

English Learners: Addressing Unique Challenges

AchieveEnglish can help close the achievement gap faced by English Learners (ELs). ELs are part of the fastest growing segment of today's student population. Students in AchieveEnglish:

- Hone their English language fluency
- Acquire academic vocabulary
- Establish a foundation of essential knowledge
- Polish their grammar skills

AchieveEnglish is a research-based English learner program that provides comprehensive instructional resources to develop students' speaking, listening, reading, and writing skills. AchieveEnglish builds students' communication skills through explicit oral language practice and on-going rehearsal that includes reading and writing instruction and activities to advance language development and improve critical thinking skills.



Federal Programs for English Learners

The chart below explains the ESSA programs that can provide funding for **ENGLISH LEARNERS** and immigrant students, gives a brief statement of program purpose, and explains how students can be qualified for program services, providing tips as to how the funds can be effectively used, depending on the circumstances.

ESSA PROGRAM	QUALIFICATION/CONSIDERATION	DEFINITION OF NEED	TIPS
<p>TITLE III Language Instruction for English Learners and Immigrant Students</p> <p>PURPOSE To provide effective teacher and principal preparation, to identify and implement effective programs, to help EL students meet the same challenging standards as their classroom counterparts, to identify measures of English proficiency, and to provide for parent, family, and community involvement.</p>	<p>An English learner is (1) ages 4–21, (2) enrolled in an elementary or secondary school, (3) was not born in the US or whose native language is not English, and (4) whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny the individual the ability to meet challenging academic standards, achieve successfully in the classroom, or participate fully in society. Students are assessed as English learners by the LEA or by the private school through an assessment approved by the LEA.</p> <p>An immigrant child or youth is (1) ages 3–21, (2) not born in any state, and (3) has not been attending school in the US for more than 3 full academic years.</p>	<p>Private school officials, during consultation, can articulate a generate need for their students focusing on one or more of the three categories for expenditure of funds, or can focus their request on a specific group of students. For example, you might articulate a general need such as helping all students with learning to better focus in the classroom, or interacting socially responsible educational practices into the curriculum.</p> <p>Unlike Title I, Title III funds can be used to purchase materials only (including technology) as well as provide professional development, direct instruction, services to parents, etc. Also, unlike Title I, incidental benefit to non-Title III students is not prohibited, so theirs somewhat greater flexibility in the use of funds under Title III when compared to Title I.</p>	<p>Both groups are counted for the purposes of generating funds. Students eligible for generating funds and receiving services attend the school located in the LEA, whether or not they reside in that LEA.</p> <p>Private schools can first administer a PHLOTE to determine who should be assessed as an English learner.</p> <p>You may find that Title III funds are insufficient to provide all the services that this group of students needs, and can use Title IVA to extend your Title III program to serve all children with these needs.</p>
<p>TITLE I Improving the Academic Achievement of the Disadvantaged</p> <p>PURPOSE To provide high-quality supplemental instruction and to close achievement gaps.</p>	<p>Student meets definition of educational need determined through consultation and resides in a Title I attendance area.</p> <p>Title I can be conducted as a pull-out program, before or after school, during the summer, or on weekends.</p>	<p>The elements of educational need must be age-appropriate, objective and contain at least two measures defining educational need. Examples of measures defining educational need are:</p> <ul style="list-style-type: none"> • Test score at or below a cut-off percentile • In-class assessments in reading/language arts and/or math • Teacher indications of classroom/learning issues • Report card grades • Parent concerns and recommendations • Portfolio of work in class and completed at home 	<p>The definition of education need should include an indicator completed by the teacher or a parent that indicates if difficulty with English is leading to poor performance in the classroom—an underlying issue that is producing poor test scores, poor report card grades, etc.</p>

ESSA PROGRAM	QUALIFICATION/CONSIDERATION	DEFINITION OF NEED	TIPS
<p>TITLE IVA Student Support and Academic Enrichment Grants</p> <p>PURPOSE To promote access to a well-rounded education, improve conditions for student learning, and improve the use of technology for academic achievement. The three categories of uses for funds are:</p> <ol style="list-style-type: none"> 1. Well-Rounded Education 2. Safe and Healthy Students 3. Effective Use of Technology 	<p>Funds are distributed on a per-pupil basis according to the number of children attending the private school located in the LEA, regardless of where the child resides. Private school officials can request that funds be used in any of the three categories under Title IVA. There is no requirement that funds be distributed among the three categories for the private school program.</p>	<p>Private school officials, during consultation, can articulate a general need for their students focusing on one or more of the three categories for expenditure of funds, or can focus their request on a specific group of students. For example, you might articulate a general need such as helping all students with learning to better focus in the classroom, or integrating socially responsible educational practices into the curriculum. On the other hand, you may find that Title III funds are insufficient to provide all the services that this group of students needs, and can use Title IVA to extend your Title III program to serve more children with these needs.</p>	<p>English language instruction can be provided under Title IVA even if the child did not qualify under Title III. Students needing additional instruction as English learners could be considered part of the group of students in need of Title IVA services.</p> <p>The instruction would be part of the well-rounded education category of expenditures.</p>
<p>TITLE IIA Preparing, Training, and Recruiting High Quality Teachers, Principals, or Other School Leaders</p> <p>PURPOSE Commonly thought of as a the professional development title, the program funds a wide range of PD through a proportional share of the Title IIA allocation received by the LEA, based students attending the private school within the LEA regardless of where the child resides.</p>	<p>PD under Title IIA should be designed to meet the needs of the children being served. Title IIA can be tagged to support ELs and immigrant children.</p>	<p>Private school officials should present a simple professional development plan in consultation with public school officials, such as:</p> <ul style="list-style-type: none"> • Needs to be met (provide data such as student achievement data and teacher input) • Activities (workshops, conferences, trainings, coaching, etc.) • Timeline • Intended outcome • Cost 	<p>When using Title IIA for ELs and immigrant children, there is no need for the children benefiting to meet the formal definitions under Title III.</p> <p>PD can be focused on this group of Title III participating students as well as those who need extra classroom support but don't qualify or no longer qualify for services under Title III.</p>