

2017-18
DISTRICT EL PLAN
FOR THE NKCES TITLE III CONSORTIUM

I. INTRODUCTION

District / Consortium: Beechwood, Bellevue, Dayton, Fort Thomas, Ludlow, Pendleton, Silver Grove, Southgate, Walton-Verona, and Williamstown

II. EL IDENTIFICATION

The home language survey serves as a first screening process to identify students who may have limited English proficiency. The home language survey includes, at minimum, four questions:

1. What is the language most frequently spoken at home?
2. Which language did your child learn when he/she first began to talk?
3. What language does your child most frequently speak at home?
4. What language do you most frequently speak to your child?

In order to identify ELs, each member district administers a home language survey to every student upon enrollment. When the answer to any of these home language survey questions is a language other than English, an NKCES EL Program Consultant administers either the Kindergarten WIDA ACCESS Placement Test (W-APT) to a student in Kindergarten or the first semester of grade 1 or the WIDA Online Screener to the student to determine EL status and program placement. All students taking the K-WAPT are enrolled in the EL program. If a student scores below a level 4.5 on the WIDA Online Screener, he/she is not considered English proficient and is enrolled in the EL Program. If a student scores 4.5 or above he/she is deemed initially fully English proficient (IFEP) and is not enrolled in the EL Program.

When a student with a home language other than English transfers to a member district from another school district within the U.S, the school and/or NKCES EL Program Consultant examines the student's previous school records for evidence of enrollment in an EL program or documentation that the student has exited an EL program. When previous school records do not contain the necessary information, an NKCES EL Program Consultant administers the KW-APT or WIDA Online Screener to determine EL status and program placement.

Student eligibility for placement in the EL Program is not based on immigration status and districts are in fact prohibited from inquiring about the immigration status of a student or family. The U.S. Supreme Court ruled in *Plyler v. Doe* that public schools may not require social security numbers from all students as this may expose undocumented status. Students are also not required to show an original birth certificate for enrollment. "Other reliable proof" such as a baptismal certificate, family bible with dutiful records, or an affidavit would suffice in place of the birth certificate. Kentucky Department of Education Guidance on Student Identification Requirements for Initial Enrollment was released in November, 2009 and further clarifies the information public schools may legally require or request of first-time enrollees.

III. TITLE III SUBGRANT NARRATIVE QUESTIONS AND EL PROCEDURES

1. Explain how the district/consortium core language instruction educational program (LIEP) serves the English learner (EL) program and meets the civil rights requirements of ELs before receiving Title III funds. (include staffing, type of services, funding, and resources)

The NKCES Title III Consortium ensures that ELs can participate meaningfully and equally in educational programs and services. The EL Consultants use the students' Home Language Surveys to identify potential EL students using the SEA criteria. The consultants and/or district EL staff use and provide trainings for content teachers on research-based sheltered language instruction with English Learners. The EL Program Consultants and district staff work to ensure that EL students in each district have equal opportunities to meaningfully participate in all curricular and extracurricular activities. They also work to avoid unnecessary segregation of EL students. Additionally, they work with content teachers to meet the needs of EL students who opt out of language assistance programs by using sheltered language strategies in their classrooms.

The consultants also ensure that EL students suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner using culturally and linguistically appropriate measures. They also work with districts to monitor and evaluate EL students and use SEA criteria to exit EL students from the EL Program. The effectiveness of the district's language assistance program is evaluated through monitoring EL students' ACCESS data, K-PREP scores, and other district measures, student grades, K-PREP, STAR, MAP, DIBELS, and RTI data.

To provide support to member districts, the NKCES Title III Consortium employs two EL Program Consultants. One consultant is funded solely with local funds, and the second consultant is funded by a combination of local funds from the districts and Title III funds. Both consultants have ESL Certification in Kentucky. The consultants fill a variety of roles including, but not limited to, assessing students, developing Program Service Plans, providing direct services to students, collaborating with classroom teachers, providing professional development, monitoring exited students, and assisting Title III Directors with program planning and reporting. The consultants regularly participate in professional development opportunities to expand their expertise in the field. Additionally, the districts with larger EL student populations employ additional EL teachers and/or EL instructional assistants who meet with the EL program consultants to develop the EL instructional program. The districts use their own personnel and/or hire interpreters as needed to ensure parent communication.

2. Provide a description of the effective programs and allowable activities that will be provided with Title III funds. Provide details on how these Title III activities will supplement the core LIEP.

0110, 0211, 0222, 0231, 0233, 0253, 0260, 0294- To provide support to member districts, the NKCES Title III consortium employs two EL Program Consultants. One consultant is funded by a combination of local funds and Title III funds, and the second consultant is funded solely by local funds. Both consultants have ESL Certification in Kentucky. The consultants regularly participate in professional development opportunities to expand their expertise in the field. The consultants are not administrators. They are experienced teachers working as consultants, and are paid as teachers according to the NKCES teacher salary schedule.

0338- In October, EL teachers, classroom teachers, and/or the NKCES consultants will attend KYTESOL. NKCES will pay for their registration using Title III funds. The EL teachers, classroom teachers and NKCES consultant who attend will bring back information from the conference to present to their staff to help increase the English proficiency levels of the EL students.

The EL Program will also offer the following PD sessions throughout the school year:

Supporting ELs through Lesson Planning

In this module, participants will learn how to prepare sheltered instruction lessons for English Learners of all ages and at varying levels of language proficiency. We will explore methods of increasing students' academic language vocabulary use. Participants will learn how to support students by writing language objectives to support their content objectives. We will also develop lesson planning techniques to incorporate listening, speaking, reading, and writing skills. Participants will hone their skills by developing and sharing a lesson in Google Classroom, and will give and receive feedback from other participants to enhance and extend the experience.

Increasing ELs' Comprehension

In this module, participants will discover ways to build on students' background knowledge and to connect new concepts to prior learning in order to enhance student learning. We will also discuss various methods for improving students' vocabulary knowledge. Participants will learn ways to increase students' understanding by using appropriate speech, providing clear explanations, and using other strategies to clarify students' understanding of new concepts.

Strategies for Engaging ELs in Instruction

In this module, participants will explore ways to increase EL students' engagement. We will discuss scaffolding techniques to support students' learning, learning strategies, and methods to encourage higher order thinking skills. Participants will also develop strategies to promote and enhance classroom interaction and discussion. We will also discuss using grouping configurations, wait time, and students' native languages to improve EL student engagement.

Strategies for Increasing ELs' Achievement

In this module, participants will discover methods to promote EL students' achievement. Some of these methods include the use of hands-on materials and manipulatives, activities that help students apply new concepts, and the integration of language skills. We will also explore ways to review vocabulary and content concepts, providing students with ongoing feedback, and methods of assessment to promote student achievement.

0643- A resource library is located within the NKCES EL Program Consultant's office. The materials are available for loan to any school district. Local funds and Title III funds enable the consultant to continually add a variety of resources to the library that enhance learning for both students and teachers. One example is Oxford Picture Dictionaries that help develop the students' English language skills. We will also be purchasing additional teacher resources, such as SIOP texts, to support our PD offerings.

0735- NKCES also purchases computer programs such as Learning A-Z, BrainPop, and Quizlet for the consultants and teachers to use with EL students to help develop language acquisition.

0913- The NKCES EL Program Consultant is housed at NKCES. The indirect costs cover grant administration.

3. Explain how the progress of the Title III funded activities will be monitored.

The NKCES EL Program Consultant is monitored by the NKCES director through daily interactions and through district feedback. Feedback is requested throughout the year and by a survey at the end of the school year. The progress from PDs that are paid for by the subgrant are monitored by the NKCES EL Program Consultant and Title III Directors through evaluations, observations, and student achievement data. Depending on the type of resource purchased for the resource library, data is collected and monitored by the teacher, district, or EL program consultant. Informal monitoring also takes place when the Title III Director, classroom teachers and/or EL teachers use ACCESS and student achievement data as they make program decisions and plan instruction for the ELs.

4. At the culmination of these activities, how will the impact on English language development be evaluated? What student performance data will be used to evaluate supplemental program? What steps will be taken to ensure continuous improvement of ELs? What stakeholders are involved in evaluation of the program?

Impact on English language development will be evaluated by the districts through student achievement data (such as student grades, K-PREP, STAR, MAP, DIBELS, and RTI data) and ACCESS scores. The EL Program Consultants, Title III Directors, classroom teachers, and/or EL teachers use district data to identify strengths and weaknesses of the EL program in relation to English language development and decide which program enhancements and/or changes are needed. Student achievement data is also used to evaluate the effectiveness of the resources from the resource library to make decisions on what should be added the next school year to enhance language development.

5. How are equitable services being provided to private schools? If there are no private school participants, please indicate in the box below.

The public school districts served by the EL Program at NKCES reach out to the private schools in their district boundaries to inform them that the EL Program Consultants are available to them for consultation. Private school staff are also welcome to attend the PD offered by the EL Program at NKCES.

6. Provide a description of the administrative activities supported with Title III-A funds. (Note that administrative funds are capped at 2% for direct costs. Administrative costs are associated with the overall project management and administration and which are not directly related to the provision of services to participants or otherwise allocable to the program cost objectives/categories).

The EL Program is housed at NKCES. The EL Program receives support from NKCES, such as procurement, billing, and administrative oversight.

7. Indicate the district plan for EL parent, family and community engagement. Indicate the amount of Title III funds allocated for parent engagement activities.

Our larger districts host programs such as "Breakfast and Books" which invites EL students to bring their parents to share breakfast and literacy activities. All of our districts strive to include EL students and their families in Title I family engagement activities.

We will share resources from "A Guide for Engaging ELL Families: Twenty Strategies for School Leaders" by Lydia Breiseth from Colorín Colorado with the Title III Directors of each district. We will work with each district to implement strategies that are most effective for their EL populations. The EL Program will also purchase literature in the students' home languages and/or English based on each family's preference and will send these home, as well as informing the families of the importance of reading with their children. The EL Program will spend approximately 5% of the Title III budget on family literacy resources.

8. Describe how WIDA ELD Standards and Kentucky Core Academic Standards will be implemented in all classrooms to improve instruction for ELs.

Teachers with ELs base their learning targets off the Kentucky Core Academic Standards and the WIDA ELD Standards and Can Do Descriptors. The WIDA ELD Standards, Can Do Descriptors, and Kentucky Core Academic Standards drive instruction and are used to develop the appropriate assessments based on the EL student's level of language proficiency.

9. Describe the process and notification procedures used to ensure parents of ELs and community members play a role in program decisions and receive appropriate notice of school activities.

Parents of ELs are notified of their child's placement in the EL program within 30 days at the beginning of the school year and within two weeks during the school year. Member districts use a variety of measures to notify parents, including individual Program Services Plans meetings, group EL parent nights and written notification. Title III parent notification requirements are contained within the Program Services Plan. ACCESS results are shared with parents through the ACCESS parent/guardian reports and translated reports. Students' progress on the ACCESS assessment is again shared with parents through Program Services Plan meetings, group EL parent nights and/or written notification.

Parents and community members are invited to play a role in program decisions through parent teacher nights and PSP meetings. When needed, member districts employ bilingual staff to assist with parent communication.

NKCES Title III member districts work to ensure that ELs have equal access to other school district programs. Member districts use interpreters and translated documents to notify parents of school activities, extracurricular and non-academic activities, special meetings, fund raising events, etc., and are communicated to all parents, in a language they can understand.

IV. Identify the types of LEP (ESL/ELL) Professional Development activities that were offered during 2016 - 2017 School-Year - Check <u>all</u> that apply
<input checked="" type="checkbox"/> Instructional strategies for LEP (ESL/ELL) students
<input checked="" type="checkbox"/> Understanding and implementation of assessment of LEP students
<input checked="" type="checkbox"/> Understanding and implementation of ELP standards and academic content standards for LEP students
<input checked="" type="checkbox"/> Alignment of the curriculum in language instruction educational programs to ELP standards
<input type="checkbox"/> Subject matter knowledge for teachers
<input checked="" type="checkbox"/> Other (please specify)
The NKCES EL Consultants established a working relationship between the mainstream classroom teachers and EL teacher (if applicable) at the beginning of the school year. The EL Consultants provided the teachers with information regarding the students' educational and home language backgrounds, reviewed the modifications and accommodations outlined in the students' Program Services Plans (PSPs), and was available to answer any questions that the teachers had regarding implementation of the PSPs. The teachers and consultants remained in contact throughout the school year. Teachers contacted the consultants when they had questions about educational decisions regarding the EL students and the consultants contacted the teachers to ensure implementation of the PSPs and to closely monitor student progress. The NKCES EL consultants were also available to meet with mainstream teachers when needed to suggest strategies that would benefit EL students in the classroom including methods of differentiating instruction as well as appropriate accommodations and modifications.
V. Professional Development Narrative Questions
1. Review the federal requirements for use of Title III funds to provide effective professional development (PD) and provide a description of how the district's plan will use Title III funds to implement those requirements. (List the specific trainings and workshop names; consortiums should specify whether PD is done as a group or by individual districts.)
The EL Program at NKCES will offer a series of trainings based on SIOP. These sessions will include: Supporting ELs through Lesson Planning, Increasing ELs' Comprehension, Strategies for Engaging ELs in Instruction, and Strategies for Increasing ELs' Achievement. Title III funds will fund a percentage of one of the EL Program Consultant's salaries and benefits who will lead the sessions. The participants in the training sessions will be given SIOP Manuals, which will also be paid for with Title III funds.
2. How will the district ensure the PD will be of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom? (PD cannot include one-day or short-term events, unless as part of a teacher's comprehensive professional development plan that is based on a needs assessment. Documentation must be provided.)
Each of these trainings will include a face-to-face session and online follow up assignments which will be required to receive PD credit. Follow up assignments will require teachers to show evidence of implementation and reflection.
3. How will EL PD strategies and information from trainings/workshops be disseminated to all staff who serve ELs?
The EL Program Consultants meet with the teachers and staff who serve ELs regularly to share strategies and information from our trainings and workshops.
VI. Indicate the number of participants in LEP Professional Development activities (2015 - 2016):
<input checked="" type="checkbox"/> PD provided to content classroom teachers 99
<input checked="" type="checkbox"/> PD provided to LEP (ESL/ELL) classroom teachers 4
<input checked="" type="checkbox"/> PD provided to principals 17
<input checked="" type="checkbox"/> PD provided to administrators (other than principals) 15
<input checked="" type="checkbox"/> PD provided to other school personnel (non-administrative) 7
<input checked="" type="checkbox"/> PD provided to community-based organization personnel 17
VII. Language Instruction Educational Programs
In the table below, place a check next to each type of language instruction educational programs implemented in your LEA as defined in Section 3301(8), as required by Sections 3121(a)(1), 3123(b)(1), and 3123(b)(2).
<input type="checkbox"/> Dual language
<input type="checkbox"/> Two-way immersion
<input type="checkbox"/> Transitional bilingual programs
<input type="checkbox"/> Developmental bilingual
<input type="checkbox"/> Heritage language

<input checked="" type="checkbox"/> Sheltered English Instruction
<input checked="" type="checkbox"/> Structured English Immersion
<input type="checkbox"/> Specially designed academic instruction delivered in English (SDAIE)
<input checked="" type="checkbox"/> Content-based ESL
<input checked="" type="checkbox"/> Pull-out ESL
<input checked="" type="checkbox"/> Other (explain in comment box) Consultative Support Services- NKCES Program consultant collaborates with classroom teachers and EL teachers.
VIII. EL Program Exit
ELs who have attained a score of 4.5 or higher Overall Composite Proficiency Level on ACCESS 2.0 in the 1st grade or above will be considered English language proficient (ELP) and will exit the EL program.
IX. Monitoring of RFEP Students
<p>In compliance with Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA), the English Learner Program or the district will monitor the academic progress of former English learners (EL) students who have been re-designated fully English proficient (RFEP). The students must be monitored for four years after exiting from a language instruction program [Title III of Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) Section 3121(a)(5)].</p> <p>Monitoring will ensure that RFEP students are able to participate meaningfully in the regular classroom. After students have exited an EL program, the English Learner Program or the districts will monitor the academic progress of exited EL students to ensure that:</p> <ul style="list-style-type: none"> • students were not prematurely exited; • any academic deficits they experienced as a result of participation in the EL program have been alleviated; • students are successfully participating in the regular academic program comparable to their never-EL peers. <p>Designated instructional staff will formally monitor the RFEP student's academic performance regularly. The information must be documented in the student's records. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services will be made available to the student.</p> <p>If a district's monitoring of exited EL student indicates that a persistent language barrier may be the cause of academic difficulty, the district will re-assess the student with a valid and reliable, grade-appropriate English language proficiency test such as the WIDA MODEL to determine if there persist to be an English proficiency issue and must offer additional language assistance services where needed to meet its civil rights obligations.</p> <p>The district will collect data on the academic performance of RFEP students for the duration of the four year period. The sources of information collected may include:</p> <ul style="list-style-type: none"> • records on length of time from entry in a US English speaking school to exit from EL programs; • performance on standardized achievement tests; • grades in content area classes; • Grade Point Averages (GPAs); • teacher observations; • parent observations and/or feedback; • meeting promotion and graduation requirements; and/or • graduation rates. <p>As required by Title III of the ESEA as amended by the ESSA [Section 3121(a)(5)], districts will report on the number and percentage of ELs meeting the State academic standards for four years after students are no longer receiving Title III services. The data will include results on content assessments for reading/language arts, mathematics, and science and will be disaggregated by English learners with disabilities.</p>

X. OCR Assurances

1. All students/parents/guardians are administered the Home Language Survey (HLS) at enrollment. This survey is kept in the student's cumulative folder.
2. All students who could potentially be identified as EL are screened with the W-APT for identification as EL [KW-APT for K and 1st semester 1st grade students and WIDA Online Screener for second semester 1st grade students through grade 12 as of 7/2017].
3. EL parents of students are identified and served through translation or interpretation as needed.
4. Students who are identified as EL will receive English learner (EL) services that are educationally sound in theory and effective in practice whether or not the district is receiving Title III funds.
5. All teachers of EL students are providing accommodations as required to make academic (KCAS) and ELD standards accessible.
6. For EL students whose parents/guardians have declined EL services, the EL services are provided through the regular academic classrooms/teachers.
7. Students are not retained in grade levels or classes if language acquisition has any part in the decision for retention.
8. All students are receiving culturally appropriate and culturally sensitive instruction in all classes.
9. Students are exited using accepted SEA criteria.
10. Exited students are monitored for a minimum of 2 years [4 years as of 8/2017]. Assistance is provided to monitored students who are not making adequate progress.
11. EL students are eligible for all school and extra-curricular programs.
12. All ELs are age appropriate for the grade level in which they are placed.

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