KANSAS ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL) BILINGUAL EDUCATION FUNDING

Q1. Why is new guidance being issued for State English to Speakers of Other Languages (ESOL) funding?

A1. New guidance is being issued in response to the need for statewide standardization and compliance regarding criteria for:

- ESOL program placement;
- Requirements for teachers and paraprofessionals providing instruction to English Language Learners (ELLs)/Limited English Proficient (LEP) students; and
- How such requirements may generate State ESOL funding.

The revised guidance should assist both school districts and state auditors in ensuring that state-funded programs for ELLs are in compliance with state and federal mandates.

Q2. What criteria qualify a student for ESOL services?

A2. To qualify as an ELL and eligibility for ESOL services, the following criteria must be met:

Step One: A language other than English must be indicated on the Home Language Survey (sample attached in Appendix A);

Step Two: If the Home Language Survey indicates a history of a language other than English, the student must be assessed for his/her English proficiency using one of the following assessments (for grades Pre-K through 12);

- The Language Assessment Scales (LAS)/LAS LINKS and Pre-LAS;
- The IDEA Proficiency Test (IPT) and Pre-IPT;
- The Language Proficiency Test Series (LPTS);
- The Kansas English Language Proficiency Assessment (KELPA) – state mandated assessment to measure annual growth; and
- The KELPA – P (for placement)

Step Three: If one of the state-approved English Language Proficiency (ELP) assessments determines the student to be limited in any domain (listening, speaking, reading, writing, or a composite of the four domains) of English proficiency, that student must receive ESOL services by a "qualified" teacher. (See Q3, Note 1 for definition of "qualified").

Q3. What criteria must be met for the <u>teacher's</u> contact hours with the ELL to generate state ESOL funding?

A3. **Step One:** The student has been identified as an ELL (See Q2).

Step Two: The student is receiving ESOL services by a qualified teacher who:

- Holds a Kansas ESOL endorsement; or
- Has a Kansas ESOL waiver; or
- Has a Kansas ESOL provisional license; or
- Has a "Teacher/District ESOL Endorsement Plan of Study" on file at the district office, assuring that the teacher will complete the ESOL endorsement within five years.

NOTE 1: Under Kansas state statute 72-9501 (f) a "qualified teacher" means a person employed by a school district for its bilingual education program who is:

- A teacher qualified to instruct limited English proficient pupils as determined by standards established by the Kansas State Board of Education (KSBE) and who is so certified and endorsed by the KSBE; or
- A paraprofessional qualified to assist certified teachers in the instruction of limited English proficient pupils as determined by standards established by the KSBE and who is so approved by the KSBE.

NOTE 2: Effective school year 2007-2008: Teachers assigned to teach the subject *ESOL* (not content classroom teachers with ELLs in their classes) who are not yet fully ESOL endorsed must hold a waiver or provisional ESOL endorsement in order for the FTEs to generate state funding AND to be appropriately licensed to meet QPA Quality Criteria #5.

NOTE 3: Content classroom teachers who are serving ELLs in their classes, who are not yet ESOL endorsed, do not need to possess a waiver/provisional ESOL endorsement to generate State ESOL funding. Instead, the content classroom teacher must either hold an ESOL endorsement or have a "Teacher/District ESOL Endorsement Plan of Study" on file at the district office for Full Time Equivalent (FTEs) to generate State ESOL funds.

Q4. What criteria must be met for the <u>paraprofessional's</u> contact hours with the ELL to generate State ESOL funding?

A4. The student is receiving services from a paraprofessional under the direct supervision of an ESOL teacher meeting one of the criteria listed in A3.

The guidelines for counting FTEs of paraprofessionals working with ELLs under direct supervision include:

- The supervising teacher must not supervise more than five paraprofessionals per year.
- Paraprofessionals must not be:
  - Solely responsible for ESOL instructional or related service;
  - Responsible for selecting, programming, or prescribing educational activities or materials for ELLs without the supervision and guidance of the supervising teacher;
  - Solely responsible for preparing lesson plans or initiating original concept instruction; or

    - Used as substitute ESOL teachers, unless they hold the appropriate Kansas certification.

- The supervising teacher meeting the criteria under Q3 Step 2 and the paraprofessional must work in close and frequent proximity. In cases where the paraprofessional is not assigned to the same class as the teacher, frequent and productive meetings between the two individuals must occur. Frequent and productive means that the paraprofessional and the teacher are meeting at least once per week to review: lesson plans, instructional strategies, evaluation techniques, and weekly student progress. Documentation that such meetings are occurring must be kept on file and state auditors may verify that such frequent and productive meetings are occurring.

Q5. What must be included in the "Teacher/District ESOL Endorsement Plan of Study"?

A5. The classroom teacher providing instruction to ELLs must have a "Teacher/District ESOL Endorsement Plan of Study" on file at the district office in order for the FTEs between teacher and ELL to generate State ESOL funding. All of the following criteria must be met:

- The teacher has signed an agreement with the district that s/he will complete ALL ESOL endorsement coursework and obtain Kansas ESOL endorsement within five years of the time s/he began taking the coursework. This is referred to as the "Teacher/District ESOL Endorsement Plan of Study" (sample attached in Appendix B).
- Coursework completed at one of the eight Kansas universities that have approved ESOL endorsement programs, which include: Emporia State University, Fort Hays State University, Kansas University, Kansas State University, McPherson College, Newman University, Pittsburg State University, and Wichita State University OR an out-of-state institution of higher education with an ESOL program that is approved by that state's accrediting/approval authorities (questions regarding out-of-state ESOL Endorsement programs should be directed to Teacher Education and Licensure (TEAL) at KSDE). The university's "Plan of Study" must be attached to the "Teacher/District ESOL Endorsement Plan of Study" and coursework from the two "plans" must match.
- Coursework must be leading toward an ESOL endorsement, which includes coursework that addresses: cultural diversity; linguistics/language acquisition; assessment of ELLs; methods/materials for ELLs; literacy development; and an ESOL practicum.
- The teacher must make ANNUAL progress toward completion:
    - Complete all coursework in five years (from the date s/he first began an ESOL endorsement program); receive a passing score of 500 on the Praxis; and apply for/receive the ESOL endorsement from (TEAL) at KSDE.

- If the endorsement is not yet in the teacher/district's possession, a record that the teacher has APPLIED for Kansas ESOL endorsement must be on record at the district office.
- Teachers who have completed coursework but have not yet taken the Praxis will have up to one year after the completion of their last course to take the exam. The Praxis must be taken within five years of taking the first course toward endorsement.

Q6. What criteria must be met to exit an ELL from receiving ESOL services?

A6. The state criteria to exit a student from an ESOL program and, therefore, from generating State ESOL funding are as follow:

- Student scores "proficient" or "fluent" in the domains of listening, speaking, reading, and writing and "proficient" or "fluent" on the composite score) on the ELP assessments: KELPA, KELPA-P, IPT/Pre-IPT, LAS/Pre-LAS, or LPTS for two consecutive years.
- School Improvement Team (SIT) recommends that the student be exited from receiving ESOL services.

The SIT team recommendation can override the first criterion, allowing flexibility for cases in which a score of "proficient/fluent" for two consecutive years on one of the approved ELP assessments is not adequate enough data. Some students may not meet the exit criteria due to reasons that are NOT a result of limited English proficiency, such as: motivation, test anxiety, disabilities. The SIT team may decide to exit a student scoring "proficient/fluent" on the ELP assessment <u>after one year</u>.

- Also, parents at any time have the right to withdraw their child from an ESOL program, automatically "exiting" them.

(A sample exit criteria table is provided in Attachment C.)

Q7. How do districts indicate a student is an ELL?

A7. Districts enter appropriate codes in the Kansas Individual Data on Students (KIDS) database element on ESOL Participation.

Q8. How does the LEA complete an application for State ESOL funding?

A8. Districts will apply for Kansas State ESOL funds as part of the Local Consolidated Plan (LCP) Application process. The LCP Application will ask for a count of contact hours and will provide a formula for computing estimated funding. Actual funding will be determined from data entered into the KIDS database by all Kansas districts and through the audit conducted by state auditors.

Q9. How does the LEA count the Full Time Equivalent (FTE) for its ELLs?

A9. Kansas State ESOL funding provisions require districts to compute FTE enrollment in programs of ESOL education and multiply the computed enrollment by 0.395.

Q10. How are ESOL student contact hours computed?

A10. Student contact hours equal the actual number of hours that the district's ELLs receive specialized instruction. For example, if the district has five ELLs who

each receive two hours a day of specialized instruction, the district should claim a total of 10 student contact hours. In a district that mainstreams ELLs, those students should be counted as follows:

- **Full Day:** A student who spends the full school day in a classroom in which the instructor is ESOL endorsed or working toward an ESOL endorsement, and classroom course content is modified for the ELLs, will count as one FTE (6 contact hours).
- **Pullout or Other Program Model:** A student who is pulled out from the regular classroom to receive ESOL instruction will count for that portion of the day that they receive specialized ESOL instruction from qualified personnel.
- **Paraprofessional:** A student who has the support of a qualified paraprofessional, under the direct supervision of ESOL certified personnel, will count for the actual time that the paraprofessional provides specialized ESOL instructional support.

Q11. How is State ESOL funding determined?

A11. The following formula provides the basis of how the LEA determines its ESOL funding:

1 Student Contact Hours		2 Full-Time Equivalent (FTE) (Round to nearest 0.1)		3 ESOL Weighted Amount		4 Weighted FTE (Round to nearest 0.1)		5 General State Aid Per Pupil Amount		6 Total Estimated State ESOL Funding
	/ 6=		X	0.395*	=		X	$4374*	=	

*Subject to change.

Q12. What are the allowable activities for State ESOL funding?

A12. State ESOL funds can be utilized for teacher or paraprofessional salaries and benefits, instructional materials and supplies for ELLs, and professional development related to improving instruction for ELLs.

Q13. Is carryover allowed for State ESOL funding?

A13. No. Carryover is not allowed for State ESOL funds. All funds must be expended by June 30 of each year.

APPENDIX A: SAMPLE HOME LANGUAGE SURVEY

Upon enrollment, every student or parent/guardian should be given a Home Language Survey. This survey will be used to determine which students should be tested for English proficiency. **If a language other than English is marked for any of the numbers 1-4, the student must be assessed for his/her English proficiency to determine whether or not the student needs English to Speakers of Other Languages (ESOL) support services.** The assessments approved by Kansas State Department of Education to determine eligibility for ESOL services include: The Language Assessment Scales (LAS)/LAS LINKS/Pre-LAS, the IDEA Proficiency Test (IPT)/Pre-IPT, the Language Proficiency Test Series (LPTS), and the Kansas English Language Proficiency Assessment (KELPA)/KELPA-P. If a student scores below proficient/fluent in any of the language domains: listening, speaking, reading, or writing, s/he is eligible for ESOL services. Please complete one form for each child.

Student Information:

Student's Name_____ Student's Grade _____

Student's Date of Birth _____ Student's Phone Number_____

Student's Address _____

On which date did your child first enroll in school in the USA? _____

Student Language Information:

1. What language did your child first learn to speak/use?
   English _____ Spanish _____ Other (please specify) _____

2. What language does your child most often speak/use at home?
   English _____ Spanish _____ Other (please specify) _____

3. What language do you most often speak/use with your child?
   English _____ Spanish _____ Other (please specify) _____

4. What language do the adults at home most often speak/use?
   English _____ Spanish _____ Other (please specify) _____

Parent/Guardian Information:

In which language do you read/write? English ___Spanish ___

Other (please specify) _____

_____

Signature of Parent or Guardian Date

Appendix B: Sample "Teacher/District ESOL Endorsement Plan of Study"

District USD Name and Number: _____

Teacher name: _____ SS #_____
(Last) (First) (Middle)

Address:_____ Phone:_____

School of Employment:_____ Position:_____

Circle Current Degree:
None Associate's Bachelor's Master's Specialist Ph.D/Ed.D.

Current KS License Endorsement Areas: _____

Date on which ESOL Endorsement coursework began: _____

Target date to obtain ESOL Endorsement (must be no more than five years from beginning date):

_____

(Proposed) College or University of Study: _____

Plan of Study (attach official copy from university to verify + transcripts confirming completion of class)

List coursework to be completed for full endorsement				Institution	Estimated Date of Completion	Date of Completion	Office Use Only Verification of Completion Received
Course Number	Course Title	Credit Hours	Grade				

_____ _____ ___Approved ___Disapproved
Applicant's Signature Date

_____
Director/Coordinator's Signature

APPENDIX C: EXITING CRITERIA FROM AN ESOL PROGRAM

GRADES K-12: To exit a student from ESOL services (and from generating State ESOL funding), boxes 1 **OR** 2 must be checked (if only box 2 is checked, this form must be signed by all members of the SIT team with an explanation of why student is exited before meeting criterion in box 1). ***If boxes 1 and 2 are not checked, then the student can still be classified as an ELL and generate state ESOL funding (if teacher/para requirements are met).***

The state approved English Language Proficiency (ELP) assessments include: the Kansas English Language Proficiency Assessment (KELPA), the KELPA-P (for placement), the Language Assessment Scales (LAS)/LAS LINKS/Pre-LAS, the IDEA Proficiency Test (IPT)/Pre-IPT, and the Language Proficiency Test Series (LPTS).

District USD Name and Number:	Student Name:	Student Grade:	1. An English Language Proficiency (ELP) assessment determines that the student scored "proficient/fluent" in all language domains: listening, speaking, reading, and writing and "proficient/fluent" on the composite score for TWO CONSECUTIVE YEARS	2. School Improvement Team (SIT) recommendation that student be exited from ESOL services
Check box 1 OR 2 ⟶				

The SIT Team should consist of: classroom teacher, ESOL teacher, ESOL administrator (if applicable), and school principal.

Please provide an explanation of the consensus decision to exit the student before s/he met the criterion in box 1.

Signed by: _____ (classroom teacher);_____(ESOL teacher);

_____(building principal); _____(ESOL administrator)