

Federal Support and Effective EL Strategies

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March 27, 2025

Louisiana's Education Priorities

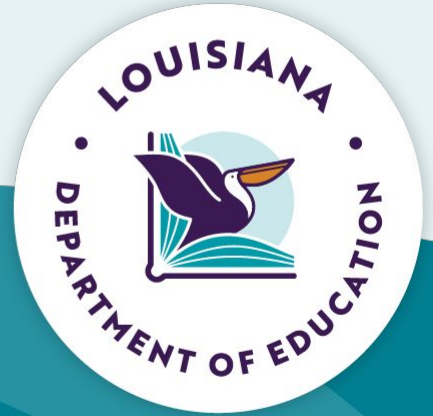
- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Math** instruction from foundational to advanced skills
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families

Agenda

- Overview of legal requirements
- English learner (EL) Support - Title I and Title III
- Other funds to support ELs - Title IV, Title V, and Title I, Part C
- Strategies for Strengthening EL Programs
- Professional Development Opportunities
- Available Resources



Overview of Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA) Requirements



Overview of Legal Requirements

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs. Maori obligations:

1. School districts must have procedures in place to accurately and timely identify potential EL students.
2. EL students are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time. Program must educationally sound in theory and practice.
3. EL programs must have sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials



Overview of Legal Requirements Continued

4. EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements and are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.
5. School districts generally may not segregate students on the basis of national origin or EL status.
6. EL students with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law. To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.



Overview of Legal Requirements Continued

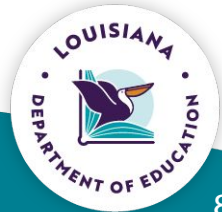
7. Parents may choose to opt their children out of a school district's EL program or out of particular EL services within an EL program. School districts may not recommend that parents opt out for any reason. A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

8. School districts must monitor the progress of all EL students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time and must annually administer the ELPT. Also, districts must monitor the academic progress of former EL students for at least two years to ensure that students have not been prematurely exited; any academic deficits they incurred resulting from the EL program have been remedied; and they are meaningfully participating in the district's educational programs comparable to their peers who were never EL students (never-EL peers).



Overview of Legal Requirements Continued

9. Limited English proficient parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.



Primary Federal Support for ELs: Title I, Part A and Title III



Title I, Part A and ELs

The enactment of the Every Student Succeeds Act (ESSA) saw several requirements related to ELs move from Title III to Title I, Part A. These changes allow Title I funds to be used for a broader range of EL-related purposes. Allows for an EL set-aside.

Under Title I, Part A, ESSA:

A, Expanded assessment and accountability requirements (ESEA 1111);and

B. Includes several requirements related to the parents of ELs: parent notification, parent outreach, and notice and format (Section 1222(e)).

Note: Implementing an effective means of outreach must include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from the parents of ELs. Meetings must be specifically for parent of ELS and cannot be held at the same time as another meeting for parents.



Title III, Part A

- Title III, Part A is a supplemental grant under the Elementary and Secondary Education Act (ESEA) that is designed to improve and enhance the education of English learners (ELs).
- The purpose of Title III is to help ensure that ELs attain English language proficiency and meet state academic standards.
- To receive funding, a district must have sufficient enough number of ELs to reach \$10,000 threshold. Local educational agencies that do not meet the \$10,000 threshold may form a consortium to qualify for these funds.



Title III, Part A Continued

School districts must use Title III funds for three (3) activities:

1. Providing effective language instruction educational programs (LIEPs) that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement.
2. Providing effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals and other school leaders, administrators, and school or community-based organizational personnel, that is:
 - Designed to improve the instruction and assessment of ELs;
 - Designed to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
 - Effective in increasing student's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and/or
 - Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.
3. Providing and implementing other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which must include parent, family and community engagement activities, and may include strategies that serve to coordinate and align related programs.



ELs and Funding

Title III - for all ELs regardless of Title I participation. Supplemental language development services above and beyond core instruction, core EL program, and applicable Title 1

Title I - Supplemental services provided to EL students eligible for Title I. An EL set-aside is allowed.

Core EL Program Required by Castenda paid for through State and Local funds. Must occur in absence of federal funds.

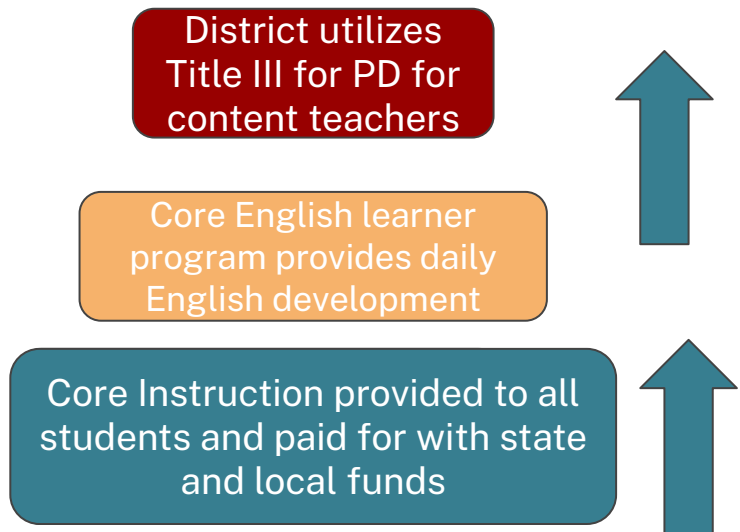
Core Instruction - Provided to all students and paid for with state and local funds

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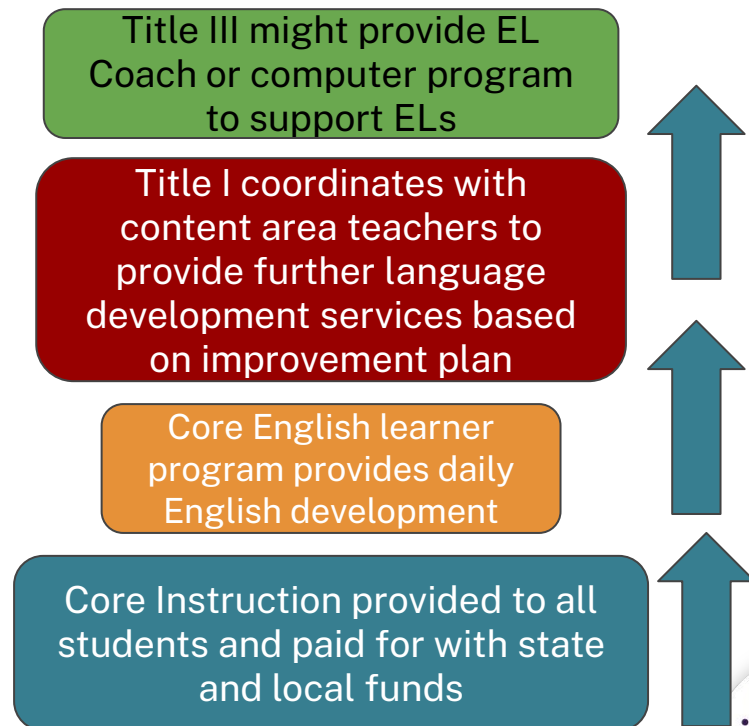


Sample EL Funding Hierarchies

Example A: ELs receiving Title III services in non-Title I school:



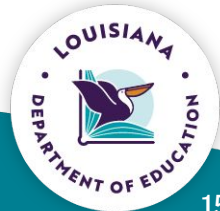
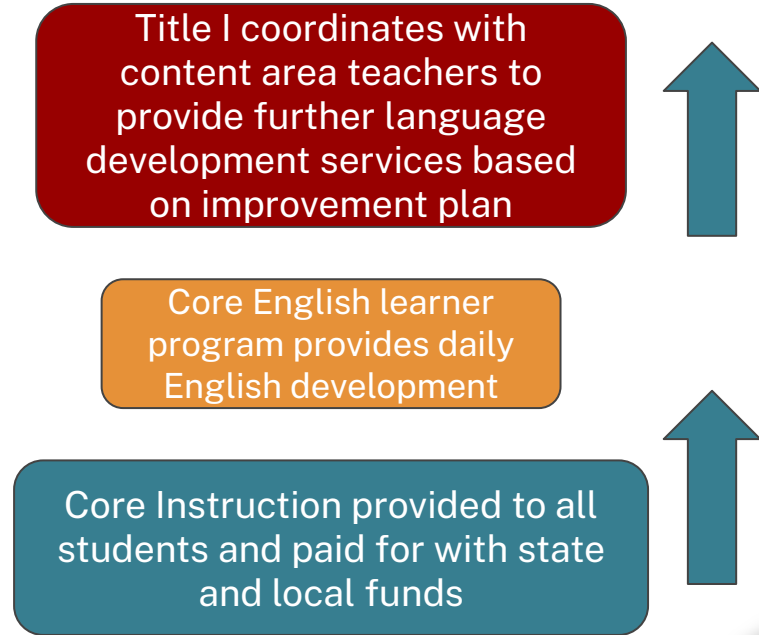
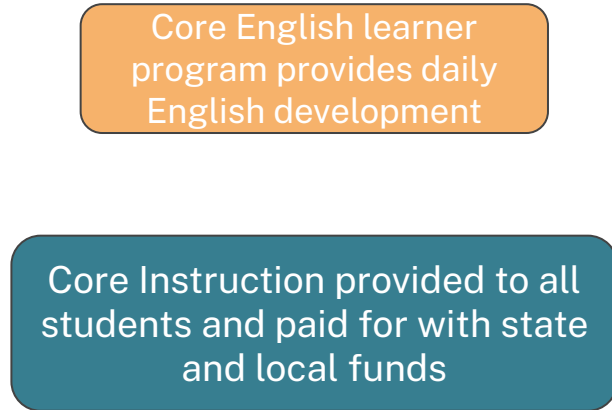
Example B: ELs receiving Title III services in Schoolwide Title I School



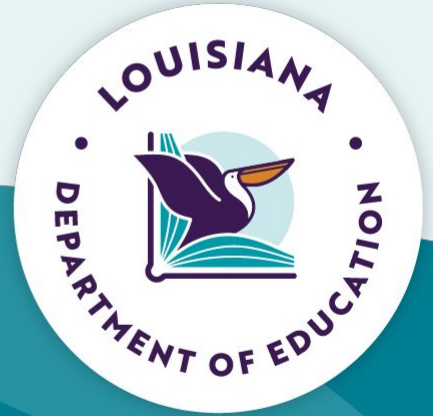
Sample EL Funding Hierarchies

Example C: ELs in non-Title I school and district does not receive Title III.

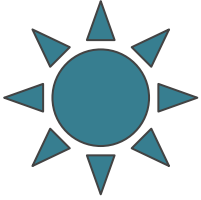
Example D: ELs in Title I school, but district does not receive Title III



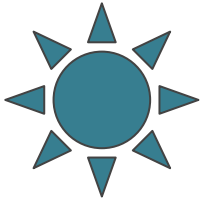
Other Federal Support for ELs: Title IV, Title V, Title I, Part C, and Title II



Titles IV and V

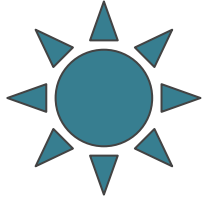


Under Title IV, Part A (SSAE), English Language Learner (EL) support can be provided through various activities aimed at improving access to a well-rounded education, enhancing school safety and climate, and leveraging technology to support language acquisition, all while focusing on the unique needs of EL students within a school district's overall plan; this can include initiatives like programs that provide ELs with access to enrichment activities, training in culturally responsive teaching practices, specialized language support programs, and technology tools for language learning.



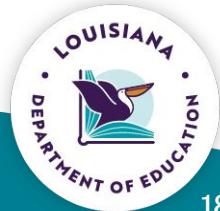
Title V, The Rural and Low Income School (RLIS) program provides grant funds to rural districts that serve concentrations of children from low-income families. These funds can be used for any activities allowed under Title I or Title III.

Title II

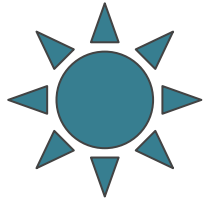


Title II, Part A of the Every Student Succeeds Act (ESSA), focuses on supporting effective instruction and improving the quality of teachers and school leaders. The funds can be used for supplemental professional development specifically designed to increase teacher and school leader capacity to provide effective instruction to ELs.

Please contact melanie.mayeux@la.gov

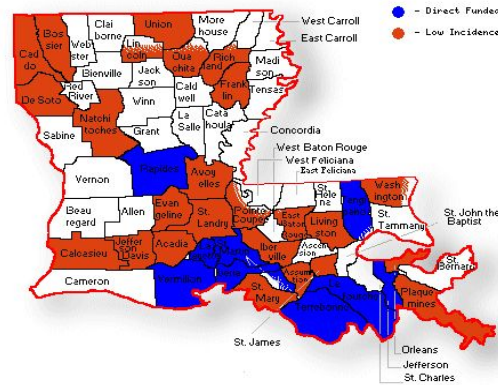


Title I, Part C, Migrant Education Program (MEP)



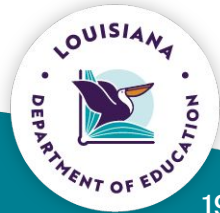
Migrant Education Title I, Part C funds are allocated to SEAs to establish or improve education programs for migrant children. The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a HSED) that prepares them for responsible citizenship, further learning, and productive employment.

Current Louisiana Parishes with Migratory Students



Source: digmaps.net (c)

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MEP Eligibility

Who is a Migratory Child?

- Younger than 22 years of age
- Entitled to a free and public education under State Law
- Made a qualifying move as, with, to join or precede a migratory agricultural worker or migratory fisher (migratory qualifying worker)

What is a Migratory Qualifying Worker?

- An individual who made a Qualifying Move, and soon after the move, engaged in new qualifying work in agriculture or fishing

What is a Qualifying Move?

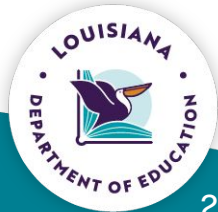
- Due to economic necessity
- From one residence to another
- From one school district to another
- Within the past 36 months

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MEP Eligibility

- To determine if a child is eligible for the MEP, a highly qualified MEP recruiter conducts an interview with the family or guardian. The recruiter completes a Certificate of Eligibility (COE), and submits it for approval.
- To ensure that every eligible migratory child is identified, districts should include family search forms in its registration packets or send it directly to families with a QR code. Using this method, form comes directly to the MEP for processing.
- Search forms are available in English, Spanish, and Vietnamese.
 - [Louisiana MEP Family Search Forms](#)



MEP Eligibility

Electronic Search Form



Louisiana Migrant Education Program Family Search Form QR Codes

In order to better serve your child's academic needs, our program wants to directly involve you in your child's education. We encourage you to scan the QR code to access the form electronically.



<https://www.louisiana.gov/QR/English>

English Migrant Education Family Search Form

Scan the QR code on the left to access
and submit the form electronically.



<https://www.louisiana.gov/QR/Spanish>

Español Programa de Educación para Migrantes Formulario de Investigación Familiar

Escanea el código QR de la izquierda y envía
la forma electrónicamente.



<https://www.louisiana.gov/QR/Viet>

Tiếng Việt Chương Trình Giáo Dục Trẻ Di Cư ở Louisiana Đơn tìm kiếm Gia đình

Quét mã QR bên trái để
truy cập và gửi biểu mẫu điện tử.

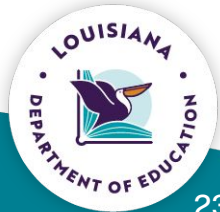
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MEP Services

- Free lunch and breakfast
- Virtual English classes and tutoring
- Summer programming
- Advocacy with academic and other needs

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Resources and Links

OCR-DOJ Joint Dear Colleague Letter– Guidance – English Learner Students and Limited English Proficiency Parents

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

OELA EL Toolkit

<https://www2.ed.gov/about/offices/list/oela/english-learnertoolkit/Index.html>

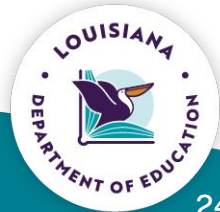
OCR Online Guidance – Developing Programs for English Language Learners: Services https:

<https://www2.ed.gov/about/offices/list/ocr/ell/services.html>

OCR Online Guidance – The Provision of an Equal Education Opportunity to Limited English Proficiency Students

<https://www2.ed.gov/about/offices/list/ocr/eeolep/index.htm>

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Resources and Links

Louisiana Department of Education English Learner resources webpage:
<https://www.louisianabelieves.com/resources/library/english-learners>

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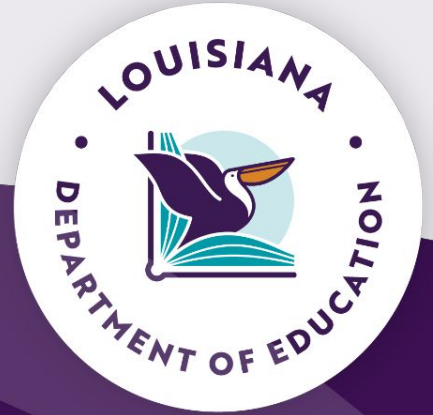
Questions?

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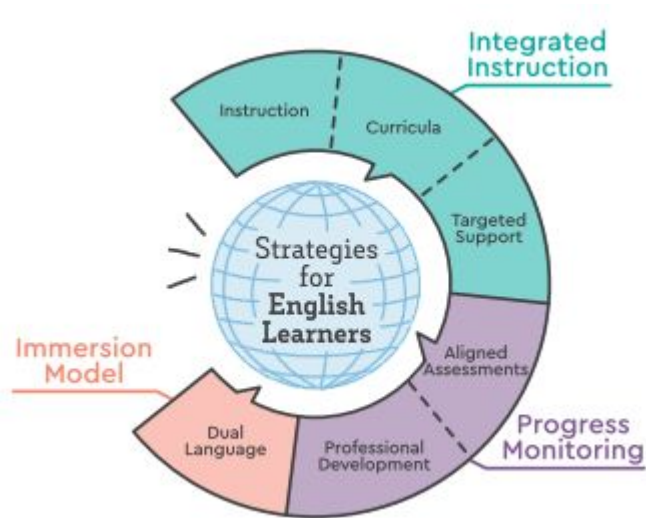
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Strategies for Strengthening EL Programs



Current Strategy



- **Strategy 1:** English Learners receive standards-based instruction alongside their English speaking peers
 - Content-based language instruction
 - Sheltered Instruction
- **Strategy 2:** Progress Monitoring is an ongoing practice to support and accelerate instruction
 - Formative Assessment
 - Summative Assessment
- **Strategy 3:** Two-way immersion instructional model

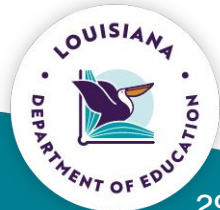
Strengthening EL Program Oversight

EL Program Evaluation

- **Review Instructional Impact:** Collect data on the effectiveness of scaffolding strategies, co-teaching models, and EL accommodations across schools.
- **Analyze Classroom Trends:** Use formative assessments, teacher feedback, and work samples to identify EL strengths and areas for targeted support.
- **Document Best Practices & Areas for Growth:** Gather insights from teachers and instructional coaches to refine next year's approach.

Ensure Data-Informed Decision-Making

- **Prepare for ELPT Score Release:** Organize district-wide plans for reviewing and acting on ELPT results when they arrive.
- **Identify ELs in Need of Targeted Support:** Create intervention lists based on classroom performance and teacher recommendations.
- **Use Data to Inform Professional Development Planning:** Determine the key instructional gaps that PD should address before the next school year.



Strengthening EL Program Oversight Cont.

Prepare for Seamless EL Transitions

- **Develop Individualized Transition Plans:** Ensure ELs moving between schools (elementary to middle, middle to high) receive tailored language and academic supports.
- **Coordinate with School Leadership Teams:** Align next year's instructional goals with district-wide EL strategies.
- **Ensure Proper Documentation & Placement:** Verify that EL identification, reclassification, and monitoring processes align with state requirements.



Strengthening Summer Learning & Family Support Initiatives

Expand Summer Learning Opportunities for ELs

- **Launch Summer EL Academies:** Provide targeted language and literacy instruction for ELs at risk of regression.
- **Offer Take-Home Learning Resources:** Ensure students have access to online platforms and bilingual summer reading materials.
- **Partner with Libraries & Community Organizations:** Establish EL-friendly summer programs that integrate language development with engaging activities.

Strengthen Family Engagement Over the Summer

- **Host EL Family Workshops:** Provide guidance on supporting English language development at home.
- **Distribute Summer Learning Kits:** Include vocabulary flashcards, writing journals, and literacy activities.
- **Ensure Multilingual Communication:** Offer translated newsletters, texts, and phone calls to keep families informed.



Strengthening Summer Learning & Family Support Initiatives Cont.

Enhance Transition Support for Long-Term ELs & Exited ELs

- **Monitor Recently Exited ELs:** Plan support structures to ensure students continue to succeed without formal EL services.
- **Provide Summer Bridge Programs for Older ELs:** Offer structured courses on academic writing, college readiness, and career pathways.
- **Connect ELs to Peer Mentors:** Establish student mentorship programs to support social and academic success.



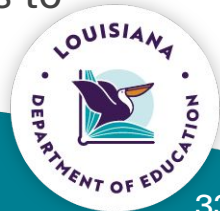
Strengthening EL Teacher & Administrator Capacity

Develop & Expand Professional Learning Opportunities

- **Offer Targeted PD Before Next Year Begins:** Train teachers on best practices for scaffolding lessons for ELs.
- **Provide Leadership Training for Administrators:** Ensure school leaders understand how to monitor and support EL instruction effectively.
- **Create Ongoing PLCs for EL Instructional Best Practices:** Establish professional learning communities focused on data-driven EL strategies.

Refine Co-Teaching & EL Collaboration Models

- **Expand EL & General Education Teacher Collaboration:** Implement structured co-planning time and shared instructional responsibilities.
- **Develop Coaching & Peer Observation Structures:** Encourage instructional walkthroughs focused on EL instructional strategies.
- **Provide EL-Specific Instructional Resources:** Ensure all teachers have access to scaffolded materials, bilingual glossaries, and differentiated lesson plans.



Strengthening EL Teacher & Administrator Capacity Cont.

Ensure Compliance in EL Program Implementation

- **Review EL Identification & Reclassification Procedures:** Ensure all EL students receive appropriate language services.
- **Monitor EL Access to Rigorous Coursework:** Address barriers preventing ELs from enrolling in advanced classes, career pathways, and dual enrollment programs.
- **Strengthen Data Collection on EL Instructional Effectiveness:** Establish regular progress monitoring for both current and exited ELs.



Long-term Planning for Stronger EL Programs Next Year

Develop a District-Wide EL Instructional Framework

- **Align EL Strategies Across Grade Levels & Schools:** Ensure consistency in scaffolding, vocabulary instruction, and assessment accommodations.
- **Integrate Language Development into All Content Areas:** Strengthen math, science, and social studies support for ELs.

Strengthen Partnerships with Families & the Community

- **Establish District-Level EL Advisory Councils:** Involve parents, students, and community members in decision-making.

Create Systems for Ongoing Monitoring & Program Improvement

- **Establish Clear Success Metrics for EL Growth:** Set measurable goals for language development and academic achievement.
- **Conduct Regular EL Program Audits:** Use classroom observations, teacher feedback, and student data to adjust instruction.
- **Develop a Multi-Year EL Program Improvement Plan:** Implement strategies for sustained growth and instructional excellence.



Professional Development Opportunities



English Learner Institute

The Louisiana Department of Education is excited to announce our upcoming **English Learner Institute**. This event will provide essential information and updates regarding English Learners.

The institute will focus on best practices for supporting English Learners, and also feature speakers who are experts in the field. We encourage all **EL Directors/Coordinators** to attend and participate in this opportunity to learn and collaborate with colleagues from across the state.

Please mark your calendars for:

→ [May 14, 2025](#) (Registration closes May 9, 2025)

Please contact diverselearnersupport@la.gov with questions.



Fast Track ESL Add-on

Tuition-free courses are available for teachers and leaders to earn an [ESL Add-On credential](#).

Please complete the 2024 - 2026 [Early Interest Survey](#) to receive information about Project Endorsement Plus opportunities.

[Professional Development Courses](#) are also included with Project Endorsement Plus.

- Looking at Student Academic Language Foundations (LASAL) Professional Development
- Parents as Partners in Literacy (PaPiL) Professional Development

Please visit www.ASPDgroup.com or email registration@aspdgroup.com for more information.

Please contact diverselearnersupport@la.gov with questions.



TEACHER LEADER SUMMIT 2025

A *New Story* for LOUISIANA EDUCATION

June 10-12 | New Orleans Ernest N. Morial Convention Center

Teacher Leader Summit 2025 celebrates Louisiana's historic education progress and sets the stage for the next chapter of success. Educators across the state are writing a new story for Louisiana education by accelerating academic achievement and fostering student growth. This year's Summit theme, "A New Story for Louisiana Education," highlights the collective effort of educators to continue moving our state forward.

Join us this summer as we celebrate the end of one school year, and prepare to make an even bigger impact for the academic year ahead.

Please contact LDOEvents@la.gov with questions.



TEACHER LEADER SUMMIT 2025

A *New Story* for LOUISIANA EDUCATION

Objectives of Teacher Leader Summit:



Improve the everyday practice of educators in Louisiana by building **knowledge and skills**.



Provide opportunities for educators to **collaborate and share best practices**.

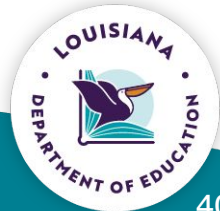


Equip educators with **high-quality strategies, resources, and professional learning** aligned with Louisiana's educational priorities.



Empower and inspire educators to take on an even greater **leadership role** within their classrooms, schools, and school systems.

Please contact LDOEvents@la.gov with questions.



TEACHER LEADER SUMMIT 2025

A *New Story* for LOUISIANA EDUCATION

Registration is now open!

Registration for this event will be on a first-come, first-served basis. As space is limited, early registration is encouraged. **There will be no on-site registration.**

- **Early Bird Registration:** \$249 (Feb. 10-March 14)
- **Regular Registration:** \$299 (March 15-April 18)



REGISTER HERE!

Please contact LDOEvents@la.gov with questions.



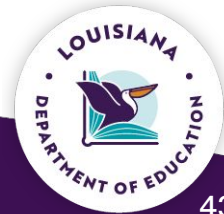
Available Resources



Resources - Programming

- [English Learner Identification Flowchart](#)
- [English Learner Program Handbook](#)
- [English Learner Guidebook: Changing Educational Outcomes for English Learners](#)
- [English Learner Professional Development Guide](#)

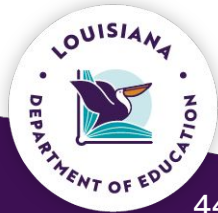
Please contact diverselearnersupport@la.gov



Resources - Curriculum and Instruction

- [Louisiana's Glossary of Strategies](#)
- [EL Classroom Differentiation Plan](#)
- [Task Analysis Tool](#)
- [Supporting Newcomer and Beginner English Learners Curriculum Guidance](#)
- [LA Connectors for ELs One Pager](#)
- [Louisiana State Standards for ELA to Louisiana Connectors for ELs](#)
- [Alternate Connectors for ELs with Significant Cognitive Disabilities](#)

Please contact diverselearnersupport@la.gov



Resources - Assessment

- [ELPS Guidance](#)
- [ELPT Guidance](#)
- [ELPT Connect Guidance](#)
- [ELPT Sample Writing Annotated Responses](#)
- [ELPT Sample Writing Items 6-12](#)
- [ELPT Request for Exemption](#)

Please contact diverselearnersupport@la.gov



Resources - Diverse Learners

- [Identifying and Supporting ELs with Disability Flowchart](#)
- [Identifying and Supporting English Learners \(ELs\) with Disabilities Guidance](#)
- [English Learner Professional Development Guide](#)
- [Supporting Newcomer and Beginner English Learners Curriculum Guidance](#)
- [Students with Interrupted Formal Education \(SIFEs\)](#)

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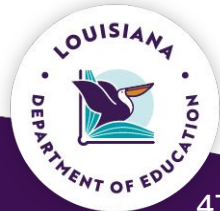


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