

Building Capacity



In 2010, the Georgia State Board of Education endorsed the National PTA Standards for Family-School Partnerships as Georgia’s Family Engagement Standards. This section provides a crosswalk of the National PTA Standards for Family-School Partnerships and Section 1116(e) of the Every Student Succeeds Act, Title I, Part A. Also included in this section is a graphic of the Dual Capacity-Building Framework for Family-School Partnerships which the U.S. Department of Education published in 2013. The Dual-Capacity Building Framework is a “compass” to assist schools and families in charting “a path toward effective family engagement efforts that are linked to student achievement and school improvement.” For resources related to building parent and school staff capacity, visit the Department’s Family-School Partnership Program website at <http://partnerships.gadoe.org> and the Federal Program’s Georgia’s Systems of Continuous Improvement website at <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>.

The Dual Capacity Building Framework

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



Welcome to the Dual Capacity-Building Framework

Based on existing research and best practices, the Dual Capacity-Building Framework for Family-School Partnerships (Version 2) is designed to support the development of family engagement strategies, policies, and programs. It is not a blueprint for engagement initiatives, which must be designed to fit the particular contexts in which they are carried out. Instead, the Framework should be seen as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement.

Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: www.dualcapacity.org

Building Capacity of Parents and School Staff Webpage Resources

Please visit the following pages for parent or school resources:

Parent or Teacher?

Need parent resources?

Need school staff resources?



Parent Capacity

<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Capacity.aspx>



School Staff Capacity

<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/School-Staff-Capacity.aspx>

Included Resources



Parent Capacity Checklist



School Transitions



School Staff Checklist



Customizable PowerPoint

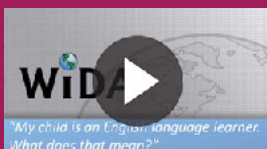


Parents of English Learners



Ideas for Building School Staff Capacity

Resource Highlights



Building Capacity: A Crosswalk for Parent and Family Engagement

BUILDING CAPACITY FOR INVOLVEMENT

Title I, Part A, Section 1116(e) of the Every Student Succeeds Act describes the six “*shalls*” stated in the law under *Building Capacity for Involvement*. The law provides eight additional “*mays*” (that are not required, but are allowable) to ensure meaningful capacity building of parents, family members, and school staff. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part—

- (1) **SHALL** *provide assistance* to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) **SHALL** provide *materials* and *training* to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- (3) **SHALL** *educate* teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the *value* and *utility* of contributions of *parents*, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) **SHALL**, to the extent feasible and appropriate, *coordinate* and *integrate parent involvement programs* and *activities* with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) **SHALL** *ensure* that *information* related to school and parent programs, meetings, and other activities is *sent* to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (14) **SHALL** *provide* such other *reasonable support* for parental involvement activities under this section as parents may request.

The National PTA Standards for Family-School Partnerships, which the State Board of Education endorsed in 2010 as Georgia’s Family Engagement Standards, provides an effective framework for carrying out the six *SHALLS*, the eight *MAYS* under the law, and a school or district’s Title I parent and family engagement policy/program. Therefore, the “*shalls*” are the **activities** to implement and the Family Engagement Standards are the **framework** to help ensure effective parent and family engagement policy and plans.

Parent Teacher Association National Standards for Family-School Partnerships

Standard 1: *WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY*: Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: *COMMUNICATING EFFECTIVELY*: Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: *SUPPORTING STUDENT SUCCESS*: Families and school staff continuously collaborate to support students' learning and health development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: *SPEAKING UP FOR EVERY CHILD*: Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: *SHARING POWER*: Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: *COLLABORATING WITH THE COMMUNITY*: Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.



Reference: National Parent Teacher Association (PTA). (2009). *PTA National Standards for Family-School Partnerships: An Implementation Guide*. Retrieved from <http://www.pta.org/2757.asp>

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The National PTA Standards for Family-School Partnerships provide strategies for Title I schools to build parent capacity as required by the Every Student Succeeds Act (ESSA). The Crosswalk for Parent and Family Engagement tool puts this work in a context that is easy to understand and family-friendly language in order to assist schools, parents, and communities in understanding the law by aligning the PTA Standards with the six “*shall*” and eight “*may*” stated in the law.

Building Parent Capacity: A Crosswalk for Parent and Family Engagement	
<i>PTA National Standards for Family-School Partnerships</i>	
<p><i>Title I Parental Involvement – Section 1116(e)</i></p> <p><i>14 Activities to Build Capacity for Parent and Family Engagement</i></p> <p>BUILDING CAPACITY FOR INVOLVEMENT – To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part –</p>	<p>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>
<p>(1) SHALL provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;</p> <p>(2) SHALL provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.</p>	<p>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>

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<p>(3) SHALL <i>educate</i> teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the <i>value</i> and <i>utility</i> of contributions of <i>parents</i>, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;</p>	<p>Standard 1: Welcoming All Families Into the School Community – Families are <i>active participants</i> in the life of the school, and <i>feel welcomed</i>, and <i>connected</i> to each other, to school staff, and to what students are learning and doing in class.</p> <p>Standard 2: Communicating Effectively – Families and school staff engage in <i>regular, two-way and meaningful communication</i> about student learning.</p>
<p>(4) SHALL, to the extent feasible and appropriate, <i>coordinate</i> and <i>integrate parent involvement programs</i> and <i>activities</i> with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;</p>	<p>Standard 3: Supporting Student Success – Families and school staff continuously <i>collaborate to support students’ learning</i> and healthy development both at <i>home and at school</i>, and have regular opportunities to <i>strengthen their knowledge and skills</i> to do so effectively.</p>
<p>(5) SHALL <i>ensure</i> that <i>information</i> related to school and parent programs, meetings, and other activities is <i>sent</i> to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;</p>	<p>Standard 2: Communicating Effectively – Families and school staff engage in <i>regular, two-way and meaningful communication</i> about student learning.</p>
<p>(6) may <i>involve parents</i> in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;</p>	<p>Standard 4: Speaking Up for Every Child – Families are <i>empowered</i> to be <i>advocates</i> for their own and other children, to ensure that students are treated fairly and have <i>access to learning opportunities</i> that will support their success.</p> <p>Standard 5: Sharing Power – Families and school staff are <i>equal partners</i> in <i>decisions</i> that affect children and families and together, inform, influence, and <i>create policies, practices, and programs</i>.</p>

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<p>(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;</p>	<p>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>
<p>(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;</p>	<p>Standard 1: Welcoming All Families Into the School Community – Families are active participants in the life of the school, and feel welcomed, and connected to each other, to school staff, and to what students are learning and doing in class.</p> <p>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>
<p>(9) may train parents to enhance the involvement of other parents;</p>	<p>Standard 4: Speaking Up for Every Child – Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.</p>
<p>(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation</p>	<p>Standard 2: Communicating Effectively – Families and school staff engage in regular, two-way and meaningful communication about student learning.</p> <p>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>

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<p>(11) may <i>adopt and implement model approaches</i> to improving parental involvement;</p>	<p>All Standards: Standard 1 – Welcoming All Families Into the School Community Standard 2 – Communicating Effectively Standard 3 – Supporting Student Success Standard 4 – Speaking Up for Every Child Standard 5 – Sharing Power Standard 6 – Collaborating with Community</p>
<p>(12) may establish a <i>districtwide parent advisory</i> council to provide advice on all matters related to parental involvement in programs supported under this section;</p>	<p>Standard 5: Sharing Power – Families and school staff are <i>equal partners in decisions</i> that affect children and families and together, inform, influence, and <i>create policies, practices, and programs.</i></p>
<p>(13) may <i>develop appropriate roles</i> for community-based organizations and businesses in parent involvement activities; and</p>	<p>Standard 6: Collaborating with Community – Families and school staff <i>collaborate with community</i> members to <i>connect</i> students, families, and staff to expand learning opportunities, community services, and civic participation.</p>
<p>(14) <u>SHALL provide</u> such other <i>reasonable support</i> for parental involvement activities under this section as parents may request.</p>	<p>Standard 3: Supporting Student Success – Families and school staff continuously <i>collaborate to support students’ learning</i> and healthy development both at <i>home and at school</i>, and have regular opportunities to <i>strengthen their knowledge and skills</i> to do so effectively.</p> <p>Standard 5: Sharing Power – Families and school staff are <i>equal partners in decisions</i> that affect children and families and together, inform, influence, and <i>create policies, practices, and programs.</i></p>

Building the Capacity of Parents of English Learners

Schools and districts must also provide outreach to the parents of English learners to ensure their participation in the same capacity building opportunities afforded all parents of participating students as well as to ensure compliance with Title I, Part A, Section 1112(e)(3)(C). Specifically,

(i) Each local educational agency receiving funds under this part shall implement effective outreach to parents to inform them regarding how they can:

- I. Be involved in the education of their children; and
- II. Be active participants in assisting their children to –
 - (aa) attain English proficiency
 - (bb) achieve at high levels within a well-rounded education; and
 - (cc) meet challenging State academic standards expected of all students.

(ii) [Conduct] regular meetings – implementing an effective means of outreach to parents under clause (i) [to] ... include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

Please visit the Parents of English Learners webpage (<https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx>) and the English Learner Program page (<https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/English-Learner-Programs.aspx>) for additional information and resources.

Title I, Part A 1112(e)(3)(A) “Notice” (Title I Parent Notification of Student Eligibility for Supplemental Language Support Services)



This section provides guidance to districts on the requirements of section 1112(e)(3)(C).

Every Student Succeeds Act, Title I, Part A, Section 1112

The following is a comparison of the Elementary and Secondary Education Act (ESEA), Title I, Part A, and the Every Student Succeeds Act (ESSA), Title I, Part A. Text that is struck out in gray was removed from the old law. Green text was added to the new law. To read the full text of the ESSA, visit the US ED website at <http://www.ed.gov/essa>.

Section 1112. LOCAL EDUCATIONAL AGENCY PLANS.

(e) PARENTS RIGHT-TO-KNOW.—

(3) LANGUAGE INSTRUCTION.—

(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in; such a program, of —

- (i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- (ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- (iii) the methods of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- (iv) how the program in which their child is, or will be, participating, will meet the educational strengths and needs of their child;

- (v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- (viii) information pertaining to parental rights that includes written guidance —
 - (I) detailing the right that parents have to have their child immediately removed from such program upon their request;
 - (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - (III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children’s parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

C) PARENTAL PARTICIPATION.

(i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

- (I) be involved in the education of their children,; and
- (II) be active participants in assisting their children to

- (aa) attain English proficiency;
- (bb) achieve at high levels within a well-rounded education,; and
- (cc) meet challenging State academic standards expected of all students.

(ii) REGULAR MEETINGS.—Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

D) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

(4) NOTICE AND FORMAT.—The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

NOTIFICATION TO PARENTS OF PARTICIPATING ENGLISH LEARNERS

Previously stated in both Title I and Title III under the Elementary and Secondary Education Act (ESEA), the overarching parent and family engagement statute regarding notices to parents of participating English Learners (ELs) in supplemental language support is now under Title I, Part A, Section 1112(e)(3)(C) in the Every Student Succeeds Act (ESSA). Local educational agencies (LEAs) are required to send notification, in a language and format appropriate for the reader, to parents of ELs who have been selected to participate in the LEA's Title III or Title I supplemental language program. The federally-funded Title III or Title I supplemental language program would be in addition to the state funded English to Speakers of Other Languages (ESOL) program.

Templates are available in English and 14 other languages for LEAs to use in notifying parents of participating ELs of their child's eligibility for federally-funded supplemental language support programs. In addition, the Georgia Department of Education Title III / ESOL Program and Title I-A, Family -School Partnership Program have developed a combined notification that will satisfy both the eligibility for federally funded supplemental language support service and the ESOL notice of eligibility requirements.

The combined notification may also be found on the Parents of English Learners webpage, in 15 different languages. This notice also permits the parent to waive participation in the Title-funded services. Please note that this notification may not be applicable to all parents of ELs. It is only for parents whose EL student is receiving Title I or Title III funded services focused on English language acquisition. The Georgia Department of Education recommends that district Title I staff collaborate with Title III and ESOL staff to identify which parents of ELs should receive the notification. To download the templates, please visit the Family-School Partnership Program website at <http://partnerships.gadoe.org>. Navigate to the left-hand side of the webpage and click on the "Parent Capacity" link. Select the "Parents of English Learners" webpage. A copy of the English version of the template and a flowchart for determining support for ELs are on the following pages of this guide.

Sample School District
Title I Parent Notification of Student Eligibility for
Supplemental Language Support Services

Date: _____

Student Name: _____

Dear Parents:

As a student in our school district's "English to Speakers of Other Languages" (ESOL) program, your child receives effective language instruction from an ESOL teacher. As an English Learner, your child also qualifies for additional supports that we offer to help improve his/her English skills. When your child exits from the state ESOL program, we will also exit your child from these extra language services.

Your child's English skill was most recently tested with the: Kindergarten W-APT[®] or MODEL[®]; WIDA Screener[®]; or ACCESS for ELLs 2.0[®] and received an overall score of _____. Scores lower than _____ qualify a child to be placed in the ESOL program.

We offer the additional supports below to help improve your child's listening, speaking, reading and writing skills in English as well as support his or her academic needs. For high school students who receive these additional supports, the graduation rate is ____%. Please note that if your child has a disability, his/her language program services are developed together with special education staff and they support your child's Individualized Education Program (IEP).

NOTE TO LEAs:

*Remove this highlighted section and list your district's Title I or Title III-funded supplemental language program/activities here. (Do not list the **basic, State-mandated** ESOL program offerings.)*

*You must indicate: the methods of instruction used in the federally-funded program offered to the student as well as the methods of instruction used in other available programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction, **and** how the program(s) selected for their student will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.*

You have the right to refuse these additional supports for your child. If you would like to decline participation for your child, talk about the different supports offered, or learn about parent meetings, please contact the person whose name, phone number, and e-mail are listed below. Thank you.

Name: _____

Title: _____

Telephone Number: _____ E-mail: _____

[Insert School District Name]

**Parent Notification of Student Eligibility
for English to Speakers of Other Languages (ESOL) Language Program
and Supplemental Language Instruction Services**

Student Name: _____ Date: _____

School: _____ Grade Level: _____ Homeroom: _____

Dear Parents/Guardians:

The purpose of this letter is to notify you that your child has been identified as an English Learner (EL) based on the following test of English Language Proficiency (ELP):

- | | |
|---|-------------------------------|
| <input type="checkbox"/> Kindergarten screener | Your child's ELP level: _____ |
| <input type="checkbox"/> WIDA Screener® (Grades 1 – 12) | Your child's ELP level: _____ |
| <input type="checkbox"/> ACCESS for ELLs 2.0® | Your child's ELP level: _____ |
| <input type="checkbox"/> Alternate ACCESS for ELLs® | Your child's ELP level: _____ |

Your child is in our school's ESOL language program because his/her level of English proficiency was less than _____ on this test. See the **left side** of the chart below.

- Your child is also receiving supplemental language instruction services to develop English language skills and support academic success. See the **right side** of the chart below.
- Your child is not receiving supplemental language instruction services.

ESOL Language Program	Supplemental Language Instruction Services
<p>Your child is being taught English as used in school through one of the following ESOL delivery models*:</p> <ul style="list-style-type: none"><input type="checkbox"/> Pull-out<input type="checkbox"/> Push-in<input type="checkbox"/> Resource center/Lab<input type="checkbox"/> Scheduled ESOL class period<input type="checkbox"/> Scheduled ESOL class period in a Newcomer Program<input type="checkbox"/> Sheltered Content<input type="checkbox"/> Sheltered Content in a Newcomer Program<input type="checkbox"/> Dual Language Immersion<input type="checkbox"/> Innovative: _____ <p><small>*Please see ESOL Delivery Model description at the end of this notification.</small></p>	<p>NOTE TO LEAs: <i>Remove this highlighted section and list your district's Title I or Title III-funded <u>supplemental</u> language program/activities here. (Do not repeat the basic, State-mandated ESOL program offerings on the left.)</i></p> <p><i>You must indicate: the methods of instruction used in the federally-funded program offered to the student as well as the methods of instruction used in other available programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction, and how the program(s) selected for their student will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.</i></p>

[Insert School District Name]

Our language instruction program and services are effective in increasing the English and academic skills of students. If your child is in high school, the expected English Learner graduation rate is ____%.

To review the status of your child's academic achievement, please log in to the school's online parent portal: **[NOTE TO LEAs: Insert your school's parent portal name and link here. If there is no parent portal, delete this sentence and describe how the parent can access the child's academic progress.]**

The school will exit your child from this ESOL language program and supplement language service when he/she reaches the district's established level of English proficiency.

Please note that if your child has a disability, special education staff together with language support staff have determined the language services as specified in the Individualized Education Program (IEP).

You have the right to refuse the ESOL language program (See the left side of the chart on the previous page) and/or the supplemental language instruction services (See the right side of the chart on the previous page). Please contact the person listed below if you would like to decline participation for your child, if you would like to talk about the different language instruction services offered, or if you would like to learn about our parent meetings. Thank you.

Name: _____ Title: _____

Telephone Number: _____ E-mail: _____

School's Description of your child's ESOL Delivery Model: **[NOTE TO LEAs: Please keep the description(s) applicable to the child and delete the others.]**

- Pull-Out:** EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
- Push-in:** EL students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher.
- Resource center/Lab:** EL students receive language assistance in a group setting supplemented by multimedia materials.
- Scheduled ESOL class:** In a class composed only of ELs, EL students receive instruction in foundational social and instructional English as well as in the academic languages of content.
- Scheduled ESOL class in a Newcomer Program:** EL students are participating in a Newcomer Program for recently arrived immigrants, in a class composed only of ELs. EL students receive instruction in foundational social and instructional English as well as in the academic languages of content.
- Sheltered Content:** EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students.
- Sheltered Content in a Newcomer Program:** EL students are participating in a Newcomer Program for recently arrived immigrants. EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students.

[Insert School District Name]

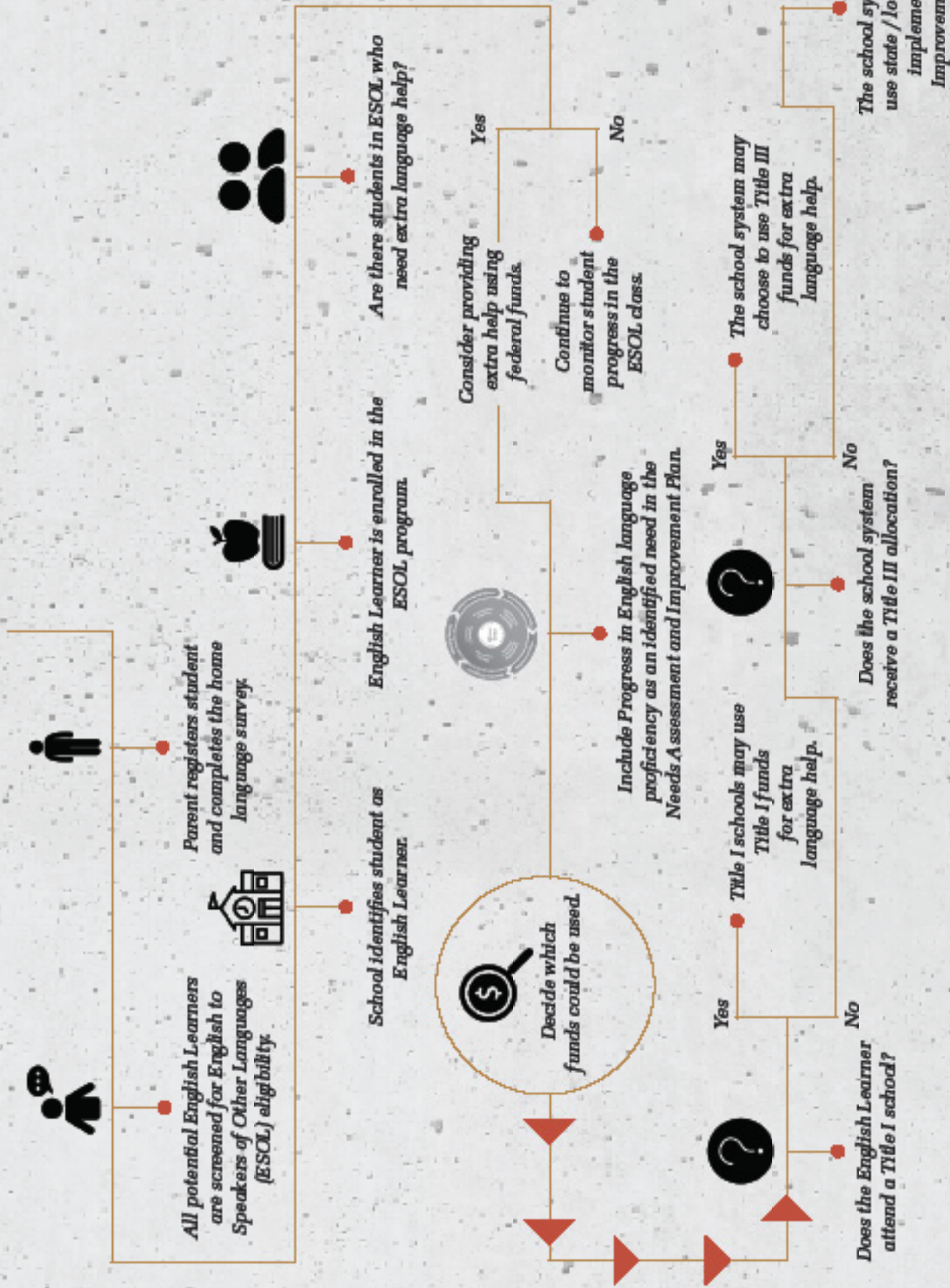
Dual Language Immersion: EL students receive language assistance through immersion in a dual language setting. The class includes EL students and non-EL students.

Innovative: _____



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DETERMINING SUPPORT FOR ENGLISH LEARNERS



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