



Student Achievement Through Language Acquisition

TITLE III NCLB
FASFEPA, Spring Forum, 2012

Presenter: Adeola Fayemi, Ph.D.

PROGRAM OUTLINE

- Title III - Overview
- ELL Demographics
- Title III Funding
- Grant Applications
- Upcoming Highlights
- Panel of Experts

OVERVIEW

Title III 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 acquisition of academic content in reading, mathematics, and science** for limited English proficient students.

[NCLB, Section 1111(b), 3102]

OVERVIEW

English Language Learner – Defined,
F.S., 1003.56(2)

- Not born in the United States
- Native language is not English
- From home environment where a language other than English is spoken in the home
- An American Indian or Alaskan native
- 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.

OVERVIEW

“IMMIGRANT CHILDREN and YOUTH”

- are aged three through 21;
- were not born in any **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

OVERVIEW

Definition of “STATE”

- Under Section 3101(14) of the ESEA, the term “State” means **each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico**. Therefore, children born overseas to U.S. military personnel, because they were not born in a State, can fall within the ESEA definition of “immigrant child and youth” if they meet all of the other criteria of that definition.

OVERVIEW

“Three full academic years” Clarification

LEAs must apply the “three full academic years” requirement on a **cumulative** basis.

[U.S Department of Education, January, 2011

OVERVIEW

“Three full academic years” Clarification

(continued)

LEAs need to track the amount of time that a child has attended school in the same district, other districts, or states, if applicable, in prior years in order to determine if a child’s period of attendance is within the “three full academic years” requirement.

[U.S Department of Education, January, 2011]

OVERVIEW

DEFINITION OF “IMMIGRANT” - Clarification

Re - children of military personnel born overseas

Children born overseas to U.S. military personnel may be counted by an LEA as “immigrant” and included in the count of immigrant students utilized for funding purposes for the Title III immigrant children and youth program.

- [U.S. Department of Education, September 4, 2009]



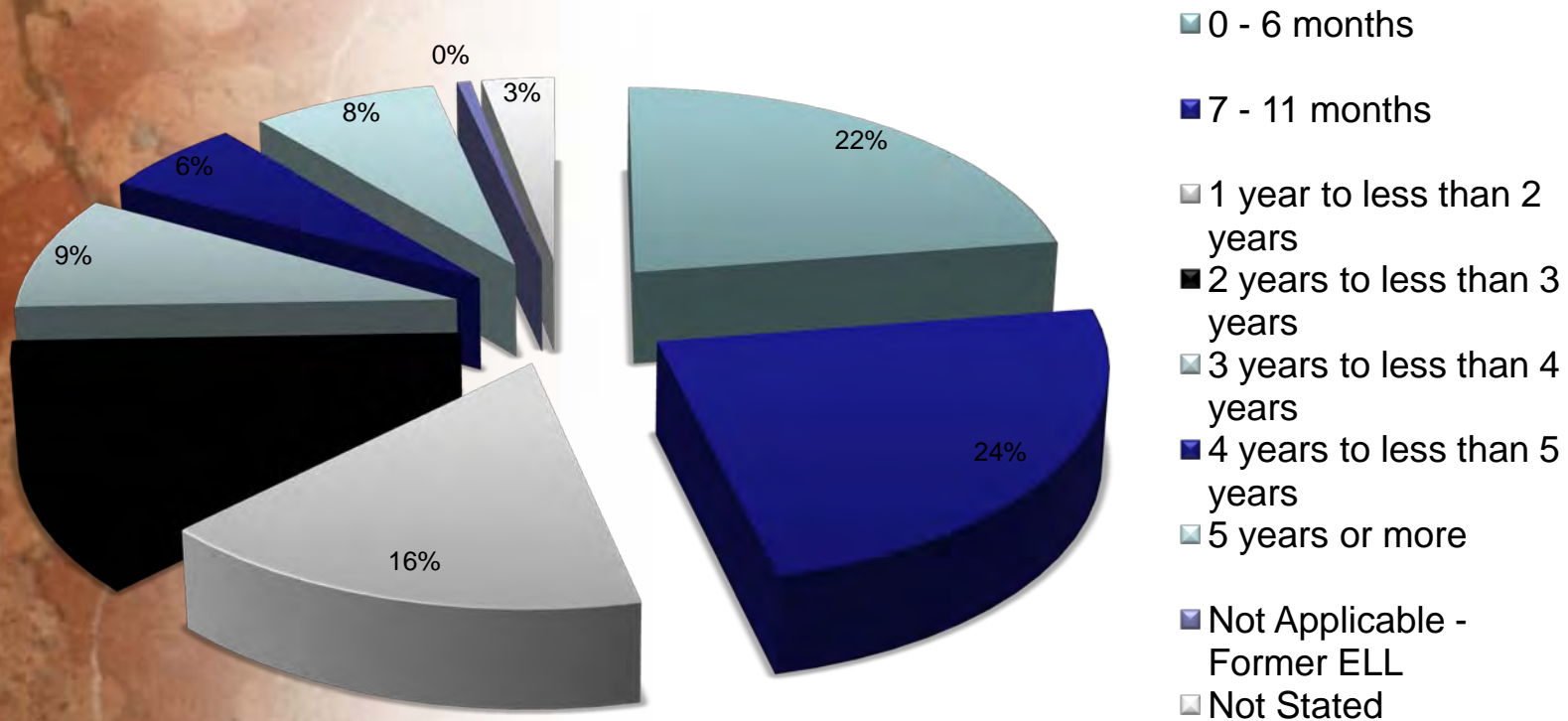
ELL

Demographics

Native languages of ELL Students

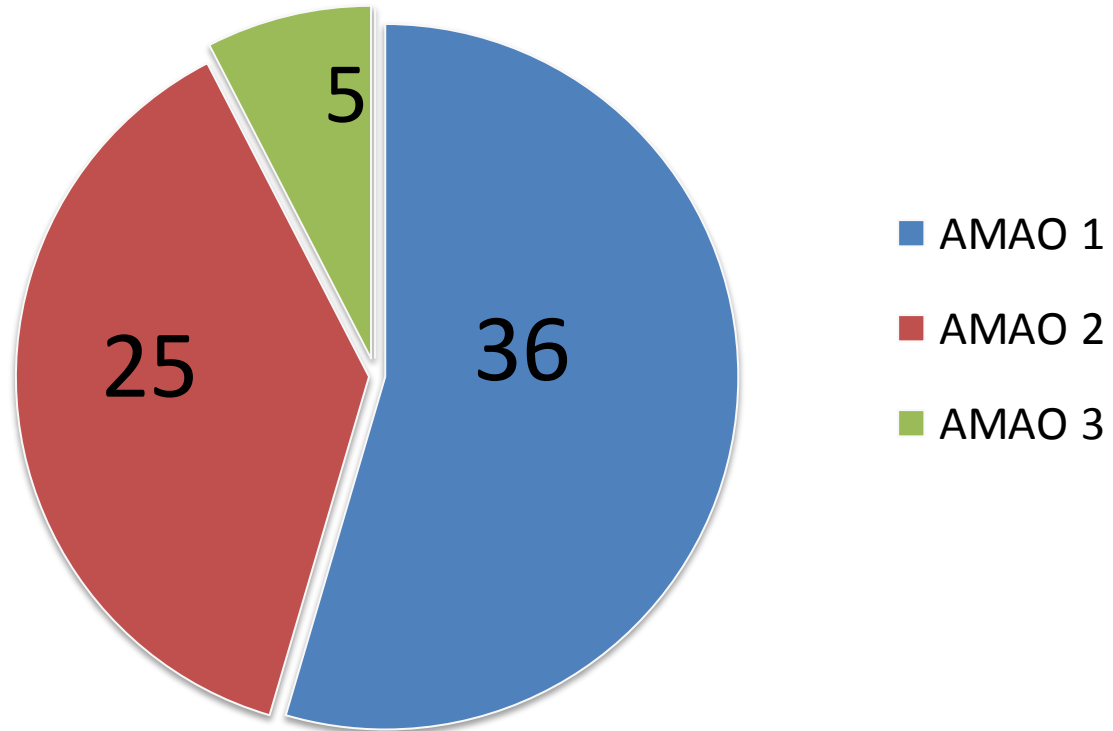
- Spanish 72%
- Haitian Creole 10.5%
- English 7.5%
- Vietnamese 1.1%
- Arabic .91%
- Portuguese .9%

Length of Time in English for Speakers of Other Languages (ESOL) Program Count



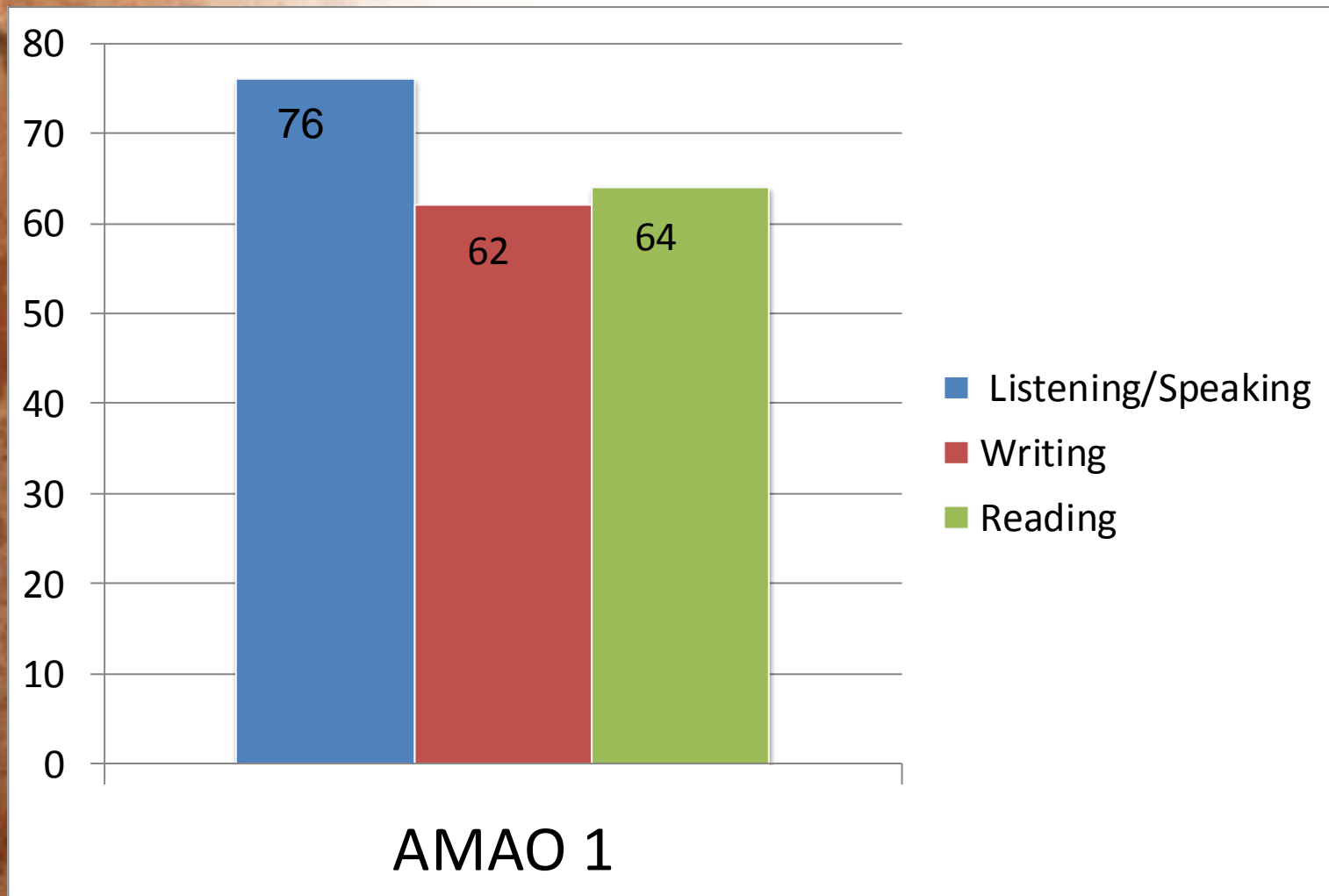
AMAOs 2011

How Many Districts Made AMAO?



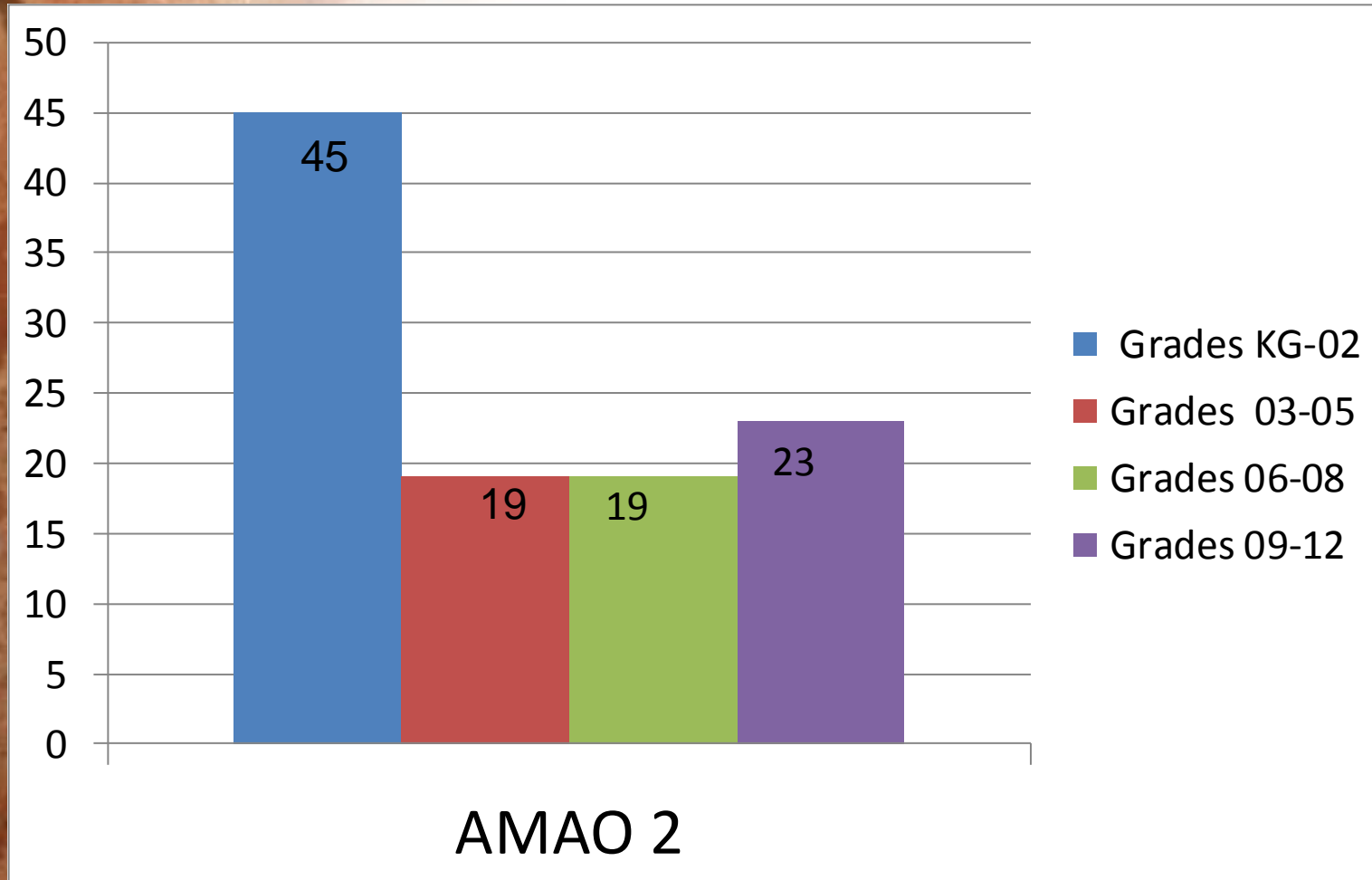
2011 CELLA

Percent of ELLs Making Gains



2011 CELLA

Percent of ELLs Scoring Proficient

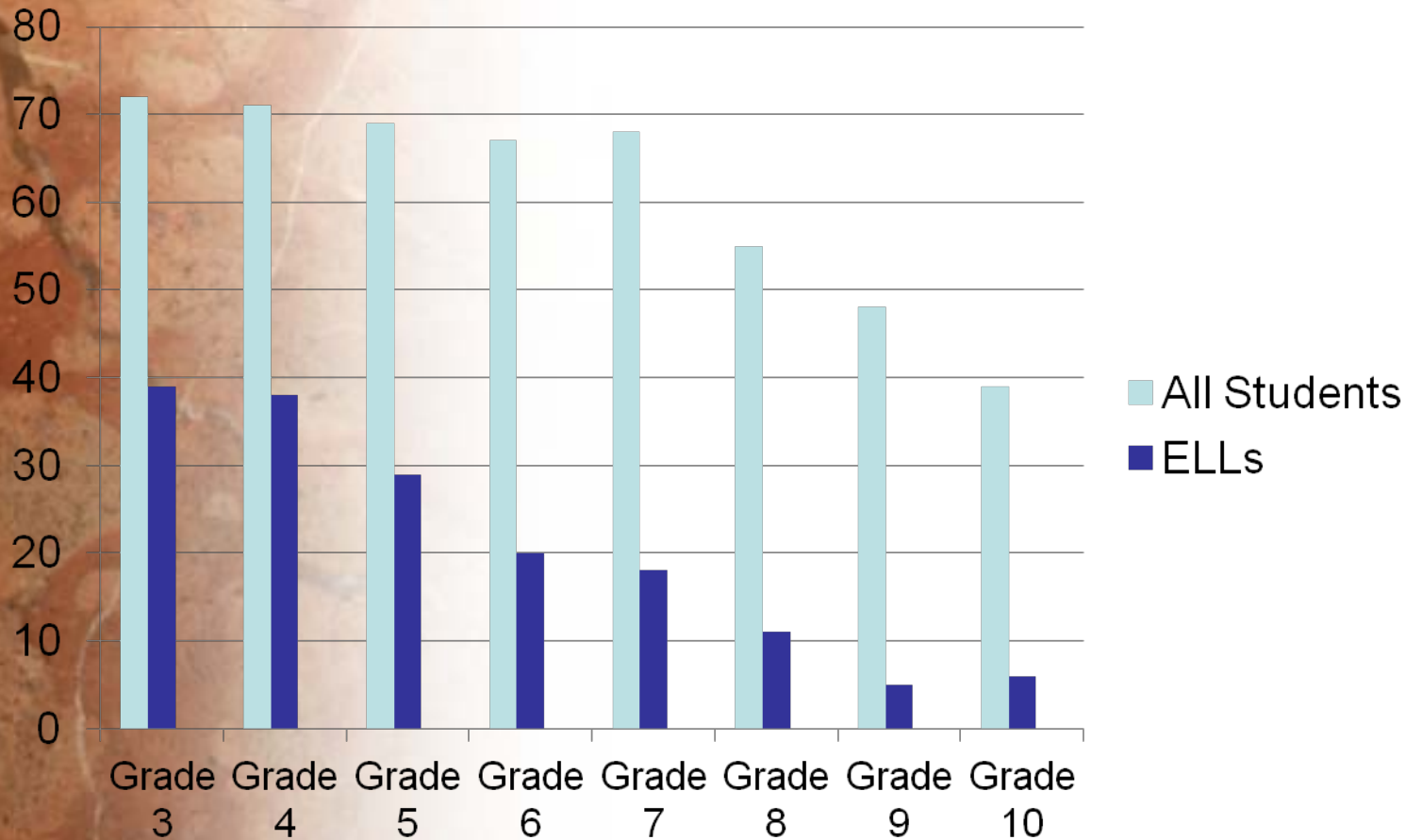




2011 FCAT Data

2011

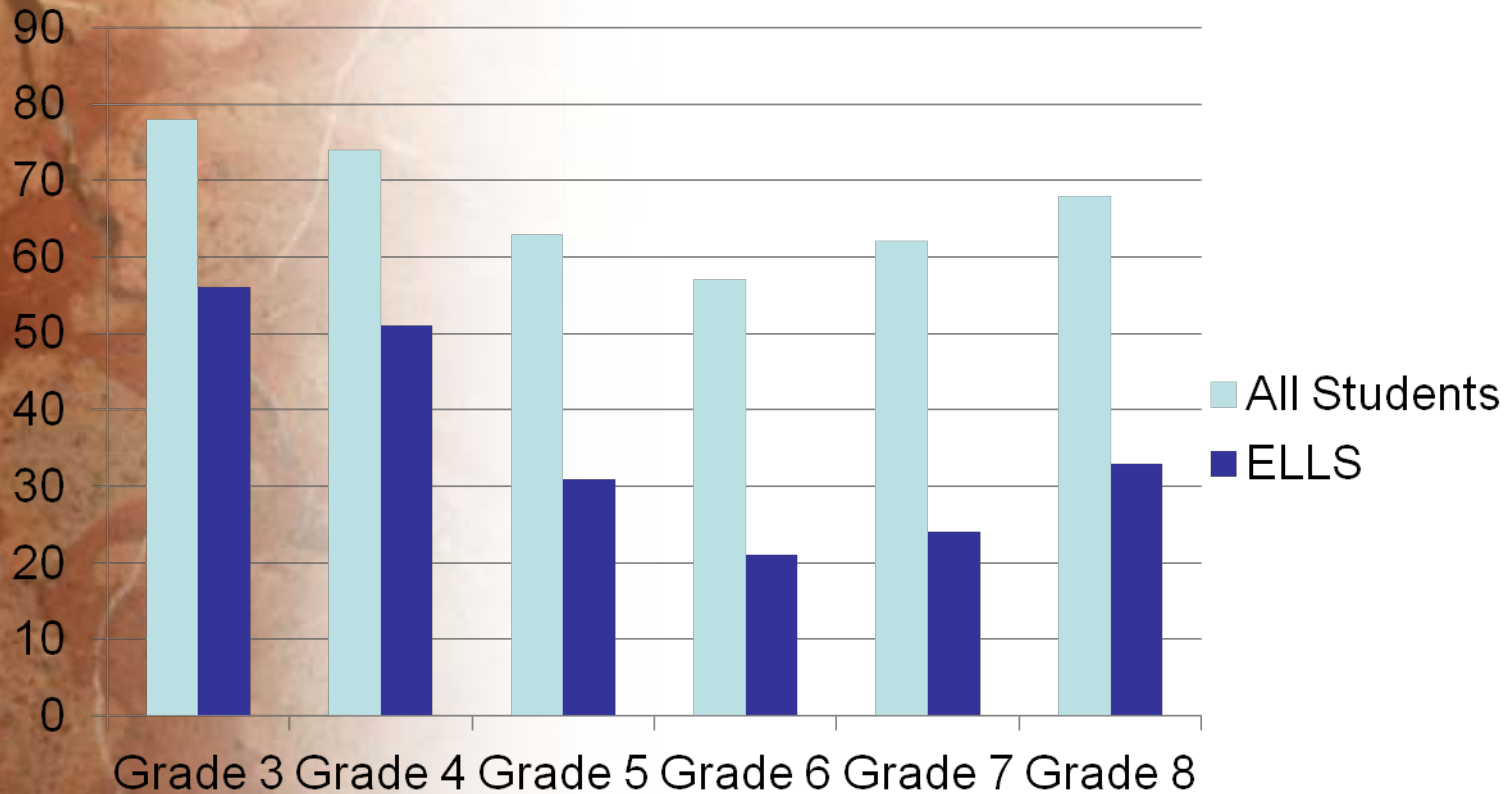
% of students scoring proficient on FCAT 2.0 Reading



Source: FCAT 2.0 2011 Student Performance Results: State Reading Demographic Report

2011

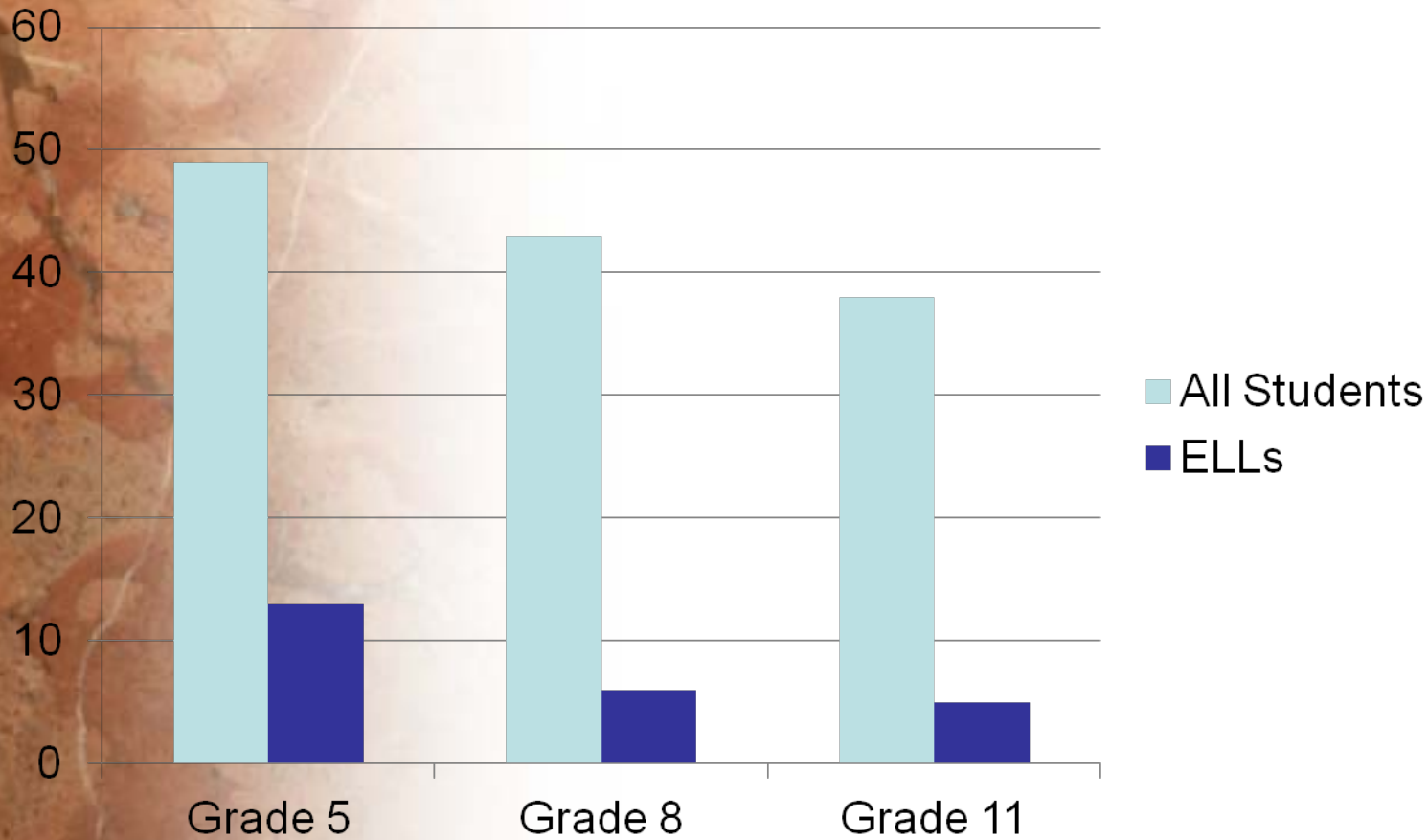
% of students scoring proficient on FCAT 2.0 Mathematics



Source: FCAT 2.0 2011 Student Performance Results: State Mathematics Demographic Report

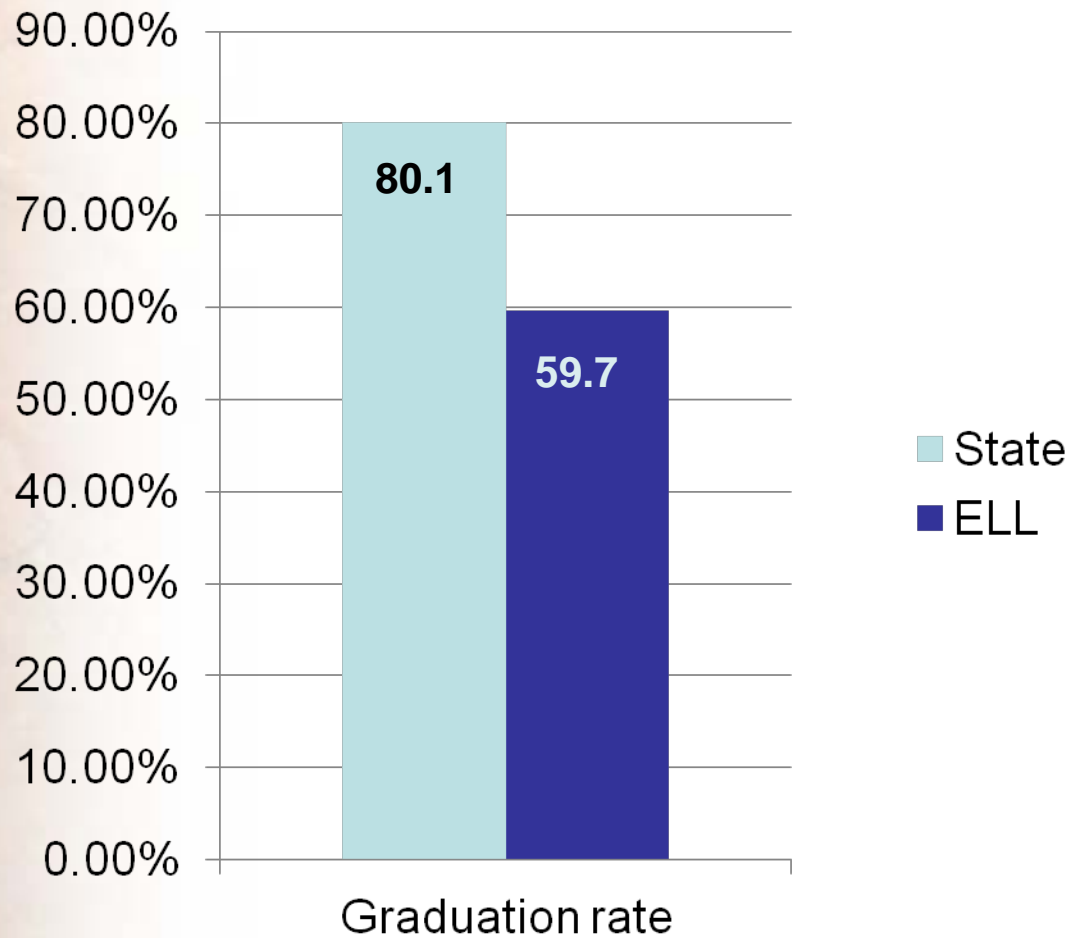
2011

% of students scoring proficient on FCAT Science

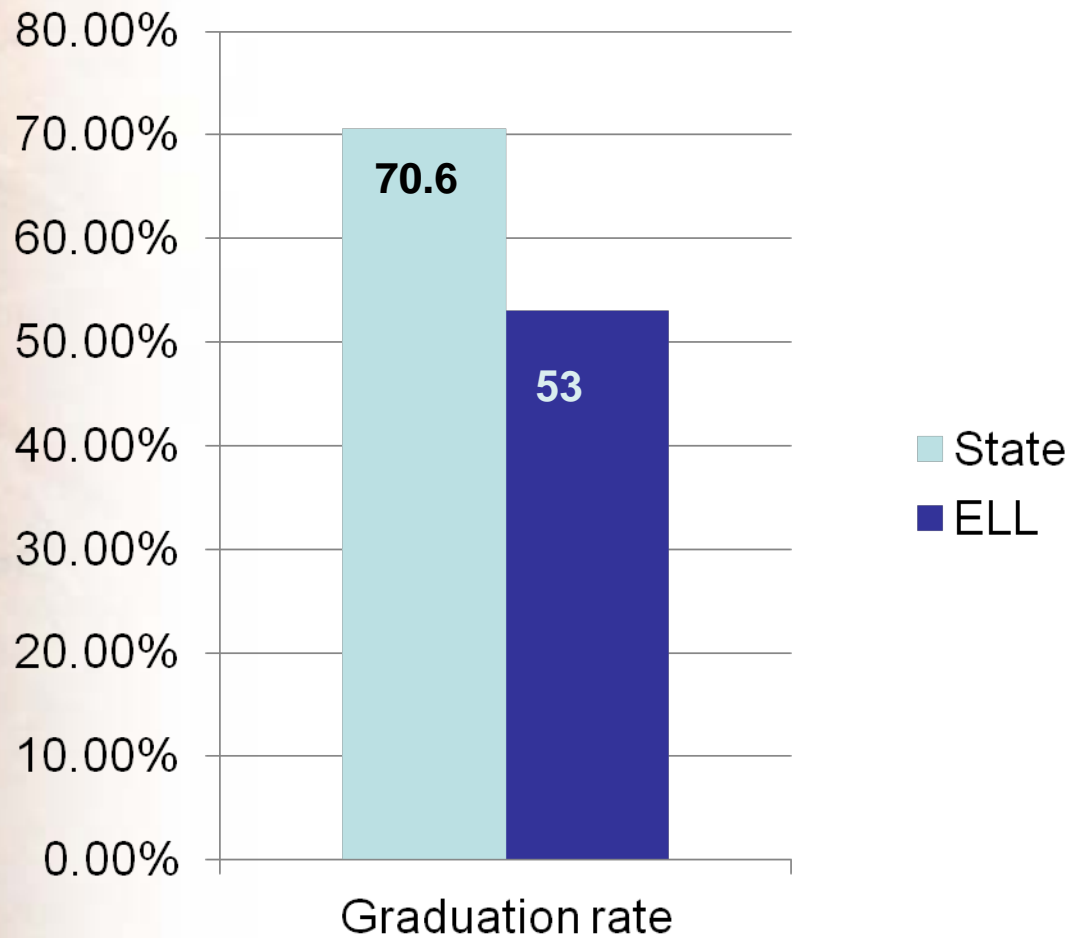


Source: FCAT 2011 Student Performance Results: State Science Demographic Report

2010-2011 National Governor's Association Graduation Rate



2010-2011 Federal Uniform Graduation Rate





Title III Funding

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 annually awarded to states, according to **the number of ELLs** and is not competitive.
- 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 divisions.
- 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 is not online for Title III IY grant.

Title III Funding Formula

- *District ELLs must represent \$10,000 or more in Title III funds*
- *All numbers are examples*

Federal Grant
Award to
Districts =
\$30,000,000

Survey 3
Number of ELLs
in Florida =
250,000

Divide \$30,000,000
by 250,000 = \$120
Per Student (cost
factor)

Multiply District ELL
Count by Cost Factor
ex. 100 ELLs X \$120 =
\$12,000 (district
qualifies)

Reallocate funds for
districts whose
dollar figure is
below \$10,000

Subtract number of
ELLs from total and
run formula again

Required Uses of Funds for Title III Subgrants

Funds must be used for:

- Programs that increase English language proficiency and student achievement in core academic content classes and master challenging academic standards.
- Providing high-quality professional development to classroom teachers, principals, administrators, and other school personnel.

[NCLB, Section 3111(b)]

Allowable Uses of Funds for Title III Subgrants

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;

[NCLB, Section 3111(b)]

Allowable Uses of Funds for Title III Subgrants (continued)

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

[NCLB, Section 3111(b)]

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, newspapers, picture dictionaries)
- Manipulative (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 (IY) Subgrants

IY funds may be used for:

- Family literacy and parental outreach;
- Support for personnel;
- Tutoring or mentoring;
- Identification/acquisition of curricular, materials and technology; and
- Classroom supplies or transportation costs directly related to program

[NCLB, Section 3115]



Title III

Grant Applications

No Child Left Behind Application

- Applications for 2012-2013 federal funds under the *No Child Left Behind Act of 2001*
 - Announced in Superintendent's Memorandum to be released May 11, 2012.
 - Grant Application Deadline: June 30, 2012

Title III Timeline

- May 7th - Estimated date - On-line application goes live; districts may begin submitting applications.
- July 1st - Estimated date - Federal funds become available.
- Sept. 5th - Bureau's goal for completion of review of grants - Title III and Immigrant.

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.
- Districts **may not qualify from year to year**, depending on the number of ELLs reported.
- For the 2012-13 year, **52 districts** qualified to receive Title III funds. **Eight districts qualified** for the Immigrant Children & Youth funds
- Title III has an equitable services requirement for private school students.

District Name	2012-2013 Main Title III \$ Allocation	Title III Immigrant Children & Youth	District Name	2012-2013 Main Title III \$ Allocation	Title III Immigrant Children & Youth
ALACHUA	65,059.48		LEE	799,925.97	
BAY	53,415.73		LEON	70,881.36	
BREVARD	285,126.45		LEVY	24,015.24	
BROWARD	3,547,415.51		MANATEE	590,629.47	
CHARLOTTE	32,748.06		MARION	305,066.38	160,649.34
CITRUS	26,052.90		MARTIN	317,146.78	
CLAY	74,374.49		MONROE	83,543.94	
COLLIER	812,879.65		NASSAU	12,953.68	
COLUMBIA	12,953.68		OKALOOSA	82,234.02	
DADE	9,522,553.94	4,165,707.19	OKEECHOOBEE	107,268.09	
DESOTO	95,915.43		ORANGE	4,016,222.20	
DUVAL	612,752.61		OSCEOLA	1,297,259.86	275,580.29
ESCAMBIA	57,636.59		PALM BEACH	2,735,263.60	1,217,887.08
FLAGLER	41,480.88		PASCO	398,070.87	
GADSDEN	63,458.46		PINELLAS	633,565.82	229,226.92
GLADES	12,662.58		POLK	1,318,655.25	
HAMILTON	12,080.40		PUTNAM	88,492.54	
HARDEE	70,590.26		SANTA ROSA	23,433.06	
HENDRY	109,596.84	28,320.00	SARASOTA	351,350.31	
HERNANDO	102,173.95		SEMINOLE	377,694.30	
HIGHLANDS	94,459.96		ST. JOHNS	37,987.75	
HILLSBOROUGH	3,498,802.83		ST. LUCIE	407,676.97	
INDIAN RIVER	167,524.53		SUMTER	46,575.02	
LAFAYETTE	11,207.12		SUWANNEE	32,311.42	10,413.63
LAKE	247,720.89		VOLUSIA	451,341.05	41,273.55
LAKE WALES	40,607.60		WALTON	31,729.23	

TITLE III GRANT APPLICATION

1. INTRODUCTORY SECTION

Funding Authority, Type of Award, Time frames, Contact Persons, Assurances, Fiscal Requirements, Administrative Costs, etc.

2. PROGRAM NARRATIVE SECTIONS

Needs Assessment
Activities

Support for Reading Strategic
Imperatives

Supplementary Instructional
Services to Increase English
Proficiency of ELLS

Supplementary Instructional
Services to Increase English
Proficiency of ELLs

Increasing Supplemental Professional
Development

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-are 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)



TITLE III

PROGRAM

NARRATIVE

PROGRAM NARRATIVE SECTIONS

**Needs Assessment
Activities
Support for Reading Strategic
Imperatives
Supplementary Instructional
Services to Increase English
Proficiency of ELLS
Supplementary Instructional
Services to Increase English
Proficiency of ELLs
Increasing Supplemental
Professional Development**

**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**

Needs Assessment

**Needs Assessment is the
Foundation!**

**Doing a good job here will point
the way for the rest of the grant
application process!**

Needs Assessment

- Provide rationale/evidence of need for each of the services proposed in the project application.
- Include references to method used for the needs assessment, information analyzed (e.g. CELLA, FCAT, ELL demographic data.)
- Description must include:
 - an analysis of programs, services, and activities that were successful in the previous grant,
 - services that were not successful, and
 - new services that the district proposes for 2012-13
- Summarize results, prioritize and itemize the needs.

Needs Assessment Methods

- Interviews
- Observation
- Group discussion
- Questionnaires
- Records, reports, or other written material
- Public Issues Forum
- Focus Groups
- Previous Performance
- Others?

Needs Assessment

TEMPLATE SUGGESTION		
Why do participants need this program?		
What are the participants doing now and how it is deficient?		
What problems are resulting from this deficiency?		
What should the participants be doing instead?		
What improvements and benefits would this change bring?		
Describe the gap between what is and what could be.	<i>Current State:</i>	<i>Desired State:</i>
How will the activity help fill the gap?		

Needs Assessment

TEMPLATE SUGGESTION

Basis of Need	Name of expert, guideline, research, survey, etc.	What the expert / guideline / research says that supports the need (include approximate date) <i>*use additional space if needed</i>
Expert Opinion		
National Guidelines		
Government /Regulatory Requirement		
Research Findings		
Peer-Reviewed Literature		
Surveys		
Other (Describe)		

Needs Assessment: Group Discussion

Need 1: Long-term ELLs are not demonstrating proficiency in the acquisition of the English Language. 2010-2011 CELLA data indicate that: 42.2% ELLS were not proficient in Listening, 69.2% are not proficient in Reading and 72.0% ELLs were not proficient in Writing.

Need 2: English Language learners(ELLS) are not demonstrating proficient levels in reading, mathematics, writing and science on the FCAT 2010-2011. Data shows the percentage of ELLs not performing at or above grade levels are: 61.5% math, 72.4 reading, 90.0% science, 10.0 % writing.

Need 3: According to internal data collected through school site reports and District Advisory reports, the majority of parents of ELLs are not participating in parental involvement activities in the school and district levels. Parent involvement activities reflected under 20% participation in district and site based parent involvement activities.

Need 4: Data indicates that 10% of Brohill Public school students identified as having exceptionalities are also English Language learners. Additionally, ELLs suspected of having a disability are not being identified in a timely manner.

Need 5: Current year's data shows an increase in the graduation rate of English Language Learners; however, the same data shows that 40% of ELL High School seniors did not graduate.

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, student achievement standards, and state assessments.

Indicate how the activities are based on scientifically research.

Describe how the activities will close the achievement gap and help districts meet Annual Measureable Achievement Objectives.

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?



Accountability
Requirements
Title III Reports

Title III Accountability Compliance Notice of Final Interpretations

The intent of the Notice of Final Interpretations is to ensure that all states comply with Title III assessment and accountability requirements.

http://www.ncela.gwu.edu/files/uploads/11/NOI_ppt_summary.pdf

Accountability Requirements for ELL Students

Title III requires states to ensure:

- annual increases in the number or percentage of ELL students **making progress** in learning English (Annual Measurable Achievement Objective: AMAO 1);
- annual increases in the number or percentage of ELL students achieving **full proficiency** in English (AMAO 2); and
- annual increases in the percentage of ELL students meeting the **Annual Yearly Progress** (AYP) targets in reading/language arts and mathematics (AMAO 3 - as defined by Florida's ESEA Waiver.)

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.

Accountability AMAO Sections

- Districts have the option to use data from either 2010-2011 or 2011-2012 AMAO results.
- Use 2010-2011 data only if 2011-2012 data is not available.
- If 2011-2012 data becomes available during the application review process, input that year's information at that time.



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 the 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

- 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.

Sec. 9501, Participation by Private School Children and Teachers, NCLB

<http://www.fldoe.org/bsa/title1/title1toolkit.asp>

Private Schools cont.

- Provide how, and when the district makes decisions about the delivery of services, including a thorough consideration and analysis of the view of the private school officials.
- Consultation with private schools should occur **before** the district makes decisions that affected the opportunities of eligible private school children, teachers, and other education personnel.
- The district should discuss the service delivery mechanisms that the private schools could use to provide equitable services.
- Services and other benefits provided to private schools must be secular, neutral and non-ideological.

Private Schools cont.

- How will private school children be identified as ELLs?
- How will potential ELLs be assessed to determine eligibility?
- How are their unique needs identified?
- Include a description of what services will be offered, including how, where and by whom the services will be provided.
- Include a description of how the services are assessed and how the results of the assessment will be used to improve those services.

Consultation with Private School Officials :

Should include:

- how the ELL student's needs will be identified;
- what services will be offered;
- how, where, and by whom the services will be offered;
- how the services will be assessed;
- how the results of the assessment will be used to improve those areas; and
- the size and scope of services.



Professional Development and Title III

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, analyze data, specific strategy/theory training
- Stipends for teachers participating in training
- 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 ELL students, including fees, room, travel expenses, materials
- Updating supplemental training activities. For example, using an on-line format for teacher convenience

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 support required by Consent Decree cannot be by Title III funded, including:

- 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

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.

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

BUDGET

NARRATIVE

BUDGET NARRATIVE

The “Budget Narrative” section of the application should:

- clearly explain and designate all costs and resources required for the proposed program.
- reflect anything with associated costs mentioned in the program narrative section and fully explain all figures that appear in the budget table.

DOE 101 Examples

(1) Function	(2) Object	(3) Account Title and Description	(4) FTE	(5) Amount
5100	322	Supplemental Out of county Travel- Professional development and Title III technical assistance. District staff will attend conferences for Title III and federal project technical assistance, i.e., FASFEPA, FABES, Database Conf., and other state conferences. The District staff will receive federal and state information required for District compliance with the NCLB, META Consent Decree and Title III.	0.000	1,000.00
5100	333	Supplemental Out of State Travel- Professional development - select school personnel doing site visits for research and development of New Comer Program	0.000	5,000.00
5100	334	Supplemental - Dues and Fees. Registration fees for Conferences - TESOL Conference	0.000	100.00
5100	360	Rentals Supplemental Rentals-Software Licenses-Rosetta Stone	0.000	500.00
5100	391	Subagreements 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	0.000	10,000.00
5100	510	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."	0.000	12,623.39
5100	523	"Supplemental Flexibility (Texts) - Supplemental text, such as those adapted for ELLs.	0.000	130,000.00

Supplement, Not Supplant Provision

Federal funds made available under Title III, Part A, shall be used to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such federal, state, and local public funds.

[NCLB, Section 3115(g)]

http://www.ncela.gwu.edu/files/uploads/5/supplement_guidance_pdf.pdf

Supplement – Not Supplant

- Federal funds must be used to supplement and in no case supplant other state, local, and sometime federal resources
- Key question to ask: “What would have happened in the absence of the federal funds??”

Presumptions of Supplanting

Presume supplanting occurred if federal funds are used to provide services that:

1. Were required to be made available under other federal, state, or local laws;
2. Provided with non-federal funds in prior year;
3. Were provided to participating children, if those same services provided with non-federal funds to non-participating children

Cost Principles: Basic Guidelines

- All costs must be:
 - Necessary
 - Reasonable
 - Allocable
 - Legal under state and local law

BUDGET NARRATIVE

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 members are needed to attend conferences and maximize train-the-trainer strategy.

Budget Amendments

Whenever there are changes in:

- Goals and objectives
- Project evaluation scope
- Work tasks
- Types of personnel employed by the project
- Services of a third party
- Budget necessary to implement any of the above
- Budget changing the total amount of the project

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Title III Panel of Experts



UPCOMING HIGHLIGHTS

Looking into the Future.....

AMAOs & AYPS

- AMAOs 1 & 2 are currently determined by CELLA Results
- AMAO 3 will be determined as defined by ESEA Waiver

Online District ELL Plan Template

- Continuations granted to districts to cover 2100-12 school year
- State Board of Education (SBE) approval of new online template is expected in July
- Draft copy of new template (in Word Format) to be sent to districts next week as preview pending SBE approval of template
- New Template will require Superintendent & PLC Chair approval

State Monitoring Plans

Ongoing discussions

- 5-year cycle to be replaced by 3-year cycle
- Process of risk assessment and targeting currently underway
- DOE will communicate targeting criteria process with districts
- New monitoring cycle and implications for timeframes will be communicated

ELL Committees

Importance of an ELL Committee Meeting

- Value added; should be a true meeting
- Not a check-box form
- Reflect current services
- Extension of Instruction
 - FTE Auditors will be looking for evidence that an ELL Committee Meeting convened and is tied to extension of services

Student ELL Plan

- Electronic Template for Student ELL Plan
- Design Committee
 - Volunteers to be on committee
 - Send contact information to Pat Faircloth, pat.faircloth@fldoe.org