

Allocating Federal Funds for State Programs for English Language Learners

Panel to Review Alternative Data Sources for the
Limited-English Proficiency Allocation Formula under Title III,
Part A, Elementary and Secondary Education Act

Committee on National Statistics
and
Board on Testing and Assessment

Division of Behavioral and Social Sciences and Education

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Allocating Federal Funds For State Programs For English Language Learners

Olivia N. Saracho, Bernard Spodek



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Allocating Federal Funds for State Programs for English Language Learners National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on National Statistics, Panel to Review Alternative Data Sources for the Limited-English Proficiency Allocation Formula Under Title III, Part A, Elementary and Secondary Education Act, 2011-07-20 As the United States continues to be a nation of immigrants and their children the nation's school systems face increased enrollments of students whose primary language is not English With the 2001 reauthorization of the Elementary and Secondary Education Act ESEA in the No Child Left Behind Act NCLB the allocation of federal funds for programs to assist these students to be proficient in English became formula based 80 percent on the basis of the population of children with limited English proficiency¹ and 20 percent on the basis of the population of recently immigrated children and youth Title III of NCLB directs the U S Department of Education to allocate funds on the basis of the more accurate of two allowable data sources the number of students reported to the federal government by each state education agency or data from the American Community Survey ACS The department determined that the ACS estimates are more accurate and since 2005 those data have been basis for the federal distribution of Title III funds Subsequently analyses of the two data sources have raised concerns about that decision especially because the two allowable data sources would allocate quite different amounts to the states In addition while shortcomings were noted in the data provided by the states the ACS estimates were shown to fluctuate between years causing concern among the states about the unpredictability and unevenness of program funding In this context the U S Department of Education commissioned the National Research Council to address the accuracy of the estimates from the two data sources and the factors that influence the estimates The resulting book also considers means of increasing the accuracy of the data sources or alternative data sources that could be used for allocation purposes

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National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on National Statistics, Panel to Review Alternative Data Sources for the Limited-English Proficiency Allocation Formula Under Title III, Part A, Elementary and Secondary Education Act, 2011-06-20 As the United States continues to be a nation of immigrants and their children the nation's school systems face increased enrollments of students whose primary language is not English With the 2001 reauthorization of the Elementary and Secondary Education Act ESEA in the No Child Left Behind Act NCLB the allocation of federal funds for programs to assist these students to be proficient in English became formula based 80 percent on the basis of the population of children with limited English proficiency¹ and 20 percent on the basis of the population of recently immigrated children and youth Title III of NCLB directs the U S Department of Education to allocate funds on the basis of the more accurate of two allowable data sources the number of students reported to the federal government by each state education agency or data from the American Community Survey

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Global Migration and Civic Education James A. Banks,2023-05-08 Global migration the rise of popular nationalism and the quest by diverse racial ethnic cultural linguistic and religious groups for recognition civic equality and structural inclusion within their nation states have complicated the attainment of citizenship in countries around the world Virulent and pernicious nationalism in some nations including the United States the United Kingdom Hungary Switzerland and Italy has made it difficult for migrant refugee and other marginalized groups to attain citizenship rights and to fully participate in their nation states The enormous increase in the number of migrant and refugees in many nations has also complicated citizenship acquisition for marginalized populations In this book scholars working in civic education from selected nations share perspectives policies research and strategies for constructing and implementing civic education programmes that will help students from diverse racial ethnic cultural linguistic and religious groups attain political efficacy and become structurally integrated and fully participating citizens of their nation states This book was originally published as a special issue of the journal Intercultural Education

Optimizing Elementary Education for English Language Learners Guler, Nilufer,2018-01-30 Teaching English language learners has long presented challenges for teachers tasked with bringing these students to a level of language comprehension comparable to that of native speakers These challenges and issues can lead to difficulty comprehending core academic topics for those learning the English language *Optimizing Elementary Education for English Language Learners* is a critical scholarly publication that explores the importance of English as a Second Language ESL education as well as the challenges that can arise in striving for effective and engaging learning environments for the students involved Featuring a broad scope of topics such as effective lesson plans teacher education and preparation and the education achievement gap this book is geared toward academicians practitioners and researchers seeking current research on effective teaching strategies for teachers of English language learners

Implementing Response-to-Intervention to Address the Needs of English-Language Learners Holly S. Hudspath-Niemi,Mary Lou Conroy,2013-06-26 There is considerable concern surrounding the complex issue of how to meet the learning needs of English language learners within general and special education programs *Implementing Response to Intervention to Address the Needs of English Language Learners* increases

school psychologists knowledge of intervention strategies related to ELLs through its examination of the challenges associated with evaluating ELLs and by providing a collaborative framework to enhance educational identification and placement in special education It accomplishes this by incorporating research based intervention approaches for ELLs and offering a comprehensive guide to the processes and tools that school teams should consider when utilizing a response to intervention model to support the academic and behavioral needs of ELLs With a strong focus on alternative assessment collaboration and parental involvement this volume is a definitive touchstone in the quest to provide culturally responsive pedagogy and appropriate adapted classroom instruction for English language learners of various proficiency levels **The Oxford Handbook of Language and Society** Ofelia García, Nelson Flores (Linguist), Massimiliano Spotti, 2017 This book challenges basic concepts that have informed the study of sociolinguistics It proposes a critical poststructuralist perspective that examines the socio historical context that led to the emergence of dominant sociolinguistic concepts and develops new theoretical and methodological tools that challenge these dominant concepts *Promoting the Educational Success of Children and Youth Learning English* National Academies of Sciences, Engineering, and Medicine, Health and Medicine Division, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Children, Youth, and Families, Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research, 2017-09-25 Educating dual language learners DLLs and English learners ELs effectively is a national challenge with consequences both for individuals and for American society Despite their linguistic cognitive and social potential many ELs who account for more than 9 percent of enrollment in grades K 12 in U S schools are struggling to meet the requirements for academic success and their prospects for success in postsecondary education and in the workforce are jeopardized as a result *Promoting the Educational Success of Children and Youth Learning English* Promising Futures examines how evidence based on research relevant to the development of DLLs ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes This report makes recommendations for policy practice and research and data collection focused on addressing the challenges in caring for and educating DLLs ELs from birth to grade 12 *Culturally and Linguistically Responsive Intervention and Assessment Practices with Emergent Bilingual Students* Desiree Vega, Jaclyn N. Wolf, 2025-10-09 This book addresses the general and special education needs of emergent bilingual students from intervention that supports their academic and social emotional needs to assessment for special education services It provides contextual information about emergent bilingual students opportunities for academic success and language development The book describes the application of a culturally and linguistically responsive multitiered system of supports MTSS including specialized considerations related to their literacy language and math needs and the importance of culturally adapted behavioral social emotional and academic interventions In addition the book offers guidance on the evaluation process for special education and related services including

considerations for differentiating language culture and disability across various eligibility categories such as speech and language impairment specific learning disability intellectual disability and autism It also discusses opportunities for collaboration with families speech language pathologists and interpreters during the assessment and intervention processes Key areas of coverage include if supportLists endif The educational experiences and needs of emergent bilingual students if supportLists endif Implementing a multitiered system of supports MTSS with culturally adapted interventions if supportLists endif Using culturally responsive assessment practices to differentiate between language differences and disability Culturally and Linguistically Responsive Intervention and Assessment Practices with Emergent Bilingual Students is a must have resource for professionals clinicians and educational and behavioral health therapists as well as graduate students researchers and professors in school psychology teacher and teaching education speech language pathology bilingual education clinical child psychology developmental psychology clinical social work public health school counseling and all interrelated disciplines *Funding Public Schools in the United States, Indian Country, and US Territories* Philip

Westbrook, Eric A. Houck, R. Craig Wood, David C. Thompson, 2023-05-01 The National Education Finance Academy has once again convened university faculty members state level administrators officials from state level chapters of the Association of School Business Officials and others to provide a single volume reference of school funding mechanisms for each of the states the District of Columbia Indian Country and the US territories This volume supplements the annual state of the state profiles produced by the National Education Finance Academy so that educators policymakers and researchers can have access to accurate and concise information on how K12 education functions are supported across multiple jurisdictions In addition each profile addresses state level efforts to provide education funding to support schools during the COVID 19 pandemic The second edition expands upon groundbreaking work in the first edition which for the first time reported comprehensively on the multiple jurisdictions and mechanisms impacting funding for Native American students by also reporting on policies and funding mechanisms for public schools in US Territories **ICT Analysis and Applications** Simon Fong, Nilanjan Dey, Amit

Joshi, 2022-11-05 This book proposes new technologies and discusses future solutions for ICT design infrastructures as reflected in high quality papers presented at the 7th International Conference on ICT for Sustainable Development ICT4SD 2022 held in Goa India on July 29 30 2022 The book covers the topics such as big data and data mining data fusion IoT programming toolkits and frameworks green communication systems and network use of ICT in smart cities sensor networks and embedded system network and information security wireless and optical networks security trust and privacy routing and control protocols cognitive radio and networks and natural language processing Bringing together experts from different countries the book explores a range of central issues from an international perspective **How People Learn II** National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on How People Learn II: The Science

and Practice of Learning, 2018-10-27 There are many reasons to be curious about the way people learn and the past several decades have seen an explosion of research that has important implications for individual learning schooling workforce training and policy In 2000 How People Learn Brain Mind Experience and School Expanded Edition was published and its influence has been wide and deep The report summarized insights on the nature of learning in school aged children described principles for the design of effective learning environments and provided examples of how that could be implemented in the classroom Since then researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning individual and cultural variability related to learning and educational technologies In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan there have been important discoveries about influences on learning particularly sociocultural factors and the structure of learning environments How People Learn II Learners Contexts and Cultures provides a much needed update incorporating insights gained from this research over the past decade The book expands on the foundation laid out in the 2000 report and takes an in depth look at the constellation of influences that affect individual learning How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults

Assessing 21st Century Skills National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on the Assessment of 21st Century Skills, 2011-09-16 The routine jobs of yesterday are being replaced by technology and or shipped off shore In their place job categories that require knowledge management abstract reasoning and personal services seem to be growing The modern workplace requires workers to have broad cognitive and affective skills Often referred to as 21st century skills these skills include being able to solve complex problems to think critically about tasks to effectively communicate with people from a variety of different cultures and using a variety of different techniques to work in collaboration with others to adapt to rapidly changing environments and conditions for performing tasks to effectively manage one's work and to acquire new skills and information on one's own The National Research Council NRC has convened two prior workshops on the topic of 21st century skills The first held in 2007 was designed to examine research on the skills required for the 21st century workplace and the extent to which they are meaningfully different from earlier eras and require corresponding changes in educational experiences The second workshop held in 2009 was designed to explore demand for these types of skills consider intersections between science education reform goals and 21st century skills examine models of high quality science instruction that may develop the skills and consider science teacher readiness for 21st century skills The third workshop was intended to delve more deeply into the topic of assessment The goal for this workshop was to capitalize on the prior efforts and explore strategies for assessing the five skills identified earlier The Committee on the Assessment of 21st Century Skills was asked to organize a workshop that reviewed the assessments and related research for each of the five skills identified at

the previous workshops with special attention to recent developments in technology enabled assessment of critical thinking and problem solving skills In designing the workshop the committee collapsed the five skills into three broad clusters as shown below Cognitive skills nonroutine problem solving critical thinking systems thinking Interpersonal skills complex communication social skills team work cultural sensitivity dealing with diversity Intrapersonal skills self management time management self development self regulation adaptability executive functioning Assessing 21st Century Skills provides an integrated summary of the presentations and discussions from both parts of the third workshop

Handbook of Research on the Education of Young Children Olivia N. Saracho, Bernard Spodek, 2013-01-17 The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues The field has changed significantly since the publication of the second edition and this third edition of the handbook takes care to address the entirety of vital new developments A valuable tool for all those who work and study in the field of early childhood education this volume addresses critical cutting edge research on child development curriculum policy and research and evaluation strategies With a multitude of new and updated chapters The Handbook of Research on the Education of Young Children 3rd Edition makes the expanding knowledge base related to early childhood education readily available and accessible

Houston Private and Select Public Schools Shelby Joe, Stephen Hayes, 2013-08-09 Now in its third edition General Academic s comprehensive guide to Houston private and select public schools contains more than 300 pages of advice analysis school profiles and more Our publication should provide the basic building blocks for parents to jump start their journey in researching applying to and selecting a school for their child This third edition features profiles on 41 private and 23 select public schools in and around Houston s 610 Loop and Beltway 8 highways General Academic is an academic consulting and supplementary education company based in Houston s Rice Village it was founded in 2003

Part 19, Title I--Funds Allocation United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education, 1978

English Language Learners and the New Standards Margaret Heritage, Aída Walqui, Robert Linqunti, 2020-01-15 In English Language Learners and the New Standards three leading scholars present a clear vision and practical suggestions for helping teachers engage ELL students in simultaneously learning subject area content analytical practices and language This process requires three important shifts in our perspective on language and language learning from an individual activity to a socially engaged activity from a linear process aimed at correctness and fluency to a developmental process focused on comprehension and communication and from a separate area of instruction to an approach that embeds language development in subject area activities In English Language Learners and the New Standards the authors Clarify the skills and knowledge teachers need to integrate content knowledge and language development Show how teachers can integrate

formative assessment in ongoing teaching and learning Discuss key leverage points and stress points in using interim and summative assessments with ELLs Provide classroom vignettes illustrating key practices Finally the authors explain the theories and research that underlie their vision and examine the role of policy in shaping pedagogy and assessment for ELL students Federal Register ,2002-05-22 **Efficient, Effective, Accountable** United States. Office of Management and Budget,2018 The Federal Government in a Federal System United States. Congressional Budget Office,1983 **The Budget of the United States Government** United States. Office of Management and Budget,2015

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