

**PSC-ED-OUS**

**Moderator: Marco Davis**  
**March 19, 2014**  
**1:00 pm CT**

Coordinator: Welcome and thank you for standing by.

At this time, all participants are in listen-only mode.

After the presentation, we will conduct a question-and-answer session.

To ask a question, please press star and then 1.

This call is being recorded. If you have any objections, you may disconnect at this point.

Now I'll turn the meeting over to your host, Mr. Marco Davis.

Sir, you may begin.

Marco Davis: Thank you so much, (Nicole).

Welcome, everyone. My name is Marco Davis. I'm the deputy director of the White House Initiative on Educational Excellence for Hispanics.

I'm joined by several of my colleagues here at the initiative and by our presenters.

Thank you so much for joining us for our Webinar. As you know, this is part of our monthly Webinar series.

Two quick business matters I wanted to mention. One, I want to inform and remind you that, as the operator just said - well, actually before that, I want to inform and remind you that this Webinar is off the record and not intended for press purposes.

I also want to remind you that this Webinar, including the Q&A dialog, as the operator just said, is being recorded. And the recording and a transcript of the conversation, along with the slide presentations, will be posted to the initiative's Web site after the call to make the information available for anyone who was unable to join us for the live Webinar.

The agenda will go as follows. I will describe today's Webinar topic briefly and then introduce our first presenter who will speak for up to 15 minutes and then we'll have 15 minutes for Q&A with that first presenter.

Then I'll introduce our second presenter who will also speak for up to 15 minutes and then we'll open the floor again for Q&A for the remainder of the hour.

When we get to the point of opening the floor for questions, our operator, (Nicole), will come on to provide guidance on how to get into the queue for questions.

Now onto our discussion for today on English learners.

There are an estimated 4.6 million students learning English in the United States. That's the fastest-growing student population in our schools.

As a percentage of students that are enrolled in English learner courses increases, more attention will need to be directed towards these students and their unique needs in the classroom.

The US Department of Education has a number of programs and policies in place directed at this population. And that's one of the things we're going to learn about.

Our presentation will include a presentation from Francisco Lopez who works in Title III programs here at the US Department of Education and will talk about those things.

(Supreet Anand), I wanted to let all you know, who's listed originally as one of the presenters unfortunately is unable to join today. She had an emergency. We wish her well.

And then we will also hear from Jose Rodriguez who's currently the regional director of education at the National Council of La Raza. Before joining NCLR, he was an English - ESL, English as a Second Language Coordinator, in Burr County, Texas. And he's going to be sharing some of the insights he's gained during that time on some of the most effective ways to work with English learners.

So without further ado, let me turn it over to our first presenter, Francisco Lopez, from the US Department of Education.

Francisco?

Francisco Lopez: Hi. Good afternoon and thanks, everybody, for being - for having me.

So I'm just going to go ahead and get started so that we have, you know, time for questions. So you can just - you guys can go to the first slide, please.

LEP population by race/ethnicity. So I work for Title III and that is - I'll get into that detail in more in depth later. But basically it's 100% LEP population that we work with.

And if you look at the chart in front of you, a big chunk of that is, of course, Latino and Hispanic students, about 78%, and these are - our most current figures are coming from our 2011-2012 school year.

And I think that this is important to sort of contextualize the volume of the Latino that is represented within our LEP population.

As Marco said, there's about 4-1/2 million students in the US that are limited English proficient and Hispanics do constitute about 78% of them. And throughout - also throughout the presentation, I'll probably refer to LEP and EL terms interchangeably and that's because our law refers to our students as LEP, limited English proficient, while the field in some initiatives use the term EL, which are English learners. But just so you know, it's basically the same thing.

Also so that you know, the highest concentration of our Latino LEP students resides in the states of California and Texas, Florida and New York and Illinois, though there is an increasing shift particularly in the southern states.

So it's something that we're definitely paying close attention to as we look at our language programs as we monitor for Title III.

Another fun fact is that most - about 74% of all ELs are born in the US. And that's, again, our most recent figure for - from our ed fact files, which is 2011-2012.

Next slide, please.

Okay. So this is sort of the broad picture here in our OESE office. And OESE is the Office for - of Elementary and Secondary Education.

And there are several other little more than this. But these are basically the ones that serve ELs mostly.

And so you have ESEA Flexibility, which is a popular one, and how do I know? ESEA Flexibility, it's important to note that that's not really a program, per se, that the secretary's amendment to the previous NCLB and I'll go ahead and talk about that a little bit more in depth later and how that intersects with ELs.

And then there's, of course, Title III and that one is 100% dedicated to serving ELs.

Then there's the Homeless Children and Youth program, also known as McKinney-Vento program, and that one focuses on ensuring that homeless children, including preschoolers and youths, have equal access to free and appropriate public ed.

And I'm also going to go over the percentage of ELs that are present in these programs in the next slide.

There's also the Office of Migrant Ed, which is a big one, and that one makes grants to states to improve educational opportunities and academic success of migrant children, youth, agricultural workers, fishers and their families. Mostly, they provide academic and supportive services to children and families who migrate to find work in the agricultural and fishing industries.

Then there's the School Improvement Grants, which is also another popular one. And those are basically grants for districts, I'm sorry, that demonstrate the greatest need for the funds and the strongest commitment to use these funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing school. So this one focuses really on those bottom, bottom tier performing schools and it gives them a little extra money to help them, you know, create new different types of programs and interventions.

The Office of Indian Ed we work very closely with them. And the goal of that office is to support the efforts of local agencies, Indian tribes and organizations, even postsecondary institutions, to meet the unique educational and culturally related academic needs of both American-Indians and Alaska natives.

And then the newest one is the Office of Early Learning. And that principal office is charged with supporting the department's early learning initiative and their goal is essentially improving health and social/emotional and cognitive outcomes for children from birth through 3rd grade.

So in the next slide, I'll talk about briefly the figures. So you can go to the next slide, please.

Okay. So, like I said, these are our population in OESE programs. Title III again is 100% that. We are mainly - we mainly focus on - or actually only focus on LEP students.

Homeless McKinney-Vento program has 30% of its population are ELs and that is actually increasing every year substantially.

Migrant Ed program has 36% of its students categorized as LEP.

And then about 14% of all students in the SIG programs - supported by SIG are also LEP.

So again, the biggest one is Migrant after, of course, Title III. And that's no surprise.

So we - again, we try to emphasize any time we can that, you know, that state education agencies and certainly local education agencies work together or, you know, work - know that there are these programs in place that definitely can serve one or, you know, where students can be, you know, double, triple counted in these different programs and that to maximize resources that there's an awareness of how these programs work together.

Next slide, please.

Okay. So Title III. I'm going to go and describe my job in a nutshell here. So the purpose of the Title III program is to help ensure that children who are LEP, including immigrant children and youth, attain English proficiency to

develop high levels of academic attainment in English and meet the same challenging state academic content and student academic achievement centers that all children are expected to meet.

And so that is really, really the core and the focus of our program. We are - you know, our dollars are to be used to help states and districts with their program to help students meet, attain English in order to help them access the state content, reading, math, science, et cetera.

It's important to note that Title III was not waived during the shift from NCLB to ESEA Flexibility. So Title III remains 100% intact down to its accountability measures. So that said, states are still required to hold their districts accountable in all aspects of our law if they are Title III recipients.

And in terms of how this money is awarded, since we are a formula grantee in the Office of Elementary and Secondary Ed, just different from the discretionary grants like in OELA, in the Office of English Language Acquisition, all states with us who are Title III - all states are Title III recipients essentially but based on their student - on their EL student count, in turn, they have to make subgrants to districts based on their student count. So we - it's really a formula. California, I know, is the largest recipient and LA, for example, would be a big one there. And it's just based on just per people count, how many LEP students you have.

Districts must submit annual applications to their state education agency with the plan in order to receive Title III dollars.

And so to get in to just briefly about what's required of the local education agencies, basically just two things. Of course, there's a lot that comes with that but essentially, the first one is to LEAs, or local education agencies, or

school districts are charged with implementing a high quality language instructional education program. And secondly, they must offer professional development to anyone working with ELs.

We, as a program, really push that professional development be made available to all teachers and administrators since our students are present in all of our classrooms and so many times we'll see that, you know, PD is available for ESL teachers were just great. I mean, that's obviously crucial.

But the more we can message that ELs are present in every part of our schools and districts, the more I think we're able to make districts and states aware that this type of PD should be offered across the board to all teachers and, of course, the administrators.

And so if you're in a community where schools solicit community input, this should be definitely something that I would recommend that you advocate for the Latino students who are ELs.

Also, I think important to note I want to mention is that by nature, Title III is a supplemental federal grant. So what does that mean? That means that these dollars are used to be only - are only to be used in a supplemental fashion to all other federal state and local funds.

So for example, you know, for civil rights, their Title VI requires that all students are identified and served and Title I requires that all students be annually assessed on an ELP assessment. So Title III dollars can be used for anyone. You cannot use Title III dollars, for example, to identify or to serve at a basic level EL students and you certainly can't use Title III dollars to assess the students so - because those are requirements by other federal funds. Those expenses would have to, you know, be charged to those other federal funds.

And so really I would like for everyone to think of Title III as just that auxiliary sort of portion. It's basically the - actually it's more like the flame on top of the candle on top of the icing on top of the cake. It is to be used really only to aid what's already supposed to be in place based on civil rights laws.

Okay. Next slide, please.

So ESEA Flexibility. As mentioned before, this was, again, the secretary's amendment to NCLB and this was essentially in operation into first states to adopt federal programs in ways that best educate children and improve teaching and learning. That's in a very, very, very big nutshell - small nutshell, I'm sorry, what is - what this was for.

And so there are three principles that encompass flexibility packages. And I'm going to go through sort of just each one very briefly and sort of hit on the points in which I'll share are integrated.

And so in its request for flexibility, a state must provide a transition plan, and this is for Principle 1, which is college and career ready expectations for all students. And they were to implement a college and career ready standards plan and to ensure teachers that teachers are prepared to teach all students to meet these more rigorous standards. Implementing college and career ready standards means that teaching and learning align with those standards is taking place in all public schools for all students.

And so how does this affect ELs? Well, we needed to see that there were clearly articulated strategies that support English learners in reaching these new rigorous standards by building capacity and providing, of course, professional development to all teachers of English learners, which means

teachers and language instruction or education programs as well as just your regular ed elementary classroom teachers and secondary content teachers on how to support English learners in acquiring content knowledge as they develop their English language proficiency.

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Okay. So this is ESEA Flex Principle 2. And this is the requirement that we had out for state developed systems and differentiated recognition accountability and support. This is really -- and a lot of people think -- the meat of the flexibility packages. And here we require states to develop accountability systems that create incentives and provide support to close achievement gap for all subgroups of students, including especially English learners.

The second bullet point for this is - reads that we needed - they needed to provide interventions that specifically address the needs of English learners and articulate how these will help to reduce the achievement gap.

And this really, really varied from state to state because, you know, states were entitled to sort of develop their own different accountability systems and this went through peer review and through the department review. And so it's fairly - it's a fairly complicated issue to talk about in terms of, you know, trying to take a broad approach but this is basically, you know, the two main requirements that we had for them. If you have any state specific questions, I'd be - if I don't know off the top of my head, I'll be certainly happy to look that up for you.

Next slide, please.

And then the third and last principle under ESEA Flexibility was around supporting effective instruction and leadership. So this focused, of course, on teachers and administrators. And so that included systematic process to solicit input on the guidelines for evaluating teachers of ELs in our case, (unintelligible) for training and evaluating teachers and principles that address the education of ELs and details on how to include teachers of ELs in the performance rating system in a meaningful way when they meet teachers and students as part of the time, teach multiple classes, et cetera.

And so we definitely made sure also to push it to think about how to train and evaluate all teachers, not just those who only have ELs as their students and administrators, of course.

And so hopefully I'm on my 15 minutes at that point. If not, I believe we can answer - we can open it up for questions now.

Marco Davis: Yes. Thank you, Francisco. You are I think right on time. That was perfect.

Francisco Lopez: Okay.

Marco Davis: So yes, (Nicole), if you could give folks instructions on how to get into the queue to ask a question.

Hi, (Nicole), Operator?

Coordinator: Thank you.

We will now begin the question-and-answer session.

If you would like to ask a question, please press star 1. Please unmute your phone and record your name clearly when prompted. Your name is required to introduce your question.

To withdraw your request, press star 2.

One moment, please, for the first question.

Our first question is coming from Sir (James Layans).

Sir, your line is now open.

(James Layans): Yes. The question quite simply is, what is the percentage of Title I students who are EL?

Francisco Lopez: Thank you for that very, very good question. And the only reason why I wasn't able to put that up on the presentation was because we are still verifying that piece of data so I wasn't able to publicly release that. But I will definitely, you know, get back to you whether it's through Marco - I don't know how we want to do this but that is a fairly large portion -- I can say that pretty confidently -- definitely higher than the migrant at 36%, not of course 100% because, you know, not everyone in Title I schools are English language centers. But I will - once we've got that information, I will definitely share that with you. Thank you for that.

Marco Davis: Great. Let's go on to our - there you go.

Coordinator: I'm sorry. You may go ahead, sir.

Marco Davis: No, I was saying let's go on to our next question. So thank you, (Nicole).

Coordinator: All right. Once again, to ask a question, please press star 1. You will be prompted to record your name.

To withdraw your request, press star 2.

The next question is coming from Ms. (Anna Silva).

Ma'am, your line is now open.

(Anna Silva): Yes. Our question is, what is the percentage of ELs that are born in the US?

Francisco Lopez: Sure. That's - we have that at 74%.

(Anna Silva): Thank you.

Marco Davis: All right. Next question?

Coordinator: At this time, there are no further questions.

Marco Davis: All right. We'll give folks another minute in case folks want to ask a question.

I do want to draw your attention to the fact that even though (Supreet) couldn't join us, (Supreet) and Francisco's contact info is on the slide presentation. So if you have questions that come up afterwards, specifically about Title III or the English learner population, feel free obviously to reach out to them directly.

Similarly, if there are questions that are either more general or unrelated topics but might be a little different, feel free obviously to reach out to our

office. You can e-mail us at whieeh -- that stands for White House Initiative on Educational Excellence for Hispanics -- @ed.gov. It's actually the same e-mail address you used to RSVP for this call. So hopefully you still have it in your address book. Feel free to follow up with us. And again, we can connect you to the appropriate folks or try to track down the relevant information you're interested in afterwards.

(Nicole), do we have anyone who's joined the queue yet for a question?

Coordinator: Yes. We have another question coming from Ms. (Marcella Parra).

Ma'am, your line is now open.

(Marcella Parra): Yes. Thank you.

Other than Spanish, we all refer - we all think of ELs as Spanish speakers. What are the next languages that are growing of our ELL students? What are the - like, the next two largest...

Francisco Lopez: Sure. Thanks. That's a very good question. And that's information we certainly collect through our CSPR, which is the Consolidated State Performance Review. Did I get that? Yes, CSPR, sorry. We live with acronyms here.

So certainly I think - and I can't pull that off quickly but I do know that the next two would certainly be Chinese, Chinese is up there, and Vietnamese is definitely a growing one.

There are others - a few - a couple of definitely Asian languages. French I think is another one. But, again, in addition to this question about the

percentage of Title I, I would be certain in our Title I schools. I will follow up with you all and send that information out and I'll go ahead and distribute the list of the top five languages present after Spanish.

(Marcella Parra): Okay, perfect. And would you be able to maybe add more information to that and refer us to where we can get information...

Francisco Lopez: Absolutely, yes. I'll make sure to link that to the sources as well.

(Marcella Parra): No, I wanted information on nontraditional immigrants like refugees.

Francisco Lopez: Okay, yes. Yes, I can - I'll definitely look at where you would best find that information and make sure that that's distributed as well.

So you mean, I guess just so that I understand correctly, you would like to know the top - I don't know, the top five languages present in our LEP population after Spanish and then information on the refugee students?

(Marcella Parra): Yes. Who would still be considered ELs as well.

Francisco Lopez: Okay. Absolutely.

(Marcella Parra): Thank you very much.

Francisco Lopez: Yes. Absolutely.

Coordinator: Thank you.

The next question is coming from Sir (James Layans).

Sir, your line is now open.

(James Layans): Hi. Good afternoon, Francisco.

Francisco Lopez: Hi.

(James Layans): A couple of more quick questions. Number one, what proportion of the K-12 population has been designated EL? And number two, what proportion of charter school students are designated EL? A third quick question, and I think I know the answer but I'd like others to hear it from you, did the administration seek any additional funding for Title III in the upcoming budget?

Francisco Lopez: Sure. And thank you for that - for those questions.

So I'll just break it down by pieces. So the first one is the percentage of sort of all the English learners and sort of comparing that to the population at large. Is that - did I get that right?

(James Layans): Right, K-12.

Francisco Lopez: Okay. So K-12 - and again, I will - I don't want to be quoted exactly on this figure but it's between 10% to 20% I believe. I'll give you that exact figure once I run these other numbers as well. And sort of the focus - the reason I didn't include that I suppose was because I just - the focus was on the Latino students. But definitely this is an important piece and then I will follow up with that.

Percent of - percentage of charter school students. The difficulty with answering that question is that states have different ways of labeling our

charter schools. Some charter schools are considered to be independent school districts by states. Other states will look at their charter schools, if they have any, of course, because some states don't even have any charter schools, but some other states will look at their charter schools as schools within their mode - their nearest school district, right?

And so when you look at Title III and the information we collected - and this is sort of from Title III perspective, the information we collect, Title III is ultimately a school district grant. So the money essentially stops at the school district level, which means that it's difficult for us from the Title III perspective to gather the EL student numbers in terms of whether they're - if they're not in - I'm sorry. If schools - if charter schools are part a school district, we're unable to disaggregate that data at the federal level, right? So - because the numbers that we get reported come from the school district. So the school district has regular public schools and charter schools within their jurisdiction and we get that some.

We do get information definitely on charter schools that are considered to be standalone LEAs or local education agencies. And to follow up on that, I can release that information once we get that information vetted and I'll make sure to contact folks to get that information.

I know it's fairly complicated but that was - are there any followup questions to that?

(James Layans): No. If you want to get to the budget...

Francisco Lopez: Oh, right, right, right. Right, right, the budget.

So we hope for more money, right? We understand that Title III is not a big pot of money. It hovers on or around \$750 million during I think the past year. So I think there were the cut as, of course, if you want to know, there was a cut across the board. But I believe this year I think we're getting a little more. By that, I mean maybe just a dozen or so.

But I - we always, as an office, of course, advocate for more money. We don't always get it, of course, but that's where we stand and it hovers on or around \$750 million. And, of course, it's a formula. So as I mentioned briefly earlier, that is essentially divided up to - by, you know, by state according to how many LEP students you have.

Does that answer your question?

(James Layans): Yes.

Francisco Lopez: Okay.

Marco Davis: Great. We've got time for just one more question and then we'll go on to our second presentation.

So, (Nicole), if there's anyone in the queue for a question.

Coordinator: Thank you.

The next question is coming from Sir (Gary Sordem).

Sir, your line is now open.

(Gary Sordem): Yes. Does Title III have the same requirement as Title I for parent engagement? Number one. And number two, if so, is there money set aside for that?

Francisco Lopez: So yes. The short answer is the Title III funds may be used to reach out to, you know, to parents. I mean, we definitely require - one of the requirements is - I mean, the short answer that the requirement is that they notify parents if students are eligible or have been identified for services. They - you know, part of many school districts will also get really, really creative with the funds and use, you know, Title III dollars to supplement for ELs only, of course, some sort of parents - a parent night - parent-school teacher night PTA for students who are English learners. And those are all the level uses of funds in most cases.

We - it gets tricky because we have a supplement as a plant provision. We don't want school districts to subplant something that's in place for all students because they're, you know, if there are any students present that are not ELs, that would be a case of planting. But yes, we certainly encourage that outreach.

Another thing to note is another way that Title III funds are required and can be used to seek up parental engagement is by the immigrant subgrant. We do have an immigrant subgrant from Title III - from the Title III dollars and this is where states have the discretion to reserve up to 15% of their total Title III allocation and award that to school districts who see a significant increase of immigrants in their school districts.

And with that - with those funds, different from the sort of regular Title III plot, you can use these funds to, you know, open a family literacy center, reach out to, you know, kind of the refugee population, you can certainly

reach out to them, focus on their cultural needs and, you know, there's a whole list of other things that that's available in our statute.

So, you know, there are ways to definitely engage and it's really up to - it's hard to answer that because, again, it depends on how much money the state is working with, right? And, you know, how the district sees that it would best use these funds. And so, you know, of course, they have to engage the parents in terms of just making sure that they know where the students are in terms of their progress, of their English attainment and if, of course, they've been identified and how they're being served and how they can help them, of course. Yes.

(Gary Sordem): Thank you very much.

Marco Davis: Great. So we are going to move forward now to our second presentation. Thank you, everyone.

As mentioned before, again, if you had a question that you weren't able to get answered, you have Francisco's e-mail address on the slide presentation. You also can e-mail our office and we can forward it to Francisco or to the appropriate person if you're not able to get that question in later.

But now we're going to turn it over to our second presenter, Jose Rodriguez, as mentioned, is from the National Council of La Raza who has some experiences having worked as an ESL coordinator in Burr County, Texas.

So with that, take it away, Jose.

Jose Rodriguez: Good afternoon and thank you for inviting me to this Webinar.

Today I will be sharing some of the - my experiences as a former ESL coordinator and now as NCLR's regional director of education for Texas and the southwest region on effective practices in working with English language learners.

If we go to the next slide, we're going to look at some of the things that the school districts can do at the district level or also in the school level and then we're also going to take it into the classroom and to speak what that looks like.

At the district level, it's important that all key stakeholders are aware of what is being done to ensure that all English learners have access to an equitable education by including strategies in their district improvement plan or their strategic plan.

And these are things like to provide campuses with the materials to support the instruction of English learners; also to provide ongoing professional development opportunities for the teachers who serve the English learner population and, as Francisco said earlier, that this is usually all teachers and that was the case here at the school district that I work at; and also to ensure that the English proficiency standards are being implemented in the classroom; and also to continue to support not only just the campus ESL teachers but also all teachers in general with coaching on best practices.

Now if we look at the school - we go down to the school level and we need to make sure that the teachers who are servicing the EL are certified either bilingual or ESL or who have been training on - they know how to accommodate linguistically their instruction and differentiate by using different strategies. And I'm going to be talking about the different strategies in a little bit.

Again, at the school level, we need to ensure that the English proficiency standards are being implemented by the teachers and this on listening, speaking, reading and writing and that they have the necessary tools that the teachers have the time to plan, they have a common planning period and that there's some vertical and horizontal planning going on also is very essential and they need to feature the time to collaborate with one another and to see how the students are making progress.

One of the things that I had at the district level was I had an updated list that was being constantly updated of all the ELs that were in the district and I had them identified by the different subgroups like I listed - the ELs who were also special ed, Title IV, (unintelligible), migrant and we review their scores on monthly ongoing progress so that we could see how they were progressing from one level to another and that we especially focus on the long-term ELs like Francisco referred to earlier that most of the ELs are born here in the United States.

So this matrix helped me look at who the children were that we needed to spend time on and it also allowed us to see who these students were being taught by so that we could really target and focus on the professional development, all this data informed the professional development that the teachers who were serving the students were - could attend.

If we look at the next slide, now we're going to see what it looks like in the classroom.

These are some of the effective strategies for English language learners that we have used and that - these are just a few. One element is peer support and

collaboration. And I'm going to talk about each one of these strategies in a little bit.

We talk about native language support, vocabulary development, visuals and, of course, parental engagement.

Let's look at what peer support looks like in the next slide.

If we look at the next slide, peer support and collaboration, support and collaboration provides multiple opportunities for English learners to practice language outside the traditional teacher-student guidance.

Peer support strategies have been found to have potential positive effects on reading achievement for English learners. So it's important that we use peer collaborative groups in our class. And by using these peer collaborative groups that are strategically planned, this allows the teacher to move around the room and check for understanding and also to provide support to the students.

Also when the students are working together on problem solving, such as in math or science or reading, they're using the academic vocabulary that they are learning at that moment and they are practicing and explaining the concept to their peers before they present it to the teacher or to a whole group.

And through peer support and collaboration, the students help each other and they support each other in the language building. It's important that when a student is learning language that they practice using it.

And academic vocabulary is something that all students need. And this is why it's so important to build a sense of community in the classroom and that

teachers can use this peer collaboration and the group of students by their different proficiency level.

Now in the next slide, I'm going to talk about native language support.

Now native language support is where the teacher provides (unintelligible) tool in learning complex math language as well as in the other content languages. And native support can be directly provided by the teacher if the teachers are fluent in the student's native language or through peer collaboration, again, with students who speak the native language.

Now one of the first things that we need to do is to establish a classroom that values and celebrates all languages and dialects. The district where I work has - there were 35 different languages represented. So there was multiple languages being represented in the classrooms. So it was important that I found a pair for the students and that they would work together and that so they would support each other linguistically.

And also, we can also - I would also find that apparent and I would engage them and I would recruit several parents to help and to come assist and provide support in the native language that I didn't speak.

And again, peer tutoring here is important. I once saw a teacher who separated the English learners because they were talking too much during the lesson. So I had to stop and explain to her that the reason they were talking was that they were - one student was explaining the lessons to the other student so that - but they were using the native language and that was the reason why they were in class together so that they could support.

So again, it's important that we teach the teachers and we train them on the strategy of peer tutoring and collaboration.

It also ensures that you have various dictionaries in English as well as other languages in your classroom, some electronic-translating devices. Many students often bring their own translation tools or many often have an app on their phone.

And in other note also, it becomes kind of difficult when you have children who speak other languages than Spanish or the languages that are not on the top ten most common languages. And we had a group of refugees who spoke a language where we don't have dictionaries available. So we had to find another person, an adult who knew enough English to support the students.

Now the next slide I'm going to talk about vocabulary development. And it's important that we pre-teach or we highlight the vocabulary because this allows the students to acquire specialized and technical terms necessary for learning.

And in addition to the technical term, the English learners must also learn words or phrases that have different meanings and different content areas than they do in everyday life. Words with multiple meanings are especially difficult for English learners because they may have heard a word in a particular content area and now they hear it in another in a different context. And so this is going to become confusing.

For example, in a math class you may be talking about a yard as a unit of measure. But the student may have another concept of what a yard is. So it's important that as a teacher you point out that a yard is equals 3 feet and you show them a yardstick or you explain to them that it's a unit of measure so

that you can put those visuals and put those words up on the work wall so that the students can associate - make the association to the academic vocabulary that they are learning at the moment.

And the same applies for the science and social studies and English language, arts and reading their vocabulary. The more the student is exposed to the academic vocabulary, the more opportunities they have to use it in all the four domains. They're listening, they're speaking, reading and writing. And the more they will comprehend the concepts that we want them to learn.

In the next slide you will see why visuals are so important. Visuals allow the English learners to understand abstract in difficult concepts. This strategy is essential to helping - in helping ELs to develop academic vocabulary in each of the content areas. So by visuals we mean pictures, real - you bring real objects, videos, use of videos, constructing models. This allows the students to work on hands-on materials or to visually see the vocabulary that they're understanding.

And then the last strategy in the next lesson is parental engagement. It's so important that all parents - that we keep the parents engaged in the students - in their children's education. All parents, they have high hopes for their children. They have dreams for them for a better future and also for a better education, for better jobs or careers. And what many parents are lacking are the tools to help them effectively support their children on the road to academic success. So that's why we have to keep the families engaged.

NCLR believes that Hispanic parents can become more effective advocates for their children when they learn how to engage in the school system and how they learn to navigate the school system and when they become - when

they learn about strategies that they can use to navigate their children's stages of development as they progress through school - through the school years.

When the schools have successfully engaged parents as partners, the parents feel respected and they feel welcome as partners. And the schools - that integrated culture and the history and the language of the parents and the community are more likely to succeed in their family engagement efforts. It's very important that we include the parents.

When I first moved to San Antonio I was teaching at a private school. And that's where I learned how to value the parents and how to make them feel welcome. And then I worked in an intercultural school and I realized that the parents were my best allies. They were the ones who knew their children best. So I always had the parents engaged in the education of their children. I get them informed. We need to keep them informed on their grades, how their students are progressing.

So to sum up, effective practices in working with English language learners is a collaborative leadership effort that includes all key players. It includes the board - school board members, superintendent, program coordinators, curriculum specialists, principals, lead teachers, ESL teachers, all teachers in general and especially the parents. We all have to have a common vision for our English learners. And we also have to provide the tools and the support for us to get there.

And I thank you very much. And I think we can open it up for questions now.

Marco Davis: Thank you so much, Jose.

So, Operator, we're ready for - to open the lines for questions.

Coordinator: Thank you.

Once again, to ask a question, please press star 1. You will be prompted to record your name.

To withdraw your request, press star 2.

The next question is coming from Ms. (Emily Finch).

Ma'am, your line is now open.

(Emily Finch): You mentioned earlier in the last presentation about accountability systems. I just want to know how that looks for other content area teachers, not just for English-as-a-second-language teachers.

Jose Rodriguez: Who was this question for?

(Emily Finch): This is actually - I put in the code for the previous presentation.

Jose Rodriguez: Okay.

Marco Davis: So, Francisco, if you're available, if you might be able to answer that.

Francisco Lopez: Yes, yes, no, I can definitely answer that.

And, you know, you're more than welcome to e-mail that to me and I'll respond. But just so the quick answer is that when I - when we mentioned accountability systems, that means sort of at the LEA level, for those districts who are receiving Title III dollars, we - Title III essentially has three types of

metrics that it uses to measure accountability. We have AMAO 1 which measures how the school district is doing with their students in terms of progress to attaining English. AMAO 2 measures proficiency, so how many students have exited from the LEP status. And AMAO 3 is basically the previous AYP which is now the - under ESEA Flex AMOs. And that measures reading and math, mastering for the LEP subgroup.

And so that's how we keep sort of - that's how we crosscheck accountability across all domains. And I'd be more than happy to sort of cite that out for you if you can e-mail me. I believe - hopefully you wrote my e-mail down. It's francisco.javier.lopez@ed.gov. And I'll link you to our statute so that you can see that in writing.

(Emily Finch): Okay, I'll do that. Thank you.

Coordinator: Thank you.

The next question is coming from Ms. (Regina Moore).

Ma'am, your line is now open.

(Regina Moore): Actually my question was for the first presenter as well. I wanted to know if there were examples of interventions or programs that are in place to assist in closing the achievement gap for EL students.

And I guess as a follow-up to that, are you keeping track of these types of programs?

Francisco Lopez: That's a good question. I can really only speak for Title III. And we do certainly make sure that these are - when we go out to manager for example,

states have that, they are implementing high-quality language structure education programs. And the only requirement is basically that they're scientifically based. We realized that students in different states have different needs relative to their local jurisdiction to, you know, to best serve them. And so that's how we keep track of compliance.

Internally, it is something that we do sort of look at to evaluate different types of programs. But we cannot as an agency sort of vet any one over the other. So the answer is yes, we do look at that and yes, we have internal discussions. But as a department, we're unable to vet any one particular type of practice.

(Regina Moore): Okay.

Francisco Lopez: For language acquisition.

(Regina Moore): Thank you.

Coordinator: Thank you.

The next question is coming from Ms. (Cristina Perez).

Ma'am, your line is now open.

Hello, Ms. (Cristina Perez)? If you're in speakerphone...

(Cristina Perez): Hi. Hi, thank you. I'm going to go ahead and ask my question via e-mail because it was also for the first speaker.

Coordinator: Thank you.

The next question is coming from Ms. (Angie Perez).

Ma'am, your line is now open.

(Angie Perez): Hello. Hi. I'm sorry. This question was also for the first speaker.

Francisco, you mentioned that there was - that the states could reserve 15% of the Title I - Title III grant for immigrant support. And my question is, does this just happen at the state level or can an individual district decide if they want to put aside the 15% for immigrant support for immigrant (unintelligible) literacy centers that you (meant).

Francisco Lopez: Sure. Sure. So that's a good question. Essentially, the states can reserve up to 15%. Meaning they can, you know, reserve 1%, no more than 15% of their total Title III grant that comes from us, from the feds. They can reserve up to 15% for these immigrants (unintelligible).

Now based on that, they have to - whatever they decide, and that's certainly up to the states, they must then award at least one subgrant to a district. It can be one subgrant or more. That's completely up to the states to decide. The only stipulation that we require is that they based their decision and their award on the fact that whatever districts that they award this money to experience a significant increase of an immigrant population. And the definition of significant increase is - or how - they calculate that as again for the state to decide as well.

So the state pretty much has a discretionary for that. Once it gets to the districts if they do get awarded, then the state must, you know, make sure that they're in compliance with those laws and regs.

(Angie Perez): And how would we find out if the district does...

Francisco Lopez: How would a district find out...

(Angie Perez): Yes.

Francisco Lopez: ...if they're - so if they're eligible on this, state should let the district know if they're eligible or not - well, if they're eligible. If a state hasn't, you know, if a state hasn't told the district that they're not eligible, then that's probably because they're not. But I would contact the school district to - who, you know, takes - who is in charge of Title III. And if they're unable to answer then certainly reach out to the state Title III office or director, however that looks, to make sure that, you know, that this is happening. I'm sure - it's usually the case that it's happening. But because there's district stipulations, not every district gets awarded. So...

(Angie Perez): Okay, great. Thank you so much.

Francisco Lopez: Sure.

Marco Davis: Now, folks, we'd have just a few minutes left. I do want to make sure that if there're any folks in the queue with a question for Jose that they're able to get to that.

So, Operator, again, if you could give folks guidance on how to get into the queue but also how to cancel out in case they want to take their question offline to an e-mail.

Coordinator: Thank you.

Once again to ask a question, please press star 1. You will be prompted to record your name.

To withdraw your request, press star 2.

Marco Davis: Thanks. And so now let's go on to the next question in the queue.

Coordinator: The next question is coming from Ms. (Liliana Lopez).

Ma'am, your line is now open.

(Liliana Lopez): Hello. This question is for Jose. I'm in New Jersey in a predominantly - I'm a supervisor of EL in a predominantly Russian and Israeli - with that population. Do you have any resources or a Web site that I could look at where - how can I get more parent involvement from these parents? And what are - what should be the documents that I should be translating? And do the Title III funds cover that? And, like, I just want to know more about what can I do to reach to the community better.

Jose Rodriguez: If you send me an e-mail to my...

(Liliana Lopez): Okay.

Jose Rodriguez: ...e-mail address there, jrodriguez@nclr...

(Liliana Lopez): Yes.

Jose Rodriguez: ....org, I can send you the information.

(Liliana Lopez): Okay. All right. I will send...

Jose Rodriguez: It would be easier than having to...

(Liliana Lopez): Okay, great.

Jose Rodriguez: ...rattle it off the top of my head. But I could send you the links and - because I had some Russian population here.

(Liliana Lopez): All right. And just one - another quick question. With - in New Jersey we have - the state is changing a lot. If that would be something more specific to New Jersey, that question, or does it have anything to do with the Title III funds, like how I could connect both? I don't know if that makes sense, the question.

Jose Rodriguez: To - how to help the parents?

(Liliana Lopez): Well, not the parents but to help the students as well.

Jose Rodriguez: Oh okay. Yes, I can provide that information with you.

(Liliana Lopez): Okay. All right, thank you.

Coordinator: Thank you.

The next question is coming from Ms. (Linda Johnson).

Ma'am your line is now open.

(Linda Johnson): Hi, thanks. This - my question is for Jose.

In regards to the prospective best practices for family engagement, I'm just wondering what are you seeing are the more successful programs. National PTA uses - has adopted the MALDEF Parent Community Partners Curriculum for the Urban Family Engagement Network. And I'm just wondering what your best practices are in engaging families.

And the other question I have is about translation equipment, if that can be used for Title III funding to help facilitate simultaneous translation for parents at parent engagement meetings.

Jose Rodriguez: One of the - well, NCLR, we have our Padres Comprometidos program. And it's a curriculum with the - it's a nine-week class that the parents attend. And in that curriculum we guide the parents through the - how to navigate the school systems and prepare an interview with the principal to teach them how to look through the student's records, the transcripts, figure out what GPA means and how to figure that out.

And also for - you can use some - I know at the district that I use again - with, like, a small percentage that we use of the Title III money for some of the translation.

(Linda Johnson): Thank you.

Coordinator: Thank you.

The next question is coming from Ms. (Angie Perez).

Ma'am, your line is now open.

(Angie Perez): You know, I'm going to e-mail Jose. It was again resources for parent engagement. We're calling from the Parent Community Student Services Branch at LEUSD. So basically yes, if you had any resources.

Jose Rodriguez: Sure. And if you can e-mail me, I can send you those. Okay?

(Angie Perez): Yes. Absolutely. Thank you.

((Crosstalk))

Francisco Lopez: Hi. This is Francisco. Can I just quickly make a friendly amendment to - on the use of Title III funds for translation services?

Jose, it's right, sometimes you can. Sometimes districts have been allowed to use Title III funds. But as I mentioned earlier, it's on a very case by case specific basis because again Title III funds are supplemental rights. So anything that the state district has in place already to serve ELs, Title III cannot replace them. So in some states, it would be allowable and in some districts it wouldn't.

So I would just recommend just to make sure that you follow up specifically with your district and/or state director.

Jose Rodriguez: Right. Exact...

Francisco Lopez: Because - yes, because it is on a case by case basis. But I just wanted to throw that out there.

Thanks.

Coordinator: At this time, there are no further questions.

Marco Davis: All right. Well, in that case then, we will wrap up. We've only gone a couple of minutes over.

I definitely want to thank our presenters, both Francisco and Jose for taking the time and for sharing all that valuable information. As you've no doubt heard several times, their contact info is available on the presentation. So if you have followup questions or would like to receive materials and that kind of information, feel free to reach out to them directly. Also feel free to reach out to us if for any reason at our e-mail address, whieeh@ed.org.

We thank you, everybody, for taking the time to join us today on this Webinar. As mentioned also, it will be available on our Web site so you can share with any colleagues who were unable to join. You'll be able to read the transcript and/or hear the audio presentation and see the slides.

Thank you, everyone, who joined us today for the call and most importantly, thank you for the work that you're doing to help English language learners as well as everyone in this community reach their full potential in the educational sphere.

Please keep on the lookout for our next Webinar which will be coming up in a few weeks. We'll be sending out information on that as well.

With that, thank you, everyone, and have a good afternoon.

Coordinator: That concludes today's conference. Thank you for participating. You may now disconnect.

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