

TITLE III – LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS

The Florida Department of Education

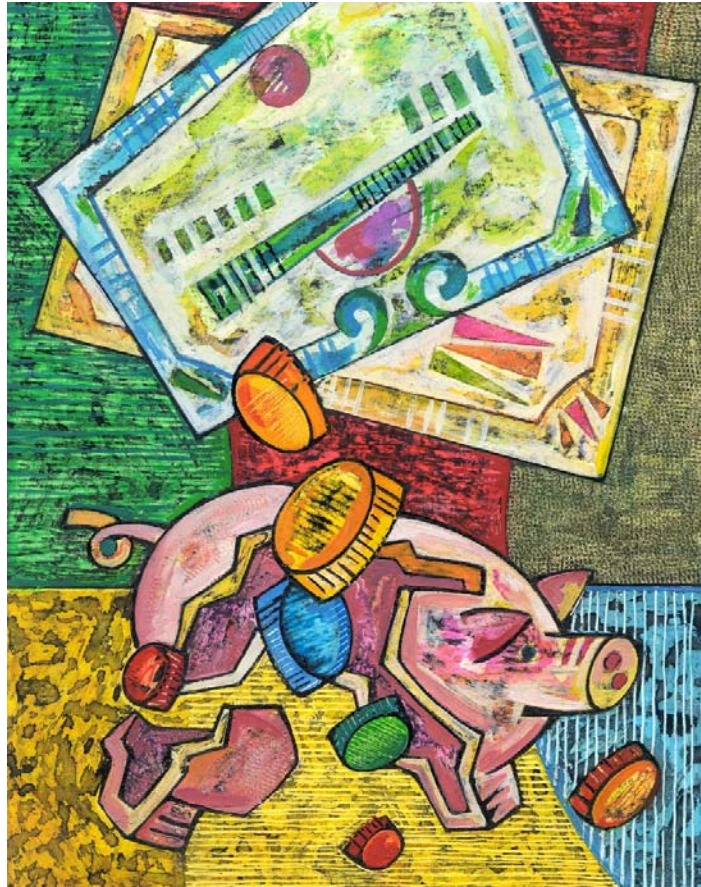
Presented by: Lori Rodriguez

May, 2011

Agenda

- What is Title III?
- AMAOs
- Application Procedures
- Changes to this Year's Title III
- Private Schools & Title III
- Professional Development & Title III
- Immigrant Children & Youth
- 2011-12 Monitoring

What is Title III?



Title III

- Title III focuses on helping English Language Learners (ELLs) achieve English proficiency – as a means to academic achievement.
- Title III funding is annually awarded to states, according to the number of ELLs and is not competitive.
- Title III prohibits supplanting state, local, and other federal funds (including Title I).

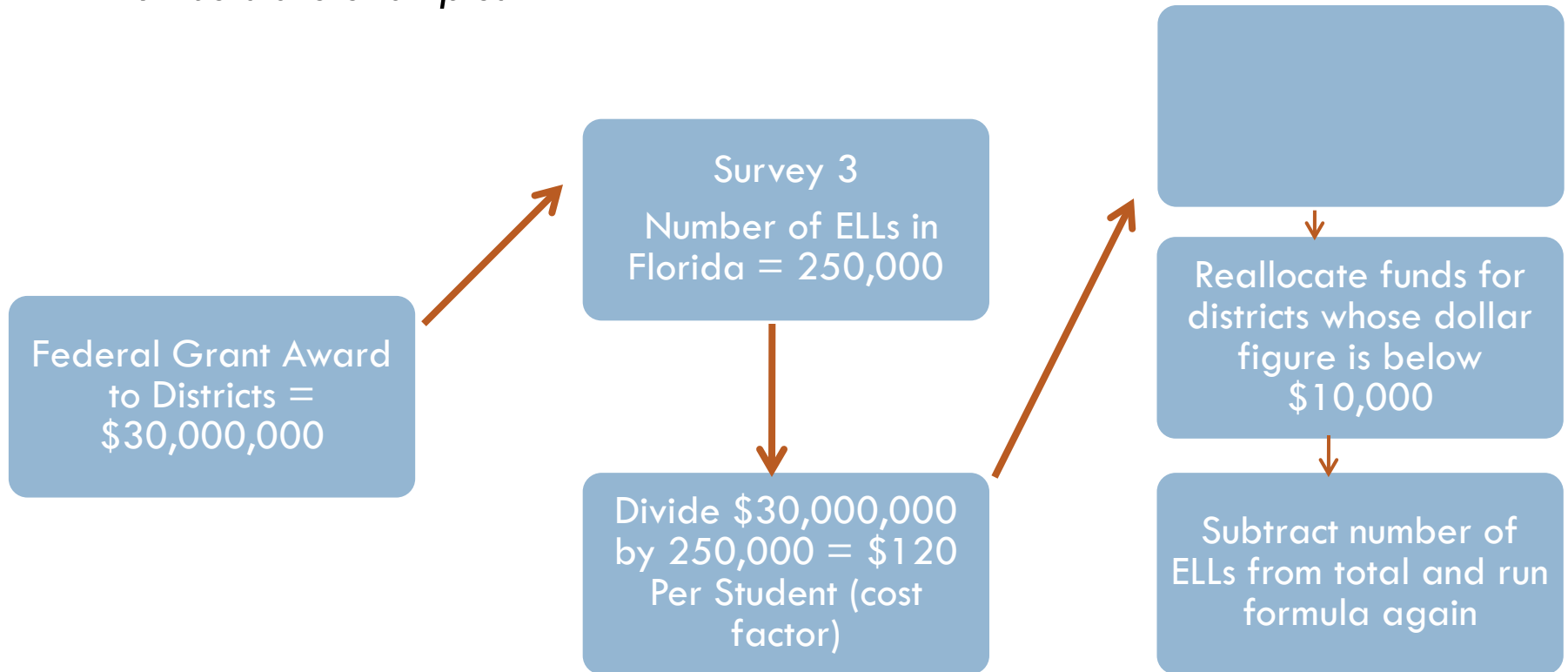
Uses of Title III Funds

- The overall goal of the Title III program is to ensure that students with limited proficiency in English learn the language and master challenging academic content standards. In general, Title III funds must be used in pursuit of this goal.

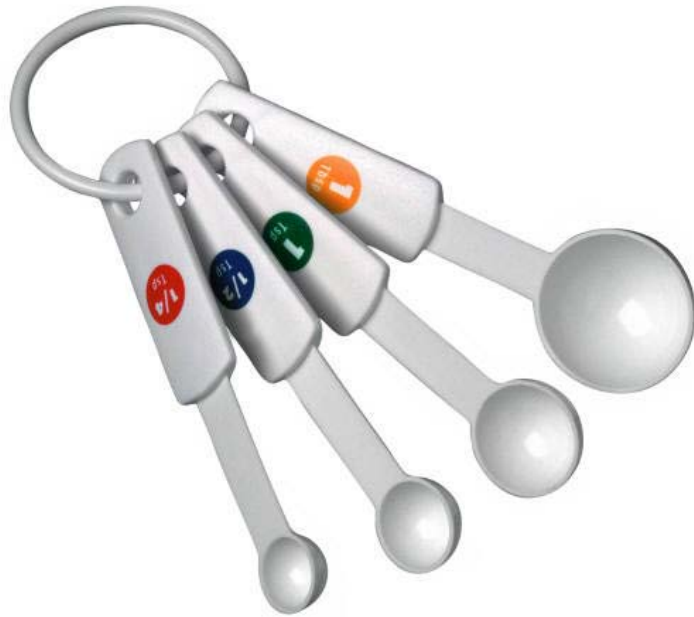


Title II Formula

- *District ELLs must generate \$10,000 or more*
- *All numbers are examples*



Annual Measurable Achievement Objectives (AMAOs)



AMAO Timeline

YEAR (1)

2006-07

- District notifies parents of ELLs in writing within 30 days of district notification of failure to meet AMAOs.

YEAR (2)

2007-08

- District notifies parents of ELLs in writing within 30 days of district notification of failure to meet AMAOs.
- District begins developing an improvement plan that addresses the objective(s) not met and the factors that prevented the district from achieving the objective(s).
- FDOE provides technical assistance to the district to meet AMAOs.
- FDOE develops, in consultation with the district, professional development strategies and activities that the district will use to meet AMAOs.
- FDOE develops, in consultation with the district, a plan to incorporate strategies and methodologies, based on scientifically-based research, to improve the specific program or method of instruction provided to ELLs.

AMAOs Timeline cont.

YEAR (3)

2008-09

- District notifies parents of ELLs in writing within 30 days of district notification of failure to meet AMAOs.
- District implements improvement plan.
- FDOE monitors the implementation of the district's improvement plan.
- FDOE continues to implement professional development strategies, if appropriate.
- FDOE continues to incorporate strategies and methodologies to improve the program of method of instruction provided to ELLs, if appropriate.

Year (4)

2009-10

- District notifies parents of ELLs in writing within 30 days of district notification of failure to meet AMAOs.
- FDOE requires the district to modify the curriculum, program and method of instruction; or the FDOE determines whether the district will continue to receive Title III funds and requires that the district replace education personnel relevant to the district's failure to AMAOs.

Year (4) is NOW

- Please note what is required of the district when writing the grant application.
- As the FDOE proceeds with monitoring, risk factors like AMAOs will be weighted.
- Modify the grant to meet new expectations and consider method of instruction and who is delivering that instruction (per Year 4 requirement).

Application Procedures



The Application Process

- To receive Title III funds, districts must complete an application to the State, outlining the intended uses of funds and the accountability system to be used to ensure program effectiveness.
- For the 2011-12 year, 48 districts have qualified to receive Title III funds.
- Districts may not qualify from year to year, depending on the number of ELLs reported.
- Title III also carries an equitable services requirement for private school students.

Do NOT Cut and Paste

- The SALA office has reviewed grants and compared those grants to multiple years. Here are some of the concerns:
 - The district has copied and pasted the same activities from one year to the next.
 - The district has copied and pasted from another district the same activities and has forgotten to change the district name or make changes unique to one's own district.

Example

- If the district has purchased the same language learning software for the last 3 years and the district still cannot make AMAOs, maybe buying more software is not the answer.
- One possibility may be to offer more training on how to effectively use the software, or consider when or how this software is provided to the students, etc.

DOE 101 Examples of Cutting and Pasting Each Year

2009-2010

(3) Account Title and Description

- Rentals Supplemental Rentals-Software Licenses-Rosetta Stone
- Sub-agreements up to \$25,000 Supplemental Other Purchase Services- Supplemental Translations provided through Inter-national Language Services for Language groups where no school or district translator is available
- Supplies "Supplemental Supplies - Supplemental - researched based Supplemental Instructional materials such as LeapFrog, writing prompts, activity cards, story starters, carousel words, pictures and cards, word family pocket charts, My First Thesaurus, and printing of the ELL Parent/Student Newsletter, these materials are purchased to enhance English acquisition and academic performance. These supplemental supplies are also used as start up materials for ELL Students in the Dual Language Program. Supplemental supplies for the Annual ELL Awards Program."
- "Supplemental Flexibility (Texts) - Supplemental text, such as those adapted for ELLs.

2010-11

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Appropriate Uses of Funds

NOT

Supplement
“To Add To”

Supplant
“To Take the Place Of”

All grant activities must be supplemental in nature – funds cannot be used to pay for required activities.

Please see Section 3115 of Title III, No Child Left Behind

Appropriate Use of Title III Funds

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

Additional Uses of Funds

- Classroom instructional assistants (i.e.; ESOL coach/aide, above and beyond Meta agreement)
- Professional development (above and beyond Meta agreement; training)
- Teacher preparation for effective ELL instruction; incorporating curricula and resources regarding appropriate/effective instruction; improving program quality
- Parental involvement - Implementing family education programs, parent outreach and training activities designed to assist parents to become active participants in the education of their children

2011-12

Changes to the Title III Grant



Needs Assessment

- Briefly provide evidence of need for each of the services being funded through this project application.
- In the description, include a reference to the method used for the needs assessment, the data, and information analyzed (e.g. CELLA, FCAT, ELL demographic data) to determine the need for supplementary services.
- The description must also include:
 - an analysis of which programs, services, and activities were successful in the previous grant,
 - which ones were not, and
 - what the district will do differently with this grant.
- Summarize results and prioritize.

Needs Assessment

Include:

- methods used to conduct the needs assessment (e.g. teacher and parent surveys, analyzing FCAT and CELLA data, or meeting with PLC and other stakeholders),
- a description of which programs and services in the grant have been previously successful, and
- a description of what the district is doing differently from previous years to meet AMAOs.

Activities

- 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 scientifically research based.
- Describe how the activities will close the achievement gap and help districts to meet Annual Measureable Achievement Objectives (AMAOs).

AMAO Sections

- Districts have the option to use data from either 2009-2010 or 2010-2011 AMAO results.
- Use 2009-2010 data only if 2010-2011 data is not available.
- If 2010-2011 data becomes available during the application review process, input that year's information at that time.

Private schools

- Private schools must be consulted as part of the needs assessment.
- Samples of documentation to upload should include letters inviting private schools to participate in the needs assessment process.

Dissemination and Marketing

- Describe the district's dissemination and marketing plan for communicating and advocating the activities and programs addressed in this application to schools and stakeholders.
- The description should include how the district will ensure that all school-to-home communication will be in the parents'/guardians' home language unless not feasible.

Title III Fiduciary Concerns

- Technology – keep devices at school and develop a system to track devices assigned to students (e.g. sign out sheets).
- Travel – consider how many staff are needed to attend conferences and maximize train-the-trainer strategy.
- Reminder: no more than 2% of the Title III grant can be allocated towards administrative (direct and indirect) costs

Title III Timeline

- On or about May 12th
On-line application goes live; districts may begin submitting grants.
- On or after July 1st
Federal funds become available.
- September 15th
The Bureau's goal for completion of reviewing all grants, Title III and Immigrant.

Private Schools and Title III



Private Schools & Title III

- Private schools for consideration must be non-profit.
- Consultation with private schools should take place during the design and development of the district's grant application.
- Include a list of schools the district contacted and the types of services that may be provided.
- Are services and other benefits provided to private schools equitable in comparison to services and other benefits for public school children, teachers and administrators?

Private Schools cont.

Section 9501 (C)(1) OF NCLB specifies that districts must address all of the following with private schools in order for consultations to be considered meaningful:

- How the children's needs are identified and who these children are.
- What services will be offered.
- How, where and by whom the services will be provided.
- How services will be assessed and how the results will be used to improve the services.
- The size and scope of equitable services provided to the eligible private school children, teachers and other educational personnel and the amount of funds available.
- How and when decisions will be made about the delivery of services.

Professional Development and Title III



Training not allowed through Title III



ESOL training required by Consent Decree cannot be supported by Title III funding, which includes:

- ❑ Classes leading to the ESOL endorsement
- ❑ 60 hour content area ESOL training
- ❑ 18 hour course for other teachers
- ❑ Guidance counselors and school-based administrator training
- ❑ Initial paraprofessional training

Training not allowed through Title III, cont.

ESOL training required by Consent Decree cannot be supported by Title III funding, which includes:

- ❑ Stipends for participating staff
- ❑ Substitutes to cover teachers participating in ESOL training
- ❑ Professional development materials and supplies
- ❑ Trainer salaries, outside vendor costs, consultants, etc.
- ❑ Updates to professional development components

Allowable Title III Professional Development Activities

- Supplemental training that does not lead to ESOL endorsement/certification or META-required training, including:
 - annual staff training for updates at state and national professional development meetings specific to ESOL (i.e., SSTESOL, FABES, FASFEPA)
 - stipends for teachers participating in training, and
 - substitutes to cover classes for participating teachers.

Allowable Title III Professional Development Activities, cont.

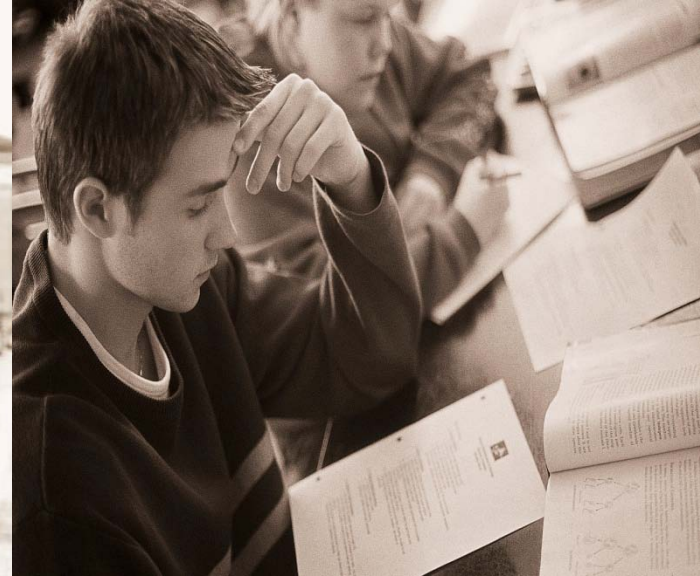
- Trainer salaries, consultant, guest speaker fees, outside vendors
- Training materials and supplies
- Rental of meeting place, if necessary
- Conferences and workshops specifically for ESOL or Title III, including fees, room, travel expenses, materials
- Updating supplemental training activities. For example, using an on-line format for teacher convenience

Supplanting vs. Supplemental

If in doubt about Title III allowable professional development activities, think...

In the absence of Title III money, would teachers still need the training (and associated costs incurred)-----If the answer is YES, then Title III CANNOT be used.

Immigrant Children & Youth



Immigrant Student Count for the 2009-10 School Year

- 82,005 students identified as Immigrant Students
- Districts with large populations of Immigrant Students are:

□	Dade	35,000
□	Palm Beach	10,340
□	Broward	8,650
□	Hillsborough	5,438

Country of Origin for Largest Number of Identified Immigrant Students in Florida School Districts

□ Cuba	18,447
□ Haiti	11,056
□ Mexico	4,224
□ Columbia	3,847
□ Venezuela	2,919
□ Dominican Republic	2,340
□ Jamaica	1,917

□ Honduras	1,709
□ Brazil	1,452
□ Peru	1,260
□ Nicaragua	1,249
□ Philippines	1,169
□ China People's Republic	1,085
□ Guatemala	1,009

Data Element Name: Immigrant Student

- Definition/Domain: Indicates whether or not the student meets the definition of Immigrant Children and Youth pursuant to the No Child left Behind (NCLB) Act {Title III Part C General Provisions} Section 3301(6) at anytime during the school year.
- School districts that have a significant increase in the number of immigrant children receive funding
- The term *immigrant children and youth* means individuals who:
 - I. are ages 3 through 21; and
 - II. were not born in any State, the District of Columbia or Puerto Rico; and
 - III. have not been attending one or more schools in anyone or more States for more than 3 full academic years.

Code Definition

- Y = Yes,
the student is an immigrant student.
- N = No,
the student is not an immigrant student.
- Z = Not applicable.
- Note:
Children of U.S. military personnel born overseas are to be included in any count of immigrant children or youth.

2011-12 Immigrant Children & Youth Grant Districts Eligible for Funding

- Miami Dade
- Duval
- Collier
- Escambia
- Monroe
- Santa Rosa
- Flagler
- Citrus
- Hardee
- Suwannee
- Okeechobee

2010-12 Monitoring



Title III Monitoring

- The 2011-2012 Title III monitoring papers now more closely reflect what is asked for in the Title III RFA and what documentation the districts should have.
- Immigrant Children and Youth grant is more represented in compliance items. Districts are asked to address immigrants if they receive the immigrant grant.

Title III Monitoring for 2011-12

Onsite and Desktop

Onsite	Desktop
Broward	Walton
Desoto	St. Johns
Lake	Glades
Orange	
Hendry	
Okaloosa	
Sarasota	

Questions

