2016-17
Title III Application Technical Assistance

FASFEPA/ECTAC Spring Technical Assistance Forum

May 11-13, 2016, Orlando, Florida

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Program Outline

- Title III – Overview
- Title III – Funding
- Title III – Monitoring
- Title III - Grant Applications
- Title III - 2016-2017 Changes

Title III - Overview

Supplemental Services to English Language Learners

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Title III Overview

Supplemental Services – Defined

Title III programs are for enrichment. The provision of basic civil rights of language acquisition approaches and ESOL strategies to provide equal access for ELLs to all appropriate educational programs and opportunities and high academic achievement is already required by law. Reference Supreme Court Decision in Lau v. Nichols in 1974.

Title III Overview

English Language Learner – Defined

F.S. 1003.56

- Not born in the United States and 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 and 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

Please Complete the Immigrant Quiz

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Title III Overview
Immigrant Children and Youth

- Are aged three through 21; and
- Were not born in any US state, District of Columbia or Puerto Rico; and
- Have not been attending one or more schools in any one or more states for more than three full academic years.

Note: no immigrant student (Y) can have the country of birth reported as the US or Puerto Rico.

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.”
- Note: Immigrant funds do not roll forward; must be used within the grant period

Title III Overview
Immigrant Children and Youth Grant

- Starting point for the three full academic years is *Date Entered a US School (DEUSS)*.
- Districts must track the amount of time a student attends school in the US.
- Count applies to non consecutive stay in the US.
- After three 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
- Immigrant Student Services Data Element

Title III Funding

Where does the money go?

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Title III Funding

- Title III focuses on helping English Language Learners (ELLs) achieve English proficiency – as a means to academic achievement.
- Title III funds are intended to improve the educational achievement of ELLs by increasing their English language proficiency and ability to meet the same state standards and challenging academic content as all children are expected to meet.
- 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

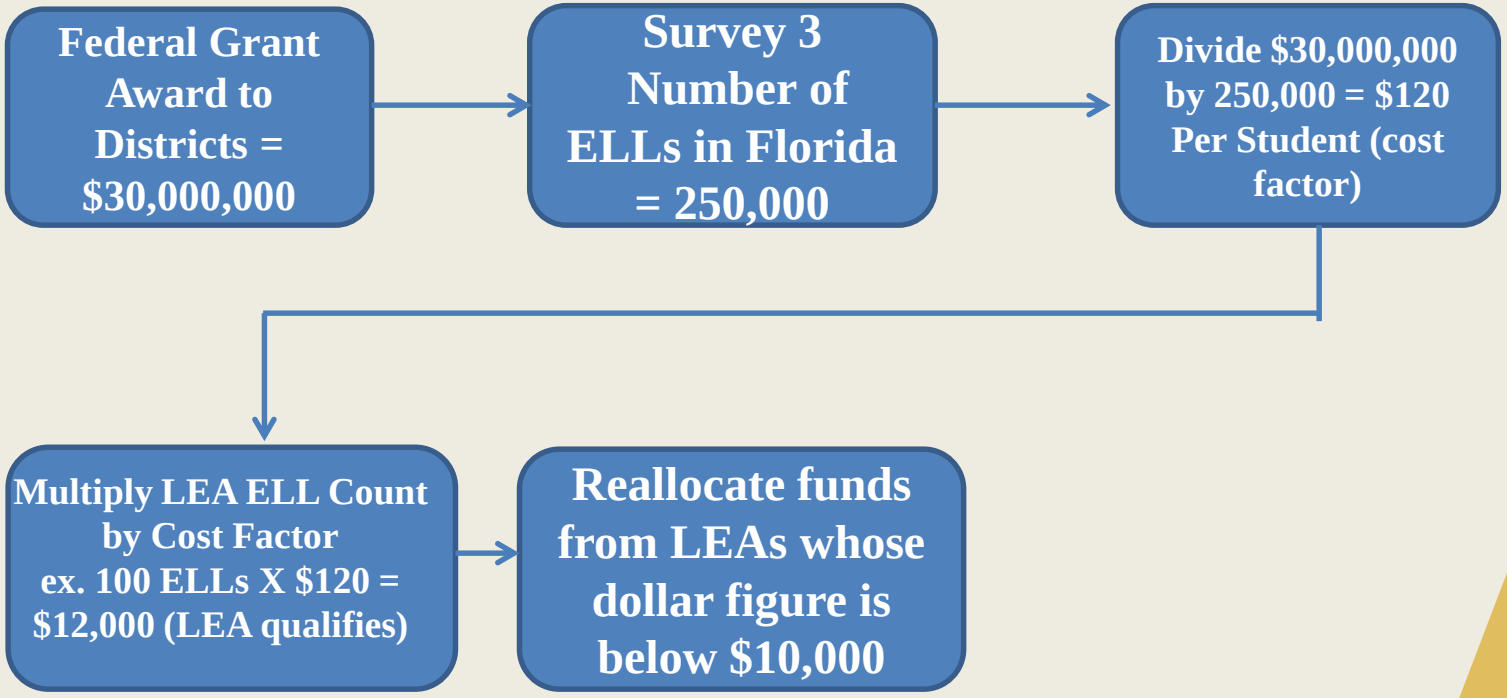
- Allocations to LEAs are determined on a per pupil basis.

Immigrant Children and Youth (ICY)

- State reserves up to 15 percent of Title III funds for ICY allocations to eligible LEAs.
- Only LEAs that have a significant increase of ICY students as compared to the average of the two preceding fiscal years qualify for funds.
- LEAs allocated ICY funds may apply for funds via the Title III ICY application.

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:

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

Allowable Uses of Funds for Title III Sub-grants

Title III funds may be used for:

- upgrading program objectives and instructional strategies to improve the English proficiency and academic achievement of ELLs;
- improving ELL instruction through updating/upgrading ELL curriculum, materials, or technology;
- tutoring, including extended day/summer programs;
- developing/implementing elementary or secondary language instruction programs coordinated with other relevant programs, including dual language programs;

Allowable Uses of Funds for Title III Sub-grants (continued)

- providing family involvement activities, including parent literacy workshops and acculturation support;
- collaborating with community partners to create programs for ELLs and their families;
- supplemental professional development, including WIDA training, and registration, travel costs and stipends for state and federal ELL-related conferences. Note: state-required courses mandated by the Florida Consent Decree (META Agreement Settlement) cannot be paid through Title III funds.

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 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 (ICY) Sub-grants

ICY funds may be used for:

- family literacy and parental outreach;
- acculturation activities;
- support for personnel;
- tutoring or mentoring;
- identification and acquisition of curricular materials, educational software, technologies and classroom supplies and
- supplemental professional development, including cultural and diversity training.

Title III ESOL and Immigrant Calculations

- Survey 3, End of State Processing
- Formula for Immigrants – average of two previous years compared to current year Survey 3 and showing an increase.

  - Example:

    2013-2014 = 90 immigrants

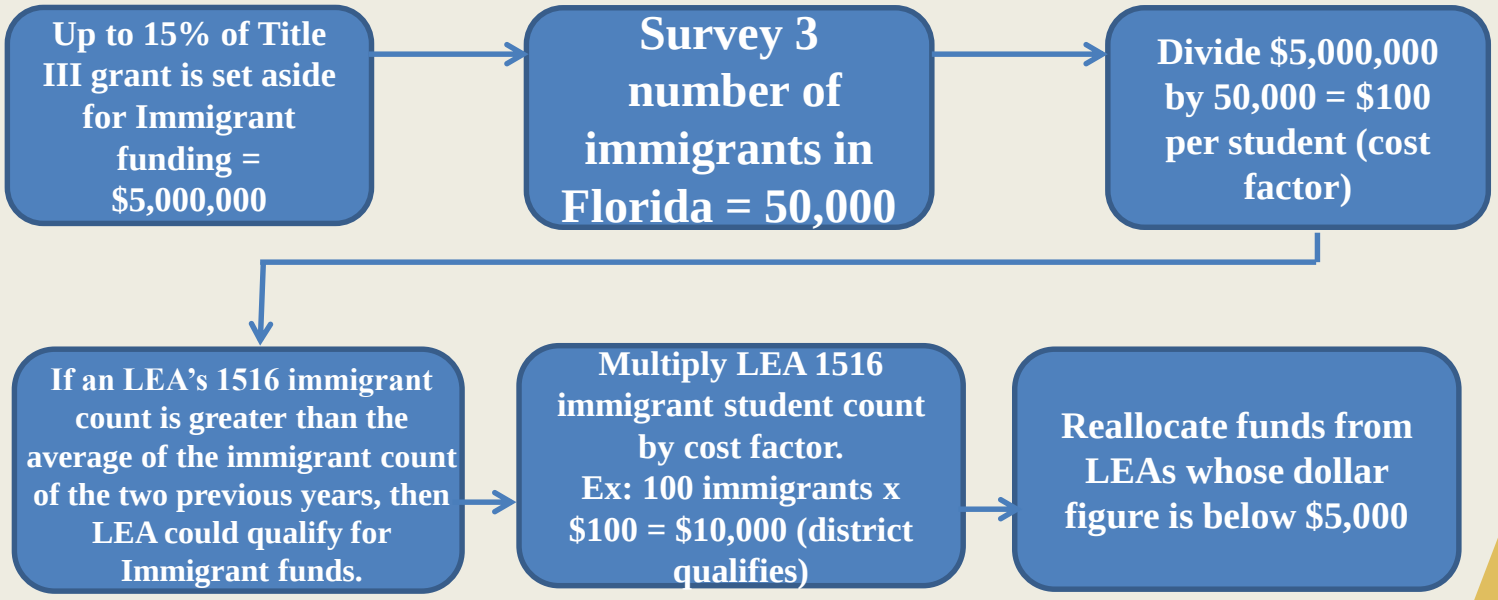
    2014-2015 = 100 immigrants

    2015-2016 = 105 immigrants

90+100 = 190. 190/2 = 95. 95<105 = increase

Immigrant Funding Formula

District immigrant students must represent $5,000 or more in funds.
Students counted are K-12, Immigrant code=Y, no US or PR.
All numbers are examples.



Title III and Immigrant Funds

- Refer to Handout - Any Questions?

Title III Monitoring

Compliance Notes for Districts

- *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.

Compliance Notes for Districts (continued)

- Focus on supplement not supplant provisions of the law.
- Collaboration must occur between the Title III initiatives, other departments and local stakeholders/businesses so that parents, the community, and others are involved in the academic achievement of the ELLs at each school.
- LEAs should ensure information is provided in Spanish, at a minimum, and in other languages with significant student representation.
- Update definition of "immigrant children and youth" in registration forms and all documents.

Compliance Notes for Districts (continued)

- Date Entered a United States School (DEUSS)
- No students born in the US or PR should ever be coded as immigrants
- Deleting immigrants after three 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
- Timeliness of Title III applications
- Correct forms – check grants web site

Title III Monitoring

Updated Monitoring Work Papers

- Greater emphasis on ELL achievement and closing the achievement gap
- Streamline of Title III and ESOL – Review Draft on Screen
- ESOL Self-Monitoring Work Papers 2015-16 – Review Draft on Screen

Title III Grant Application

The goal of the SALA bureau is servant leadership, to provide stellar technical assistance to the districts in Florida to increase the academic achievement of Florida's English Language Learners.

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Title III Grant Application

1. **Introductory Section –** Funding Authority, Type of Award, Timeframes Contact person, 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 – Indirect Costs: 2% cap incurred for common or joint objectives and cannot be identified readily and specifically with a particular sponsored project or an instructional activity. 2 CFR Part 200 (Uniform Guidance) http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html

Let's review the draft RFA for 2016-17 on Screen.

Title III Fiscal Information

- Allowability procedures must be in writing
- Must have a documented system of internal controls
- Must have policies in place to ensure control over vulnerable assets (high-value and/or mobile items)
- Self-Assessment process from the USED fiscal monitoring review of Florida indicates future way of work for monitoring
- Review of all 399s by state

Restrictions of Title III Funds

Title III funds cannot be used for:

- any manager or director position associated with the Title III grant,
- travel to conferences that do not have an ELL component,
- technology or equipment that the district would otherwise have purchased.
- support personnel, such as bilingual guidance counselors, unless the position provides supplemental services geared specifically towards ELLs and their families.

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;
- supplemental paraprofessionals for the classroom to assist ELLs and their families;
- summer programs (excluding state-mandated programs such as summer reading camps or credit recovery summer options);
- support personnel that work directly with teachers and/or ELLs to enhance academic and language needs.

***Remember**: Involve your schools, including private schools, in the Title III needs assessment. School-based ELL contacts should be aware of allowable Title III purchases and its impact on ELLs academic success.*

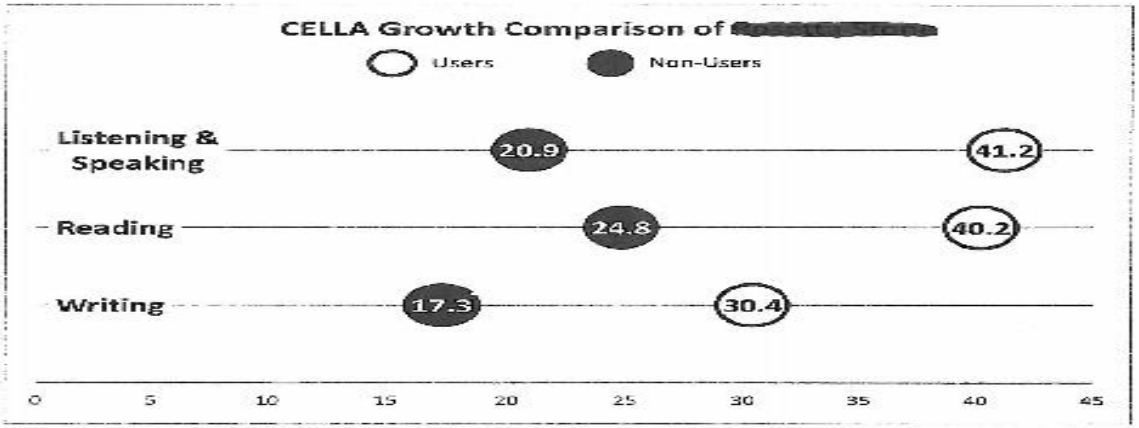
Grant Activities Section

- Briefly describe the LEA's major proposed programs, services, and activities.
- Include how the activities are aligned with the needs assessment, state content standards, and state English language development standards.
- Indicate how the activities are based on evidence-based practices.
- Describe how the activities will close the achievement gap and increase ELL achievement and language acquisition and meet the ELL achievement targets.

Example of Evidence-Based Instructional Materials

ELL [redacted] Users Compared to Non-Users at all School Sites

CELLA GROWTH from 2013-14 to 2014-15	Users		Non-Users		All ELL Students	
	Average Growth	Number of Data Cells	Average Growth	Number of Data Cells	Average Growth	Number of Data Cells
Listening & Speaking	41.2	28	20.9	371	22.3	399
Reading	40.2	26	24.8	375	25.8	401
Writing	30.4	25	17.3	373	18.1	398



Grant Activities Section

Activities must be:

- relevant to the rationale and needs identified
- supported by evidence-based practices

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?

Example of Needs Assessment

Need 4: Provide teachers and paraprofessionals with additional Professional Development

Dual language and ESOL teachers need to receive specific training (beyond META) to offer adequate instruction to ELLs. Paraprofessionals need additional training on ways *to support instruction to meet the academic needs of ELLs.*

Evidence: *Based on survey results, dual language and ESOL teachers expressed the need for additional professional development in areas such as the newly adopted WIDA standards, the Next Generation Science standards, differentiated instruction, cross-cultural understanding, and best practices to help ELLs improve their English language proficiency and academic achievement. Teachers at the elementary, middle and high school levels need specific training on sheltered instruction and how to use* a *content-based approach to support language development when teaching content (science, math, social studies) to ELLs. Paraprofessionals need training on working cooperatively with teachers through the use of effective tools that will support classroom instruction for ELLs.*

Rationale*: By providing appropriate training specific to the needs of each group, ELL students will be able to receive more adequate instruction to meet their specific educational needs.*

Example of Needs Assessment (continued)

Need 5*: *Increase Parent Involvement in their children's education

Parental involvement in their children's education needs to improve in order for parents to better meet the educational needs of their children.

Evidence: *Based on the results of the survey conducted by the district Bilingual Parent Outreach Liaison and completed by the parents of ELL students, parents expressed the need for improving communication with parents/families and increase the level of community involvement by offering a variety of cultural activities. They also express the need to learn more about the school system requirements and obtain a better understanding of what is expected of their children.*

Rationale: *Based on research findings from the Southwest Educational Development Laboratory, when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.*

Please provide an assessment of the needs of the LEA, not simply a block of data with no explanation or interpretation or application of that data.

Title III 2016-2017 Changes

Resulting from Every Student Succeed Act (ESSA) of 2015

- AMAOs Gone, Accountability for ELLs under Title I
- ELL Accountability Frozen – 2014-15 AMAO Improvement Plans in Force
- AMAO Reporting Requirements Waived for 2014-15, 2015-16 and 2016-17
- ELL SWD under Title I (Sec. 1112, LEA Plans) how program will meet IEP
- Accessibility for parents and family members who have limited English proficiency (Sec. 1116, Parent and Family Engagement)
- Third Required Activity: Parent, Family and Community Engagement in the Educational Experience of ELLs

Title III 2016-2017 Changes

Reporting

- Description of programs conducted by LEAs
- Number and percent of ELLs making progress toward achieving ELP, in the aggregate and disaggregated by SWD ELLs
- Number and percent of ELLs attaining ELP
- Number and percent of ELLs that exit ESOL programs based on attaining ELP
- Number and percent of ELLs meeting the state academic standards for four years after exiting ESOL programs in the aggregate and disaggregated by SWD ELLs
- Number and percent of ELLs who have not attained ELP within five years of initial ELL classification

Title III 2016-2017 Changes

ESSA Resources

FDOE Web Page: http://www.fldoe.org/academics/essa.stml

- FDOE Frequently Asked Questions (Word) (posted March 18, 2016)
- U.S. Department of Education ESSA Information
- U.S. Department ESSA Transition FAQs
- Sign up for FDOE ESSA email updates
- Questions? Email FDOE at ESSA@fldoe.org.

Contact Information

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Questions?

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