



FUNDING LANGUAGE PROGRAMS

Strategic Approaches to Help Fund Your Language Program

The new federal law, Every Student Succeeds Act (ESSA), creates new opportunities to secure funding for language programming.

There is a recognition that students should have the opportunity to access a “well-rounded” education and that their academic success should be measured by more than just math and reading proficiency scores. Funding is available, but the strategies to secure the money must be carefully measured.

Here are a few funding sources that should play into your strategies.



Federal Funding Overview



// Title I, Part A, Improving Basic Programs

These funds flow to schools with concentrations of poverty. They cover the costs of supplemental education programming for at-risk students. Unlike its predecessor law, the No Child Left Behind Act, the ESSA encourages these funds to be spent for a wide array of supplemental programs and services.



// Title II, Part A, Effective Instruction

These funds may be used to provide training and support for all teachers in a school and to ensure that they are delivering effective instruction, as defined by the school.

TITLE III PART A

// Title III, Part A, English Learners

Districts and schools use these funds to provide effective language instruction programs to English Learners (ELs) and immigrant youth. Local Education Agencies (LEAs) must use funds to:



Develop and implement new language and academic content programs



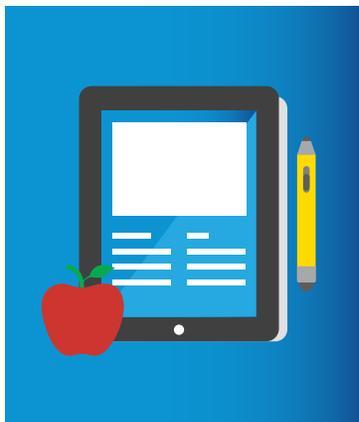
Carry out locally designed activities that improve or expand existing programs



Engage parents and families



Coordinate, where appropriate, with other programs that are aligned with the district's efforts to improve the education of ELs and immigrant students.



NEW BLOCK GRANT

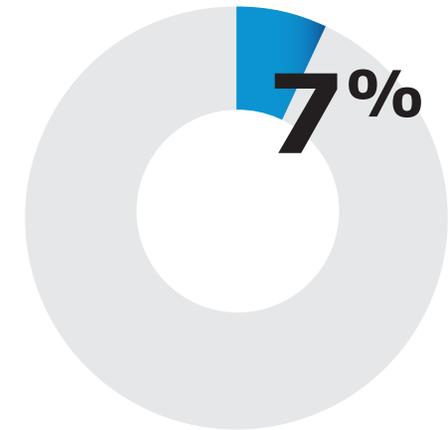
// Title IV, Part A, Student Support and Academic Enrichment Grants (SSAEG)

This is a new block grant that supports three types of activities: a well-rounded education, the support of safe and healthy students, and the effective use of technology. The Title should act in coordination with the broader objectives of the new Title I.

TITLE I SECTION 1003

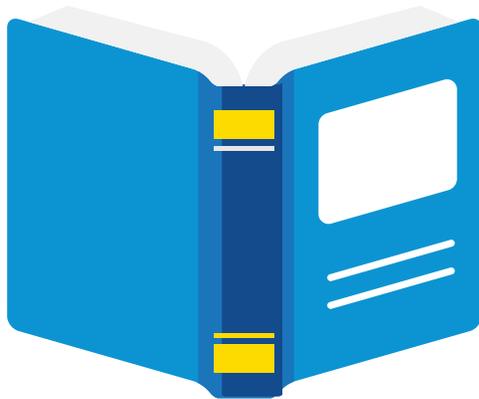
// Title I, Section 1003, State 7% Set Aside for School Improvement

This is the new version of the School Improvement Grant. The funds are for schools identified for Comprehensive Support and Improvement and Targeted Support and Improvement that, in their application to the state, demonstrate the greatest need and strongest commitment to using the funds for school turnaround and improving educational opportunities for students.



TITLE II PART B SUBPART 2

// Title II, Part B, Subpart 2, Comprehensive Literacy Development Grants Program



This program, also known as Literacy Education for All, Results for the Nation (LEARN), provides competitive grants to State Educational Agencies (SEAs) that then award subgrants to eligible entities to support efforts to improve literacy instruction in high-need schools or early childhood education programs.

This program used to be called Striving Readers.



TITLE IV PART B

// Title IV, Part B, 21st Century Community Learning Center (CCLC)

CCLC enables communities to establish or expand centers that provide additional student learning opportunities, such as before- and after-school programs and summer school programs.

Centers must target their services primarily to students who attend schools implementing comprehensive or target support and improvement activities or other schools determined by a district to be in need of assistance.

TITLE IV SUBPART 2

// Title IV, Part F, Subpart 2, Promise Neighborhoods

These competitive grants support distressed communities in developing or implementing a feasible, sustainable plan for provision of a continuum of effective family and community services, strong family supports, and ambitious, comprehensive education reforms designed to improve the educational and life outcomes for children and youth, from birth through college.



Framing New Opportunities

All of the funds listed above should coordinate with state, local, and nongovernmental funding.

They should point to the delivery of high-quality language instruction that advances education equity and brings community partners around programs that improve the district's academic program.

Taking a strategic approach to this opportunity is critical. Some of the questions that should inform the process include:



Does it connect to an identified need?



Does it connect to the concerns and needs of community partners and funders?



Is the program part of an evidence-based program that accelerates learning for students?



Does it promote an established policy and compliance goal of the school or district?

All of these questions (and more) need to inform the particular advocacy strategy for language instruction in your schools.

Watch this recent webinar

Follow the Money: Uncovering Funds for Your Language Program

to learn more about funding K-12 language programs.

WATCH NOW



About Rosetta Stone:

For over 25 years Rosetta Stone has provided K-12 educators with language-learning solutions that change their students' lives. To learn more about our solutions visit k12hub.rosettastone.com.

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