

What is Required for Districts Regarding ELs?

EL & Title III Quarterly Webinar

January 9, 2020

3:45 - 5 p.m.

Overview of Topics

- Time and Effort Documentation
(Digital Signatures are allowed)
- EL Plans
- GEPA
- Monitoring Protocol
- Parent, Family, and Community Engagement

STAR Conference News

STAR Conference Dates

- Regular sessions: June 8 and 9
- 21CCLC Annual Meeting and Homeless Education Workshop: June 10
- Location: Riverton

Time and Effort Digital Signatures

- Digital Signatures
- Revised policy regarding digital signatures
- On the below website below “Federal Program Guidance”, “For Local Education Agencies.”

<https://edu.wyoming.gov/in-the-classroom/federal-programs/>

English Learner Plans

Reminder: District EL Plan Requirements

- Many plans are not updated to meet the minimum required components
- District resource folder

<https://drive.google.com/drive/folders/1eB7Ao5AGzseRAzXXePQec86Kwfy6-JFL?usp=sharing>

Reminder: District EL Plan Requirements

- Home language survey
- EL proficiency screener
- Parent notification
- LIEPs
- Accommodations and designated supports
- Measuring progress and achieving English proficiency criteria

Reminder: District EL Plan Requirements

- Exit criteria
- Monitoring
- Program evaluation
- Parent, family, and community engagement
- Consultation

The United States Department of Education's General Education Provisions Act (GEPA)

GEPA Requirement

- GEPA requires each LEA to include a statement in its application addressing equitable access.
- Local education agencies (LEAs) or other eligible applicants that apply for Federal funding through the consolidated application must provide this description in their application.

Developing a Response

- All applicants must describe the steps they will take to ensure equitable access and participation in activities.
- The statute highlights six types of barriers that may impede equitable access or participation

Monitoring Protocol for (A) Indicators

Monitoring Protocol for EL (A) Indicators – A.02 (a, b)

Indicator: District plan to furnish information to whom, upon what occasion in a language/ method the parent or guardian understands

Indicator: Sample documents in multiple languages

- What does this require?

Monitoring Protocol for EL (A) Indicators – A.04 (a)

Indicator: A home language survey (HLS) was administered and is on file for all students enrolled in the LEA.

- Copy of current HLS and 2 to 3 completed surveys for the monitor year

Monitoring Protocol for EL (A) Indicators – A.04 (b)

Indicator: A detailed explanation of the process your district uses for administering the HLS within your district, the location where the surveys are filed and how the district ensures current home language survey data

Monitoring Protocol for EL (A) Indicators – A.08 (a)

Indicator: Parents must be notified of their right to request information about the qualifications of their child’s teacher to include state license status with approved subject areas, emergency/provisional status, and field of discipline.

- This includes the right to request information about paraprofessionals providing services to their child.

Monitoring Protocol for EL (A) Indicators – A.08 (b)

Indicator: Districts must notify parents when their child has been taught four or more consecutive weeks by a teacher who is not meeting applicable state licensing requirements.

Monitoring Protocol for EL (A) Indicators – A.08 (c)

Indicator: Districts are required to notify parents of a students' EL status

- This includes initial and annual notification
- There are 8 components that must be included in the letter
- Parent refusal of services
 - What is the district responsible for?

Monitoring Protocol for EL (A) Indicators – A.09 (a-c)

Indicator: The LEA has evidence that all students with home or primary language other than English have been screened for English proficiency within 30 days at the beginning of the school year or within 2 weeks if enrolled during the school year

Monitoring Protocol for EL (A) Indicators – A.09 (a-c) continued

- Name of English proficiency screening test
- School/Grade
- Student Last Name
- Student First Name
- Date Enrolled in School
- Date Screened to Determine ELP
- Overall Composite Score (proficiency level)
- Date Entered into EL Services (EL placement)

A.09(a-c) Tracking Document Sample

A.09(a-c)

USACSD #1 EL Tracker 2019-2020

The Kindergarten WIDA ACCESS Placement Test (KW-APT) or MODEL will be administered to students in kindergarten and 1st semester of 1st grade.

The WIDA Online Screener will be administered to students in the 2nd semester of 1st grade through grade 12.

School/Grade	Student Last Name	Student First Name	Date Enrolled	Date Screened to determine language proficiency	Overall Composite Proficiency Level or Oral Language Proficiency Level if kindergarten 1st semester	Date entered into ELL services

Monitoring Protocol for EL (A) Indicators – A.10

Born in the U.S. or other English speaking countries who state their first language is English:

1. Birth certificate
2. High school diploma from a school where the language of instruction is English
3. A college degree from a college or university where the language of instruction is English; or
4. Teacher certification in the U.S.

Monitoring Protocol for EL (A) Indicators – A.10 continued

Those whose first language is not English:

1. A proficient level score on the Test of English as a Foreign Language (TOEFL) exam
2. A college degree from an English speaking university, or similar documentation showing successful education in a English-speaking college or university

Monitoring Protocol for EL (A) Indicators – A.11

Must include:

- Required components of an EL plan (in earlier slides)
- Current information
 - Should be reviewed and revised as needed every year
- State English language proficiency standards/scoring under screener information

Parent, Family, Community Engagement

What is Engagement?

- Parent, family, and community engagement moves beyond parent/teacher conferences.
- Relationships
- Trust
- Family support
- Result: *better student outcomes*

Professional Development and Engagement

- ESSA requirement in almost all programs in some facet
- Funding should be utilized for PD to support teachers on how to engage parents and families
- Wording change in Title III to strengthen the meaning, strategies, and methods of engagement

What Does Parent, Family, and Community Engagement Look Like?

- Recognize the disconnection
- Train teachers to work with parents
- Reduce distrust and cultural barriers
- Evaluate parents' needs
- Make school visits easier
- Accommodate families' work schedule
- Address language barriers

Strategies to Promote Parent, Family, and Community Engagement

Family engagement strategies:

- Build a foundation
- Establish a home school coordinator or liaison
- Professional learning
- Program environment
- Family partnerships