# Title III English Learner Program Annual Survey 2018 Fiscal Year 2017–18

## Part I: Language Instruction Educational Programs

This section collects information about language instruction educational programs as required by the Elementary and Secondary Education Act (ESEA), Title III, Part A, Section 3122(b)(2).

### INSTRUCTIONS:

#### Definition of Language Instruction Educational Program

Per ESEA Section 3201(7), the term “language instruction educational program” means an instruction course (a) in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic standards; and (b) 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.

#### Types of Programs

In the table below, enter “Yes” or "No" to indicate which language instruction educational programs were implemented in your agency during 2017–18, whether or not paid for with Title III funds. If there were language instruction educational programs implemented in your agency that are not listed in the table, please explain in the comment box. Include only programs that are specifically designed to provide language support for English learners.

#### Language of Instruction

For each program type implemented in your agency during 2017–18, enter the names of the languages of instruction, other than English, used in the programs.

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| **Yes/No** | **Types of Programs** | **Language of Instruction** |
| --- | --- | --- |
| enter yes or no | Transitional Bilingual | enter languages |
| enter yes or no | Dual Language or Two-way Immersion | enter languages |
| enter yes or no | English as a Second Language (ESL) or English Language Development (ELD) | enter languages |
| enter yes or no | Content classes with Integrated ESL support | enter languages |
| enter yes or no | Newcomer programs | enter languages |
| enter yes or no | Other | enter languages |

**Comment Box:**

Other types of programs not listed above (response is limited to 1,000 characters):

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## Part II: Teacher Information

This section collects information about teachers as required under ESEA Section 3122(b)(5).

### INSTRUCTIONS:

In the table below, report the number of teachers who, during 2017–18, were working in the language instruction educational programs reported in Part I, even if they were not paid with Title III funds. Teachers who held the certificate or licensure required by their assignment should be counted in the first box; those who did not hold the certificate or licensure required by their assignment should be counted in the second box. For a full listing of authorizations, please visit the California Commission on Teacher Credentialing Web page at <http://www.ctc.ca.gov/credentials/leaflets/cl622.pdf>.

Do not count teachers who were not working in language instruction educational programs during 2017–18.

| **Description** | **Number** |
| --- | --- |
| Number of teachers working in language instruction educational programs during 2017–18 who held the certification or licensure required by their assignment. If none, enter zero. | Enter Number Here |
| Number of teachers working in language instruction educational programs during 2017–18 who did not hold the certification or licensure required by their assignment. If none, enter zero. | Enter Number  Here |
| **Total** | **(Auto calculated)** |

In the table below, enter the estimated number of **additional** certified/licensed teachersthat your agency will need in the next five fiscal years. This number should reflect the additional teachers needed over the entire five years, not the number needed for each year. Do not include teachers currently working in language instruction educational programs. Do not include teachers who will be hired as replacements (e.g., due to retirement). This is an estimate of new positions only.

| **Description** | **Number** |
| --- | --- |
| Estimate the number of **additional** certified/licensed teachers that will be needed for language instruction educational programs over the next five fiscal years. If none, enter zero. | Enter Number  Here |

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## Part III: Activities Related to the Teaching and Learning of English Learners

### INSTRUCTIONS:

In the table below, enter “Yes” or "No" to indicate which activities were conducted in your agency during 2017–18, whether or not paid for with Title III funds. If your agency conducted activities that are not listed, please explain in the comment box. Count only activities that relate specifically to English learners.

| **Yes/No** | **Activity** |
| --- | --- |
| enter yes or no | Supporting the development and Implementation of Language Instruction Educational Programs (LIEPs) |
| enter yes or no | Enhancing existing LIEPs and programs for restructuring and reforming schools with English learners |
| enter yes or no | Supporting implementation of school wide programs |
| enter yes or no | Professional development to teachers and other personnel serving English learners |
| enter yes or no | Parent and community engagement activities |
| enter yes or no | Supporting the development and implementation of preschool programs |
| enter yes or no | Improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures |
| enter yes or no | Improving instruction of English learners with disabilities |
| enter yes or no | Providing tutorials, career and technical education |
| enter yes or no | Offering programs to help English learners achieve success in post-secondary education |
| enter yes or no | Other |

**Comment Box:**

Other activities not listed above (response is limited to 1,000 characters):

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