

ESOL 101

Foundations for ESOL Program Success

Presentation = EL Lesson Modeling

- Clear Objectives
- Activating Prior Knowledge
- Vocabulary Instruction
- Comprehensible Input
- Demonstration
- Structured Practice
- Collaboration
- Reading/Listening Practice
- Writing/Speaking Output
- Formative Assessment
- Differentiation
- Cultural Relevance



Content Objective

- Participants will be able to develop or enhance their professional knowledge of English for Speakers of Other Languages (ESOL) requirements and guidance so that they can build capacity in their local contexts to improve outcomes for English learner students.



Language Objectives

- **Reading Objective:** Participants will **read** and **analyze** ESOL program guidance, identifying essential components.
- **Listening Objective:** Participants will **listen** to a presentation or discussion on ESOL guidance and take structured notes on major points.
- **Speaking Objective:** Participants will **discuss** ESOL requirements/strategies and share implications for their local context.
- **Writing Objective:** Participants will **write** a brief reflection or **action plan** describing how they might apply ESOL guidance to build capacity and support English learners in their setting.



Obligation to Provide Services

Regardless of whether a district receives Title III grant funding, districts are required to provide “a program of bilingual education designed primarily to develop the English language skills of limited English proficient pupils in order to integrate such pupils into regular educational programs and enable such pupils to progress toward the maximum of their abilities,” (KS 72-3609).



Pre-teaching Vocabulary

Acronym	What it Stands For
EL	English learner
ESOL	English for Speakers of Other Languages
HLS	Home Language Survey
ILP	Individual Learning Plan
LIEP	Language Instruction Educational Plan
ESSA	Every Student Succeeds Act (2015)
KELPA	Kansas English Language Proficiency Assessment
WIDA	World-Class Instructional Design and Assessment
SEA	State Education Agency (KSDE)
LEA	Local Education Agency (districts)





English Learner Framework

These numbers correlate to the same chapter/section in the document.

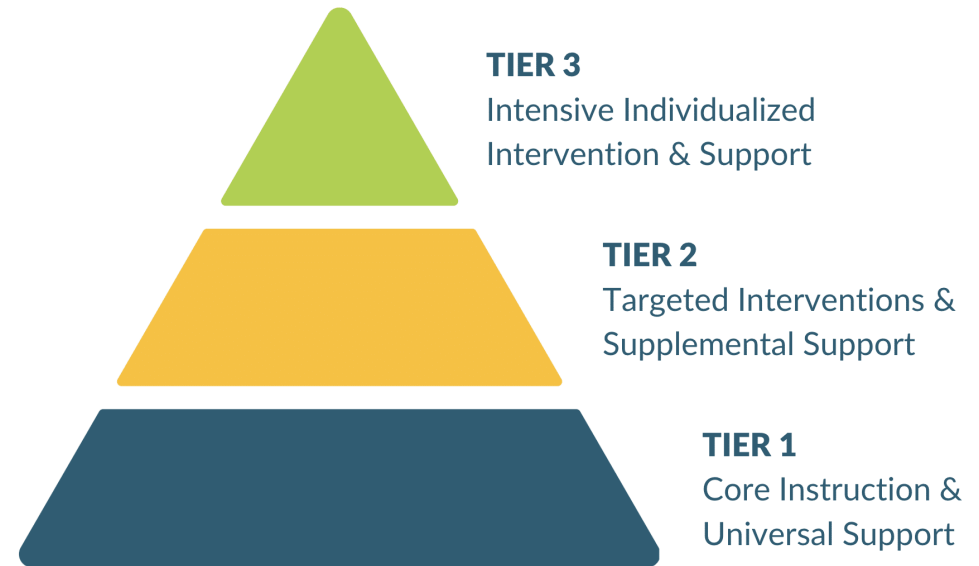
1: Introduction

- Program Guidance has been revised to provide LEAs with a structured framework to strengthen their support for English learners.
- Many in the field asked for additional guidance.
- The document offers a blueprint for service delivery and is intended to support understanding of current policies and practices, while still respecting local decision-making and control.



Strong Foundations = Strong Outcomes

- Think of this document as “Tier I” instruction for how KSDE can provide technical assistance to districts and buildings.



Required by Statute

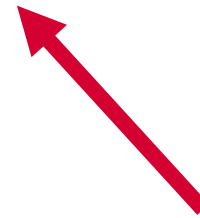
- The ESEA now requires that each State both monitor LEAs in implementing Title III and take steps “to further assist eligible entities if the strategies funded under this subpart are not effective, such as providing technical assistance and modifying such strategies” (ESEA Section 3113(b)(8)).
- **In order to determine whether the LEA’s strategies are, in fact, effective, a state should establish and disseminate uniform, clear statewide guidelines or benchmarks for demonstrating effectiveness.**

- [NRG](#), pg. 20, C-5



Accessing the Document

[KSDE website](#)



Click here to follow along
in the guidance document!





Taking a Look Inside

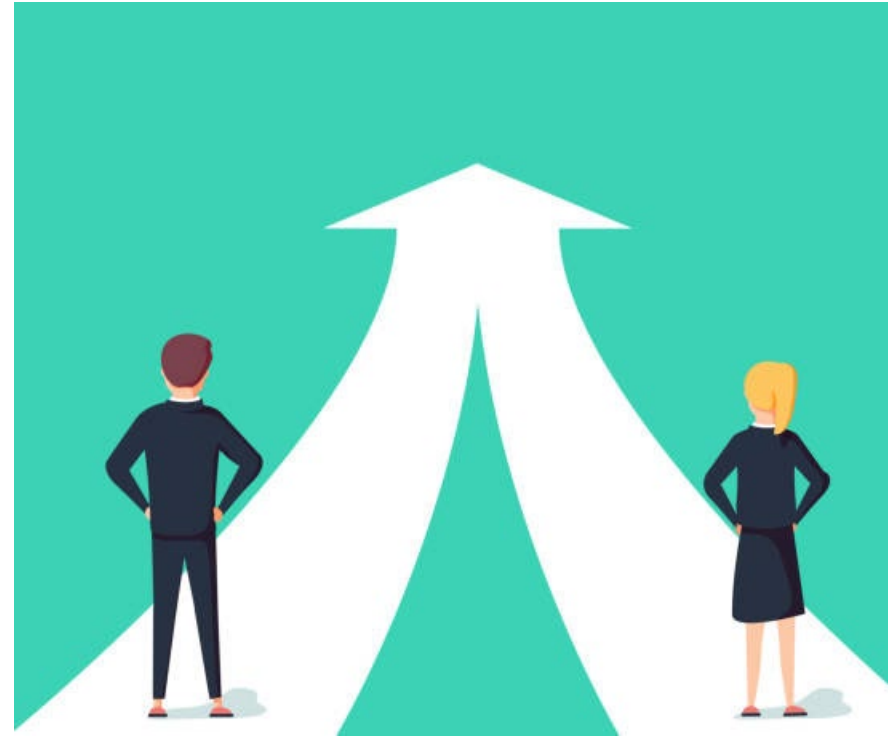
2: Strategic Overview

- ESEA Definition of English learner
- ELs in Kansas
- Non-Negotiables
- Program Goals
- Important Dates



Program Goals

1. Transparency
2. Empowering Student Voices
3. Setting High Expectations
4. Supporting Educators



3: State & LEA Legal Obligations

Obligation	Legal Basis
Use a valid and reliable approach to identify and assess ELs that is applied consistently across all districts in a state.	Every Student Succeeds Act (ESSA), 2015
Provide ELs with a language instruction educational program (LIEP) that supports English language development & provides access to grade-appropriate academic content.	Equal Ed. Opportunities Act (EEOA), 1974; ESSA, 2015; Lau v. Nichols, 1974
Ensure each LIEP has sufficient staff who are well-qualified to teach ELs and adequate resources for implementation.	Castañeda v. Pickard, 1981; EEOA, 1974
Avoid the unnecessary segregation of ELs.	Title VI of the Civil Rights Act of 1964; EEOA, 1974



Legal Obligations (continued...)

Obligation	Legal Basis
Monitor ELs' progress in English language proficiency and meeting academic standards.	Castañeda v. Pickard, 1981; ESSA, 2015
Evaluate LIEPs to ensure ELs acquire English proficiency & perform on par with non-ELs on academic assessments.	Castañeda v. Pickard, 1981; Lau v. Nichols, 1974
Notify caregivers of LIEP placement.	ESSA, 2015; Title VI of the Civil Rights Act of 1964; EEOA, 1974
Communicate with caregivers in a language they can understand.	



Immigrant Students

Obligation	Legal Basis
Provide all children with a free, public education regardless of immigration status. Enrollment forms cannot ask about immigration status or require a Social Security card or state driver's license, or a child's birth certificate.	Plyler v. Doe, 1982
Information about immigrant students and families cannot be shared with any person or agency without permission.	Family Educational Rights and Privacy Act (FERPA)

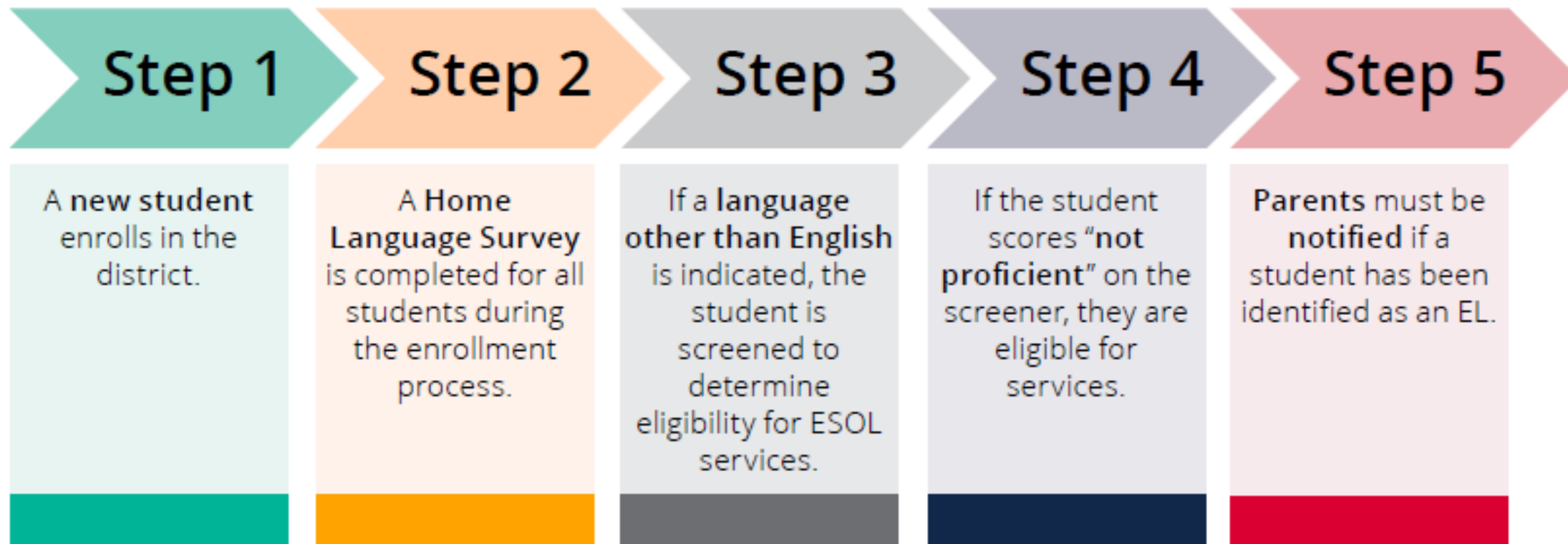


Moving beyond Obligations

- *While adherence to legal obligations is crucial, they are only a starting point. Designing welcoming schools that honor students' and families' languages, cultures, and backgrounds facilitates student engagement, language development, and academic achievement for ALL students.*



4: Identifying English Learners



Home Language Survey



Required Language Background Questions

- What language did your child first learn to speak/use?
- What language does your child speak/use at home?
- What language do you speak/use with your child?
- What language do the adults regularly present or living in the house speak/use in the presence of the child?

Required Migrant Education Program Information

- Have you or a member of your family moved in the last 36 months to do, or apply for, agriculture or fishing related work, including dairies, nurseries, meat or vegetable processing, feed yards, or field work?
- Have your children moved with or to join the worker above in the past 36 months?

Sample Home Language Survey

SAMPLE HOME LANGUAGE SURVEY

Upon enrollment, every student or parent/guardian must be given a Home Language Survey. This survey will be used to determine which students should be assessed for English proficiency. Knowledge of, or exposure to another language does not, in and of itself, qualify a student for ESOL services. If a language other than English is indicated in any of questions 1-4, the student will be assessed to determine eligibility for English for Speakers of Other Languages (ESOL) services using an approved screener.

Please complete one form for each child.

Student Information:

Name	Grade
Address	Date of Birth
Date first enrolled in a school in the U.S.	Phone Number

Student Language Information:

1. What language did your child first learn to speak/use?
English ____ Spanish ____ Other (please specify) _____
2. What language does your child speak/use at home? Do not include language learned in a class or through television or other such programming.
English ____ Spanish ____ Other (please specify) _____
3. What language do you speak/use with your child?
English ____ Spanish ____ Other (please specify) _____
4. What language do the adults regularly present or living in the home speak/use while in presence of the child?
English ____ Spanish ____ Other (please specify) _____

Parent/Guardian Information:
Which language do you prefer? English ____ Spanish ____ Other (specify) _____
(Please specify "written" or "spoken". To the extent practicable, communication from the school will be provided in this language.)

Migrant Education Program Information:
The Migrant Education Program (MEP) is authorized by Title I Part C of the Elementary and Secondary Education Act of 1965 (ESEA). The MEP provides formula grants to local education agencies to establish or improve education programs for children who may qualify for the Migrant Program. Please help us determine your child's eligibility for the Migrant Program by responding to the following questions.

Have you or a member of your family moved in the last 36 months to do, or apply for, agriculture or fishing related work, including dairies, nurseries, meat or vegetable processing, feed yards, or field work? Yes ____ No ____

Have your children moved with or to join the worker above in the past 36 months? Yes ____ No ____

For the School: If the answer to either of the previous two questions is Yes, please contact Alejandro Cabero at alejandrocabero@ksde.org or 785-542-4904 ext. 1504 and provide him a copy of this survey.

Signature of Parent or Guardian

Date

Updated July 2025

Available on the [KSDE ESOL](https://ksde.org/ESOL) website.



Approved Screeners



Preschool

- [preLas](#)
- [Pre-IPT](#)

K-12

- [KELPA Screener](#)
- [WIDA Alternate Screener](#) *(for new students with the most significant cognitive disabilities)*

KELPA Screener



See the [KELPA Screener Manual](#) for complete details.

Reminder: Please don't forget to add the student's State Student Identifier (SSID) in Kite.

- Used to connect screener student to TEST enrollment record
- Retains KELPA Screener proficiency report associated with the SSID

NEW! – WIDA Alternate Screener



- A specialized English language proficiency screener for newly enrolled students in grades K-12 with the most significant cognitive disabilities.
- [Introducing WIDA Alternate Screener](#)
- Additional TA will be provided in the coming weeks during monthly ESOL webinars.

5: Program Implementation

- Transitional Bilingual Education or Early-Exit Bilingual Education
- Dual Language or Two-way Immersion
- ESL or ELD
- Content Classes with integrated ESL support
- Newcomer programs
- Maintenance Bilingual Education (MBE)
- Sheltered English Instruction
- Submersion Program



6: Providing High-Quality Instruction

- Stages of English Language Acquisition
- [2018 Standards for English Learners](#)
- Instructional Strategies to Support ELs in the Classroom
- EL Teacher of Record/Licensure
- Paraprofessionals



7: Assessing English Learners

- KELPA
- WIDA Alternate ACCESS
 - *Used for students in grades K-12 who are identified as English learners with the most significant cognitive disabilities*



8: Supporting Former ELs

- Exiting English Learners
- Transition/Monitor Procedures
- Reinstating Students



Transitional Students



- Because services are being provided and funding is still being received by the district, all documentation that will be listed on slide 39 should be on file, along with the Transitional Form.
- Reminders:
 - Always consider core content interventions and collect data for documentation.
 - Transitional students do **NOT** take the KELPA.
 - Transitional Sample Form can be found on the [KSDE ESOL](#) website.

Transitional Sample Form



This student has reached a level of English proficiency that indicates he/she still needs limited ESOL services. After the transitional year, the student will be placed on monitored status.

Student Name: _____ Date: _____ School: _____

Grade: _____ Birthdate: _____ Student ID: _____

Parent/Staff Concerns:

<u>Documentation</u>	Reading	Language Arts	Math	Other (Specify)	Date
Classroom Grades	_____	_____	_____	_____	_____
State Assessment Scores	_____	_____	_____	_____	_____
Formative Assessments (i.e. DIBELS, Aimsweb)	_____	_____	_____	_____	_____
Attendance & Behavior Data	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

☐ After transitional year, the student is performing successfully in the general education classroom(s).

☐ After transitional year, the student is having difficulties in one or more general education classroom(s).

After transitional year
It is recommended that (check one):

☐ Move to monitored status

☐ Content teacher observation/ EL staff observation (use a separate page)

☐ Academic Intervention (provide start date and description)

☐ Test with state approved screener to determine possible re-entry into

Monitor Students – Years 1 & 2



- The student has passed KELPA or WIDA Alternate ACCESS.
- Data suggests the student will be able to participate in the standard instructional program without additional support.
- The school **does not** receive funding for the student.
- Monitored students do **NOT** take the KELPA or WIDA Alternate ACCESS Assessment again after scoring proficient.

Monitor Students Continued...



- Students are exited from the ESOL program and placed on monitored status to ensure that:
 - The students have not been prematurely exited.
 - Any academic deficits they incurred as a result of participation in the EL program have been remedied.
 - They are meaningfully participating in the standard instructional program comparable to their never-EL peers ([Dear Colleague Letter](#), 2015, pg. 34)
- The monitoring form(s) should be on file with all other documents.
 - Sample forms can be found on the [KSDE ESOL](#) website.

Monitoring Sample Form (Year 1)



This student has reached a level of English proficiency that indicates he/she may no longer need *ESOL* services. The student will be **monitored for two years**.

Student Name: _____ Date: _____ School: _____

Grade: _____ Birthdate: _____ Student ID: _____

Parent/Staff concerns:

<u>Documentation</u>	Reading	Language Arts	Math	Other (Specify)	Date
Classroom Grades	_____	_____	_____	_____	_____
State Assessment Scores	_____	_____	_____	_____	_____
Formative Assessments (i.e. <i>DIBELS</i> , <i>AIMSweb</i>)	_____	_____	_____	_____	_____
Attendance & Behavior Data	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

☐ After year 1 of monitoring, the student is performing successfully in the general education classroom(s).

☐ After year 1 of monitoring, the student is having difficulties in one or more general education classroom(s).

After year 1 of monitoring
It is recommended that (check one):

☐ Continue monitoring

☐ Content teacher observation/ EL staff observation (use separate page)

☐ Academic Intervention (provide start date and description)

☐ Test with state approved screener to determine possible re-entry into ESOL services _____

Forms for Year 1 and Year 2 are similar.



9: Engaging with EL Families

- Parent Notification Letters
- Parents' Right to Waive Services
 - Do not suggest a parent waive services.
 - Must be a “knowing and voluntary” decision
- Translation and Interpretation




10: Accountability for EL Programs

- Program Review and Monitoring Protocol
- KIDS Reporting
- Fiscal Auditing
- Maintaining Documentation
- Cumulative Folders
- Developing and Evaluating District Plans



ESOL Field Requirements

KIDS 2025-2026 Collection System File Specifications

Detail Record Layout for ENRL, TEST, EOYA, EXIT, ASGT, QERY, MILT, SMSC and SPED (District/School SIS Collection Export File)								
Excel Ref#	Field Ref#	Field	Maximum Length	Format Details	Relevant for Record Type	Comments/Values		
ESOL Field Requirements:						 <i>*10n ASGT, SPED, and EXIT record types, only D44: ESOL/Bilingual Program Participation Code is required.</i> <i>*D46: ESOL/Bilingual Student Contact Minutes are required for ENRL and MILT record types only.</i> <i>***D43: First Language is required for all students; 'eng' is not a valid value for records with a value other than '0' in D42: ESOL/Bilingual Program Participation Code.</i> <i>****D45: Language Instruction Education Program Type is required for ENRL record types only.</i>		
	Value in D44†	1, 2, or 3	5	6	7		8	0
	Program Entry D41	Filled in	Filled in	Filled in	Filled in		Filled in	Blank
	US Entry D42	Filled in	Filled in	Filled in	Filled in		Filled in	Blank
	First Language D43***	Filled in	Filled in	Filled in	Filled in		Filled in	Filled in
	Language Instruction Education Program Type D45****	Filled in	Blank	Filled in	Filled in		Blank	Blank
	Contact Minutes D46*	Filled in	Blank	Blank	Filled in		Blank	Blank
D40-D45								
AN	D41	ESOL/Bilingual Program Entry Date	10	mm/dd/yyyy	ENRL, TEST, MILT, EOYA	The date an English Learner (EL) qualifies for services in an English for Speakers of Other Languages (ESOL)/Bilingual Program. The ESOL Program Entry Date must be on or after the State Entry Date. Qualification is based on an English Language Proficiency placement test. This field is blank if the student is not an ESOL or ESOL eligible student. See D44: ESOL/Bilingual Program Participation Code.		
AO	D42	First Entry Date into a School in the United States	10	mm/dd/yyyy	ENRL, TEST, MILT, EOYA	The month, day, year on which the student first entered and began to receive instructional services in a school or an educational institution in the USA. If not known, select a reasonable estimate, such as two years prior to the current date. The date must be on or before the D20: State Entry Date. This field is blank if the student is not an ESOL or ESOL eligible student. See the table above D41: ESOL/Bilingual Program Entry Date.		

ESOL data to be entered

KIDS 2025-2026 Collection System File Specifications

pg. 42-47



KIDS Collection Appendix D



- Common Education Data Standards (CEDS) First Language Codes, pg. 105-111
- Please check at enrollment for accuracy.
- If "Undetermined" (und), KSDE will contact the school district to contact the family for accurate information.

Source: [KIDS 2025-2026 Collection System File Specifications Version 1.02](#)

Fiscal Auditing



- What documentation does the auditor need for each identified student?
 - Home Language Survey
 - Screener Results
 - Individual Learning Plan (ILP)
 - EL Contact Time Calculator
 - Teacher/Para meeting documentation
 - Student schedule
 - Sample lesson plan
 - *If students are transitional or in year one or two of monitoring, those forms must also be completed and reviewed regularly.*
- For more information, visit the [Fiscal Auditing](#) website.

NEW! - Cumulative Folder Checklist

- An optional tool available to LEAs based on feedback from the field.
- Suggested to help minimize “loss” of EL-related student records if a student transfers
- Just an idea: Put all EL-specific documents that need to be retained in a colored folder within the larger cumulative folder.
- Could also be used to ensure documents are included in electronic “folders.”

Cumulative Folder Guidance Specific to English Learners			
Please use the following checklist to ensure that information specific to identified English learner students is included in the cumulative folder. Update all information in cumulative folders at the end of each school year or when a student transfers to another school or school district. When working with cumulative folders, school staff must keep all information intact, confidential, and safe.			
Note: Electronic documentation is acceptable as long as it can be produced for State auditors and is stored securely.			
Student Name:		School Year:	
SSID:		Grade:	
	Annual Documentation	Date Completed	
<input type="checkbox"/>	Original Home Language Survey		
<input type="checkbox"/>	KELPA/WIDA Alternate Screener Report (K-12) or preLAS/Pre-IPT (Preschool)		
<input type="checkbox"/>	Most Recent Annual Parent Notification Letter		
<input type="checkbox"/>	Parent Waiver of Services (if applicable)		
<input type="checkbox"/>	Copy of the student's current Individual Learning Plan		
<input type="checkbox"/>	Copy of ELP Assessment (KELPA or WIDA Alternate ACCESS) Score Reports • Student score reports should remain in the cumulative folder for at least two years or be stored in an electronic format that is easily accessible and made available as needed.		
<input type="checkbox"/>	Other:		
<input type="checkbox"/>	Other:		
	Exit/Monitor Documentation	Date Completed	
<input type="checkbox"/>	Transition Year (Optional)		
<input type="checkbox"/>	Monitor – Year 1		
<input type="checkbox"/>	Monitor – Year 2		
Update Log			
Name	Initials	Date	Notes (Optional)

Kansas State Department of Education Updated July 2025



11: Funding EL Programs

- State ESOL Funding
 - Allowable Activities
- Title III Funding
 - Required Activities
 - Allowable Activities
- Supplement, not Supplant
- FAQs
- Consortia



Glossary & Appendices*

- A. Home Language Survey
- B. Entrance Criteria for ESOL Program
- C. Sample Teacher/District ESOL Endorsement Plan of Study
- D. Sample Teacher/Para Meeting Log
- E. Cumulative Folder Checklist
- F. ESOL Checklist (Condensed)

***Also available on the [KSDE ESOL](#) website.**



Reminder: Dos and Don'ts



Do

- Use state, local funds to identify students for English learner services
- Implement EL proficiency standards for all LEAs
- Use Title III, Part A LEA funds to address all required activities by ESEA
- Use home language survey to identify EL students
- Notify parents of right to opt out of Language Instruction Educational Programs
- Conduct timely, meaningful consultation when developing Title III state plan
- Assess students for English learner status within 30 days of enrollment
- Use Title III for professional development activities
- Provide language services to all ELs, whether in-person or remote

Don't

- Confuse EL proficiency standards with reading/language arts standards
- Use Title III funds to administer English language proficiency assessments
- Use Title III funds to identify EL students
- Let language barriers deter outreach to parents of English learners
- Neglect to provide appropriate screening assessments for EL students
- Neglect to administer EL assessments in all LEAs
- Forget to make effort to engage with EL parents
- Use reading/language arts assessment results to exit ELs from services
- Neglect to provide timely information to parents of ELs participating in LIEPs
- Use different criteria to identify former English learners

List adapted ESEANow Newsletter. © LRP Publications. Last updated July 16, 2025. Login required.



Reminders & Resources

August/September Important Tasks

- Administer Home Language Surveys
- Administer KELPA or WIDA Alternate Screener
- Send Home Parent Notification Letters
- Determine Placement in ESOL Services for each student
- Calculate EL Contact Minutes
- Create Individual Learning Plan for each student
- Document Teacher/Para Meetings
- Submit KIDS Records – Count Day: **September 22, 2026**
- Register for Monthly Webinars
- Email Alysha.Nichols@ksde.gov to join the ESL listserv and get the most up-to-date communication!



2025-2026



ESOL/Title III Webinar

- Important Updates; Set agenda
- Thursdays, 1:00 pm CST
- All webinars will be recorded and will be posted on the ESOL Education Resources Page, along with a PDF of the slide presentation.
- Registration is available at www.ksdetasn.org.

Office Hours

- No set agenda
- Wednesdays, 3:30 pm CST
- Additional opportunity to ask questions and collaborate
- No registration required
- Not mandatory or recorded
- Focused on supporting those new in their roles

2025-2026 ESOL/Title III Webinar Schedule

Month	Activity	Date
August 2025	Webinar: ESOL/Title III Update	Thursday, August 21 st
	Office Hours: Back-to-School	Wednesday, August 27 th
September 2025	Webinar: ESOL/Title III Update	Tuesday, September 16 th (Date Change)
	Office Hours: September 20	Wednesday, September 17 th
October 2025	Webinar: ESOL/Title III Update	Thursday, October 23 rd
November 2025	Webinar: ESOL/Title III Update	Thursday, November 13 th
December 2025	Winter Break	N/A
January 2026	Webinar: ESOL/Title III Update	Thursday, January 15 th
	Office Hours: ELP Assessment Preparation	Wednesday, January 28 th
February 2026	Webinar: ESOL/Title III Update	Thursday, February 19 th
	Office Hours: ELP Assessment Scoring	Wednesday, February 25 th
March 2026	Spring Break	N/A
April 2026	Webinar: ESOL/Title III Update	Thursday, April 16 th
May 2026	Webinar: ESOL/Title III Update	Thursday, May 14 th
June 2026	Summer Break	N/A



Additional Resources

- [USDE](#): English Language Acquisition State Grants; Title III, Part A
- English Learners [Dear Colleague Letter](#) (2015)
- [Title III Non-Regulatory Guidance](#) (2016)
 - [Addendum](#) (September 2016)
- National Clearinghouse for English Language Acquisition ([NCELA](#))
 - Newcomer, English learner, and Family Toolkits
- Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs ([DOJ/OCR – Undated](#))





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