



Title III, Part A

FASFEPA

September 14, 2021



Senior Federal Director



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Program Purpose

Title III, Part A: The purpose of these funds is to improve the education of English Learners (EL) and immigrant youth by helping them learn English while meeting our challenging state academic content standards.

Identifying English Learners

YES responses to Home Language Survey (HLS) requires:

- A district-chosen English language proficiency assessment to be given upon school enrollment
- Districts use test publisher's guidelines for placement
- K-2 listening and speaking only
- 3-12 listening, speaking, reading and writing
- No assessment for Pre-K

Parents must be notified of ESOL placement within 30 days of school enrollment

Exit Criteria

- **All ELs:** Scoring a composite score of 4 in the listening, speaking, reading, and writing domains on WIDA's ACCESS for EL annual language assessment, with a mandatory 4 in reading
- **ELs in Grades 3-12:** Level 3 or above on FSA ELA or concordant scores on SAT or ACT
- **EL Committee decision**

Title III, Part A

Supplementary Instructional Support for ELs

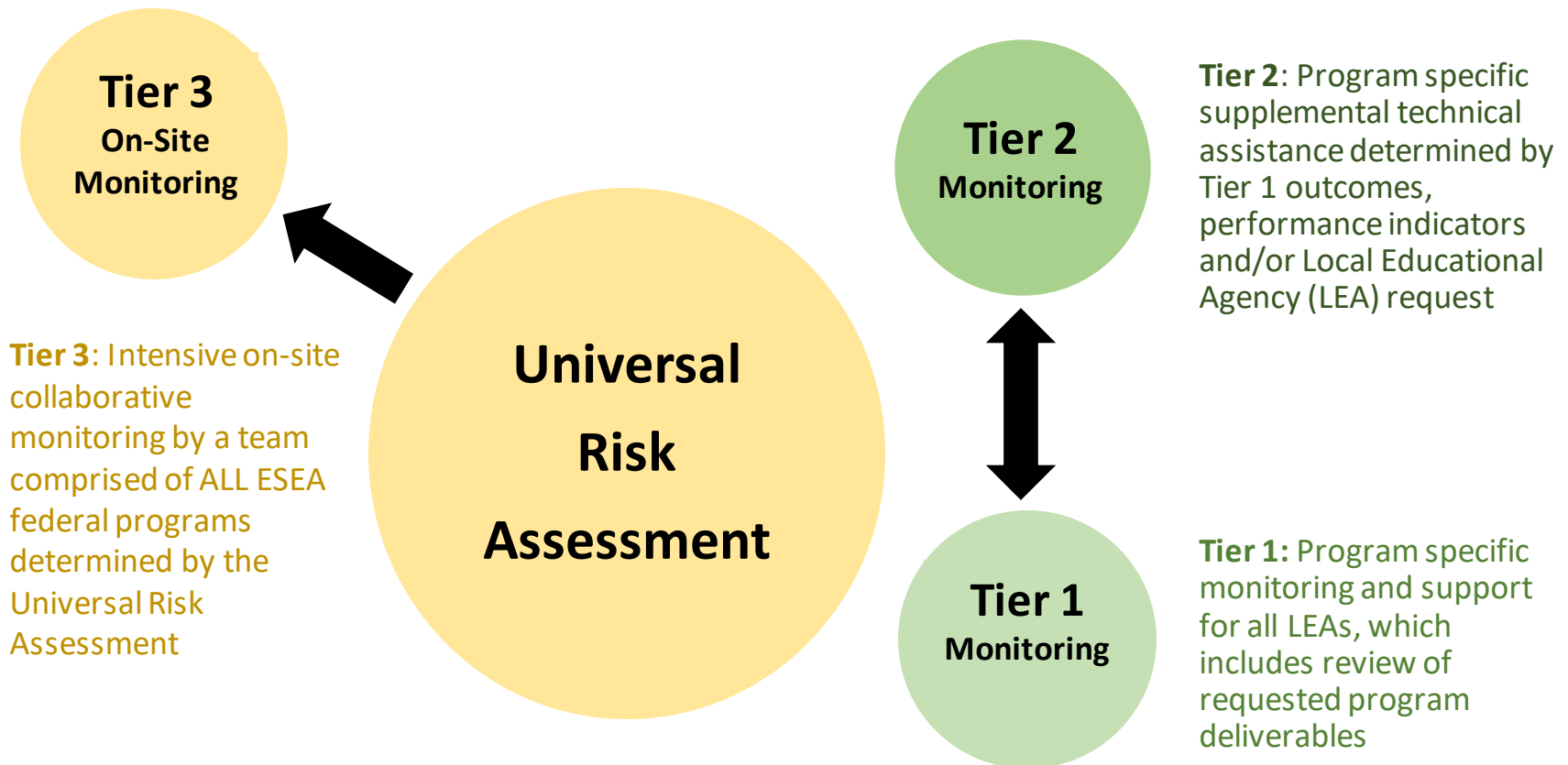
Area of Focus 1	Increasing English Language proficiency to meet the challenging state academic standards
Area of Focus 2	Increasing supplemental Professional Development
Area of Focus 3	Increasing parental and community participation in the educational experience of ELLs
Area of Focus 4	Administrative cost cap @ 2%

Question from the Field

Why/How does an LEA qualify and receive the immigrant grant?

1. Two previous fiscal years average of immigrant students. If there is an increase, the LEA receives the grant. In Florida, it is “more.”
2. The immigrant is given to LEAs based on a formula.

2021-22 Universal Monitoring System for K12 ESEA Federal Programs



2021-22 Universal Risk Assessment

- **Risk** is evaluated to determine the chance of an adverse impact of an LEA achieving grant and compliance requirements.
- The 2021-22 Universal Risk Assessment analyzes quantifiable data points/**indicators** and **risk criteria** levels to determine a total **risk score** for each LEA.
- The LEAs total **risk score** will be used to determine if Tier 3 intensive on-site collaborative monitoring will be conducted by a team comprised of ALL ESEA federal programs.

2021-22 Universal Risk Assessment

2021-22 Universal Risk Assessment

#	Indicator	Low Risk Value	Medium Risk Value	High Risk Value	Low Risk Criteria	Medium Risk Criteria	High Risk Criteria	Data Source
1	% of Schools in the District with Comprehensive Support & Improvement (CS&I) Status (most recent available)	5	10	15	Less than 10%	10% - 19.99%	20% or more	2018-2019 Federal Index and ESSA Support Categories, by School
2	% of Schools in the District with Targeted Support & Improvement (TS&I) Status (most recent available)	3	6	10	Less than 50%	50% - 69.99%	70% or more	2018-2019 Federal Index and ESSA Support Categories, by School
3	Total Allocation of Federal Grants, FY 2021-22	5	10	15	Less than \$3 million	\$3-10 million	More than \$10 million	Sum of preliminary 2021-22 Federal grant allocations for 7 programs within the consolidated application
4	Total Number of Federal Grants, FY 2021-22	3	6	10	3 grants or less	4 to 5 grants	6 -7 grants	Number of Federal grants per district for 2021-22 within the consolidated application
5	% of Unexpended Federal Grant Funds (2019-2020)	5	10	15	10.00% or less	10.01% - 20.00%	20.01% or more	Sum of unexpended funds from 2019-2020 FLAGS detail reports for 7 grants within the consolidated application
6	Timeliness of Grant Applications, FY 2021-22	3	6	10	90% to 100% on time	80% to 89.99% on time	Less than 80% on time	Timeliness of grant applications for 2021-22 fiscal year as indicated on internal ShareFile Tracker as of 8/18/2021
7	The LEA's average school-level percentage of federal funds comprising the total per-pupil expenditure amount	3	6	10	Less than 7%	7.00% - 8.99%	9% or more	2018-19 School per-pupil expenditures report as of April 7, 2021

2021-22 Monitoring: Tier 1

Common across all participating programs

- Supports are provided during real-time implementation.
- All LEAs participate in Tier 1 supports.
- All LEAs upload program-specific bucket documentation via program-specific ShareFile.
- All LEA program-level uploads are due by the last day of each of the four designated upload months.
- Upload months are October, November, February, and March.

Title III Monitoring Tier 1

October Uploads	November Uploads	February Uploads	March Uploads
Title III, Part A	Title III, Part A	Title III, Part A	Title III, Part A
Identification and Enrollment	Parent and Family Engagement	Equitable Services	Professional Development



Question from the Field

Do you have examples or sample documentation for the October upload?

1. We would like to know the identification process. This means LEAs will need to submit Home-language survey and an entry assessment.
2. LEAs will also need to explain how parents know the student is enrolled in the ESOL program.
3. LEAs will need to submit the letter sent home to parents in both English and Spanish, at a minimum.

Title III Monitoring Tier 2

Program specific supplemental technical assistance determined by Tier 1 outcomes and/or performance indicators that may include:

- Technical assistance
- Policy guidance
- Mentoring for new coordinators
- Additional support based on Tier 1 outcomes

Title III Program Updates

- Qualified LEAs
 - 61 Title III
 - 12 Immigrant
- Students in K-12 coded LY (current ELL) in Survey 2, October 2020 were included in the Title III and immigrant funding
- Survey 2 will be used for future allocations to ensure a May application deadline

Dates and Timelines

October 29, 2021

Identification
and
Enrollment

November 30, 2021

Parent and
Family
Engagement

February 28, 2022

Equitable
Services

March 31, 2022

Professional
Development

Question from the Field

Will we still receive and have monitoring work papers?

- No. We will not send monitoring work papers in 2021-22.

Other Important Title III Updates

- 2021-22 Survey 2 Dates
 - Survey Week: October 11-15, 2021
 - Due Date: October 22, 2021
 - State Processing: October 18 – November 5, 2021
 - Final Update/Amendment Date: December 15, 2021
- Last day for amendments- April 30, 2022
- Title III and immigrant application submissions due- May 1, 2022

2021-22 BFEP Quarterly Conference Calls

August 12, 2021

**Federal
Programs Back
to School
(pre-recorded)**

November 18, 2021

**Federal
Programs
Special Topic
Call**

February 17, 2022

**Federal
Programs
Special Topic
Call**

May 19, 2022

**Federal
Programs
Special Topic
Call**

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Title III Program Resources

- [Student Achievement through Language Acquisition](#)
- [English Language Development Standards](#)
- [ESOL e-Learning](#)
- [ACCESS for ELL](#)
- [Florida WIDA](#)

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