



Funding and Colors of English

At Colors of English, we are committed to improving the educational outcomes for all students—our materials are designed to provide students a fundamental understanding of exactly how words work with the sentence structure of the English language. When students develop metalinguistic and syntactical awareness, literacy levels increase dramatically and learning outcomes across all subject areas improve.

The depths of learning loss caused by the pandemic are staggering, and our nation’s most vulnerable students have suffered the most. Our materials qualify for traditional state and local funding options, but they also qualify for COVID learning loss funding. Please review the opportunities below to see how your district can identify resources to help purchase our materials.

Title 1, Part A

The largest source of federal funding to schools is from Title I, providing over \$16 billion dollars to schools that serve a high number or high percentage of children from low-income families to ensure that these children are able to meet challenging state academic standards.

How Colors of English aligns to Title I, Part A

- Colors of English’ comprehensive supplemental English language curriculum can be used in the mainstream classroom for whole-group direct instruction and as an intervention program for small-group instruction, including tiered instruction and with EL students to ensure that all children meet challenging state academic standards.
- The Colors of English program provides targeted, high-quality intervention by design, including multi-sensory, multi-modality language acquisition instruction and activities proven effective at bridge academic achievement gaps.
- Colors of English offers educational services and materials that empower teachers and their students to gain the foundational skills of the English language at the sentence level, providing the opportunity for life-long success with writing.
- Colors of English was developed in Title I communities, designed specifically with the needs of Title I students in mind, showing significant growth for low-income students on state academic standards.



Title II

Title II is focused on preparing, training, and recruiting high quality teachers and principals. With a focus on increasing student academic achievement through strategies such as improving teacher quality, Title II funds professional development activities that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

How Colors of English aligns to Title II

- A complete Colors of English implementation is designed to expand teacher education in foundational language instruction. Effective implementation begins with classroom-focused professional development for every educator who will be providing literacy instruction, with the purpose of increasing student academic achievement.
- Colors of English professional development can be intensive and sustained, focusing both program implementation but also on the pedagogy of language instruction. From onboarding training through additional coaching and development, teachers learn collaboratively in job-embedded sessions to use data-driven instruction and clear explicit language when teaching the conventions of the English language, which has proven to have an enormous positive impact on student outcomes.
- Colors of English personalizes professional development for each school and literacy team, providing on-site workshops, classroom embedded professional development, ongoing collaborative team building, and on-line training programs.

Title III

The purpose of Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of ELs.

How Colors of English aligns to Title III

- Colors of English improves the English language proficiency of English Learners (ELs) with targeted instruction on the structure and composition of the English language. Not only do ELs benefit from the direct, clear instruction and interactive nature of the curriculum, but the complexities of English grammar are illuminated with simple structural and reinforcement activities.
- Colors of English has shown dramatically positive results with native speakers of other languages in their English language acquisition. The program was developed within a high-EL population school with great efficacy for students learning English in elementary and secondary schools.



IDEA

The Individuals with Disabilities Education Act (IDEA) is the federal law ensuring students with disabilities receive a free and appropriate public education. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children, and youth with disabilities. Second only in size to Title I funds, school districts receive IDEA funds to help pay for the cost of providing services and education to children with disabilities.

How Colors of English aligns to IDEA

- The multisensory nature of the Colors of English program provides multiple entry points for students who may be struggling with English language structure and grammar. It is effective not only for initial instruction but also for targeted intervention with those students in need of additional practice or remediation.
- The Colors of English program is explicitly designed to provide teachers with insight into developmental patterns in language acquisition that allow for earlier identification and intervention of students who are at risk for language impairment or lagging language acquisition.

ESSER I, II, III

In response to the Novel Coronavirus (COVID-19) the U.S. Congress over passed the CARES Act, CRRSA Act and ARP Act, relief packages designed in part to provide states with both funding and streamlined waivers to give state educational agencies (SEAs) necessary flexibilities to respond to the COVID-19 pandemic. The relief packages have included almost \$200 billion in emergency education funding, channeled for public schools mainly through the Elementary and Secondary School Emergency Relief Fund (ESSER Fund).

State awards for the ESSER Funds, round I, II and III, are in the same proportion that each state received under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year (FY) 2019–20. Each state must use no less than 90 percent of its allocation to make subgrants to local education agencies (LEAs), based on each LEA's share of funds received under Title I, Part A in fiscal year 2019–20.

How Colors of English aligns to ESSER Funding

- All of the Colors of English programs are authorized under the Elementary and Secondary Education Act and IDEA, as outlined above in funding descriptions for Title I, II, III, IV and IDEA.

- Colors of English directly addresses the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities with its supplemental English language curriculum.
- Colors of English provides web-based synchronous and asynchronous training, allowing schools to prepare their teachers, even remotely, to address learning loss among all students.
- The Colors of English system of English language instruction provides targeted intervention to address students' learning loss in language acquisition, grammar and writing, with assessments designed to target specific areas of need for students.

