The background of the slide is a composite image. The top-left portion shows a line of yellow school buses, with the word 'SCHOOL BUS' visible on the front of the lead bus. The bottom-right portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several white desks and chairs are arranged in rows.

English Learner (EL) and Title III Processes and Procedures with KDE

Agenda

- EL Program Requirements
- Lau Plan
- Effective Language Instruction Educational Program (LIEP) Plans
- EL Placement and Identification
- Title III
- Program Monitoring
- Student Records
- Consortium Process
- Parent, Family and Community Engagement
- Resources

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses, with the word 'SCHOOL BUS' and the number '32' visible on the front of one. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

EL Program Requirements

EL Program Requirements — 1 of 3

- Identify and assess all potential EL students.
- Provide EL students with an educationally sound language assistance program.
- Provide sufficiently trained staff to support the language assistance program.
- Ensure EL students have equal opportunities to meaningfully participate in curricular and extracurricular activities.

EL Program Requirements — 2 of 3

- Avoid unnecessary segregation of EL students.
- Ensure that EL students who may have a disability are identified, located and evaluated in a timely manner.
- Ensure that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services.
- Meet the needs of EL students who opt-out of language assistance programs.

EL Program Requirements — 3 of 3

- Monitor and evaluate EL students in a language instruction program to ensure progress with respect to:
 - Acquiring English proficiency and grade level content knowledge;
 - Exiting EL students from the language instruction program when proficient in English; and
 - Monitoring exited students to ensure they were not prematurely exited and academic deficits that were incurred due to language barriers while in the language assistance program have been remedied.
- Evaluate the effectiveness of a district's language assistance program.
- Ensure meaningful communication with parents and families of EL students.

Questions?

EL Program Requirements



Lau Plan

Lau/EL Plan (1)

- Named from a Supreme Court case, Lau vs. Nichols 1974, which examined whether federally-funded schools must offer supplementary EL programs for non-English speaking students.
- **ALL** districts (and consortium members) are required to develop a local plan designed to detail how the district will meet all EL requirements (*civil rights for EL students*) and EEOA (Equal Educational Opportunities Act).
- District Lau Plans should be seen as a “working document.” Lau Plans should be dated and signed each time they are reviewed.

Lau/EL Plan (2)

- A committee for your Lau plan should be formed to provide input on the development and revisions. The committee should include all stakeholders* and the names and titles of the committee members should be included in the Lau Plan.
- District Lau Plans should be uploaded to the Continuous Improvement Platform (CIP [formerly eProve]) by May 1 each year and be posted on your district's webpage.
- Revisions should consider program evaluations and stakeholder feedback.

The District Lau Plan must include the following:

1. Lau Plan guiding principles
2. Enrollment, identification and placement of ELs in a Language Instruction Education Program (LIEP)
3. Description of LIEP(s)
4. Process to provide meaningful access to all co-curricular and extracurricular programs and activities
5. EL professional development for staff who deliver instruction or support the LIEP for ELs
6. Annual English language proficiency assessment and administration
7. LIEP exit criteria and procedures
8. Monitoring procedures after students exit the LIEP program
9. EL program evaluation

Questions?

Lau Plan

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several white desks and chairs are arranged in the room.

Effective Language Instruction Educational Program (LIEP) Plans

Description of an Effective LIEP

- Adopt criteria to ensure that LIEPs are effective in helping ELs achieve English language proficiency, as well as helping them meet the state’s challenging academic standards.
- LIEPs should be outcome-driven; an LIEP should demonstrably result in improved English language proficiency and academic achievement for ELs to be considered “effective” for purposes of the Title III requirements.
- More information regarding LIEPs can be found in the *Non-Regulatory Guidance: English Learners and the District Guide for English Learners Program*

Questions?

Effective LIEPs

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses, with the word 'SCHOOL BUS' visible on the front of the lead bus. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several white desks and chairs are arranged in the room.

EL Placement and Identification

EL Identification Process

Step 1

- Districts **MUST** use the [Home Language Survey \(HLS\) template](#) created by the Kentucky Department of Education (KDE) upon the **initial** enrollment into a Kentucky public school.
 - The HLS should not be administered when a student transfers from one district to another.
- The HLS should be completed by the student's parent/guardian.

EL Identification Process

Step 2: Kindergarten

- If any responses on the HLS indicate a language other than English, the student is classified as a “potential” EL and will need to be assessed using the *World-class Instructional Design and Assessment (WIDA) Screener for Kindergarten*.
- Regardless of the screener score results, a kindergarten student taking the screener will be identified as an EL, even if parents decline services, until they earn a composite score of 4.5 or higher on the Kindergarten *ACCESS for ELLs* test.

EL Identification Process

Step 2: Grades 1-12

- If any responses on the HLS indicate a language other than English, the student is classified as a “potential” EL and will need to be assessed using the *WIDA Screener Online*.
 - Exception: First semester Grade 1 students take the WIDA Screener for Kindergarten
- Composite score of 4.5 or higher on the screener is identified as Initially Fully English Proficient (IFEP).
- Composite score below 4.5 is identified as an EL.

EL Identification Process Step 3

- Identified as an EL:
 - a) Create a Program Service Plan (PSP)
- The following are essential elements to include in a PSP:
 - a) The name and date of the English Language Proficiency (ELP) assessment administered
 - b) Accommodations
 - c) Instructional goals and how they will be met
 - d) A list of names of the PSP committee members
 - e) The signature of the principal of the appropriate school

Parent Notification

- Continued inclusion in the LIEP:
 - **30 calendar days** from the start of school to notify parents of a student's continued inclusion in the LIEP for the academic year
 - Based on the previous year EL assessment scores.
- Students newly enrolled at the start of the school year:
 - **30 calendar days** to ensure proper identification of EL status
 - Use HLS and appropriate EL Screener
 - Notify parent(s) of placement in the LIEP
- Students identified after the start of the school year:
 - **30 calendar days** to ensure proper identification of EL status
 - Use HLS and appropriate EL Screener
 - Additional **14 calendar days** to notify the parent of placement in the LIEP.

Student Exit Criteria

- Student must score an Overall Composite score of 4.5 or higher on Tier B/C ACCESS for ELLs.
- Students taking the WIDA Alternate ACCESS must score a P2 Overall Composite score to exit EL status.*
- The *Program Exit Date* must be entered as June 30 of the school year in which attainment was reached.**
- EL Services and Accommodations must all be end dated as June 30 of the year in which attainment was reached.
- After reaching attainment on appropriate ACCESS, the student must be **monitored for four years** to ensure continued success.

Questions?

EL Placement and Identification



Title III

Title III Part A- 1 of 4

- Title III of the Elementary and Secondary Education Act (ESEA) is part of legislation enacted to ensure that ELs, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.

Title III Part A- 2 of 4

- The purposes of Title III are:
 - To help ensure ELs attain English proficiency and develop high levels of academic achievement in English
 - To assist ELs in achieving high levels in academic subjects so they can meet the same challenging academic standards all children are expected to meet
 - To assist in establishing, implementing, and sustaining effective programs designed to assist in teaching ELs

Title III Part A- 3 of 4

- To assist in the development and enhancement of the capacity to provide effective instructional programs designed to prepare ELs to enter all-English instructional settings
- To promote parent, family and community engagement in programs and services for ELs

Title III Part A- 4 of 4

- Title III grants provide states and their districts funds to supplement their English language instructional programs.
- Districts with EL students can apply for a Title III subgrant.
- To qualify as a stand-alone Title III district, a district must have enough EL students to generate \$10,000 in allocations.
- Districts that do not meet the minimum requirement can join or form a consortium with other districts.
 - Districts creating a consortium must qualify for a minimum of \$10,000 in subgrant allocations combined.

Title III Required Activities

- Providing a language instruction educational program to increase ELs' English language proficiency.
- Providing effective professional development.
- Providing and implementing other effective activities and strategies that enhance or supplement LIEPs for ELs, which must include parent, family and community engagement activities, and may include strategies that serve to coordinate and align related programs.

Title III Required Activities Survey

- KDE collects authorized activities annually via a survey from districts receiving Title III subgrant.
- The data is reported annually in the Consolidated State Performance Report (CSPR).

Questions?

Title III

The background is a collage of two images. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom-left portion shows a classroom with blue walls, several desks and chairs, and colorful balloons. A large white diagonal shape cuts across the center of the page, serving as a background for the title.

Student Monitoring

Monitoring Exited EL Students 1 of 3

- Designated district staff must formally monitor former EL students who are re-designated fully English proficient (RFEP) and document academic performance in the student's record.
- The students must be monitored for four years after exiting a language instructional program.
- Monitoring helps ensure:
 - Students were not prematurely exited;
 - Any academic deficits they experienced as a result of participating in the EL program have been alleviated; and
 - They are successfully participating in the general education academic program compared to never-EL peers.

Monitoring Exited EL Students 2 of 3

- If an exited EL is not progressing as expected academically, districts should retest the ELP of the student using the WIDA MODEL (measure of developing English language) interim assessment.
- If it is determined that the student needs to reenter EL services, the district should document the reasons and obtain parent consent.

Monitoring Exited EL Students 3 of 3

- The district must collect data on RFEP students for four years after exiting the program. The data collected can include:
 - Records of length of time from entry in a U.S. English speaking school to exit from EL programs
 - Performance on standardized achievement tests
 - Grades in content area classes
 - Grade point averages
 - Teacher observations
 - Parent observations and/or feedback
 - Meeting promotion and graduation requirements
 - Graduation rates

Questions?

Program Monitoring

The background is a collage of two images. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of the lead bus. The bottom-right portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several desks and chairs arranged in the room.

Student Records

EL Student Folders- 1 of 2

- The district must also maintain a folder for each student containing information relating to the student's status as an EL and details about their individual PSP.
- Folders should be updated regularly to ensure the appropriate documentation is maintained.
- IC must also be updated to reflect changes in a student's PSP.

EL Student Folders- 2 of 2

- Folders should include the following documentation:
 - A copy of the student's HLS
 - Initial ELP assessment scoresheet (WIDA Screener for Kindergarten/WIDA Screener Online)
 - Copy of parent notification letter
 - Level of academic achievement (i.e., report cards)
 - Annual ELP assessment (ACCESS for ELLs)
 - The student's PSP

Questions? Student Records

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of the lead bus. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

Consortium Process

Who may join a consortium?

- An LEA (local education agency) must generate at least \$10,000 to receive Title III funding. If the amount generated is less than \$10,000, LEAs may join with other districts to form a consortium.
- Any LEA, regardless of their allocation amount, can be part of a consortium if the total amount of generated funds for all participating districts is over \$10,000.
- Districts should always check the federal allocations on the KDE website to determine the total amount generated by their district BEFORE they complete their intent to participate in GMAP (grant management application and planning).

Consortium Formation

- LEAs interested in forming a consortium should reach out to neighboring districts to determine interest and to ensure combined Title III allocations of all participating members exceeds \$10,000.
- In April, districts will indicate their participation in a consortium on the Intent to Participate in GMAP. Districts will select "district will act as the fiscal agent for other districts" OR "district will join a consortium to utilize Title III funds."
- Once the Intent to Participate has closed within GMAP, districts cannot change their intent to participate.

Memorandum of Understanding (MOU)

KDE highly recommends members of the consortium develop an MOU. During initial discussions with members, the following items should be determined:

- How will funds be spent?
- How will each district fulfill its obligation to ensure EL program requirements are met?
- Which consortium model will be selected?

A list of other items to consider when forming a consortium is located within the KDE [*Process for Forming and Maintaining an Effective Consortium*](#) document.

Responsibilities

The KDE [*Process for Forming and Maintaining an Effective Consortium*](#) document lists the responsibilities outlined for:

- All districts
- Fiscal agent
- Consortium members

Models

- LEA fiscal agent provides consortium-wide services
- LEA fiscal agent enters a contract with an educational cooperative
- LEA fiscal agent distributes a portion of the consortium's allocation to each member based on the number of ELs in each LEA
 - Ensure this relationship does not just become a flow through consortium

Consortium Administrative Costs

- Fiscal agent is permitted to use up to 2% of the total allocation for indirect or direct costs.

Consortium Process Document

If your district would like more information on how to form or maintain an effective consortium, please reference KDE's [Process for Forming and Maintaining an Effective Consortium](#) for information related to consortium membership.

The background features a collage of two images. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of the lead bus. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

Parent, Family and Community Engagement

What is required?

- No minimum allocation is required to be spent on parent, family and community engagement
- Districts receiving Title III funds must conduct parent, family and community engagement as required by ESSA 3115(c)(3)(A)

How can LEAs use Title III funds to support their core EL program?

- Districts may use Title III funds:
 - a) For 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 [ESSA 3115(e)(1)(A);
 - b) To provide activities, in coordination with community-based organizations, institutions of higher education, private sector entities or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services [ESSA 3115(e)(1)(G)].

Title III Consolidated Application: Parent, Family and Community Engagement Page

1. Describe the district plan for EL-specific parent, family and community engagement.
 - Describe the activities and outreach being conducted, including when they will occur and how often.
 - Explain how funds used will strengthen and increase parent, family, and community engagement.
2. How will the district evaluate the effectiveness of the EL-specific parent, family and community engagement provided?
 - Explain how the district will collect feedback from all stakeholders to evaluate the effectiveness of the engagement activities.

Did you know?

- Navigate to the *Help for Current Page* for additional information regarding the page you're working on.

GMAP Home
Administer ▶
Search ▶
Reports
Inbox ▶
Planning ▶
Application Supplement ▶
Funding ▶
Grant Summary
District Document Library
Address Book
KDE Resources
Help for Current Page 2
Contact KDE
Create Help Desk Ticket

What do you think?

Parent, Family and Community Engagement Narrative Question 1:

For both examples, is the narrative response sufficient?

1. Why or why not?
2. What are some strengths?
3. What would strengthen the response?

Let's Discuss!

1. Was the narrative response sufficient?

2. Strengths?

3. Information needed?

Example 1: Pumpkin County will host two EL-specific parent, family, and community engagement events during the 2024-2025 school year in a centralized location. If need be, transportation will be provided for families. The first event will take place in October and the second event will take place in February. At each event, the district will host a community fair where community networks will be developed as the EL team and schools work to connect EL families with the resources and partnerships available throughout the community. The Pumpkin County Public Library, the local county extension office, several local churches and select healthcare providers in the area will collaborate with the team to deliver opportunities for learning/well-being for our EL families. Community partners offer materials, services and training that benefit multilingual learners and their families. Early Childhood Cooperative literacy events, STEM for Pumpkin County Families, and free dental services are among the services and resources available to families. Additionally, the Pumpkin County Library offers membership to families and provides free English classes throughout the month. Title III funds will be used to provide additional hours for staff during these events.

Here's what we noticed:

Example 1: Pumpkin County will host two EL-specific parent, family, and community engagement events during the 2024-2025 school year in a centralized location. If need be, transportation will be provided for families. The first event will take place in October and the second event will take place in February. At each event, the district will host a community fair where community networks will be developed as the EL team and schools work to connect EL families with the resources and partnerships available throughout the community. The Pumpkin County Public Library, the local county extension office, several local churches and select healthcare providers in the area will collaborate with the team to deliver opportunities for learning/well-being for our EL families. Community partners offer materials, services and training that benefit multilingual learners and their families. Early Childhood Cooperative literacy events, STEM for Pumpkin County Families, and free dental services are among the services and resources available to families. Additionally, the Pumpkin County Library offers membership to families and provides free English classes throughout the month. Title III funds will be used to provide additional hours for staff during these events.

Let's Discuss Example 2!

1. Was the narrative response sufficient?
2. Strengths?
3. Information needed?

Example 2: Apple County will conduct parent, family, and community engagement events to teach parents/guardians about yearly assessments that all students are required to take. This activity will allow parents to attend an event, get informed about yearly assessments, and meet other parents/guardians from the school community. EL parents/guardians will also be invited to parent-teacher conferences throughout the year. Interpretation and translation will be provided upon request at no charge to EL parents. Title III funds will be used to cover the cost of necessary translation and interpretation throughout the year.

Here's what we noticed about Example 2

Example 2: Apple County will conduct parent, family, and community engagement events to teach parents/guardians about yearly assessments that all students are required to take. This activity will allow parents to attend an event, get informed about yearly assessments, and meet other parents/guardians from the school community. EL parents/guardians will also be invited to parent-teacher conferences throughout the year. Interpretation and translation will be provided upon request at no charge to EL parents. Title III funds will be used to cover the cost of necessary translation and interpretation throughout the year.



What do you think about example 2?

Parent, Family and Community Engagement Narrative Question 2:

For both examples, are the narrative responses for the first two questions sufficient?

1. Why or why not?
2. What are some strengths?
3. What would strengthen the response?

Let's Discuss Example 1!

1. Was the narrative response sufficient?

2. Strengths?

3. Information needed?

Example 1: Attendance will be taken at events, and feedback surveys will be used to collect information regarding suggestions for improvement and what was helpful. EL staff will conduct in-person/phone surveys twice a year to gather feedback.

Here's what we noticed about example 1:

Example 1: Attendance will be taken at events, and feedback surveys will be used to collect information regarding suggestions for improvement and what was helpful. EL staff will conduct in-person/phone surveys twice a year to gather feedback.

Let's Discuss from Hard Copy!

1. Was the narrative response sufficient?

Example 2: Staff will ask parents how they are doing at parent-teacher conferences.

2. Strengths?

3. Information needed?

Here's what we noticed as red flags in example 2

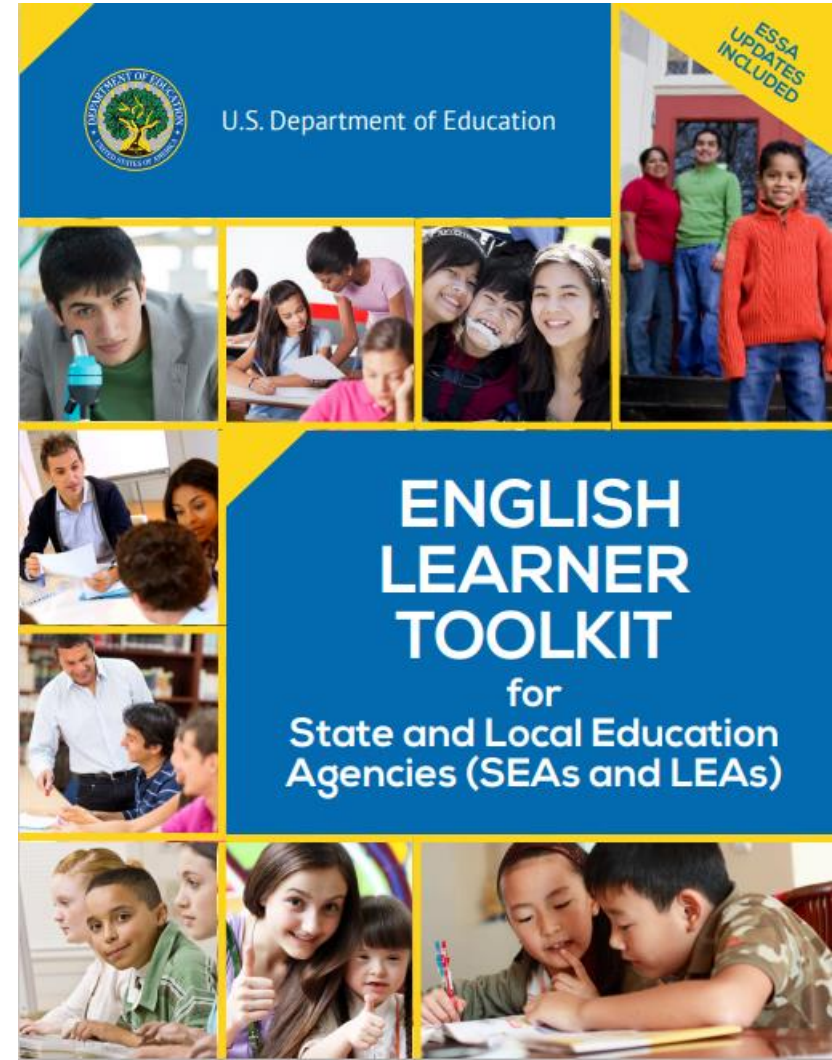
Example 2: Staff will ask parents how they are doing at parent-teacher conferences.



Resources

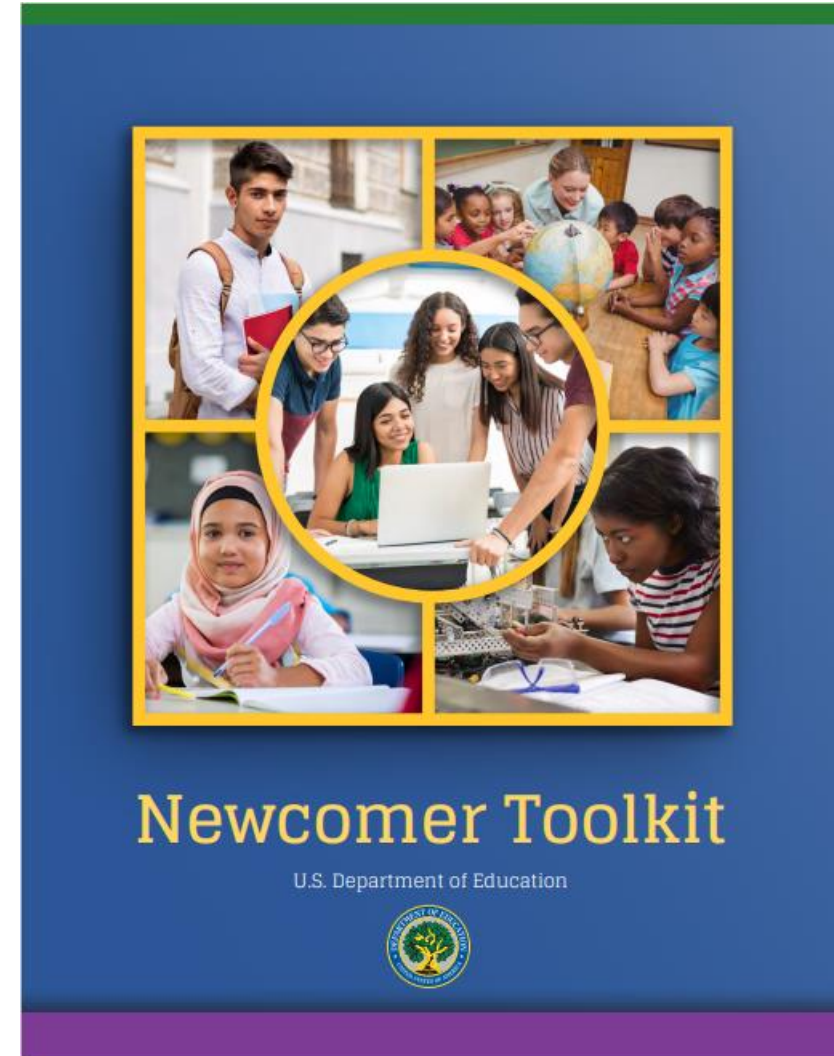
English Learner Toolkit

- The [*English Learner Toolkit*](#) is a companion to the United States (U.S.) Department of Education's Office for Civil Rights (OCR) and U.S. Department of Justice (DOJ) *Dear Colleague Letter* (DCL)
- There are 10 chapters and each one responds to the 10 sections of the January 2015 DCL



Newcomer Toolkit

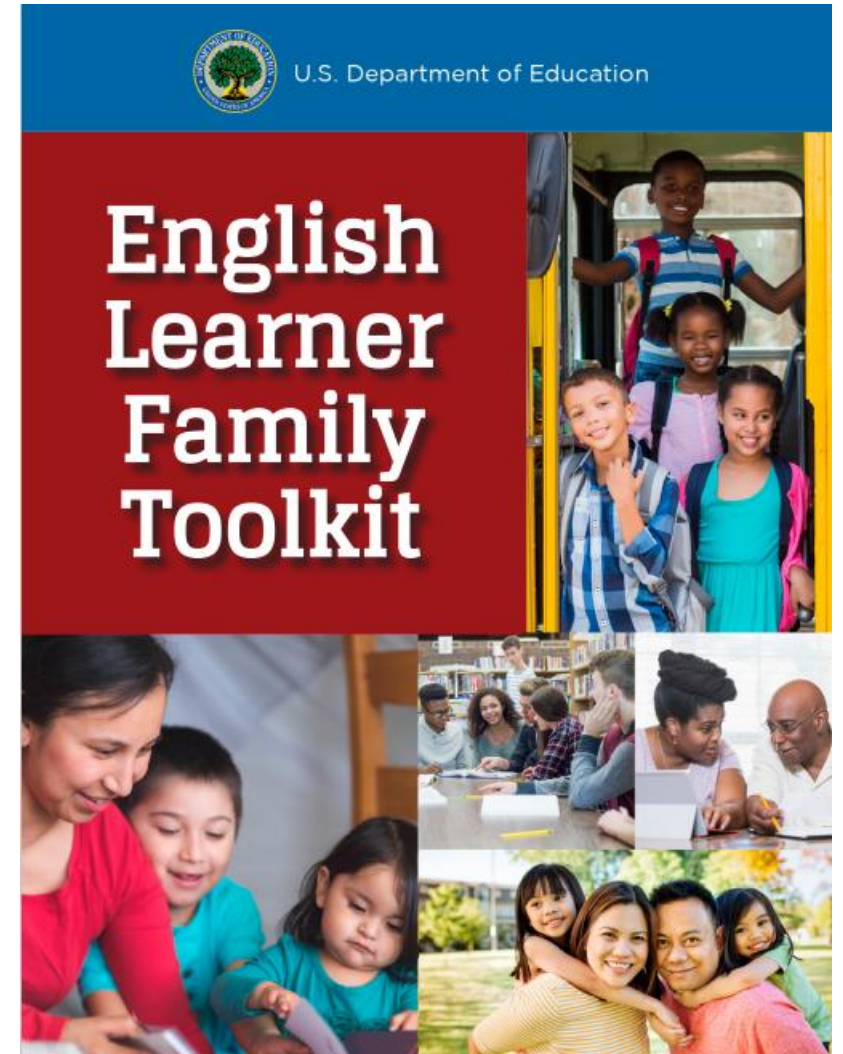
The [*Newcomer Toolkit*](#) is designed to help elementary and secondary teachers, principals and other school staff who work directly with immigrant students—including asylees and refugees—and their families.



EL Family Toolkit

The [*English Learner Family Toolkit*](#) provides information on questions families may have about public schools in the United States. The chapters are:

1. Enrolling Your Child in School
2. Attending School in the United States
3. Additional Educational Programs and Services for your Child
4. Finding Extracurricular Activities for Your Child
5. The Health and Safety of Your Child at School
6. Helping Your Child Be Successful in School



Resources for the Title III Program

- [District Guide for the English Learners Program](#)
- [Home Language Survey \(HLS\)](#)
- [English Learner and Immigrant Resources web page](#)
- [KDE's PSP for English Learners Template](#)
- [Addressing the Misidentification of Students as English Learners](#)
- [English Learners Misidentified Survey](#)
- [Online Registration Tool](#)
- [English Learner Data Standards](#)
- [Codes for the Representation of Names of Languages ISO-Code List](#)
- [Immigrant Data Standards](#)

Resources, continued

- [Self-paced eLearning workshops](#)
- [WIDA ELD Standards](#)
- [Kentucky Academic Standards \(KAS\)](#)
- [Statewide Consolidated Monitoring Process](#)
- [Uniform Grant Guidance](#)
- [Kentucky's Fast Facts: English Learners with Disabilities](#)
- [English Learners with Disabilities webpage](#)
- [Process for Forming and Maintaining an Effective Consortium](#)