

**Bureau of Student Achievement
through
Language Acquisition
Title III NCLB
2013-14 FASFEPA/ECTAC Spring Technical Assistance Forum**

Presenters:

Mark Drennan, Program Specialist

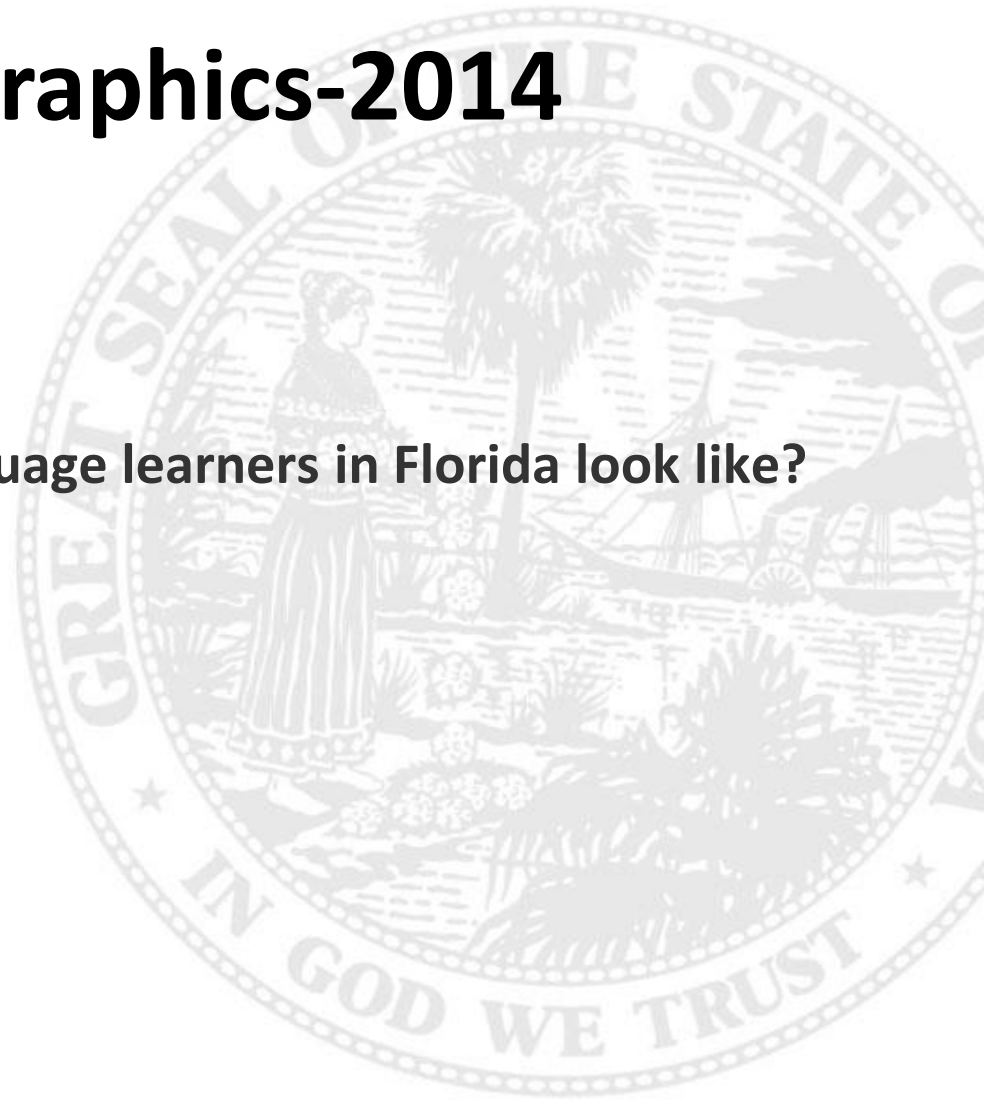
Chane Eplin, Bureau Chief

Program Outline

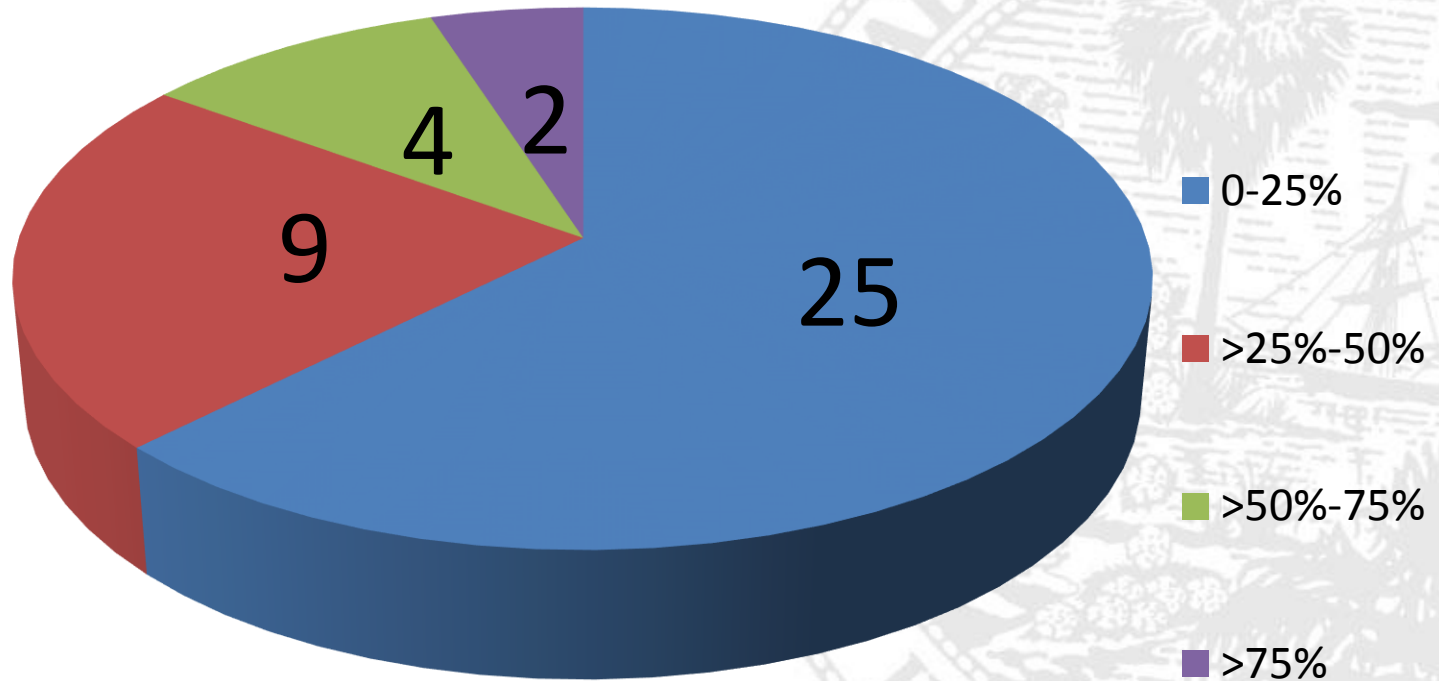
- ELL Demographics – 2014
- Title III – Overview
- Title III – Funding
- Title III – Monitoring
- Title III - Grant Applications
- Title III - 2014-2015 Changes
- Upcoming Highlights

ELL Demographics-2014

What do the English language learners in Florida look like?



Districts with increasing ELL populations from 2009-2014

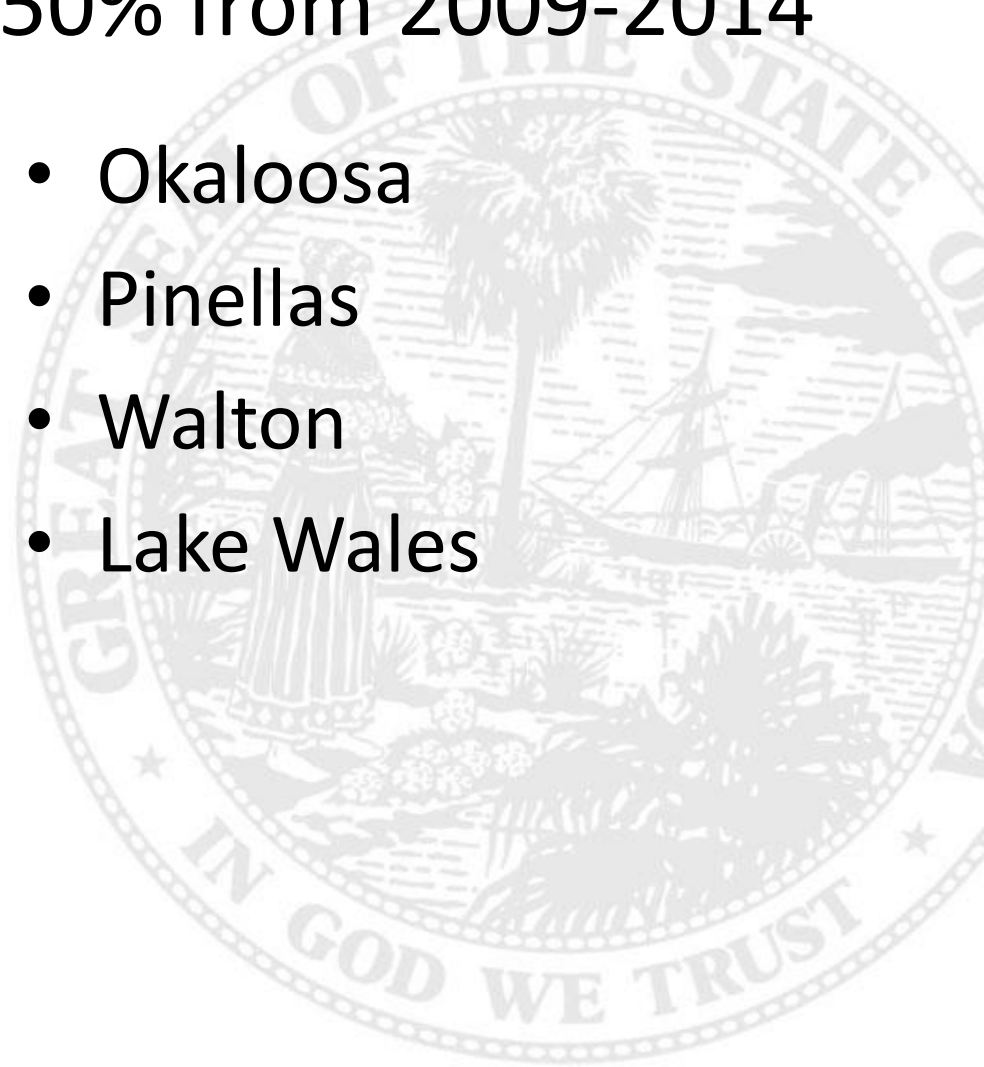


Districts where the ELL population increased by 0% - 25% from 2009-2014

- Alachua
- Bay
- Brevard
- Broward
- Clay
- Miami-Dade
- Duval
- Escambia
- Hardee
- Highlands
- Hillsborough
- Lafayette
- Levy
- Liberty
- Manatee
- Monroe
- Okeechobee
- Osceola
- Palm Beach
- Polk
- Putnam
- St. Johns
- St. Lucie
- Santa Rosa
- Volusia

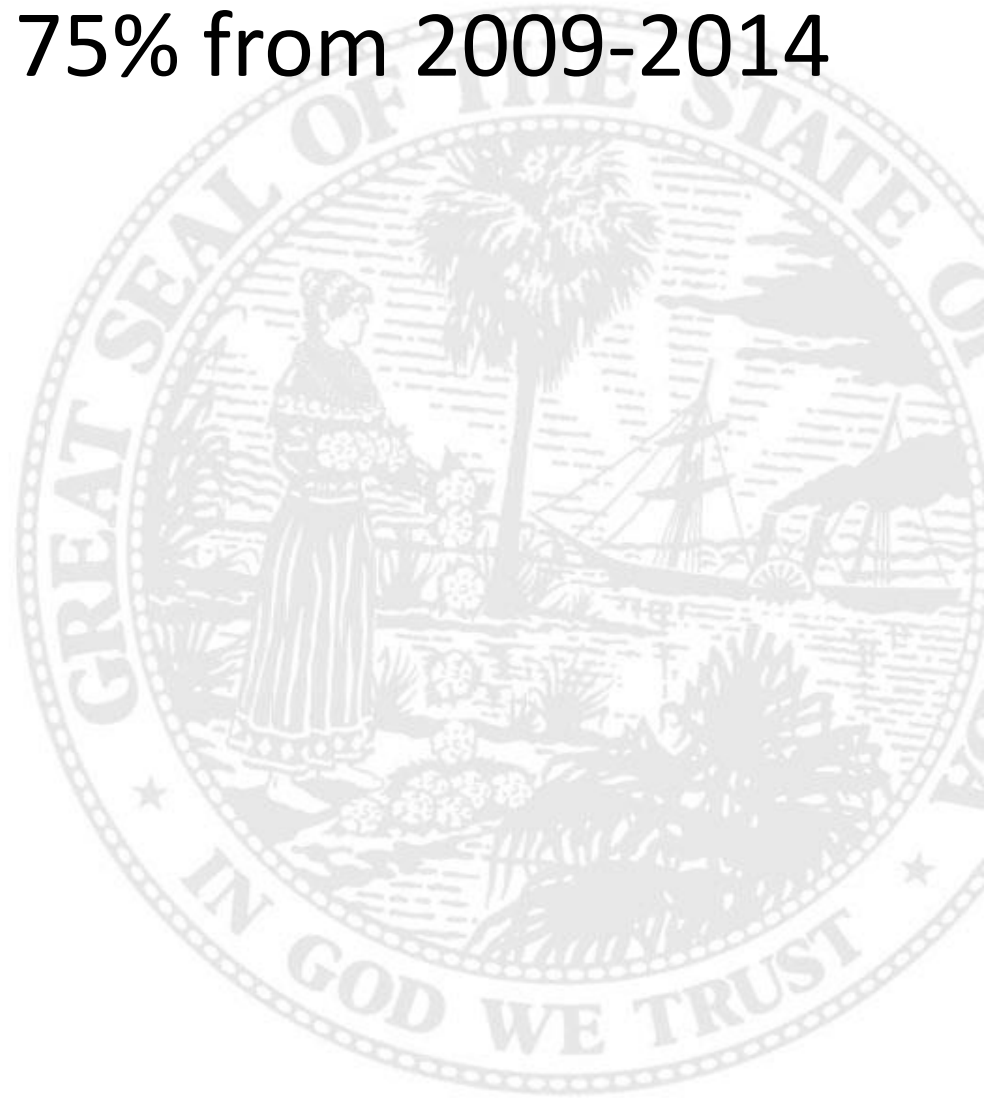
Districts where the ELL population increased by >25% - 50% from 2009-2014

- Calhoun
- Glades
- Hamilton
- Jackson
- Leon
- Okaloosa
- Pinellas
- Walton
- Lake Wales



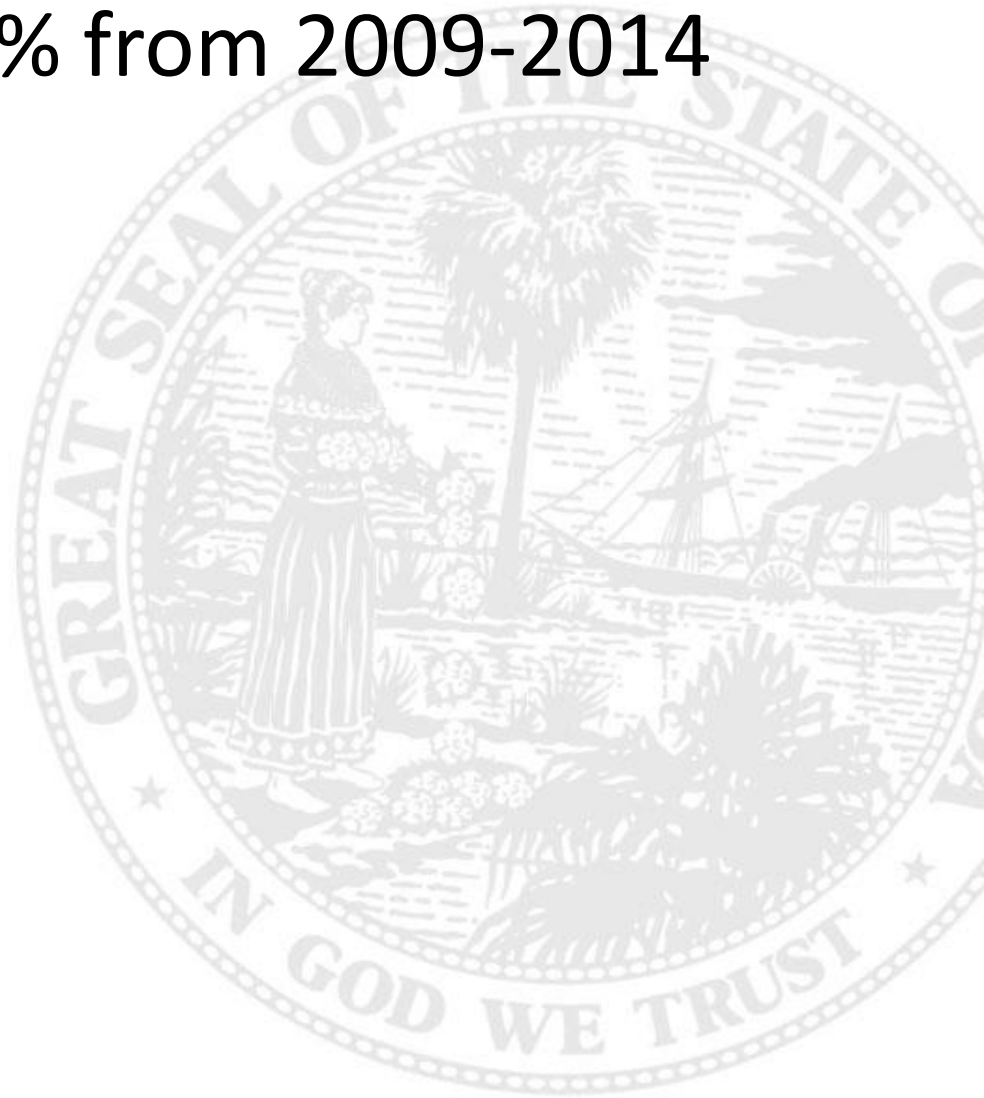
Districts where the ELL population increased by >50% - 75% from 2009-2014

- Charlotte
- Columbia
- Hendry
- FSUS

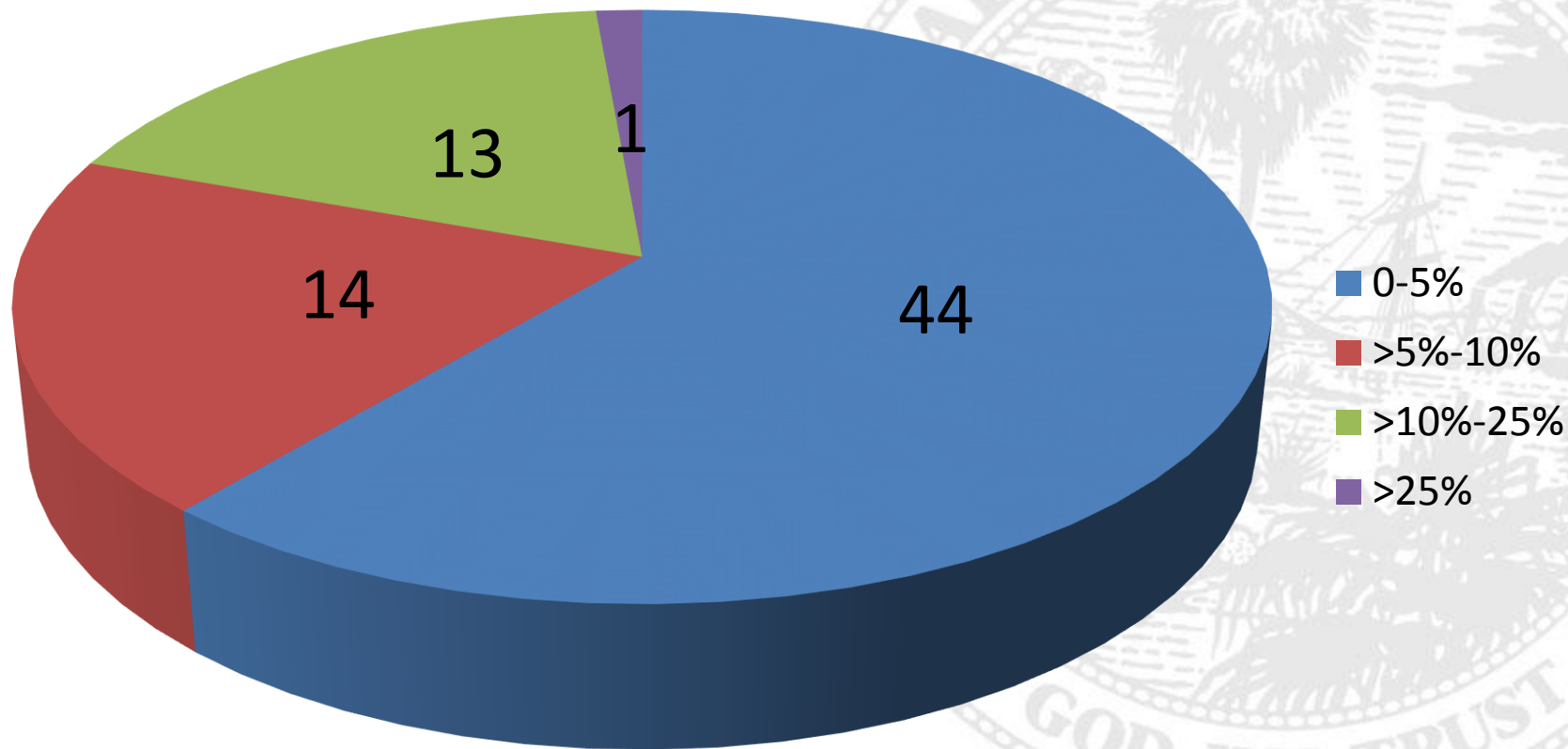


Districts where the ELL population increased by >75% from 2009-2014

- Franklin
- FAU



ELLs as a Percentage of District Population



District ELL data

- Alachua – 496 LY (1.79%) + 98 LF
- Baker – 9 LY (.19%) + 1 LF
- Bay – 494 LY (1.89%) + 113 LF
- Bradford – 4 LY (.13%) + 0 LF
- Brevard – 2,184 LY (3.11%) + 621 LF
- Broward – 26,635 LY (11.02%) + 8,791 LF
- Calhoun – 13 LY (.59%) + 6 LF
- Charlotte – 300 LY (1.85%) + 57 LF
- Citrus – 147 LY (.96%) + 37 LF

District ELL data

- Clay – 593 LY (1.68%) + 159 LF
- Collier – 6,078 LY (15.22%) + 2,428 LF
- Columbia – 93 LY (.94%) + 17 LF
- Miami-Dade – 73,167 LY (25.51%) + 20,162 LF
- Desoto – 505 LY (11.82%) + 263 LF
- Dixie – 2 LY (.10%) + 0 LF
- Duval – 4,465 LY (3.61%) + 788 LF
- Escambia – 456 LY (1.14%) + 161 LF
- Flagler – 292 LY (2.28%) + 0 LF

District ELL data

- Franklin – 18 LY (1.45%) + 2 LF
- Gadsden – 314 LY (5.94%) + 113 LF
- Gilchrist – 53 LY (2.23%) + 0 LF
- Glades – 87 LY (5.98%) + 40 LF
- Gulf – 0 LY + 0 LF
- Hamilton – 119 LY (7.75%) + 0 LF
- Hardee – 537 LY (11.15%) + 163 LF
- Hendry – 1,018 LY (16.93%) + 179 LF
- Hernando – 612 LY (2.75%) + 137 LF

District ELL data

- Highlands – 763 LY (6.42%) + 213 LF
- Hillsborough – 24,865 LY (13.48%) + 6,398 LF
- Holmes – 2 LY (.06%) + 0 LF
- Indian River – 1,029 LY (5.83%) + 477 LF
- Jackson – 61 LY (.92%) + 6 LF
- Jefferson – 16 LY (1.78%) + 5 LF
- Lafayette – 76 LY (6.59%) + 0 LY
- Lake – 1,922 LY (4.74%) + 506 LF
- Lake Wales – 351 LY (8.44%) +45 LF

District ELL data

- Lee – 6,127 LY (7.60%) + 1,352 LF
- Leon – 613 LY (1.83%) + 102 LF
- Levy – 224 LY (4.17%) + 38 LF
- Liberty – 22 LY (1.58%) + 0 LF
- Madison – 3 LY (.12%) + 5 LF
- Manatee – 4,747 LY (11.30%) + 1,188 LF
- Marion – 2,122 LY (5.27%) + 580 LF
- Martin – 2,280 LY (13.70%) + 484 LF
- Monroe – 677 LY (8.88%) + 135 LF

District ELL data

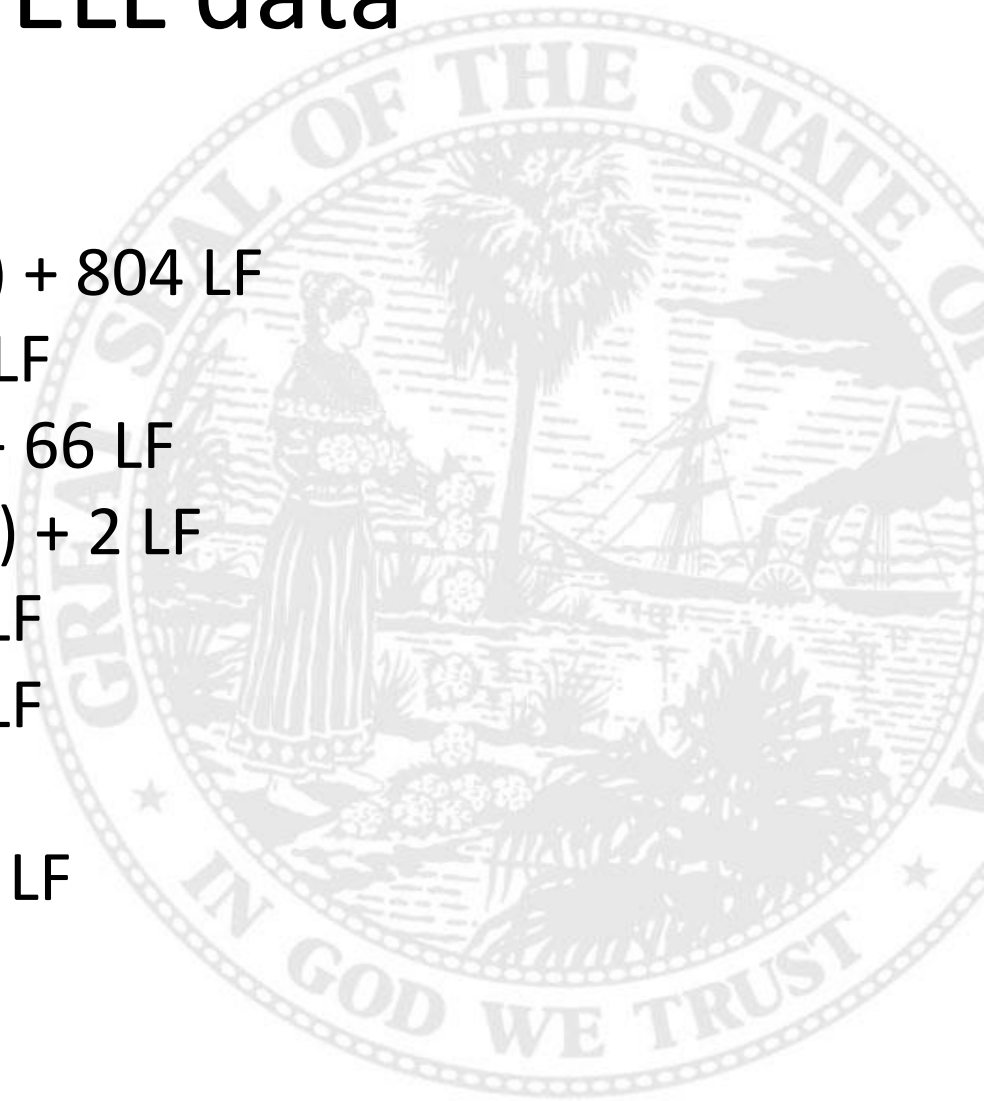
- Nassau – 78 LY (.69%) + 23 LF
- Okaloosa – 807 LY (2.72%) + 157 LF
- Okeechobee – 800 LY (14.24%) + 249 LF
- Orange – 24,777 LY (14.84%) + 12,360 LF
- Osceola – 9,803 LY (20.16%) + 3,629 LF
- Palm Beach – 20,919 LY (12.51%) + 6,342 LF
- Pasco – 2,553 LY (3.88%) + 832 LF
- Pinellas – 5,685 LY (5.76%) + 926 LF
- Polk – 10,634 LY (12.74%) + 2,111 LF

District ELL data

- Putnam – 741 LY (7.14%) + 84 LF
- St. Johns – 218 LY (.63%) + 122 LF
- St. Lucie – 2,827 LY (7.51%) + 842 LF
- Santa Rosa – 161 LY (.63%) + 73 LF
- Sarasota – 2,479 LY (6.17%) + 857 LF
- Seminole – 2,550 LY (3.97%) + 856 LF
- Sumter – 224 LY (2.83%) + 145 LF
- Suwannee – 249 LY (4.35%) + 45 LF
- Union – 3 (.12%) + 0 LF

District ELL data

- Taylor – 6 LY (.22%) + 1 LF
- Volusia – 3,372 LY (5.66%) + 804 LF
- Wakulla – 2 LY (.04%) + 1 LF
- Walton – 252 LY (3.25%) + 66 LF
- Washington – 18 LY (.54%) + 2 LF
- FSDB – 25 LF (4.13%) + 0 LF
- FAU – 67 LY (2.81%) + 37 LF
- FAMU – 0 LY + 0 LF
- FSUS – 38 LY (1.55%) + 29 LF
- FLVS – 4 LY (.08%) + 0 LF



Title III - Overview

Supplemental services to English language learners



Title III Overview

Language Instruction

for Limited English Proficient and Immigrant Students

The No Child Left Behind Act of 2001
requires states to increase English
language proficiency and mastery of
content in core academic subjects (e.g.,
reading, mathematics, and science) for
limited English proficient students.

Title III Overview

English Language Learner – Defined

F.S. 1003.56(2) <<http://flsenate.gov/Laws/Statutes/2011/1003.56>>

- Not born in the United States, or
- Native language is not English, or
- From home environment where a language other than English is spoken in the home, or
- An American Indian or Alaskan native, or
- From **non-English speaking environment that has significant impact on individual's ability to speak, read, write or listen to English**, therefore denies opportunity to learn successfully in classroom where language of instruction is English.

Title III Overview

Immigrant Children and Youth

- ➡ are aged three through 21;
- ➡ were not born in any US **state**; and
- ➡ have not been attending one or more schools in any one or more states for more than **three full academic years**.

Section 3301 (6) of the Elementary and Secondary Education Act

<http://www2.ed.gov/policy/elsec/leg/esea02/pg50.html>

Title III Overview

Immigrant Children and Youth Grant

- Starting point for the 3 full academic years is *Date Entered a US School (DEUSS)*.
- Districts must track the amount of time a student stays in the US.
- Count applies to non consecutive stay in the US.
- After 3 full academic years, the immigrant code of Y should be changed to N indicating that the student eligibility timeframe is exhausted
- Immigrant Student Data Element
http://www.fldoe.org/eias/dataweb/database_1213/131785.pdf
- Immigrant Student Services Data Element
http://www.fldoe.org/eias/dataweb/database_1213/131905.pdf

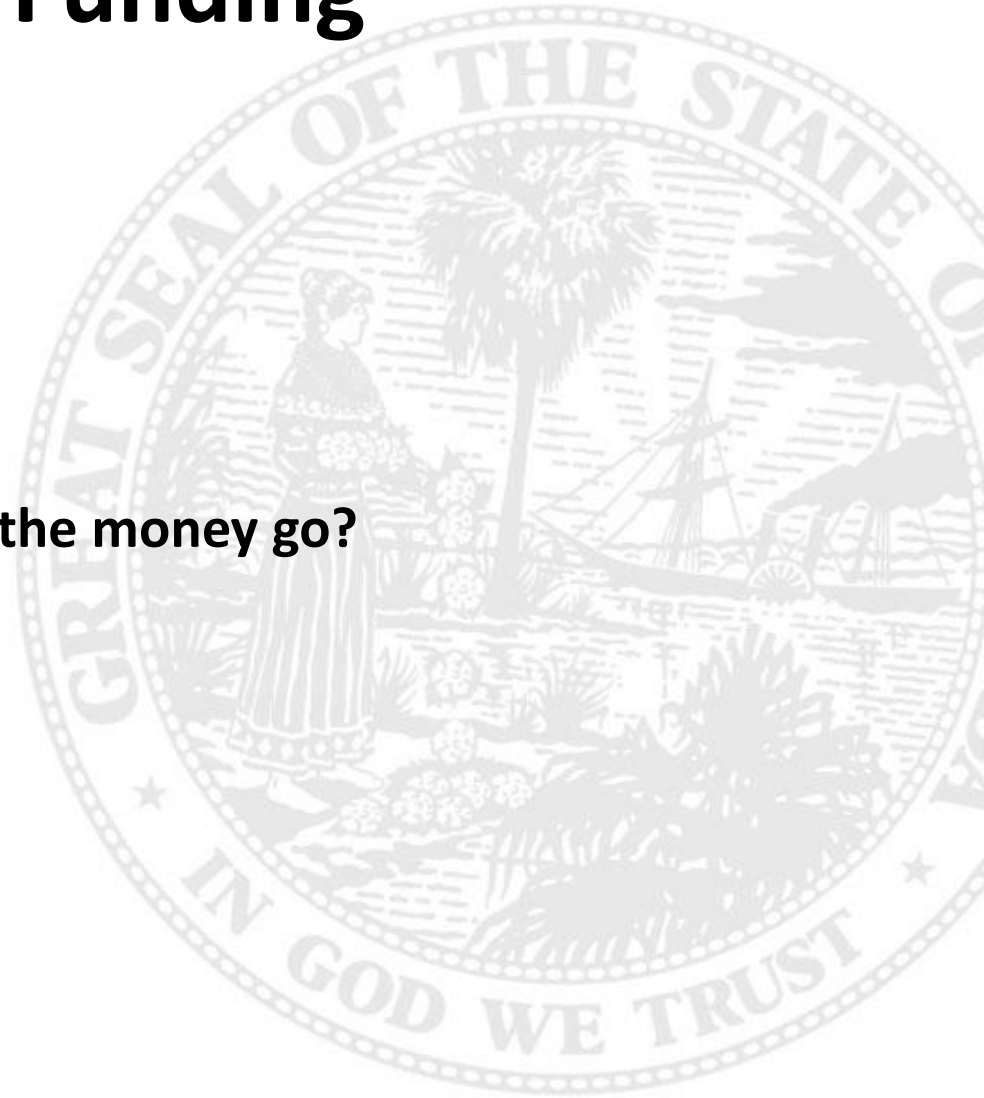
Title III Overview

Immigrant Children and Youth Grant

- **Eligibility: Students adopted by U.S. citizens and foreign exchange students may be identified as Immigrant (for the purpose of Title III) if they meet the above three criteria. Also, children born outside the US to military personnel and children born outside the US and adopted by US citizens are considered “not born in the US.”**

Title III Funding

Where does the money go?



TITLE III FUNDING

- Title III focuses on helping English Language Learners (ELLs) achieve **English proficiency – as a means to academic achievement.**
- Title III funding is awarded annually to states; districts receive funds according to **the number of ELLs**
- Title III **prohibits supplanting state, local, and other federal funds.**

Title III Funding

Two Subsets

Title III

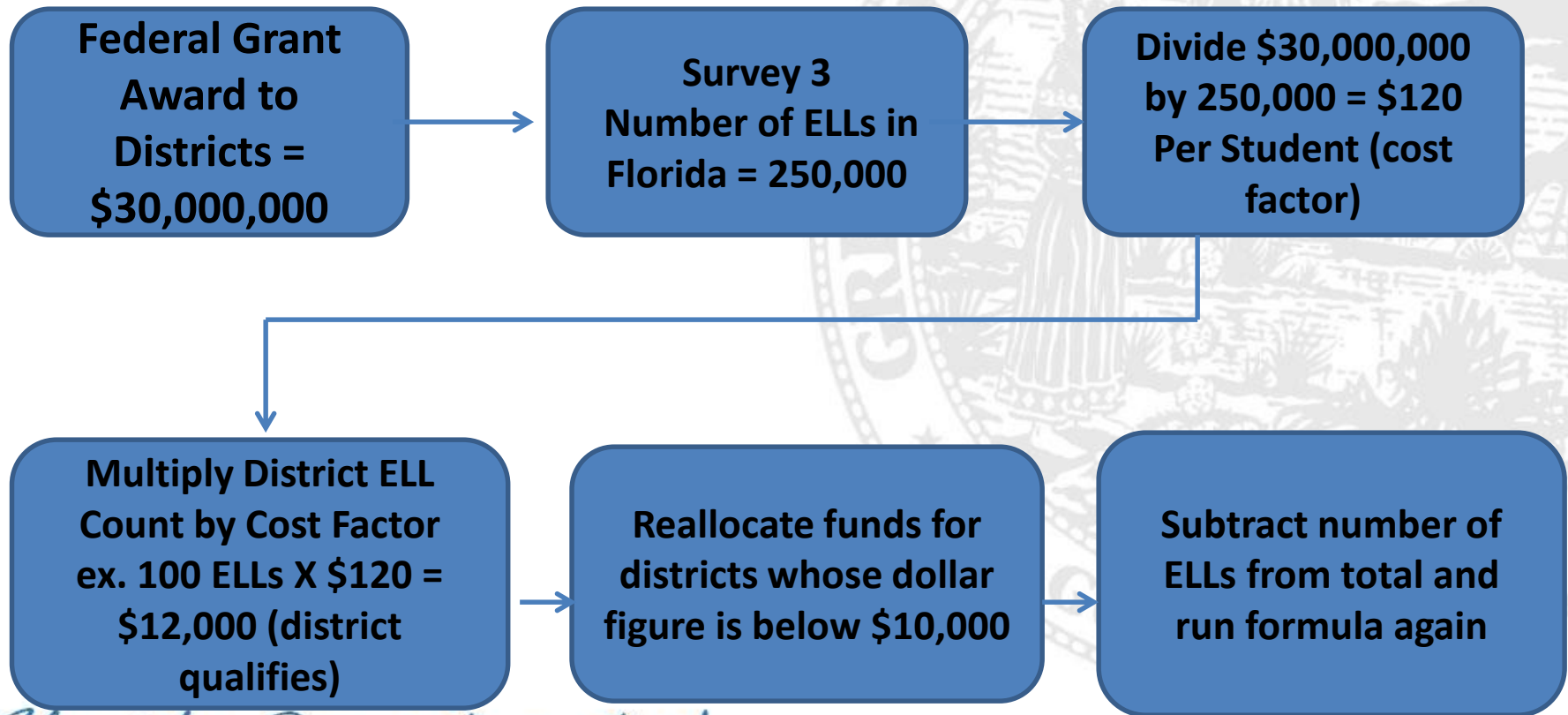
- **Allocations to districts are determined on a per pupil basis.**

Immigrant Children and Youth (IY)

- **State reserves up to 15 percent of Title III funds for IY allocations to eligible divisions.**
- **Only school districts that have a significant increase of IY students as compared to the average of the two preceding fiscal years qualify for funds.**
- **Districts allocated IY funds may apply for funds via the Title III IY application. Application is not online for Title III IY grant.**

Title III Funding Formula

- District ELLs must represent \$10,000 or more in Title III funds
- All numbers are examples



Required Uses of Funds for Title III Sub-grants



Funds must be used for:

- Programs that increase English language proficiency and student achievement in core academic content classes and cause English Language Learners to master challenging academic standards.
- High-quality professional development to classroom teachers, principals, administrators, and other school personnel regarding English Language Learners.

[NCLB, Section 3111(b)]

Allowable Uses of Funds for Title III Sub-grants

Title III funds may be used for:

- **Upgrading program objectives and instructional strategies;**
- **Improving ELL instruction through updating/upgrading ELL curriculum, materials, or technology;**
- **Tutoring;**
- **Developing/implementing elementary or secondary language instruction programs coordinated with other relevant programs;**

[NCLB, Section 3111(b)]

Allowable Uses of Funds for Title III Sub-grants

(continued)

- **Improving the English proficiency and academic achievement of ELL children;**
- **Providing community participation programs.**

[NCLB, Section 3111(b)]

Appropriate Use of Title III Funds

(Examples)

- Supplemental materials for sole use of ELLs
- Additional hardware (e.g., headsets)
- Additional software (e.g., language acquisition software)
- Additional reading materials (e.g., novels, magazines, newspapers, picture dictionaries)
- Manipulatives (e.g., blocks, objects that represent an item, like foods - to reinforce a lesson)
- Visual Aides (e.g., pictures, posters, flash cards)
- Listening Centers (e.g., books on tape)

Allowable Uses of Funds for Immigrant Children & Youth (IY) Sub-grants

IY funds may be used for:

- **Family literacy and parental outreach;**
- **Support for personnel;**
- **Tutoring or mentoring;**
- **Identification and acquisition of curricular materials, educational software, and technologies; and**
- **Classroom supplies or transportation costs directly related to program**

[NCLB, Section 3115]

Title III ESOL and Immigrant Calculations

- Survey 3 as of the Monday (March 17, 2014) after State Processing
- Change formula for Immigrants – average of 2 previous years compared to current year S3
 - Example:

<u>12-13</u>	<u>11-12</u>	
100	90	average = 95
<u>13-14</u>		
110		increase of 15

Title III Monitoring

Compliance Notes for Districts

- Focus on supplement not supplant provisions of the law
- *Grant-Funded positions must use 100 percent of their time and effort for grant activities.*
- Redirection of a large amount of funds should not be made without following the amendment process
- There must be evidence to support that professional development is being offered at a level and *scope* proportionate to the number of ELLs at each school
- Update definition of “immigrant children and youth” in registration forms and all documents

Title III Monitoring

Compliance Notes for Districts (continued)

- **Collaboration must occur between the Title III initiatives, other departments and local businesses so that parents, the community, and other stakeholders are involved in the academic achievement of the ELLs at each school.**
- **LEAs should ensure information is provided in Spanish, in Haitian Creole, and in other languages with significant student representation**

Title III Monitoring

Compliance Notes for Districts (continued)

- **Paraprofessionals not meeting highly qualified requirement**
- **Date Entered a United States School (DEUSS)**
- **Deleting immigrants after 3 full academic years**
- **Timeliness of uploads of evidence**
- **Procedures to ensure private school participation**
- **Procedures to disseminate student outcomes to parents and stakeholders**
- **Training for teachers and paraprofessionals**

USED Title III Monitoring Update

- Occurred May 28-31, 2013
- Included Desktop (Immigrant – Duval), Onsite Visit of 3 School Districts (Title III – Hillsborough, Orange, and Palm Beach) and FLDOE
- Included interviews of key personnel and document review
- Assigned 8 Findings to Florida

USED Title III Monitoring Update

- **ELP Assessment Finding (1) – Invalid ELP Assessment – Status: In Progress**
- **ELP Assessment Finding (2) – Students not Assessed on State ELP Assessment – Status: Resolved**
- **Parent Right to Decline Title III Services Finding – Updated State Template on Bureau of Student Achievement through Language Acquisition Web Site – Status: Resolved**
- **AMAO Finding – Inclusion of Former ELLs in the AMAO Calculation – Status: In Progress**

USED Title III Monitoring Update

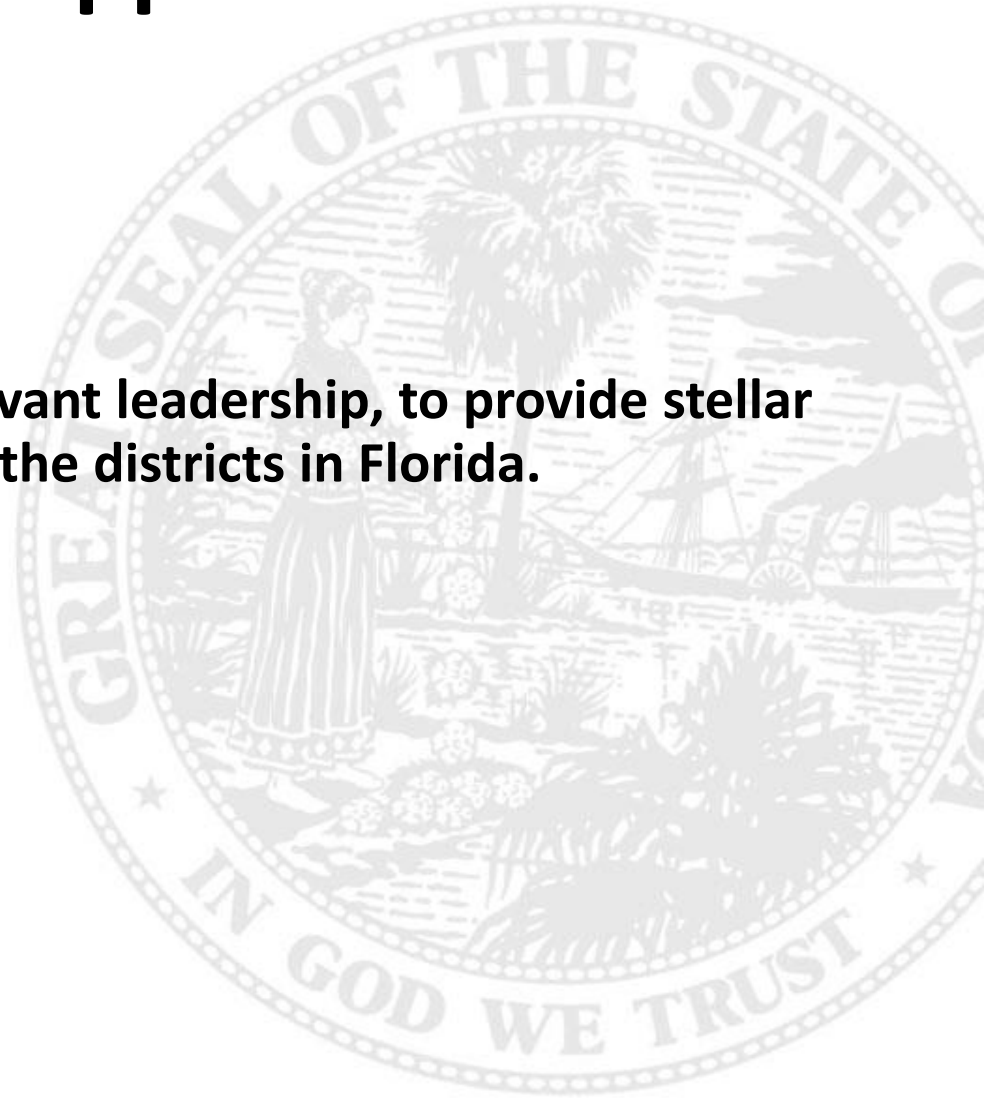
- Immigrant Calculation Finding – Incorrect Formula Amended to USED Specifications – Status: In Progress
- State Allocations, Reallocations and Carryover Finding – Districts have 27 Months to Expend Funds, not 12 Months – Tydings Amendment – Status: Resolved
- Activities not Permitted by Title III Finding – Must be Allowable, Allocable, Necessary and Reasonable – Status: Resolved

USED Title III Monitoring Update

- **Supplement , Not Supplant Finding**
 - **Not to Purchase Textbooks for Reading Classes Required by State Law**
 - **Not to Support Oral Translation of General District Communications, Including Emergency Messages**
 - **Not for Media Carts without Evidence the Purchase is Supplemental**
 - **Districts Need to Provide Title III-Funded Personnel Specific Job Descriptions in Writing to Guarantee the Activities and Work Performed is Supplemental**
 - **Status: Resolved**

Title III Grant Application

The goal of the SALA bureau is servant leadership, to provide stellar technical assistance to the districts in Florida.



Title III Grant Application

1. Introductory Section

Funding Authority, Type of Award, Timeframes, Contact Persons, Assurances, Fiscal Requirements, Administrative Costs, etc.

2. Program Narrative Sections

Needs Assessment
Activities

Supplementary Instructional
Services to Increase English
Proficiency of ELLS

Supplementary Instructional
Services to Increase Academic
Achievement of ELLS

Increasing Parental & Community Participation in
Educational Development of ELLs

Consultation with Private School Officials
Collaborative Partners

Accountability for Schools with ELLS
Dissemination/Marketing
Reporting Outcomes

3. Budget Narrative Section

Direct Costs: project specific--can be assigned to the project relatively easily and accurately.

Indirect Costs: incurred for common or joint objectives and cannot be identified readily and specifically with a particular sponsored project or an instructional activity. (OMB Circular A-21, Section E.1) <http://whitehouse.gov/omb/circulars_a021_2004>

Restrictions of Title III Funds

Title III funds cannot be used for:

- bilingual guidance counselors,
- any manager or director position associated with the Title III grant,
- CELLA training or administration,
- travel to conferences that do not have an ELL component,
- technology or equipment that the district would otherwise have purchased.

Remember: The Title III grant, including the budget, is public record.

Suggested Uses for Title III Funds

Title III funds may be used for:

- technology, but remember that it is the software rather than the hardware alone (iPads, tablets, etc.) that engages the student
- travel to ESOL-related conferences
- paraprofessionals for the classroom to assist ELLs
- summer programs

Remember: Involve your schools, including private schools, in the Title III needs assessment. It is important that school-based ELL contacts are aware of how the Title III grant benefits ELLs and what are allowable purchases.

Grant Activities Section

- Briefly describe the district's major proposed programs, services, and activities.
- Include how the activities are aligned with the needs assessment, state content standards, student achievement standards, and state assessments.
- Indicate how the activities are based on scientifically based research.
- Describe how the activities will close the achievement gap and help districts meet Annual Measureable Achievement Objectives.

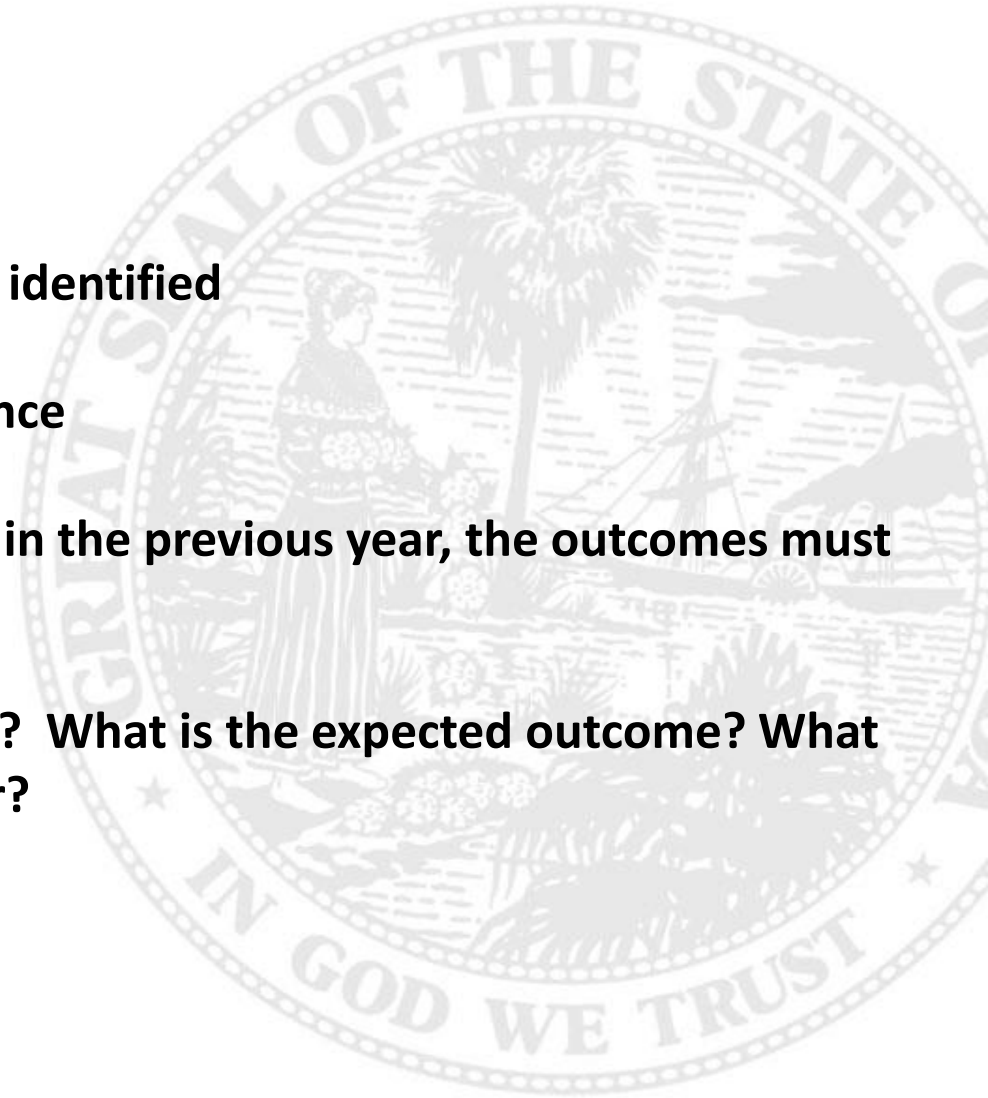
Grant Activities Section

Activities must be:

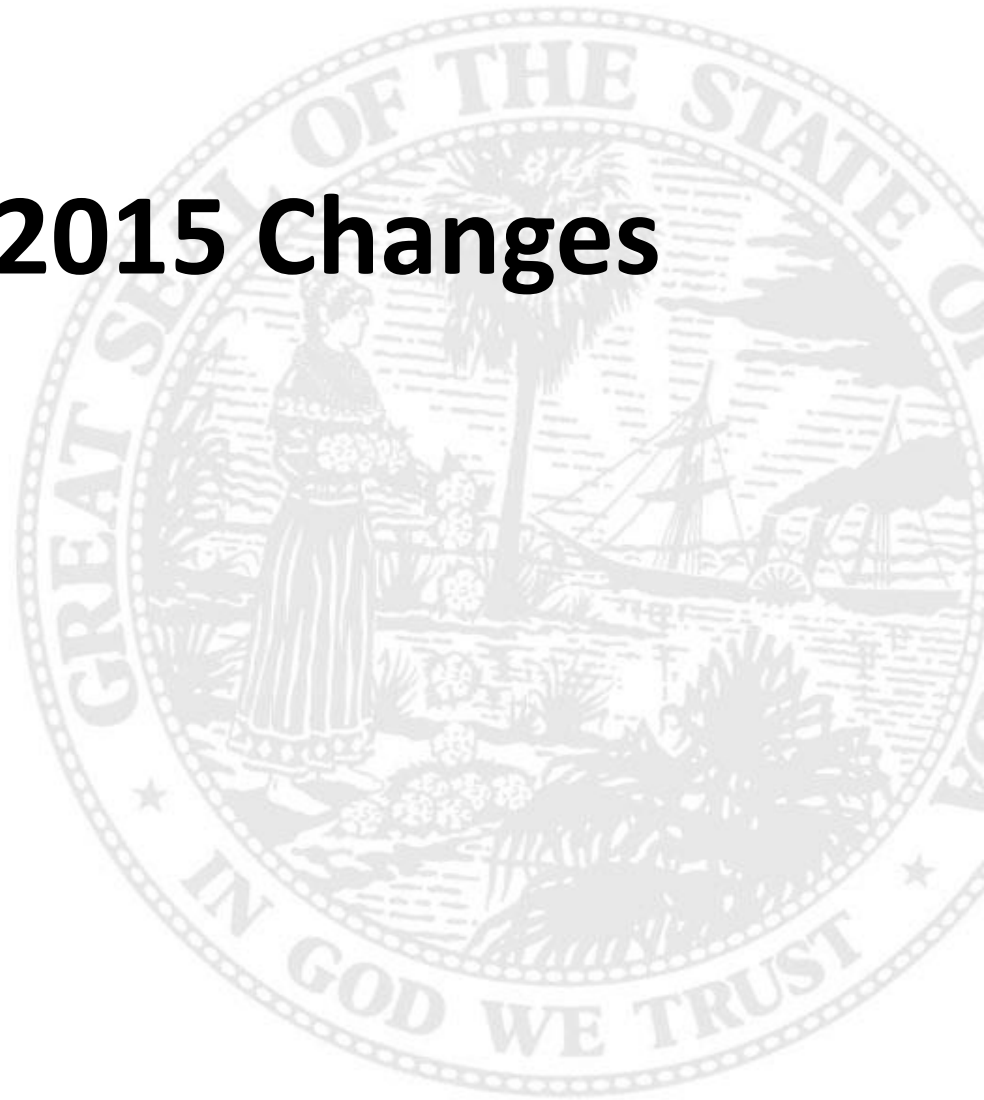
- Relevant to the rationale and needs identified
- Supported by research-based evidence

If the proposed activity was conducted in the previous year, the outcomes must be included

If it was not successful, why replicate it? What is the expected outcome? What will be done differently from last year?



Title III 2014-2015 Changes



AMAO 1 and AMAO 2

- **The Florida Department of Education is in the process of adopting new English Language Development/Proficiency Standards and a new assessment aligned to those standards. During this period of transition, the current AMAO 1 and AMAO 2 targets for 2013-2014 will remain the same for the 2014-2015 year unless new targets based on the adopted assessment can be calculated.**

Title III Reports

Accountability Requirements



Accountability Requirements for ELL Students

Title III requires states to ensure:

- annual increases in the number or percentage of ELL students **making progress** in learning English (Annual Measurable Achievement Objective: AMAO 1);
- annual increases in the number or percentage of ELL students achieving **full proficiency** in English (AMAO 2); and
- Florida's ESEA Waiver (AMOs) Meeting Reading and Math Performance Targets [formerly AYP] (AMAO 3).

AMAO 3 Revision (reminder)

- The calculation is based on 2010-2011 proficiency numbers and addresses reading and mathematics.
- The goal is to reduce by 50% the number of non-proficient students by the end of the 2016-2017 year.
- Science is included in the new section, but is not a part of the calculation. The scores for science are derived from FCAT achievement levels and applicable End of Course exam scores (Biology).

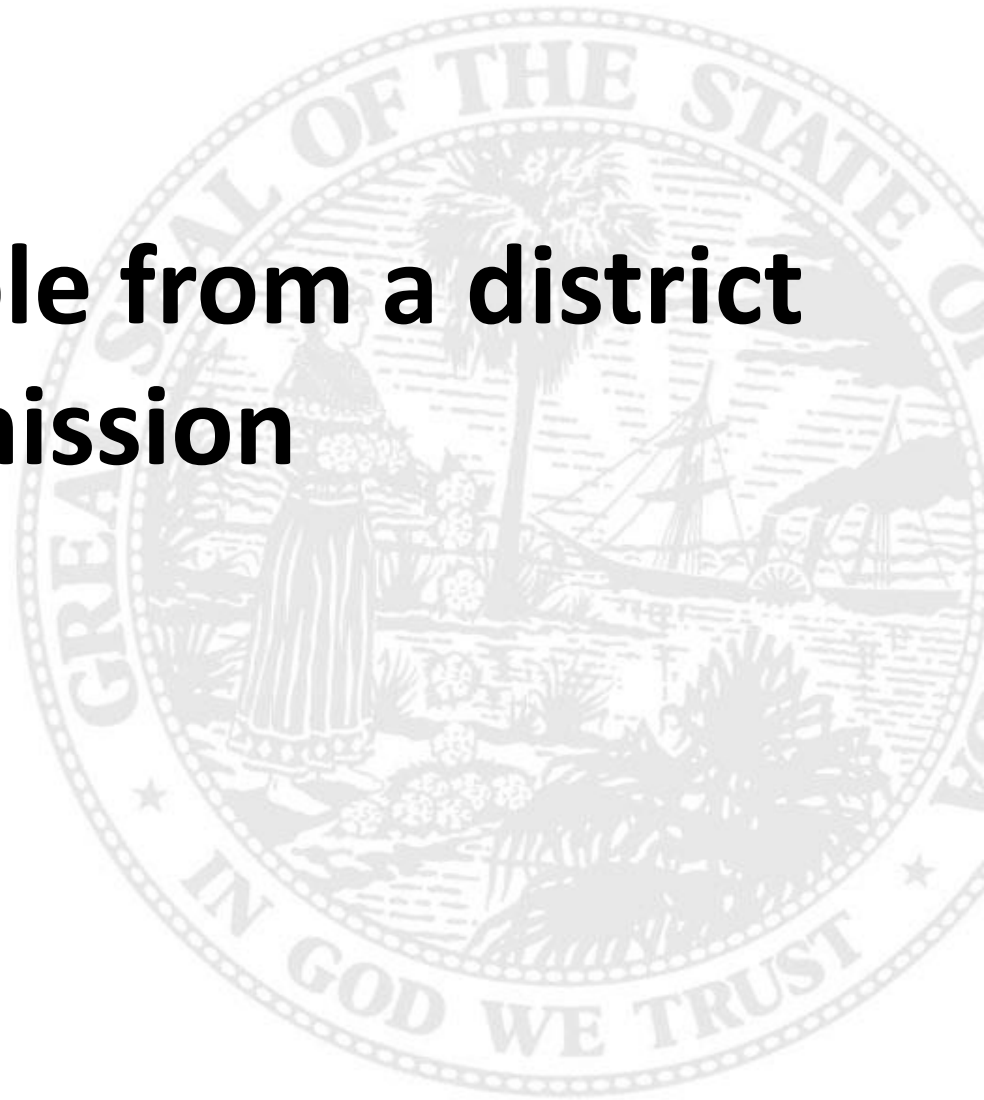
AMAO 3 Revision

- Each district has a different 2017 goal depending on the percentage of non-proficient ELLs in the district in 2010-2011.
- Districts must include activities that address AMAO 3 and must differentiate from previous grant activities if the district is not on track to meet the 2016-2017 goal.
- Activities that promote proficiency in science must also be included.

AMAO 3 Revision

- The new section applied to the 2012-2013 grant, was adapted to the 2013-2014 grant, and will also be in the 2014-2015 grant.
- For further information:
 - <http://schoolgrades.fldoe.org/>
 - [http://schoolgrades.fldoe.org/pdf/1213/AMO TAP2013.pdf](http://schoolgrades.fldoe.org/pdf/1213/AMO_TAP2013.pdf)

AMAO 3 example from a district submission



Sample of AMAO data from spreadsheet

District Number	District Name	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Target AMO Reading	Met Target Reading	Math % Scoring Satisfactory 2011	Math % Scoring Satisfactory 2012	Target AMO Math	Met Target Math	Target AMO Reading, 2013
00	Florida County	23	31	29	Y	39	40	44	N	36

Reading

By the end of the 2014-2015 school year, the percent of ELLs scoring proficient in reading will increase from **31%** to **36%**.

Based on the data used to complete this section, the district:

X has met the AMO reading target for 2013-2014 and is making enough progress to be on track to reach the district's reading target for 2016-2017.

has **not** met the AMO reading target for 2013-2014 and is **not** making enough progress to reach the district's reading target for 2016-2017.

Strategies (activities):

To continue closing the reading achievement gap for ELL students, Florida County School District (FCSD) will continue to employ a bilingual paraprofessional (FCSD general fund and other external funding sources) at each school level to assist with the reading instruction. Additionally, the FCSD will continue to use English in a Second (provided by FCSD) as a supplemental instructional reading tool. Professional development for each school will be provided specifically for ELL teachers and/or other ELL personnel, including counselors and administrators (SSTESOL to be paid for by Title III, Title I, Part C, and /or FCSD general fund).

Mathematics

By the end of the 2014-2015 school year, the percent of ELLs scoring proficient in mathematics will increase from 40% to 49%.

Based on the data used to complete this section, the district:

has met the AMO mathematics target for 2013-2014 and is making enough progress to reach the district's mathematics target for 2016-2017.

X has not met the AMO mathematics target for 2013-2014 and is not making enough progress to reach the district's mathematics target for 2016-2017.

Strategies (activities):

Effective 2013-14, the FCSD has increased its usage of Math in a Second. Previously, FCSD used this program in grades as low as second grade. Effective this year, the FCSD is using this program in all grades, including Kindergarten (as appropriate). District data indicates that it has been one of the most effective supplemental instructional tools for closing achievement gaps for lower performing students.

Science

By the end of the 2014-2015 school year, the percentage of ELLs scoring proficient in science based on the FCAT achievement levels will increase from 41% to 50%.

Strategies (activities): Effective 2013-14, the FCSD purchased a supplemental science textbook. This new series is on the state-approved list. According to the FCSD Math/Science Coach, the teachers report that the series includes extensive on-line learning activities that are more engaging to ELLs.

Title III - Improvement Plan

- Under Section 3122(b)(2) of the *No Child Left Behind Act of 2001*, an improvement plan shall be required for any district that has not met any Annual Measurable Achievement Objectives (AMAOs) for two consecutive years.

<http://www.fldoe.org/aala/amao.asp>

Title III - Accountability

- Under Section 3122(b)(4) of the *No Child Left Behind Act of 2001*, modification of the curriculum and method of instruction shall be required for any district that has not met its Annual Measurable Achievement Objectives (AMAOs) for four consecutive years.

Upcoming Highlights



District ELL Plans Update

- **New District Plans effective upon approval**
- **Signatures of Superintendent and PLC Chair needed - hard copy**
- **Letter of Approval of district plan will be sent from SALA after review and revisions**
- **Current plans on SALA website will be replaced**
- **Approved: 39/72**

Omni Circular (Super Circular)

- The Office of Management and Budget (OMB) revised administrative, cost, audit rules governing all federal grants
- Will require a revision of the Green Book
- Major shift from compliance to performance
- Emphasizes cooperative audit resolution
- Will require more documentation of procedures
- For Title III, affects fiscal year 2015-16
- Review presentation from Martha Asbury at FASFEPA spring forum 2014

Questions?

