



Richard Woods, Georgia's School Superintendent
 "Educating Georgia's Future"

Dual Language Immersion, ESOL, & Federal Programs

ESOL & DLI

Since August 2015, the Dual Language Immersion (DLI) program has been a state-approved ESOL delivery model in Georgia (State Board of Education Rule IDDG 160-4-5-.02 Language Assistance: Program for English Learners (ELs)). Defined as “an educational delivery model whereby students learn academic content through both their native language and a foreign language,” the DLI/ESOL delivery model requires that EL “students participating in a dual language immersion program receive their supplemental English language support from the teacher providing instruction during the English portion of the academic day.” (IDDG 160-4-5-.02)

The Equal Educational Opportunities Act (EEOA) requires school districts to take “appropriate action to overcome language barriers that impeded equal participation by students in instructional programs” [20 U.S.C. § 1703(f)]. Title VI of the Civil Rights Act of 1964 prohibits national origin discrimination and requires school districts to take “affirmative steps to address language barriers so that EL students may participate meaningfully in schools’ educational programs. [34. C.F.§ 100.3(b)(1)(2)] Therefore, qualifying English Learners have a civil right to a language assistance program in U.S. schools. (See *OCR Dear Colleague Letter: English Learner Students and Limited English Proficiency Parents*, January 2015, p. 5-10.) In Georgia, a school’s state-funded, core language program is called English to Speakers of Other Languages or ESOL.

In Georgia’s DLI programs, students spend at least half of their school day in a target language instructional setting and the other half-school day in an English-only instructional setting. Typically, DLI program schools choose to teach Math, Science, Literacy or Social Studies in the target language, and will teach ELA, Reading and extra-curricular courses in English. Classrooms may have students who are learning the target language and students who are learning English. (<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Dual-Immersion-Language-Programs-in-Georgia.aspx>) The terms used for these students are *emerging bilinguals* or *dual-language learners*.

Funding

“Students identified as eligible for language assistance services who are served by the state-funded ESOL program shall receive the equivalent of at least five segments per week of English language instruction using ESOL curricula in allowable service delivery models.” (IDDG 160-4-5-.02). Since DLI may be used as an ESOL delivery model, schools earn ESOL QBE/FTE funds when they code English content courses taught by an ESOL-qualified content teacher as ESOL courses as well, using the DLI delivery model (see chart below). Thus, DLI/ESOL is a state-funded, core language instruction program, as are all the other ESOL delivery models.

ESOL Delivery Model	Data Collections Code	Teacher of Record	Additional Teacher	Comments - Description	Course Code
Dual Language Model	'9'	Content teacher who is also the ESOL teacher	No	Students receive language assistance through immersion in a dual language setting. The class includes English Learners and non-EL students. The ESOL teacher must be the instructor during the “English portion” of the school day and must have the appropriate content area certification as well as the ESOL endorsement or ESOL certification or district-defined professional qualifications.	Content Area Course Number

Federal Programs & DLI

Federal Programs' Title I, Part A, Title III, Part A, & IV, Part A provide qualifying Districts with federal subgrants which could be used to provide **supplemental** strategies, interventions, and activities for qualifying students based on need. For instance, with regards to English Learners, federal subgrants in Titles I & III could be used to provide supplemental language strategies, interventions, and activities for qualifying EL students. Supplemental language support could be provided through extended-day or extended-year language tutoring or other language and/or academic interventions as needed. These, however, would not be part of the regular ESOL/DLI program, but rather, something in addition to it.

Another example of using federal funds for supplemental activities is using Title IV A subgrant funds to help educators learn how to use technology to increase the engagement of English learner (EL) students and to support communication with parents and caregivers of ELs, especially those with limited English proficiency (LEP) skills. See 4109(a)(1)(A)- LEAs shall use a portion of funds to develop and implement programs and activities to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students (1) by providing educators tools, devices, content, and resources to (A) personalize learning. And, 4107(a)(3)(C)(i)-LEAs shall use a portion of funds to develop and implement programs and activities that support access to a well-rounded education and are (1) coordinated and (2) may be conducted in partnership and (3) may include programs and activities such as (A) college and career guidance, (i) post-secondary education, (iii) financial literacy/aid, (B) Fine Arts, (C) STEM/STEAM (i) to increase access for underrepresented groups. And, 4101(b)(3)(A)- offer well-rounded educational experiences to all students.

In addition, Title III, Part A funds could be used to provide language-focused professional development to all school teachers and administrators, and supplemental language-focused outreach activities with parents to enhance the school's federally-funded language instruction educational program. Under the ESSA, Title III defines a Language Instruction Educational Program (LIEP) an "instruction course that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language." [Sec. 3201 7 (B)] Under the ESSA, Title III, Part A funds could also be used to provide "intensified instruction, which may include materials in a language that the student can understand, interpreters and translators." [Sec. 3115(d)(3)(B)]. Since this is an authorized activity, Title III, Part A funds must first be spent on the required activities in Sec. 3115(c).

"Title III, Part A funds must be used to supplement other Federal, State, and local public funds that would have been expended absent such funds. Because the civil rights laws require school districts to take appropriate action to overcome language barriers for EL students, Title III, Part A funds may not be used to fund the activities chosen to implement a school's civil rights obligations. Thus, school districts can use these funds only for activities beyond those activities necessary to comply with Federal civil rights obligations." (See *OCR Dear Colleague Letter: English Learner Students and Limited English Proficiency Parents*, January 2015, p. 7 downloaded @ <https://www2.ed.gov/about/offices/list/ocr/ellresources.html>)

Problem-Solving Cycle: Identify Need

The Georgia Department of Education has adopted a common framework for supporting schools, *Georgia's Systems of Continuous Improvement*. This framework illustrates how the continuous improvement model focuses on the whole child. The English Learner is the center of DLI/ESOL language programs. The problem-solving or continuous improvement cycle circling these five systems offers DLI educators the opportunity to **identify student needs**, select interventions, plan implementation, implement the plan, and examine students' progress.



The following questions could be used by educators in DLI schools to identify EL students' need and determine the best way to provide a supplemental language instruction program to ELs, over and above their regular ESOL/DLI "English content portion of the day".

- Are there any students in the DLI program that "need extra language support" outside of school hours?
 - What data was used to identify this need?
 - Who are these?
 - At what level of English proficiency are these students?
 - Have they been making typical gains in English proficiency compared to their peers?
 - If not, then, what do they need?
 - What type of support do they need?
- In which language are these students struggling?
 - Do they need more support in English or in the other language of classroom instruction? Why?
 - Is it a student issue or a teaching issue? Or is it the curriculum?
 - Are the families aware of these students' needs?
- How will the supplemental strategy, intervention or activity be provided?
 - By whom? Why? How?
 - Will it be implemented with fidelity?
- Is there research showing that the type of supplemental strategy, intervention or activity you design helps emerging bilinguals be successful in school in both languages?
- What skills and professional credentials do our teachers in the DLI program have that ensure they can effectively support their students?

Closing Thoughts

"Research on...supporting home language development, including fostering bilingualism, maintaining cultural connections and communication with family members, and the transferability of home language skills to English language acquisition, suggests that systematic and deliberate exposure to English, paired with supporting home language development within high-quality educational settings, can result in strong, positive outcomes for multilingual children who are learning English in school. (*Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)*, p. 20 @ <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiiguidenglishlearners92016.pdf>) See also the Policy Statement on *Supporting Children who are Dual Language Learners in Early Childhood Programs* published by the Departments of Education and Health and Human Services, which provides background supporting the language development of young learners:

https://www.acf.hhs.gov/sites/default/files/ece/dll_policy_statement_final.pdf

This information is also available in the [Federal Programs Handbook: Overarching Requirements for All Federal Programs](#).