2019-2020

Title III Application Technical Assistance

Florida Association of State and Federal Education Program Administrators (FASFEPA)/East Coast Technical Assistance Center (ECTAC) Spring Technical Assistance Forum

May 14-16, 2019 Orlando, Florida

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Agenda Outline

- Title III – Introduction
- Title III – Overview
- Title III – Funding
- Title III – Monitoring
- Title III – Project Applications
- Title III - 2019-2020 Changes

Title III Program Purpose

(1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;

(2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;

(3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;

Title III Program Purpose

(4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and

(5) to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Title III - Overview

Supplemental Services to English Language Learners (ELLs)

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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 English for Speakers of Other Languages (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 (continued)

ELLs – Defined

F.S. 1003.56

- Not born in the United States (U.S.) 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 (ICY)

- Are aged three through 21; and
- Were not born in any U.S. state, District of Columbia or Puerto Rico (PR); 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 U.S. or PR.

Title III Overview
ICY Projects

- 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 U.S. to military personnel and children born outside the U.S. and adopted by U.S. citizens are considered “not born in the U.S.”
- Note: Immigrant funds do not roll forward; must be used within the project period.

Title III Overview
ICY Projects

- Starting point for the three full academic years is *Date Entered a US School (DEUSS)*.
- Local Educational Agencies (LEAs) must track the amount of time a student attends school in the U.S.
- Count applies to non consecutive stay in the U.S.
- 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 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; LEAs receive funds according to the number of ELLs.
- Title III prohibits supplanting state, local, and other federal funds.

Title III Funding Achievement Activity

- In each table group, create a chart for each LEA that shows what services should be provided using Title III funds for ELLs to increase English proficiency, ELA, math, science, social studies and graduation rate. LEAs must consider services based on length of time in the ESOL Program:
  - Up to One Year
  - More Than One Year Up to Three Years
  - More Than Three Years Up to Five Years
  - More Than Five Years
- As LEAs complete the chart, consider the object codes for best practices proven through data in creating line items in the Title III budget
  - 100 and 200 Salaries and Benefits
  - 300 Purchased Services
  - 500 Materials and Supplies
  - 600 Capital Outlay

Title III Funding
Two Subsets

Title III

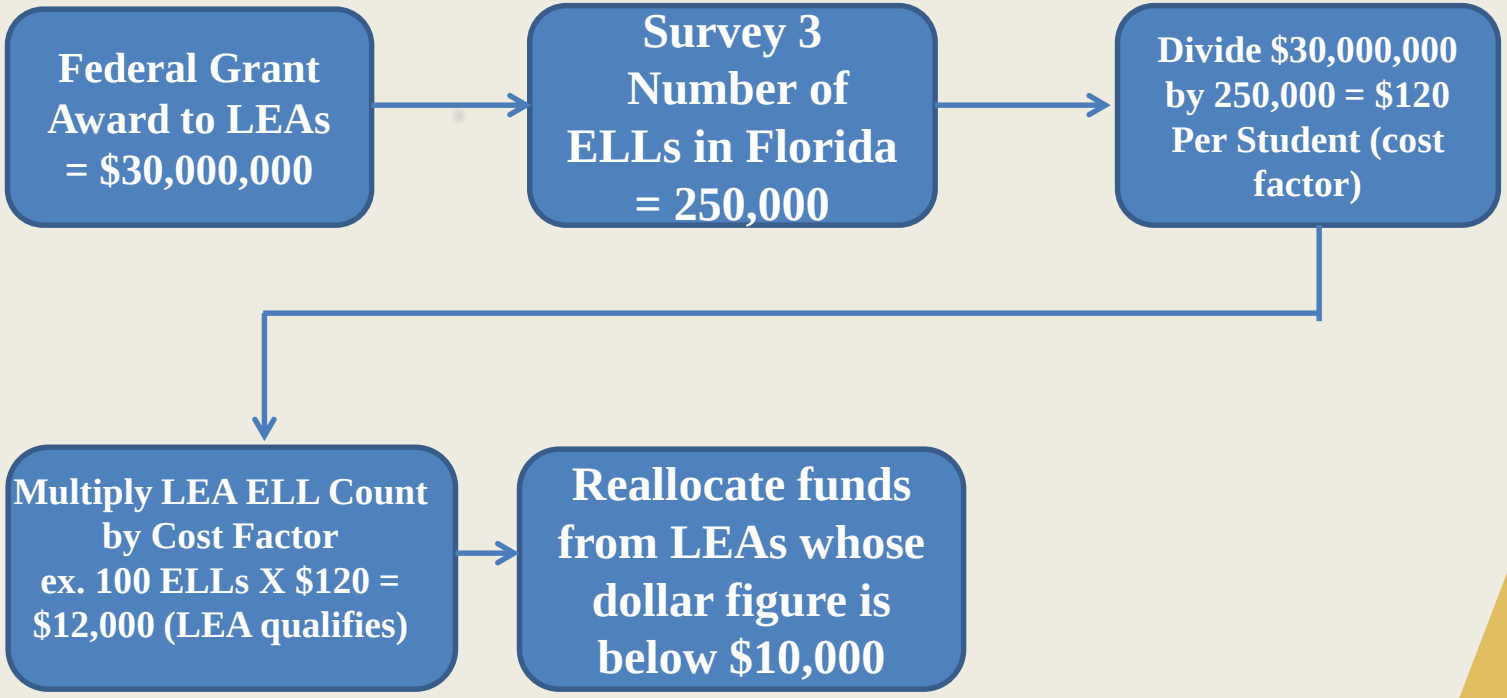
- Allocations to LEAs are determined on a per pupil basis.

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

LEA's ELLs must represent $10,000 or more in Title III funds. All numbers are examples.



Required Uses of Funds for Title III Projects

Funds must be used for:

- Supplemental programs that increase English language proficiency and student achievement in core academic content classes and cause ELLs to master challenging academic standards.
- Supplemental high-quality professional development to classroom teachers, principals, administrators, and other school personnel regarding ELLs. Examples: WIDA training not required endorsement training
- Parental and Community Participation in the Educational Experience of ELLs.

Allowable Uses of Funds for Title III Projects

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 Projects (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

- 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, newspaper, 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) Projects

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.

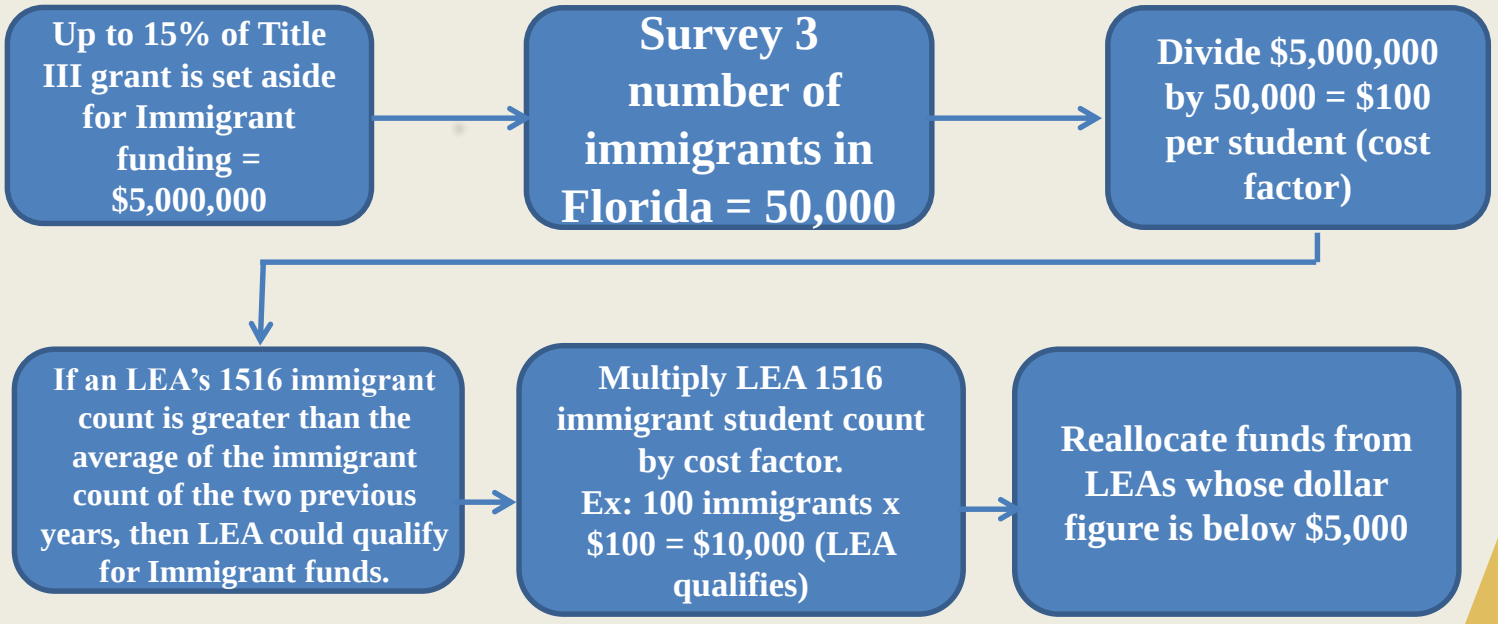
Title III ESOL and Immigrant Calculations

- 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

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



Title III and Immigrant Funds

- Title III Funds for Florida Increased for 2019-2020

Title III Monitoring

Compliance Notes for LEAs

- *Project-Funded positions must use 100 percent of their time and effort for project activities.*
- Redirection of a large amount of funds should not be made without following the amendment process.
- Professional development must be offered at a level and *scope* proportionate to the number of ELLs at each school.

Compliance Notes for LEAs (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 LEAs (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 Florida Department of Education – Office of Grants Management web site

Title III Monitoring

Updated Monitoring Work Papers

- Continuing emphasis on ELL achievement and closing the achievement gap
- Streamline of Title III and ESOL – Located in the Federal Programs Office Online Monitoring System

Title III Project Application

The goal of the Student Achievement through Language Acquisition (SALA) bureau is servant leadership, to provide stellar technical assistance to the LEAs in Florida to increase the academic achievement of Florida's ELLs.

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Title III Project 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

Title III Project Application - Suggestions

- No data blocks – the needs and activities sections should be narratives. These sections can be supported with data, and mention data sources, but just having numbers by themselves is not helpful.
- Correct Function and Object Codes
- 7200-790 is the code for indirect cost.
- A best practice has been to include the budget line number in the activities section, and elsewhere, so that budgeted items and activities are clearly linked.
- For needs assessment data, provide the source and year.

Restrictions of Title III Funds

Title III funds cannot be used for:

- any manager or director position associated with the Title III project (unless funded from indirect cost, which caps at 2%),
- travel to conferences that do not have an ELL component,
- technology or equipment that the LEA would otherwise have purchased.
- support personnel, such as bilingual guidance counselors, unless the position provides supplemental services geared specifically towards ELLs and their families.

Reminder: The Title III Project, including the budget, is public record.

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 United States Department of Education (USDE) fiscal monitoring review of Florida indicates future way of work for monitoring
- Review of all 399s by state

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.*

Project 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.

Project Activities Section

Activities must be:

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

1. If the proposed activity was conducted in the previous year, the outcomes must be included.
2. If it was not successful, why replicate it?
3. What is the expected outcome?
4. What will be done differently from last year?

Title III Changes (from ESSA)

Resulting from Every Student Succeed Act (ESSA) of 2015

- Annual Measurable Achievement Objectives (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 Students with Disabilities (SWD) under Title I (Sec. 1112, LEA Plans) how program will meet Individual Educational Plan (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 Changes (from ESSA)

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

Enterprise Grants Management Application (EGMA) Link

- fldoegrants.org

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Questions?

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