



2014-15

Title III Application Technical Assistance

FASFEP/ECTAC Spring Technical Assistance Forum

May 4-6, 2015, Orlando, Florida



www.FLDOE.org

Program Outline

- Title III – Overview
- Title III – Funding
- Title III – Monitoring
- Title III - Grant Applications
- Title III - 2015-2016 Changes
- Upcoming Highlights

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.

[NCLB, Section 1111(b), 3102]

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

Please Complete the Immigrant Quiz

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 attends school 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](#)**
- **[Immigrant Student Services Data Element](#)**

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

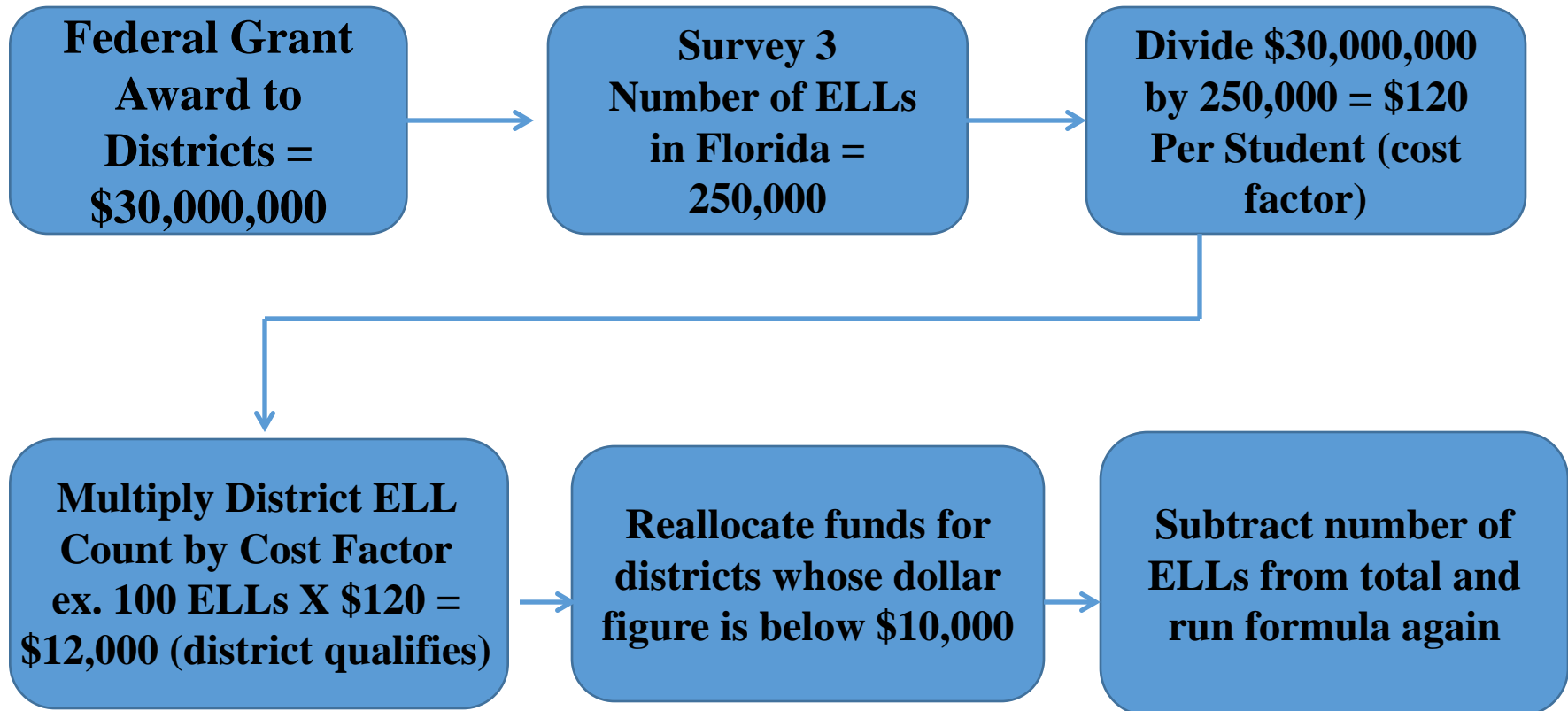
- Allocations to districts are determined on a per pupil basis.

Immigrant Children and Youth (IY)

- State reserves up to 15 percent of Title III funds for IY allocations to eligible districts.
- 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 may be online for Title III IY grant for the 2015-16 school year. Stay tuned!

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;

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

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

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 (ICY) Sub-grants

ICY 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

Title III ESOL and Immigrant Calculations

- Survey 3 as of the Monday after State Processing
- Formula for Immigrants – average of 2 previous years compared to current year Survey 3

- Example:

<u>13-14</u>	<u>12-13</u>	
100	90	average = 95
<u>14-15</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 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, 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
- Resolved in 14 Months

USED Title III Monitoring Update

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

USED Title III Monitoring Update

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

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

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 (excluding state-mandated, like summer reading camp or credit recovery summer options)

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 allowable purchases are.

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, and state English language development standards.
- 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 (AMAOs).

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 2015-2016 Changes

AMAO 1 and AMAO 2

- The Florida Department of Education has adopted new English Language Development (ELD) standards. During this period of transition, the current AMAO 1 and AMAO 2 targets for 2014-2015 will remain the same for the 2015-2016 year. Once an assessment aligned to the new ELD standards has been determined, a bridge study will provide information on equivalency scores for the targets.

Title III Reports

Accountability Requirements

Accountability Requirements for English Language Learners (ELLs)

Title III requires states to ensure:

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

AMA0 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.

AMAO 3 Revision (reminder)

- 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 continue in the 2015-2016 grant.
- For further information:
 - <http://schoolgrades.fldoe.org/>
 - 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 2012	Reading % Scoring Satisfactory 2013	Target AMO Reading	Met Target Reading	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Target AMO Math	Met Target Math	Target AMO Reading, 2014
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):

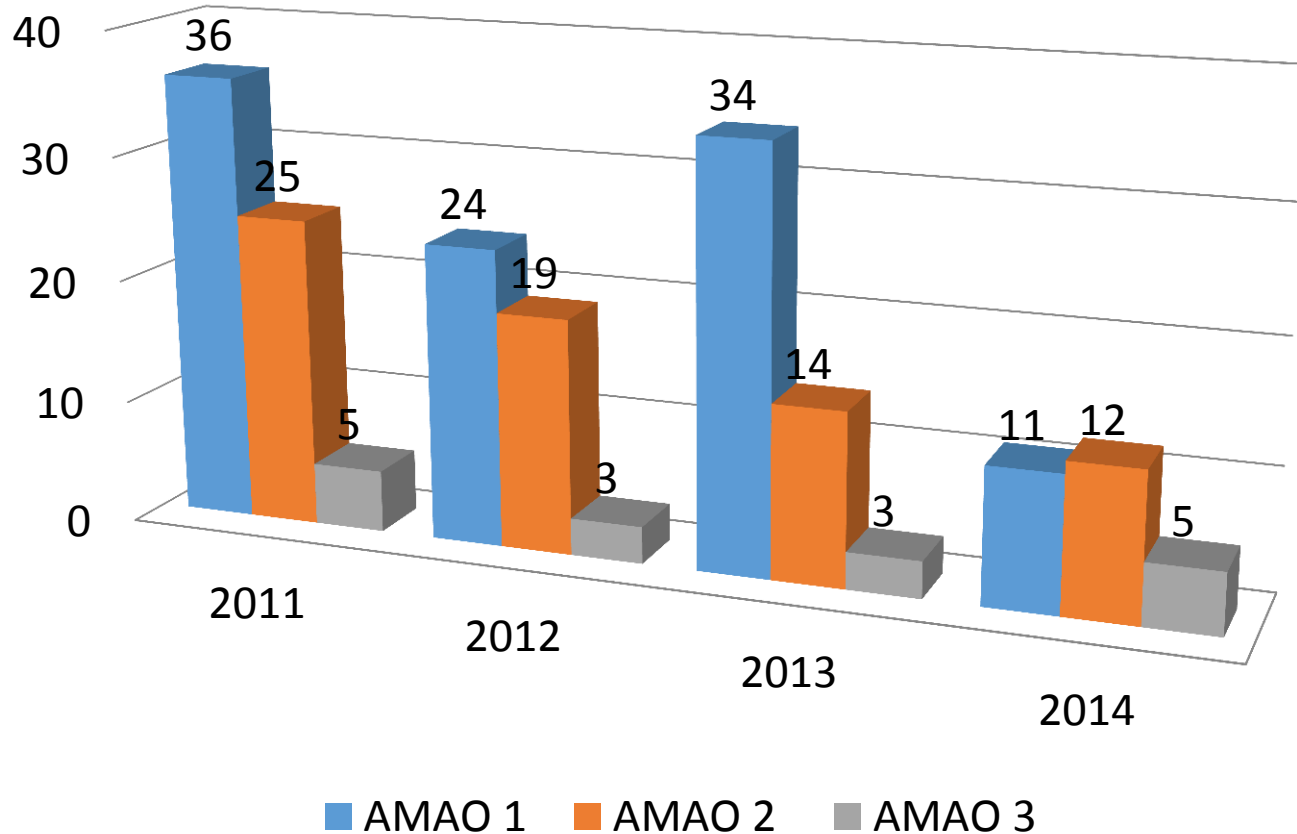
Effective 2013-14, the FCSD has increased its usage of Math in a Second. Previously, FCSD used this program in grades as low as second grade. Effective this year, the FCSD is using this program in all grades, including Kindergarten (as appropriate). District data indicates that it has been one of the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

Science

By the end of the 2015-2016 school year, the percentage of ELLs scoring proficient in science will increase from 41% to 50%.

Strategies (activities): Effective 2014-15, the Florida County School District 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.

Number of Districts Making AMAOs



Annual Measurable Achievement Objectives (AMAOs) 2014

- Districts Making AMAO 1 – Percent Making Progress in English Language Acquisition
 - Alachua, Bay, Gilchrist, Glades, Nassau, Osceola, Santa Rosa, Sarasota, Seminole, Sumter and FAU Lab
- Districts Making AMAO 2 – Percent Proficient in English
 - Alachua, Bay, Clay, Columbia, Gilchrist, Hernando, Leon, St. Johns, Santa Rosa, Sarasota, Seminole and FAU Lab
- Districts Making AMAO 3 – Attainment of Academic Content Standards
 - Gilchrist, St. Johns, Santa Rosa, Walton and FSU Lab

Annual Measurable Achievement Objectives (AMAOs) 2014 (cont'd)

- Districts Making AMAOs 1, 2 and 3
 - Gilchrist and Santa Rosa
- Web: <http://www.fldoe.org/aala/amao.asp>

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

Uniform Guidance (UG)

- The Office of Management and Budget (OMB) revised administrative, cost, audit rules governing all federal grants
- Required 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 technical assistance from Martha Asbury

Surveys

- District Needs Survey 2014-15
- Bureau Chief Survey
- Your feedback is appreciated.

Contact Information

Chane Eplin, Bureau Chief

Student Achievement through Language
Acquisition

850-245-0417

chane.eplin@fldoe.org

Questions?





www.FLDOE.org



www.FLDOE.org