

Title III Roadshow- Compliance in ESL

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Agenda

- Welcome
- Common Monitoring Findings
- Required Training
- Reclassification
- Individual Learning Plans (ILPs)
- Break
- Schedules
- Identification
- Ratio
- Lunch
- Translation
- Family Engagement
- Waivers
- Consolidated Funding Application (CFA) & Spending
- Q & A



Results-Based Monitoring Findings

A yellow school bus is parked on a paved surface, partially visible on the left side of the slide. The bus has a license plate that reads "9-6F" and a phone number "733-2893" on its side. The background shows a building and some trees.

Monitoring

- Federal laws
- State laws
- State policy

Common Corrections

- Required Trainings
- Reclassification
- ILPs
- Schedules
- Identification
- Ratio



Common Findings

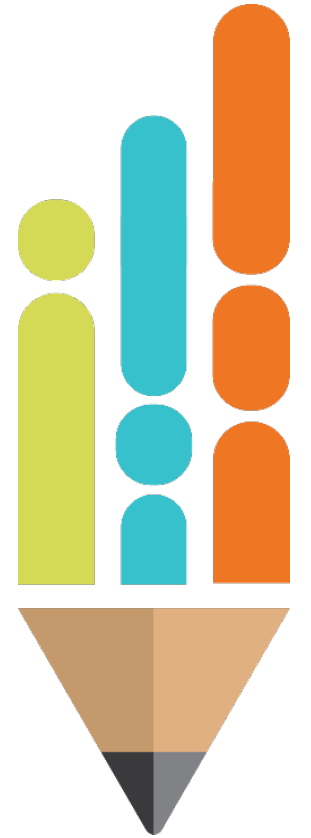
- Translation



Required Trainings

Required Training for All Teachers Who Provide Direct or Indirect ESL Services

- Tennessee English language development (ELD) standards
- Appropriate ESL instructional methods to use with grade-level academic content standards in English language arts, mathematics, science, and social studies
- English language acquisition training for general education teachers to understand the process of acquiring a second or subsequent language
- Strategies for collaboration between teachers serving EL students so that ILPs are developed and implemented by all educators
- Requirements regarding ILP development and implementation



Discussion

- Discuss with a neighbor how you are delivering training to:
 - Teachers who start at the beginning of the school year
 - Teachers who may be hired after the beginning of the school year
- Discuss how your LEA is training ESL teachers on a permit or waiver.

Reclassification

Reclassification Procedure

- If a Transitional EL demonstrates difficulty in the general education classroom or fails to meet ILP benchmarks, academic interventions should be provided by a general classroom teacher or a teacher with an ESL endorsement.
- Each LEA shall have a written reclassification procedure to be used for exited ELs who require reentry if academic or non-academic interventions are unsuccessful.
 - Must include parent consent.



Discussion

- Talk to a neighbor and discuss the data and interventions in your reclassification procedure.

Individual Learning Plans

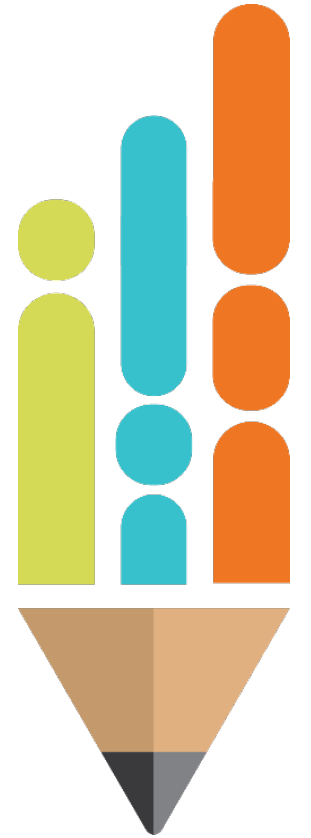
ILP missing items

- Missing career readiness goals
- Missing goals
- PII



ILP Requirements

- Assessment Data- English Language Proficiency Assessment
- Relevant demographic data, including years of ESL service, Long Term English Learner status, additional services (RTI, IEP, etc.)
- Data from other assessments may be included (TCAP, benchmarks, URS)
- Strategies, accommodations, and scaffolding that provide access to instruction (as decided by the ILP team)
- Short-term goals in each of the four domains
- Growth trajectories based on individual student data



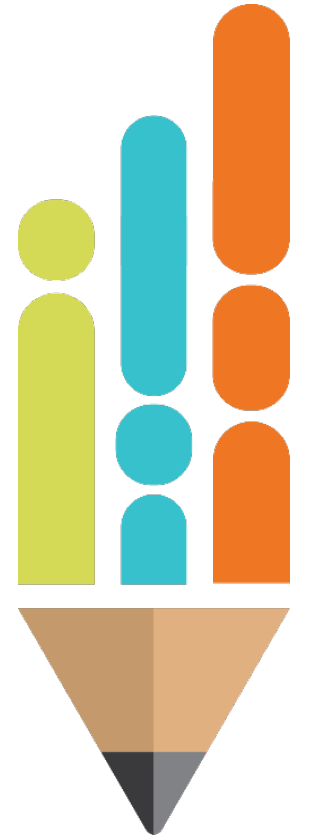
ILP Requirements Grade Specific

- **K-Grade 3:** Direct ESL Services and language focused supports that provide access to classroom instruction aligned to grade-level academic standards
- **Grades 4-12:** Direct ESL Services and language, academic, and career-readiness supports that provide access to classroom instruction aligned to grade-level academic standards



ILP Requirements for Transitional Students

- Outline services in accordance with Transitional EL status and needs
- Relevant demographic data including years of ESL service, Long Term English Learner status, additional services (RTI, IEP, etc.)
- Data from other assessments may be included (TCAP, benchmarks, URS)
- Short-term academic goals
- Career readiness for grades 4-12
- Scaffolds for access to instruction for grades K-12



Practice

- Find the errors with the ILPs





Break

Schedules

Schedule Issues

- Co-teaching with no co-planning
- ESL during RTI with no other alternative
- Tailored services criteria
- Students with disabilities not having access to both

Elementary School

- Minimum of one (1) hour of Direct ESL Service per school day from teacher who holds an ESL endorsement until student achieves a qualifying score for exit or a qualifying score for tailored services.

Middle School and High School

- Minimum of one (1) hour of Direct ESL Service per school day
- OR**
- The equivalent of one full-class period of at least 45 minutes in duration per school day
- Until student achieves qualifying score for exit or qualifying score for tailored services

Practice

- Review the schedules provided and find any mistakes.

Identification



Home Language Survey (HLS) Procedures

- Multiple copies in files
- No copies in file

Home Language Survey (HLS)

- **Two step process:**
- **STEP 1)** Each LEA and public charter school shall administer a HLS to identify Non-English Language Background (NELB) students.
 - Questions required:
 - The first language the student learned to speak,
 - The language the student speaks most often at home; and
 - The language that is most often spoken to the student at home.
 - If a language other than English is listed for any of the HLS questions, the student shall be classified as a NELB student.
 - Parents or guardians shall be interviewed to clarify any discrepancies in the HLS.



HLS continued

- **An HLS should be completed only once in a student’s educational career.**
- If the student has previously attended another LEA, the receiving school or LEA shall attempt to obtain the original HLS from the sending LEA.
- If the receiving LEA cannot obtain the original HLS after reasonable attempts to do so, it may re-administer the HLS but shall mark it as a secondary HLS.
- If the original HLS is found, it shall replace the secondary HLS in the student’s file.



HLS continued

- **STEP 2)** LEAs shall screen all NELB students with a Department of Education-approved English language proficiency screener unless an NELB student has documentation from a previous state or LEA that he or she met the definition of Fluent English Proficient on the Department-adopted screener.
 - Must be completed within thirty (30) days of initial enrollment.



Discussion

- How are you training your office staff?
- What additional interview questions does your LEA ask families if there are discrepancies?

Ratio

Staffing Ratios

- LEAs shall
 - Provide adequate ESL staff to implement the chosen service model effectively
 - Adequately staff their ESL programs to meet state and federal requirements
 - Including having sufficient staff to ensure meaningful communication to parents or guardians, to identify ELs, and to monitor transitional ELs.
- ESL class sizes shall not exceed state-mandated grade-level class size requirements.
- The LEA-wide ESL program staffing ratio shall be based on an average of no more than thirty-five (35) identified EL students per FTE ESL teacher unless an alternate staffing ratio is approved by the department.





Lunch

Translation/Interpretation

Electronic Translation

- Google Translate
- Microsoft Translate
- Reverso
- Parent Square
- Boostlingo

- Any type of electronic or artificial intelligence translation **MUST** be verified for accuracy by someone who has fluency in both languages and can attest that the translation is accurate and conveys the intended message of the original.



Family, Students, Untrained Staff, or Untrained Volunteers

- Translators **MUST** be trained in FERPA
- Confidentiality
- Fluency in all 4 domains in both English and the other language
- Students should not be translating for parents or other students



Family Engagement

Discussion

- How are you engaging EL families?

Staffing Ratio Waivers

Alternate Staffing Ratios

- May only be approved when the LEA can show adequate academic growth and proficiency with the EL student population and can prove that EL students are receiving the required hours of service.
- Requests for alternate staffing ratios shall include:
 - The number of EL students served
 - The proficiency levels of EL students
 - The academic growth of EL students
 - Evidence that no school in the LEA is Additional Targeted Support and Improvement (ATSI) based on EL subgroup
 - The most recent analysis for the EL subgroup for TCAP
 - The proposed staffing ratio
 - The justification for the alternate staffing ratio

Consolidated Funding Application & Spending

Common Issues

- FTE cannot be more than headcount
- Students transported to another school for ESL services
- Title III funds can only support Ls and Ws
- Include TELLSA on how impact is measured
- Personnel Details and Budget not matching
- Budgeting unallowable items



Thank You!

Contact Info or Questions?

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