



# Title I Spending for English Learner Students

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# Title I

Title I is the Federal government's largest entitlement grant. Its purpose is "to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments."

It is allocated across states based on Census data regarding students living in poverty.

## What does Title I fund in the Boston Public Schools?

School allocations to BPS and Private/ Parochial schools with eligible Boston students.

Family engagement activities - Initiatives around student , family and school capacity building, family access and community engagement and opportunity

Summer Programs - 51 summer learning programs aimed at serving at-risk students in grades PreK-12

Opportunity and Achievement Gap strategies like Excellence for All, 10 Boys and Girls Initiative, Culturally and Linguistically Sustaining Practices, Executive Director for Immigrant and Targeted Populations, etc.

Turnaround transition funds - to provide supports for our highest need schools

Academic Response team - Internal BPS resource to support schools in improving student achievement. ART partners with schools for an in-depth support residency during the year.

# Title I For English Learners and BPS

In 1992, BPS entered a federal court order with attorneys from Multicultural Education Training and Advocacy, Inc. (META) to ensure that **Title I spending is equitable for ELs.**

## Supplement, Not Supplant

Cannot be something that is required or that is otherwise purchased for other students at your school.

*Exception: HILT for SLIFE programs*



## Solely to benefit ELs

Only ELs, with any FTEs needing to primarily serve ELD 1-2.



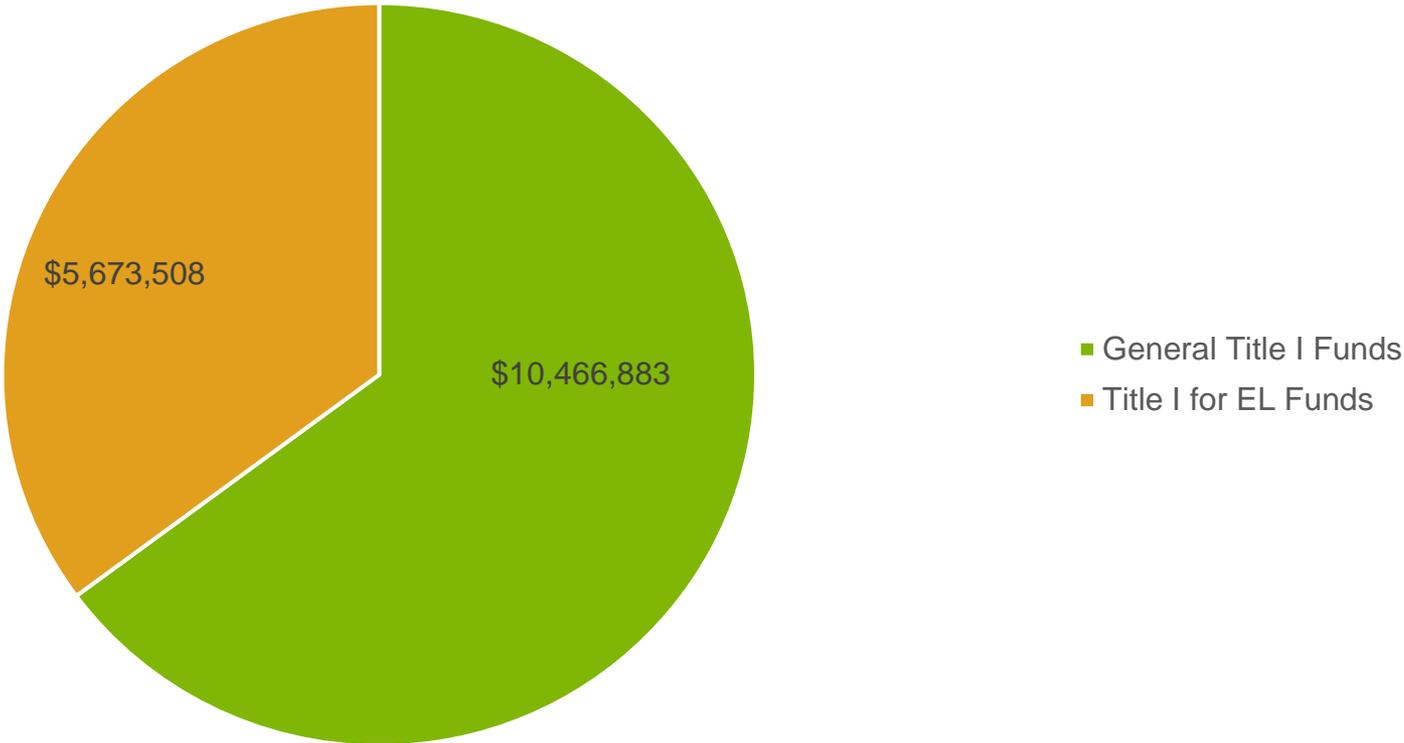
## Tailored to ELs' needs

Purchases need to be tailored to meet ELs' unique language development needs.

**META attorneys audit Title I expenditures annually.**

# School Allocations

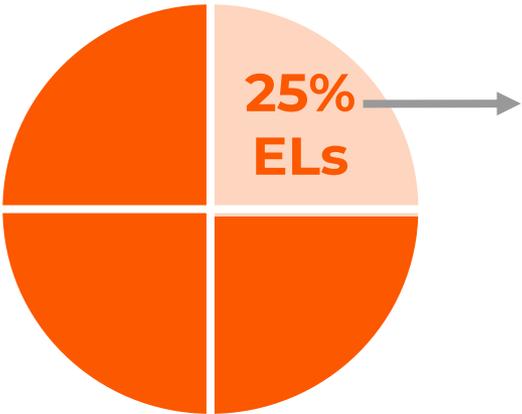
School allocations represent approx. 45% of the Title I Budget. The Title I for EL allocation represents the equitable allocation set aside for BPS EL population



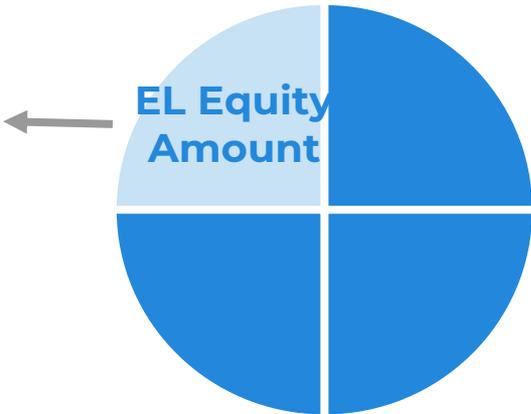
# How much? The “EL Equity Amount”

If 25% of students are ELs, then 25% of total Title I funds must be spent to meet the required annual “EL Equity Amount” of spending.

## TOTAL SCHOOL POPULATION



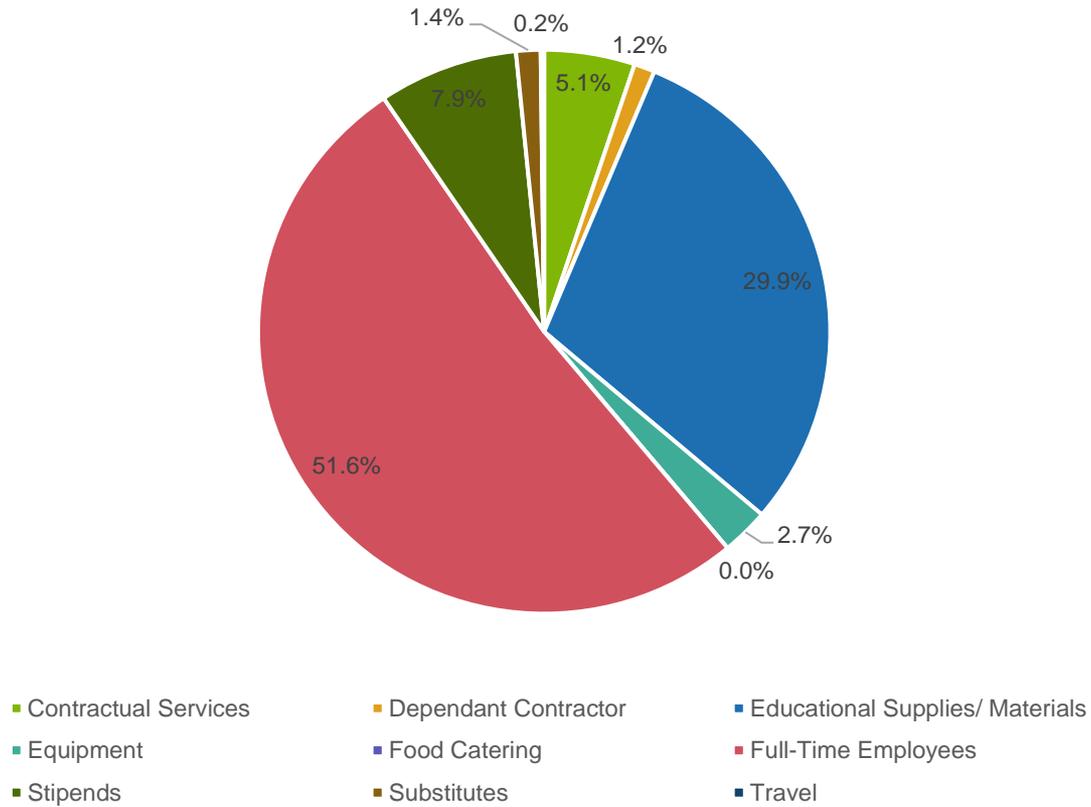
## TOTAL TITLE I FUNDS



**% of Title I funds = % percentage of your EL population**

# How are Title I for EL funds spent?

Schools submit a Title I for EL Plan reflecting how they want to use these funds. The OEL and Finance office approves the Plan and funds are then spent. In FY19, funds have been allocated across these categories of spending



## Sample Allowable Purchases by Need (supplement, not supplant rules and City procurement rules still apply)

Need	Sample Purchase	Example Use
Influx of ELD 1 and 2 with low native language literacy skills	<ul style="list-style-type: none"> <li>- <a href="#">Imagine Learning Español</a></li> <li>- <a href="#">Native language supplemental texts</a></li> </ul>	<ul style="list-style-type: none"> <li>- Students can work independently on laptops to improve their Spanish literacy skills during small group instruction.</li> <li>- List of native language texts used to supplement instruction based on teacher choice of thematic units.</li> </ul>
Increase instructional time for middle or high school ELs to close comprehension gaps	<ul style="list-style-type: none"> <li>- Stipend ESL/SEI teachers</li> <li>- <a href="#">iReady Literacy and Math accounts</a></li> </ul>	<ul style="list-style-type: none"> <li>- Teachers teach foundational skills in English acquisition during After School or Saturday School.</li> <li>- EL Students take diagnostic assessment to individualize needs based on what grade level standards they understand, and receive content instruction to push their learning forward. Teachers use data to better differentiate instruction.</li> </ul>
Reading and writing skills lag behind speaking and listening	<ul style="list-style-type: none"> <li>- <a href="#">Leveled Literacy Intervention (LLI) Kits</a></li> </ul>	<p>Small group interventions designed to address gaps in reading and writing through leveled books, well-paced lessons, and data-informed decision making.</p>
Additional access points during lessons: language or expression	<ul style="list-style-type: none"> <li>- <a href="#">Nearpod EL</a></li> <li>- <a href="#">Boardmaker</a></li> </ul>	<ul style="list-style-type: none"> <li>- Nearpod provides native language support for students through differentiated lesson plans for teachers.</li> <li>- Focusing on writing and speaking skills, Boardmaker provides access for students to express themselves through images and visuals.</li> </ul>
Native language support for ELD 1 & 2	<p>Native Language Para (<u>not</u> for class size reasons)</p>	<p>SEI or General Ed classroom with ELD 1s and 2s has teacher without native language proficiency. Native Language Para supports ELs with native language clarification.</p>

# What can I spend this money on?

## Assessing EL Students' Needs

OUT OF  
SCHOOL TIME

SUPP.  
MATERIALS

PROFESSIONAL  
DEVELOPMENT

INTERVENTIONS

For example:



Extended  
Learning  
Time

Schools have extended learning to target their ELs in need of extra support.



Supplemental  
Curriculum

Schools have purchased *supplemental* National Geographic materials.



EL Specific  
Conferences

Schools have sent ESL teachers to MABE & MATSOL conferences.



Extra FTEs

Additional ESL teachers for smaller groups of ELD 1s and 2s *above & beyond* minimum compliance.

# Title I for ELs Annual Reporting Cycle

1

Conduct a Needs Assessment to determine the language development and other instructional needs of ELs.

2

Submit a Title I for ELs Budget Plan to identify how you *intend* to spend the funds in a manner that is supplemental, solely for ELs, and tailored to meet their needs.

3

Submit a Title I for ELs Budget Monitoring Checklist to identify how you *actually spent* the funds in a manner that is supplemental, solely for ELs, and tailored to meet their needs.

## Available Resources

- ★ A new EL Title I Coordinator to support schools with:
  - Review of Title I for EL Budget Plans during Budget Collab/ Probable Org
  - Review of all requisitions to ensure alignment with Budget Plan
  - Visits to schools to train School Leaders on allowable uses of these dollars
  
- ★ [Title I for ELs Website](#)
  
- ★ Title I for ELs Budget Guidelines
  
- ★ Training offered at ALI and Guild Institutes

# Appendix

# Acceptable English Learner Equity Expenditures of Title I Funds

- ❖ **Extra learning time:** materials and stipends for after-school, summer and Saturday programs
- ❖ **Native language resources** to provide ELs additional access points
- ❖ Supplementary **enrichment materials** that strengthen the core academic program in the school; fees associated with Seal of Biliteracy
- ❖ **Supplementary** counseling, pupil services, and mentoring **services**, including college and career awareness and vocational and technical education **programs**
- ❖ High-quality ongoing **professional development** for teachers, administrators, paraprofessionals, parents, and pupil services personnel for the purpose of enabling EL students to pass academic achievement standards
- ❖ **High Intensive Literacy Training (HILT)** for Students with Interrupted Formal Education (HILT for SIFE) programs are strongly recommended to be funded through Title I funds