

# USING FEDERAL FUNDS TO SERVE ENGLISH LEARNERS (EL)

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## **Presenters:**

**Alfonso Zepeda-Capistrán, Title I Consultant**

**Christina Spector, Title I Consultant**

## Quote:

### *Dear Colleague Letter*

US Department of  
Education and US  
Department of  
Justice

January 7, 2015

“It is crucial to the future of our nation, that these students [ELs], and all students, have equal access to a high-quality education and the opportunity to achieve their full potential.”

# IMPORTANT DISTINCTIONS

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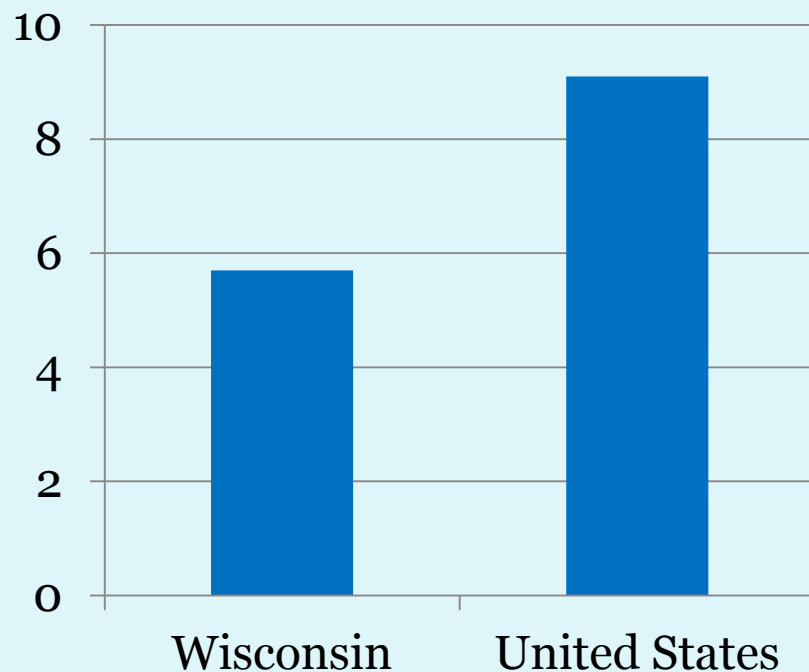
- **Immigrant:** person who leaves one country to settle in another
- **Migrant:** seasonal or temporary agricultural worker or the child of a seasonal or temporary agricultural worker. Status as migrant is related to purpose of move
- **Refugee:** person of special humanitarian concern to the United States, offered protection from persecution or fear persecution due to race, religion, nationality, political opinion, or membership in a particular social group

# Wisconsin Snapshot

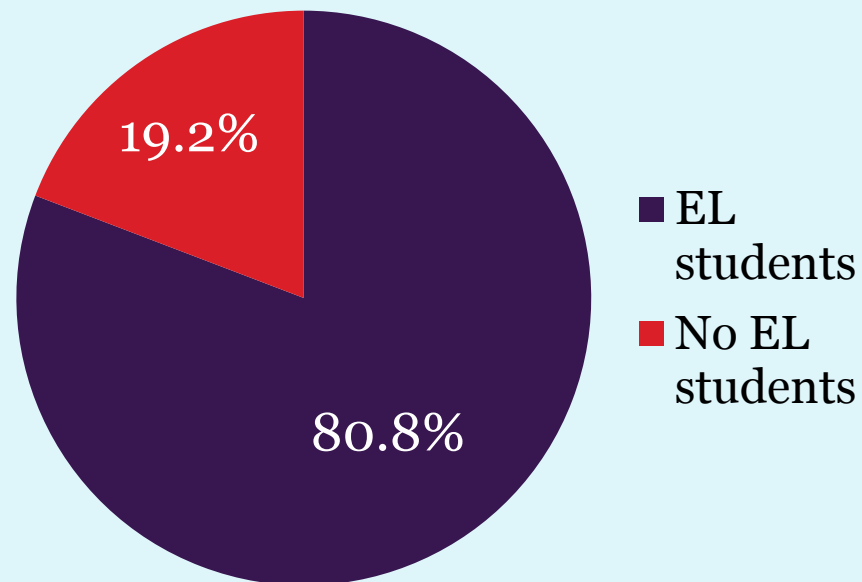
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## Nationally

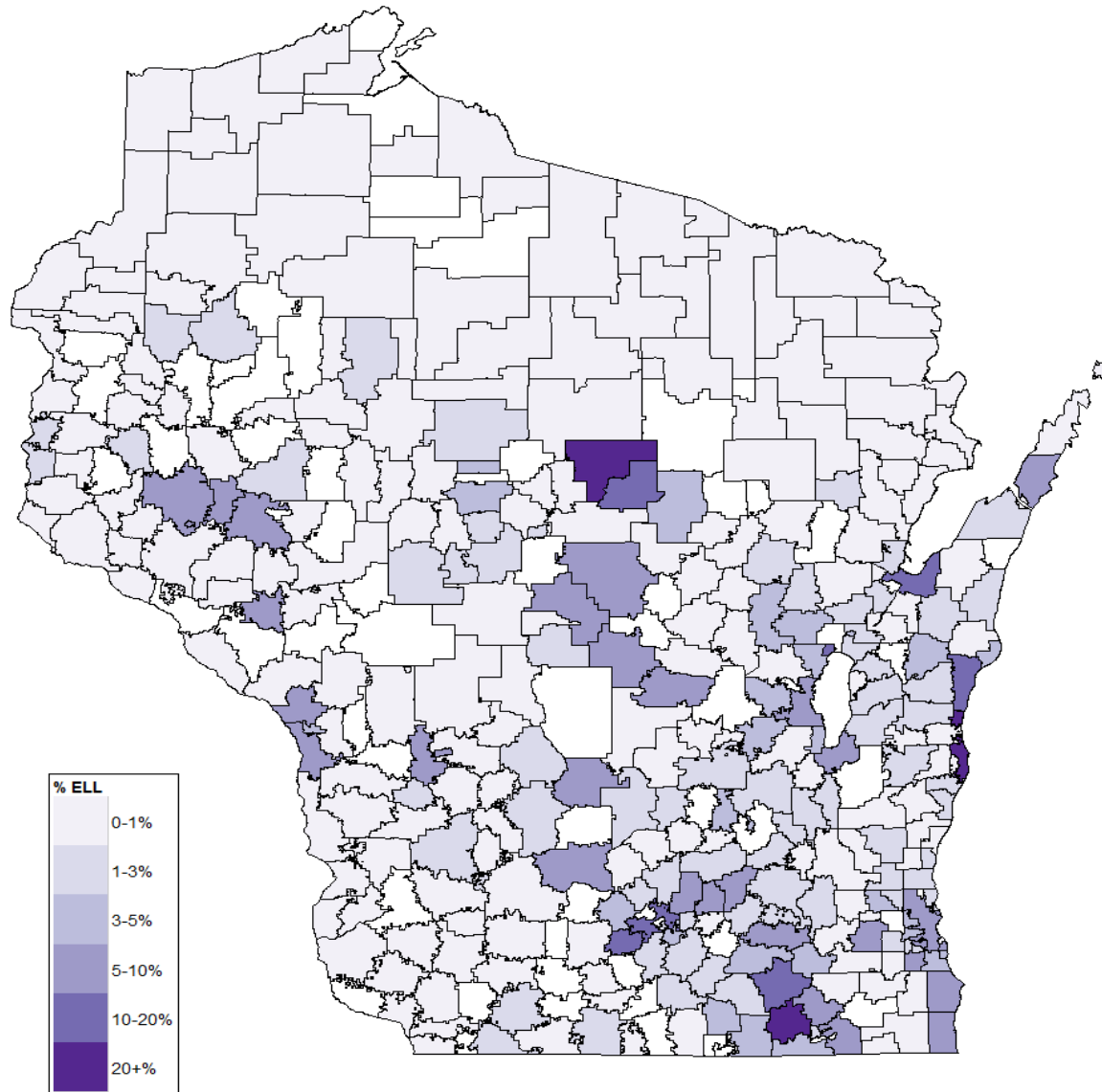
### % EL Population



## Wisconsin Districts

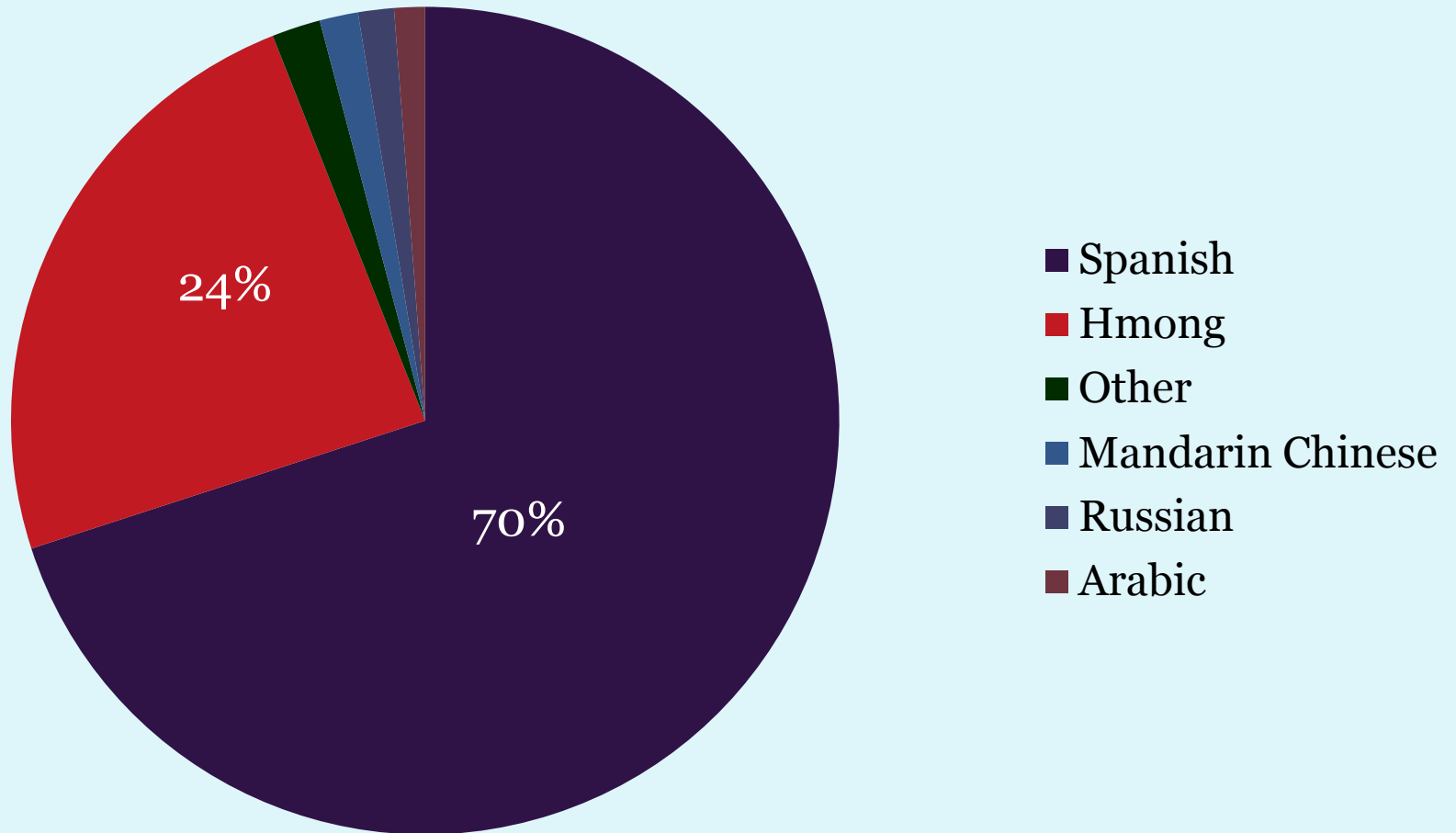


School Year:2006 Percent ELL by School District



# WISCONSIN EL STUDENTS NATIVE LANGUAGES

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# Language Acquisition

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- English language Proficiency Levels: 1-6
- Language domains: listening, speaking, reading & writing
- Yearly language (ACCESS for ELLs) & content assessments
- Proficiency can take 7 or more years! It depends!

# Proficiency & Access

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The goal of EL programs is to assist students to reach proficiency in English and master academic content while equally participating with other students



**THERE ARE  
MANY LAWS  
THAT GOVERN  
THE SERVICES  
THAT MUST BE  
PROVIDED TO  
EL STUDENTS**

## **Entitlements:**

- Appropriate and effective services as least segregated as possible;
- Sufficient resources;
- Services within a reasonable amount of time;
- Equal opportunity to participate in programs and extracurricular activities;
- Close monitoring;
- Annual assessment of proficiency;
- Parental opt-out;
- Meaningful communication and adequate notice with parents in a language they can understand.

# Supporting EL students

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## **FUNDING SOURCES**

# Federal Funds Analogy

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**SUPPLEMENTAL**  
(icing on the cake)



**CORE**  
(legal requirements)

## ENGLISH LEARNERS FUNDING SOURCES

### **Outside Federal Funds, Districts are using:**

- Community partnerships
- Local district budget
- State Funds
- District fund raisers
- Private grants
- Local foundations
- PTA/PTO

## FUNDING SOURCES FOR EL STUDENTS

### **Federal Funds that States and Districts Are Using:**

- Title I - Fund 10; Project 141
- Title II - Fund 10; Project 365
- Title III (EL) - Fund 10; Project 391
- IDEA Flow-through / Preschool -
  - Special Education - Fund 27; Project 341 (K-12); Project 347 (ages 3-5)
  - IDEA Title I Schoolwide Set-Aside – Fund 10; Project 341 (K-12)
  - Coordinated Early Intervening Services - Fund 10; Project 341 (K-12)

# An Important Distinction for Title I Funds

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## Targeted Assistance Programs



## Schoolwide Programs

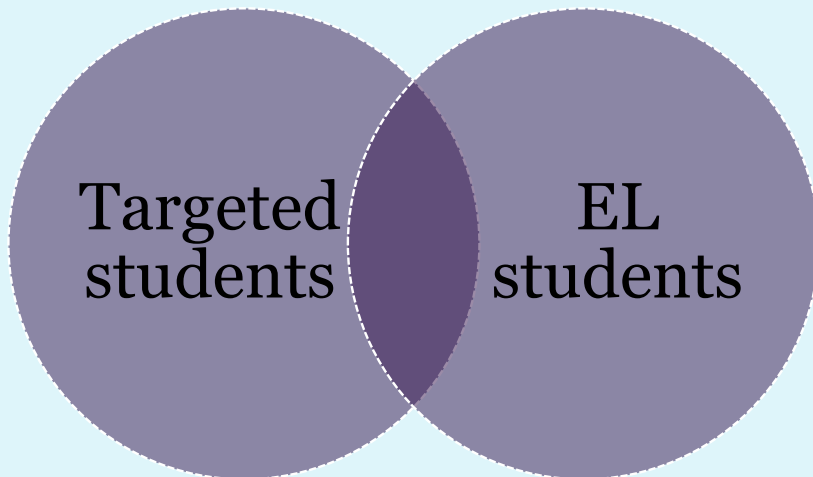


Schoolwide Program  
Assurances and Narrative

# An Important Distinction for Title I Funds

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## Targeted Assistance Programs



## Schoolwide Programs



Schoolwide Program  
Assurances and Narrative

# **Common Allowable Costs for Title I-A**

## **Fund 10; Project 141**

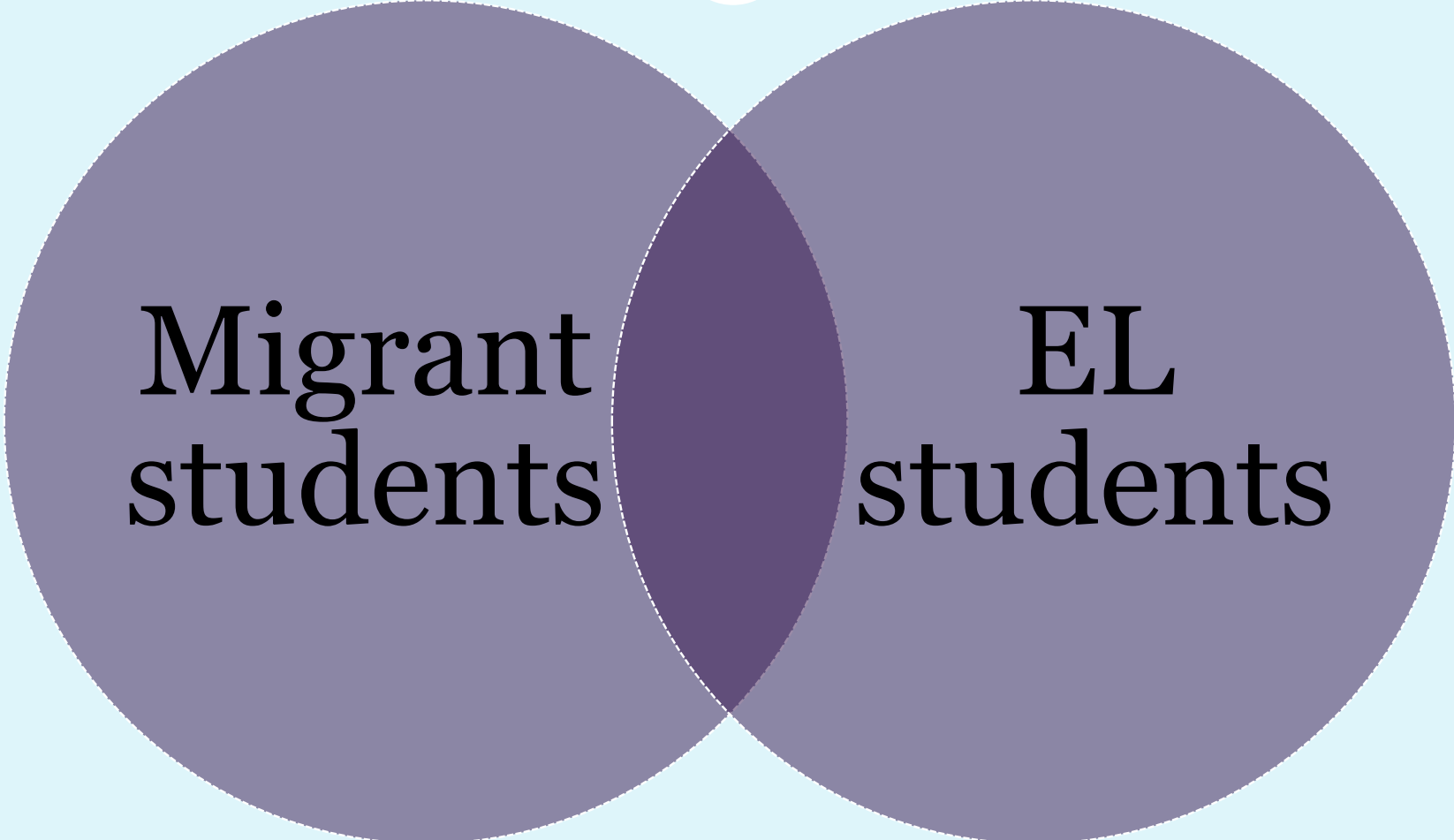
16

- Teachers
- Paraprofessionals
- Instructional Coordinator/Coach
- Translation/interpretation
- Supplies
- Instructional Resources
- Before/after-school programs
- Capital and non-capital equipment
- Professional Development
- Parent Involvement Activities



# Use of Title I-C Funds

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A Venn diagram consisting of two overlapping circles. The left circle is labeled 'Migrant students' and the right circle is labeled 'EL students'. The overlapping area in the center is shaded a darker purple than the rest of the circles. The background of the slide is light blue.

Migrant  
students

EL  
students

# **Common Allowable Costs for Title I-C**

## **Fund 10; Project 141**

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- Teachers
- Paraprofessionals
- Recruiters (Identification and Certification of Migrant Students)
- Counselors
- Supplies and Instructional Resources
- Before/after-school programs
- Professional Development
- Parent Involvement Activities

# Use of Title II-A Funds

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Training,  
hiring and  
retaining  
skilled  
educators

# Common Allowable Costs for Title II-A

Fund 10; Project 365

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- Teacher professional development
- Teacher ESL certification
- Analyzing data
- Providing workshops to teachers
- Family engagement
- Teacher retention

# Use of Title III Funds

21

EL  
students  
and EL  
educators

# Common Allowable Costs for Title III

## Fund 10; Project 391

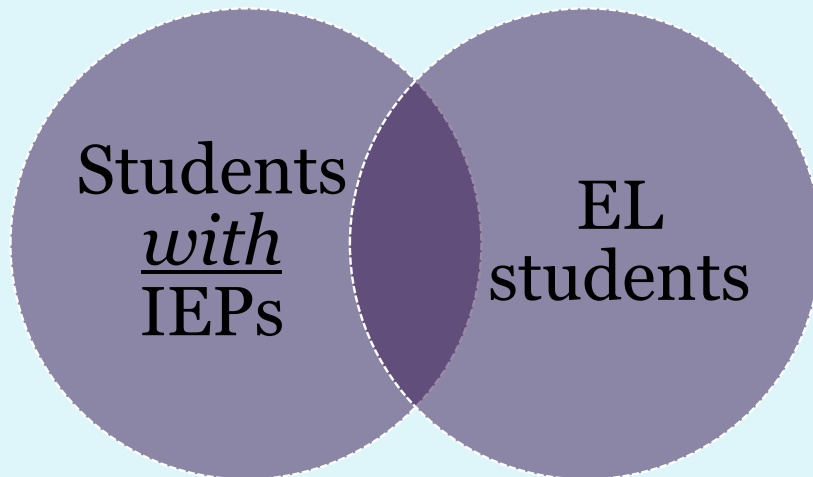
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- Teachers
- Paraprofessionals
- Professional Development
- Instructional resources & materials
- After-school tutoring/Summer school
- Parent Outreach,
- Parent Training (Ex: ESL classes for parents)
- Transportation for field Trips  
(if part of high-quality language instruction)
- Saturday schooling & activities

# An Important Distinction for IDEA Funds

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## Generally



## IDEA Title I Schoolwide Set-Aside



Schoolwide Program  
Assurances and Narrative

# **Common Allowable Costs for IDEA Flow-Through**

## **Fund 27; Project 341 (K-12) or 347 (ages 3-5)**

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Excess costs of special education, IEP driven

- Special education teachers & paraprofessionals
- Related service providers
- Special education supervision & coordination
- General supplies
- Instructional materials
- Professional development for special education teachers

Translation

- IEP Meetings
- Materials
- Training



# IDEA Title I Schoolwide Set-Aside

## Fund 10; Project 341 (K-12)

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- LEAs that have DPI-approved Title I schoolwide schools may set aside a portion of their IDEA Part B allocation to support approved action strategies at the school level, as identified in the LEA's Title I program plan
- LEAs may use IDEA-Title I Schoolwide set-aside funds in the manner they choose, as long as they engage in reform strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children.
- All expenditures must remain at the schoolwide school level
- Use appropriate function and object; use location field; Fund 10, project 341

# Use of IDEA CEIS Funds (15%)

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Students  
struggling  
academically

EL students

**Coordinated  
Early  
Intervening  
Services (CEIS)**

**Fund 10**

**General  
Education**

**Project:**

**341 (K-12)**

- Education and behavioral interventions
  - Instruction
  - Supports
  - Progress Monitoring
- Professional development
- General education teachers, paraprofessionals, student supports & mentor salaries
- Additional student reporting requirements (ISES)

# CEIS Funds – Supplement / Not Supplant

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CEIS funds can be used in many of the same ways as Title I and Title III – so the regulations specifically state that CEIS funds may not supplant activities previously funded with Title I and Title III. CEIS funds may only be used to establish and fund new activities to support struggling students.

# Back to the Federal Funds Analogy

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**SUPPLEMENTAL**



**CORE**

# Reflection

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## Turn and Talk

- What are some new ideas you heard today for using federal funding to provide services for EL students?
- What ideas might help you engage EL students and their families?

# Contact Information

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Program	
Title I-A	<u>Title I Consultant</u> 608-267-3721
Title I-C	<u>Alfonso Zepeda-Capistran</u> 608-267-2287
Title II	<u>Abdallah Bendada</u> 608-267-9270
Title III	<u>Tolu Sanabria</u> 608-267-9235
Special Education	<u>Special Education LPP Contact</u> 608-266-1781
MLSS/RtI	<u>Kao Moua Her</u> 715-456-1405 <u>Heidi Thuli</u> 608-697-4874