



Title III/ESOL Update

Twyla Sprouse

September 2024

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Special Education and Title Services
Team

Title III/English for Speakers of Other
Languages (ESOL)



2024-2025 Webinar Schedule



- August 15
- September 12
- October 17
- November 14
- January 16
- February 13
- April 17
- May 15

Webinars will begin at 1:00 p.m.

Register @ www.ksdetasn.org

Any links referenced during the webinar will be included, along with the Zoom link.

Updates will be recorded and available on the TASN website.

Agenda



- English for Speakers of Other Languages (ESOL)/Bilingual Program Guidance Document
- Home Language Survey
- WIDA Alternate ACCESS Assessment for Kansas
- Additional Training Opportunities
- Reminders & Resources

English for Speakers of Other Languages (ESOL)/Bilingual Education

Program Guidance 2024-2025



Program Guidance 2024-2025



- Title III State ESOL page @ ksde.org
- <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Title-III-State-ESOL>
- Answers 19 questions regarding entrance and exit criteria, funding, teacher qualifications, and types of programs.
- Appendix with sample forms and additional information.

Updates –Exiting ESOL



- Updates:
 - Q6: What criteria must be met to exit an EL from receiving ESOL services?
 - The state English Language Proficiency Assessment (KELPA) or state alternate English Language Proficiency Assessment (WIDA Alternate ACCESS Assessment) determines that the student scored “proficient” for ONE year beginning 2017-2018. ***The WIDA Alternate ACCESS Assessment was new in 2023-2024.***
 - Parents have the right to withdraw their child from an ESOL program at any time by submitting written documentation to that effect. (Schools should provide documented consultation with parents choosing this option, ensuring that they are aware of the benefits of ESOL services before withdrawing their child.) Students withdrawn from ESOL services are not exempt from taking the annual Kansas English Language Proficiency Assessment (KELPA) or WIDA Alternate ACCESS Assessment.

Non-Regulatory Guidance



- English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)
- E-6. May the parent of a child who is identified as an EL, decline to enroll in, or have the student removed from, the LIEP (Language Instruction Educational Programs)? Yes. As explained in question E-5, each LEA must provide written notification to parents of ELs of, among other things, information pertaining to the right of parents to have their child removed from the LIEP or to decline to enroll in such program. (ESEA 1112(e)(3)(A)(viii)). Under Title VI and the EEOA, a parent's decision to opt out of a program for ELs must be knowing and voluntary, and an LEA may not recommend that parents decline all or some services within a program for ELs for any reason. Note, however, that if an EL is not participating in the LIEP, the LEA still has the obligation under Title VI and EEOA to take "affirmative steps" and "appropriate action" to provide the student with access to its educational programs. The English language and other academic needs of such an EL student must still be met."

Non-Regulatory Guidance Continued



- English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)
- **E-6 response continued:** In addition, the ESEA requires that the LEA still must assess all ELs using the annual English language proficiency assessment, including those students whose parents have declined to enroll them in, or had them removed from, LIEPs. *All* ELs enrolled in schools served by the State must be assessed annually using the State's English language proficiency assessment. (ESEA Section 111(b)(2)(G), emphasis added). State or district assessment policies, if they include a right to opt a child out of assessments, do not override or diminish the LEA's obligation to assess 100 percent of ELs using the annual English language proficiency assessment.

Non-Regulatory Guidance Access



- English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)
- The document may be accessed at the following link:
 - <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidenglishlearners92016.pdf>

Home Language Survey



When is the HLS completed?



- Completed when a student is **new** to the district.
- The HLS does not need to be completed each year for returning students.
- Many student information systems either require or allow parents to review the HLS information during enrollment.
- Should a parent make a change on the answer to question(s) 1-4 with a language other than English, screening would be required.

Entrance via BLT or SIT Team Decision



- In the Program Guidance document, page 2, Q2, NOTE 2: “The Building Leadership Team/Student Improvement Team recommendation can override the first criterion of the Home Language Survey. Student **entrance** into the program through this team decision would generate ESOL/Bilingual funding as long as the student is not proficient in English.”
- “In order to generate ESOL/Bilingual funding the HLS (Home Language Survey) must be dated on or before September 20 count day.”

What is the process?



- Communicate with the Building Leadership Team and/or Student Improvement Team when student concerns arise.
 - In this example, the answer to question(s) 1-4 on the HLS is English.
- A team decision would be followed with screening to determine whether student is proficient or not proficient.
- Follow next steps if not proficient.
- After communication with the parent, the Home Language Survey would be updated for accuracy and auditing purposes.

WIDA Alternate ACCESS English Language Proficiency (ELP) Assessment



WIDA Alternate ACCESS ELP for Students with a Most Significant Cognitive Disability



Student has a home language survey indicating language other than English and DLM eligible



Will take place February 3-March 14, 2025, for students in Kdg-12th grade



Paper format, not computer based



Students must have a most significant cognitive disability, most significant deficits in adaptive behavior, and are an English Language learner



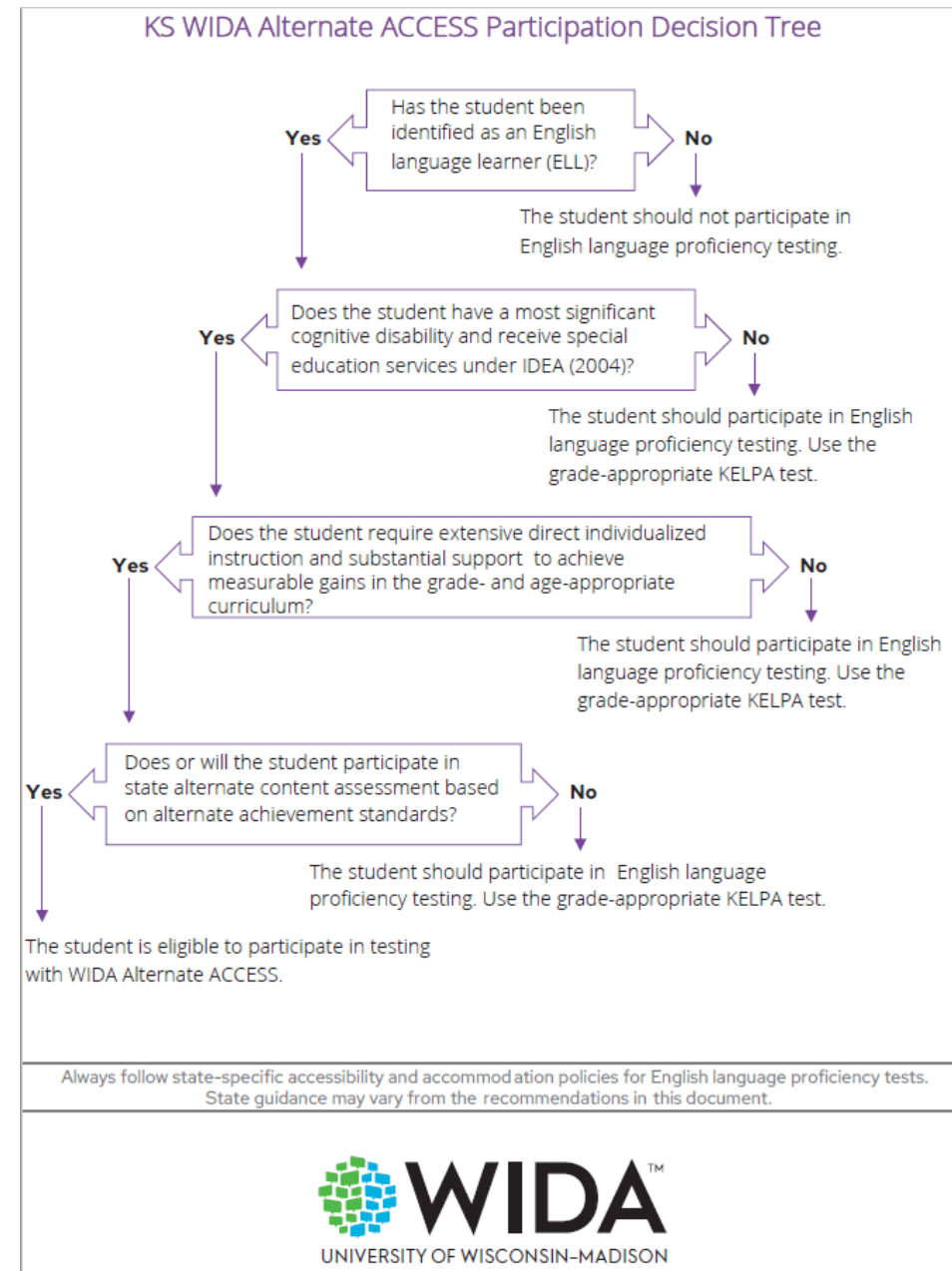
Use the same criteria as DLM and the alt early literacy screener to identify which students need the Alt ACCESS



Tests students' English Proficiency in the four domains: listening, reading, speaking, and writing



KS WIDA Alternate ACCESS Participation Decision Tree



When is the test window?

- The Alternate Access assessment window is the same as the KELPA window:
 - February 3rd– March 14th
- For English Learners with a most significant cognitive disability.



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Is training required for test administration?

- Yes!
- Test administration training is required every year.
- There are 4 modules to complete and one quiz that must be passed.
- Approximately one hour to complete.
- Alt ACCESS new test administrator webinar- November 19th.



Need Access?

- Contact Chelsea Pelfrey for access to the WIDA Secure Portal or DRC Insight/WIDA AMS.
- Chelsea Pelfrey
Assessment Coordinator
Career, Standards and Assessment Services
(785) 296-0040
cpelfrey@ksde.org
- All other test administration questions?
Contact Cary Rogers.



2024 Score Reports

- Available Sept 24 on WIDA AMS (printed 10/14 - mailed).
- 5 different performance levels.
- 2 versions of student score reports:
 - Educators.
 - Families – 49 different languages.
- Interpretive guide – now available on DRC Insight/WIDA AMS.
- Understanding your child's scores flyer – DRC Insight/WIDA AMS – 16 languages.



Proficient Students

- Students with an overall proficiency of 4 or 5.
- Move to transitional (Field D43 in KIDS would be a 7). Field D44, the Language Instruction Education Program type is > 0. ESOL student, funding continues for 1 year, followed by two years of monitoring.
- Move to monitored (Field D43 in KIDS would be an 8). Field D44, the Language Instruction Education Program type is 00. Not an ESOL student, no funding, and monitored for two years.
- Transitional and monitored students do not take the KELPA or WIDA Alternate ACCESS Assessment.
- EOYA – exit and move to transitional or monitored.



Contact Information



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The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.



Additional Training Opportunities

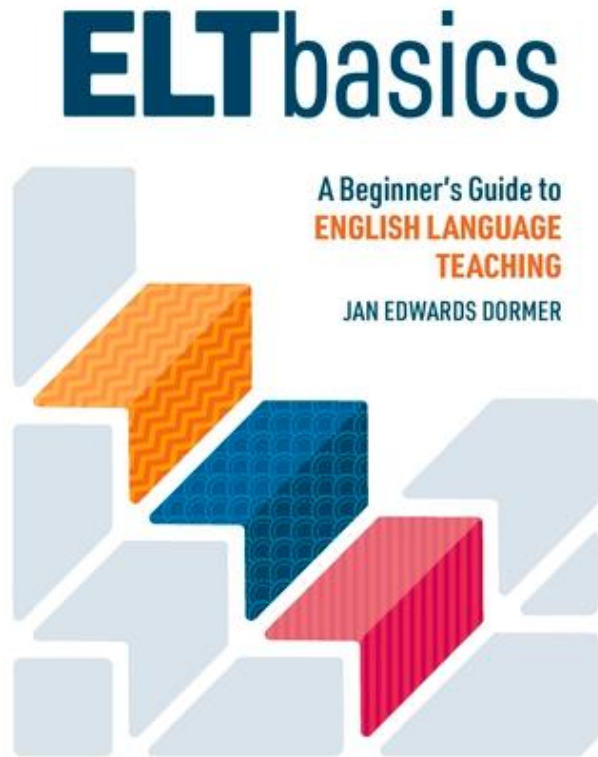


Webinar



- DTC Virtual Training Webinar
 - Kansas District Test Coordinators (DTCs), Building Test Coordinators (BTCs), and Technology Coordinators are invited to join monthly training webinars.
 - September 17th, at 1:00 p.m.
 - Topics: General KAP updates, KELPA updates/KELPA screener, KITE technology updates, DLM reminders, and ACT information.
 - [DTC Virtual Training | Kansas Assessment Program \(ksassessments.org\)](#)
 - Educators > KELPA > View Resources > Training Tab
 - <https://ksassessments.org/dtc-virtual-training>

ELT Basics: A Beginner's Guide to English Language Teaching

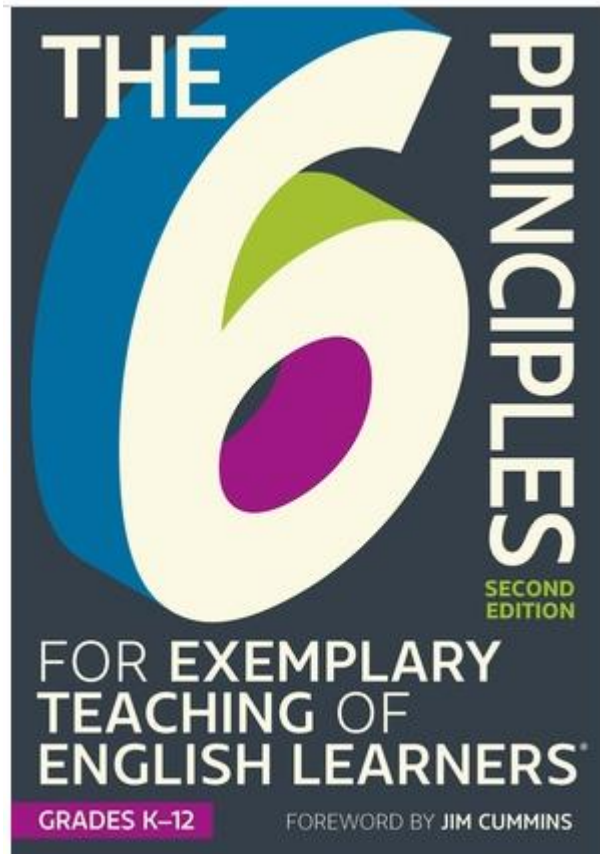


The book may be used to assist ESOL teachers and general education teachers in understanding language acquisition; planning, teaching, and assessing English language lessons; and using evidence-based skills and activities.

Dormer, J. (2023) *ELT Basics: A beginner's guide to English language teaching*. Alexandria, VA: TESOL International Association.

ELT Basics: A Beginner's Guide to English Language Teaching is being shared as a resource only.

The 6 Principles for Exemplary Teaching of English Learners: Grades K-12



<https://www.the6principles.org/>

TESOL International Association. (2024). The 6 Principles for exemplary teaching of English learners: Grades K-12 (2nd ed.). TESOL Press.

The 6 Principles for Exemplary Teaching of English Learners: Grades K-12 is being shared as a resource only.

1. Know your learners.



Teachers learn basic information about their students' families, languages, cultures, and educational backgrounds to engage them in the classrooms and prepare and deliver lessons more effectively.

2. Create conditions for language learning.



Teachers create a classroom culture that will ensure that students feel comfortable in the class. They make decisions regarding the physical environment, the materials, and the social integration of students to promote language learning.

3. Design high-quality lessons for language development.



Teachers plan meaningful lessons that promote language learning and help students develop learning strategies and critical thinking skills. These lessons evolve from the learning objectives.

4. Adapt lesson delivery as needed.



Teachers continually assess as they teach—observing and reflecting learners’ responses to determine whether the students are reaching the learning objectives. If students struggle or are not challenged enough, teachers consider the possible reasons and adjust their lessons.

5. Monitor and assess student language development.



Language learners learn at different rates, so teachers regularly monitor and assess their language development in order to advance their learning efficiently. Teachers also gather data to measure student language growth.

6. Engage and collaborate within a community of practice.



Teachers collaborate with others in the profession to provide the best support for their learners with respect to programming, instruction, and advocacy. They also continue their own professional learning.

Reminders & Resources



Reminders



- If a student is enrolled on the **first day** of school, screening must be completed within **30 days**. If a student enrolls **after the first day** of school, screening must be completed within **2 weeks**.
- Complete an Individual Learning Plan (ILP) for all English Learners.
- Complete the *ESL Contact Time Calculator*.
 - <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing>
- Contact hours will be calculated using contact hours the week of the September 20th count day.
- The next webinar date is October 17th. Please register @ www.ksdetasn.org

Resources



- 2024-2025 Kansas Assessment Program Overview
- https://ksassessments.org/sites/default/files/documents/2024-25_Kansas_Assessments_Overview_Calendar.pdf
- Lessons from the Field Webinar Series:
- *Welcoming Newcomer Students 3/13/2024*
- [Lessons from the Field Webinar - Welcoming Newcomer Students | National Center on Safe Supportive Learning Environments \(NCSSLE\) \(ed.gov\)](#)
- *Supporting Newcomer Students 9/6/2023*
- [Lessons from the Field Webinar - Supporting Newcomer Students | National Center on Safe Supportive Learning Environments \(NCSSLE\) \(ed.gov\)](#)
- Plyler v. Doe [457 W.S. 202(1982)] Reference
- <https://www.idra.org/resource-center/immigrant-students-rights-to-attend-public-schools-2/>

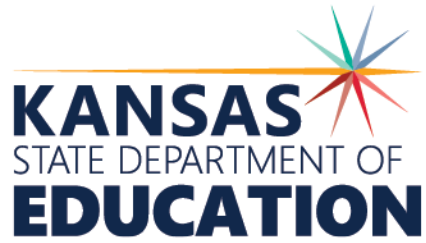
Links to Toolkits



- Newcomer Toolkit
- https://ncela.ed.gov/sites/default/files/2023-06/NewcomerToolkit-06222023-508_OELA.pdf

- English Learner Toolkit
- https://ncela.ed.gov/sites/default/files/legacy/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf

- English Learner Family Toolkit (Available to download in English, Arabic, Chinese, Spanish)
- <https://ncela.ed.gov/educator-support/toolkits/family-toolkit>



**Thank you for attending!
I look forward to your questions,
comments, and feedback on the
survey.**

Contact Information for Questions



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