill requirements in any other local, state or federal law (such as, Title I).

Note: There exists non-regulatory guidance (meaning, not legislated) that suggests Title III funds *may* be used for such purposes. As such, additional, explicit guidance has been requested of USED. Once received, we will notify Title I and III Directors if USED's response changes the above guidance.

Think it over...



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Can the translation of the notification letters be funded under Title I? What about interpretation at EL parent meetings?



Here is the answer...

Yes.

The required EL parent notification letters and meetings are required in Title I law, and thus their translation and/or interpretation may be Title I-funded.

Remember: **NO** federal funds may be used to fulfill an LEA's obligation under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act. (This refers to documents/activities that are not specifically required in Title laws.)



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Think it over...

*Can districts fund adult literacy/
English Classes from Title I funds?*



Here is the answer...

Maybe.

If an LEA had offered such courses under Title III's Parental Participation requirements of NCLB, Section 3302(e), those requirements are now in Title I law, Sec. 1112(e)(3)(C)

- Continuing those classes under the ESSA should be a joint decision made between LEA Title III and Title I staff.
- Title I, Part A, Section 1116(e)(7) of ESSA states that LEAs and Title I schools “**may** provide necessary literacy training from funds if the LEA has exhausted all other reasonably available sources of funding for such training.”
- Title I funds can support adult literacy classes if identified as a need in the school/district **CNA**.
- However, if classes are designed to lead to a GED type diploma, Title I cannot pay for the actual exam, as Title I funds can only lead to a regular school diploma. However, once Title I fulfills their new Parental Notification and Participation Requirements under the ESSA, Title III funds may support outreach activities held for the goal and purposes listed in question 1.



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Think it over...

*Will this change the monitoring
of parent and family
engagement?*



Here is the answer...

Yes.



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The GaDOE team who monitors compliance of parent and family engagement requirements of Title I, Part A, focuses on Section 1116.

- ✓ Beginning in the 2017-2018 school year, the GaDOE team will review documentation for Title I, Part A, Section 1112(e)(3)(A) in addition to Section 1116.
- ✓ Section 1112(e)(3)(A) requires LEAs to notify parents of ELs the reasons for identification of their child as qualifying for placement in a Title-funded supplemental language instruction educational program as well as other specific requirements.

Think it over...

*Will this change cross-
functional monitoring this
year?*



Here is the answer...

Yes.

Cross-functional monitoring will change to address the requirements of the ESSA. While both Title I and Title III collaborate in program implementation, the requirement will be monitored in LEAs by the program wherein the statute resides.

Think it over ...

Who is responsible for communication and engagement with parents of ELs?



Here's the answer...

Both Title I and Title III have responsibilities for engaging with parents of ELs;

Title I has specific, statutorily-mandated communications required to be disseminated to parents of ELs and detailed requirements for EL parent meetings and topics.

[See Title I, Part A, Sec. 1112(e)(3)(C); Title I, Part A, Sec. 1112(e)(3)(A), Part A, Sec. 1112(e)(3)(B), Part A, Sec. 1112(e)(4), Title I, Part A, Sec. 1116, and Title III, Part A, Sec. 3115(c)(3)(A)].

Think it over ...

What would this communication and engagement plan involve?



Here's the answer...

EL Parent, Family and Community Engagement

Title III requires LEAs to provide activities or implement strategies that enhance the title-funded language program [Sec. 3115(c)(3)]. These activities must also include an aspect of family engagement.

Thus, if Title III funds support a language program in a Title I school, district administrators are required to ensure that the Title III engagement activities do not supplant those required by Title I. *This would not be a concern in a non-Title I school.*

Here's the answer...



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Communication

Title I, Part A, Sec. 1112(e)(3)(A) requires *an LEA* to disseminate a Title I-compliant letter that notifies parents if their EL student is being offered federally-funded supplemental language services. Thus, if Title I or Title III funds are intended to be used to supplement an EL's ESOL program, **the LEA is responsible for ensuring that the EL's parent is provided a letter informing them of this supplemental offering. This letter, among other things, offers the parent the choice to allow or refuse the title-funded service.**

Here's the answer...

As this is an LEA-level requirement, it must be fulfilled by all LEAs in receipt of Title I funds that use *either* Title I or Title III to provide supplemental language instructional programming. It is not a school-level requirement and thus a school's status as Title I or non-Title I is not relevant in deciding whether or not this notification letter must be sent.

*Parents of ELs who are **not** selected to participate in supplemental language support programs should not be sent this letter, because its purpose is to advise them of their child being offered federally-funded (not ESOL!) language services.*

Here's the answer ...



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However, **since Title I funds cannot serve Non-Title I School students**, any cost for the dissemination of these letters in **non-Title I** schools must be borne by state or local funding sources.

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Think it over ...

How should Title I, Part A and Title III collaborate within the Georgia's Systems of Continuous Improvement framework and completion of the district and school comprehensive needs assessment (CNA) and the district and school improvement plan?



Here's the answer ...

As with all Federal programs, coordination for service delivery is important. LEA staff working with Title I, Part A and Title III should have consistent, on-going collaboration procedures in place for working within the Georgia's Systems of Continuous Improvement framework. This will help streamline offerings, maximize use of resources and assure compliance with all programs' expenditure rules.

Additional Questions?





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AVAILABLE TOOLS & RESOURCES

- <http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx>
- <https://www.youtube.com/watch?v=zFZwQfxck0M>
- <https://www.wida.us/standards/eld.aspx#webinar>
- <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf>

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