

English Language Learners Title III, Part A: Requirements and Allowability



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Topics to be covered

- Program Requirements and Guidance
- Standards, Assessments and Accountability for ELL Programs
- Data Collections, Reporting, and Monitoring
- Funding and Allowability



Objectives

By the end of the workshop session, participants will...

- Understand the basic funding structure, and the programmatic and fiscal requirements of Title III of the Elementary and Secondary Education Act (ESEA), as amended
- Understand the requirements for an English Language Learner (ELL) program, as identified by the U.S. Department of Education Office for Civil Rights (OCR)
- Be familiar with resources for supporting English Language Learner (ELL) students and complying with federal requirements



Title III

Purpose --

To help ensure that Limited English Proficient (LEP) children, including immigrant children and youth, attain English language proficiency and meet the same standards that all children are expected to meet

(section 3102)



Who does this session apply to?

- Local Educational Agencies serving ELL students and immigrant children and youth
- Local Educational Agencies applying for Title III funding



Immigrant Children and Youth

Definition:

- (a) Are aged 3 through 21
- (b) Were not born in any State, and
- (c) Have not been attending one or more schools in any one or more States for more than three full academic years

(section 3301)



Program Requirements and Guidance



ESEA: Title I and Title III

Both Titles hold State Educational Agencies (SEAs), Local Educational Agencies (LEAs), and schools accountable for improving the English proficiency and academic achievement of ELL students



State Educational Agency (SEA) Responsibilities

- Make subgrants to LEAs and hold LEAs accountable for compliance
- Conduct monitoring of LEAs and exercise oversight for compliance
- Establish Annual Measurable Achievement Objectives (AMAOs)
- Provide technical assistance
- Collect and synthesize data on effectiveness of services and activities
- Report to the U.S. Department of Education on the effectiveness of services in improving the education of ELL students



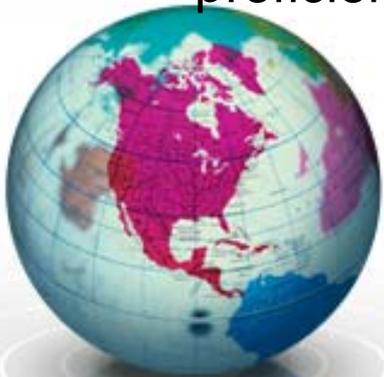
Local Educational Agency (LEA) Responsibilities

- Provide high quality, research based, language instruction educational programs that are effective in increasing English proficiency and academic achievement of LEP students
- Provide high quality, researched based professional development to teachers, administrators and other school/community based organizations, of sufficient intensity and duration
- Provide a biennial evaluation to the SEA
- Outreach to parents of LEP children



Title III Local Plan Requirement

- (1) Describe programs and activities to be developed, implemented and administered
- (2) Describe how funds will be used to meet Annual Measurable Achievement Objectives (AMAOs)
- (3) Describe how schools will be held accountable for meeting AMAOs, AYP and annually assessing for English Language Proficiency (ELP)
- (4) Describe how parental and community participation in LEP programs will be promoted
- (5) Assure consultation with teachers, researchers, administrators, parents and other stakeholders in development of plan
- (6) Describe how programs will ensure LEP students develop English proficiency



How to Develop a Local Plan

- Consult with stakeholders
- Describe ELL program, addressing the eight requirements for an ELL program as outlined by the U.S. Department of Education Office for Civil Rights
- Describe activities that will be implemented with the Title III funds
- Describe how the ELL program will ensure ELL students develop English proficiency
- Describe how Title III funds will be used to meet AMAOs, and how schools will be held accountable for meeting AMAOs and annually assessing ELL students with ACCESS for ELLs
- Describe how parental and community participation in the ELL program will be promoted



Title I: ELL Requirements

- Hold ELL students to the same high standards as all students
- Include ELL students in academic content assessments, with accommodations
- Disaggregate ELL Subgroup for Adequate Yearly Progress (AYP)
- Administer an annual assessment of English language proficiency to all ELL students
- Communicate with parents in multiple languages, both orally and written, as appropriate



Parent Notification Requirements

- Within 2 weeks of initial identification as ELL student
- Not later than 30 days after the beginning of the school year for ELL students participating in an ELL program
- If failed to meet Annual Measurable Achievement Objectives (AMAOs), within 30 days of determination of failure
- All notifications must be in an understandable and uniform format, and to the extent practicable in a language the parent can understand

[section 3302 (a), (b), (c), (d)]



Requirements for ELL Programs, as outlined by U.S. Department of Education Office for Civil Rights (OCR)

Step 1: Educational Approach

Step 2: Identification

Step 3: Assessment

Step 4: Placement and Services

Step 5: Staffing and Resources

Step 6: Transition/Exiting

Step 7: Monitoring

Step 8: Program Evaluation



Step 1: Educational Approach

Establish the goals of your program

Examples of Research Based Program Models

- Dual Language
- Two-way immersion
- Transitional bilingual
- Developmental Bilingual
- Heritage Language
- Sheltered English Instruction
- Structured English Immersion
- Content-based ESL



Step 2: Identification

Use a Home Language Survey (HLS) to identify all students potentially eligible for services

- Administer to all students at enrollment
- Identify primary language other than English
- Designate who is responsible for reviewing HLS'



Step 3: Assessment

Assess students who have identified a primary language other than English on HLS for English proficiency

State-approved annual ELP assessment

ACCESS for ELLs®: Administered to grades K-12 once annually, in the spring

ELP screener assessment

- **Pre-IPT:** administered to 3 year olds. Contact Ballard & Tighe at www.ballard-tighe.com or 1-800-321-4332
- **K-WAPT** (Kindergarten WIDA ACCESS Placement Test): administered to 4-6 year olds
- **W-APT** (WIDA ACCESS Placement Test): administered to students in grades 1-12

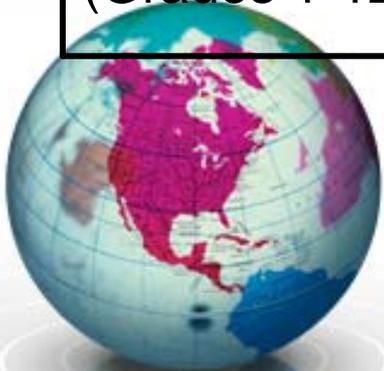
Downloading Instructions:

1. Visit WIDA website: www.wida.us
2. Click on Assessment Tools, W-APT link
3. Type in username: dccharters
4. Type in password: charterleasnickeron



Assessment, cont.

Assessment Tool	Scoring Levels	Proficiency Status
Pre-IPT (age 3)	NES, LES, FES	NES, LES = ELL FES = English Proficient (EP)
K-WAPT (ages 4-6)	Low, Mid, High, Exceptional	Low, Mid, High = ELL Exceptional = EP
W-APT (Grades 1-12)	1.0 to 6.0	1.0 - 4.9 = ELL 5.0 - 6.0 = EP



Step 4: Placement and Services

- Determine service delivery model and ensure consistency with program model
- Determine who, when, and how often ELL services will be delivered
- Ensure ELL students are held to the same high standards as all students



Step 5: Staffing and Resources

- Ensure instructional staff are appropriate to implement services, have the educational expertise, and are qualified to implement services
- Recruit and hire qualified staff, and establish a timetable to have them in place
- Identify and meet training needs
- Identify and obtain resources needed to implement the ELL program



Step 6: Transition/Exiting

Exit students from bilingual/ESL program services, and transition to Monitoring services, when students attain English proficiency (5.0 or above overall composite score) on the *ACCESS for ELLs*® English language proficiency test



Step 7: Monitoring

Monitor the success of former ELL students for two years after exiting bilingual/ESL program

- Determine how often students will be monitored and what information will be reviewed to measure success
- If a student is not successful, determine whether the causes are language, academics, or other reasons
- Have procedures in place to assist students
- Inform parents of service options



Step 8: Program Evaluation

Evaluate the success of the ELL program periodically and modify as necessary

Title III evaluation required after every 2nd fiscal year, including:

- programs and activities conducted
- progress in English and in academic content for ELLs and former ELLs in Monitoring services
- attainment in English



Standards, Assessments and Accountability for ELL Programs



English Language Proficiency Standards

District of Columbia adopted WIDA ELP Standards

- 5 standards (social & instructional language; language of language arts; language of mathematics; language of science; language of social studies)
- 5 grade level clusters (preK/K, 1-2, 3-5, 6-8, 9-12)
- 4 language domains (listening, speaking, reading, writing)
- Curriculum and instruction planning tool
- Aligned with state approved ELP assessment, *ACCESS for ELLs®* and linked to academic content standards
 - Available for purchase or download through WIDA consortium:
www.wida.us



English Language Proficiency Assessments

ACCESS for ELLs®

- State approved ELP test aligned with WIDA ELP Standards
- ESEA compliant: Assesses language in the domains of listening, speaking, reading and writing
- Administered once annually to grades K-12, in the spring
- Certification to administer required; training provided
- Generates 4 score reports: parent, teacher, student roster, school frequency



ELP Assessments, cont.

ACCESS for ELLs®: Scoring and Program Implications

Low Scores (ELP Level 1): Beginners

- Native language support when feasible
- Content-based strategies
- Scaffolding
- Peer support
- Graphic support, supplemental and modified materials

Mid Scores (ELP Levels 2-4): Continued ESL Support

- Teaching language through content (grade level standards)
- Targeted instruction



ELP Assessments, cont.

ACCESS for ELLs®: Scoring and Program Implications

High Scores (ELP Levels 5-6) English Proficient:

- Exit from Services at Level 5.0 and above
- Students enter into Monitoring Services for 2 years
- Identify domain(s) for targeted support in Monitoring Services



ELP Assessments, cont.

Screeners assessments for initial identification and placement

- W-APT
- K-WAPT
- Pre-IPT



Annual Measurable Achievement Objectives (AMAOs)

- Set targets for annual increases in the number or percentage of students making progress in learning English
- Set targets for annual increases in the number or percentage of students attaining English language proficiency
- Incorporate Adequate Yearly Progress (AYP)



AMAO Targets

Previous Targets

- Progress: 50% of ELL students will meet the following progress targets: Level 1: 1.0; Level 2: 0.8; Level 3: 0.5; Level 4: 0.3
- Attainment: 33% of ELL students at ELP Level 4 will attain English language proficiency (5.0 or above composite score)

Required SY 2009-2010 Changes in Targets

- States may only set separate AMAO targets for cohorts of LEP students served by Title III based on the amount of time students have had access to Language Instruction Educational Programs



- States cannot set separate targets for cohorts of LEP students based on language proficiency levels or any criteria other than time in Language Instruction Educational Programs

AMAO Accountability Provisions

- After 2 consecutive years of not meeting targets:
 - ▶ Entity develops improvement plan
 - ▶ Receives technical support from the state
- After 4 consecutive years of not meeting targets:
 - ▶ Entity required to modify curriculum, program or method of instruction
 - ▶ Funding determination made
 - ▶ Educational personnel relevant to failure to meet AMAOs replaced



Data Collections, Reporting and Monitoring



Data Collection and Reporting

- EDEN ED Facts
- Consolidated State Performance Report
- OSSE Data Collection Tool
- Required data elements for LEAs to collect



LEA Required Data Elements for Collection, Maintenance and Reporting

- Home language of LEP students
 - Country of origin of LEP students
 - Number of LEP students
 - Number of LEP students assessed for ELP
 - Performance of LEP students on ELP assessment
 - Number of Monitored Former LEP students, in year 1 and year 2 of Monitoring Services
 - Monitored Former LEP students who have re-entered ELL services
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- LEP parent waivers from ELL program services
 - Number of immigrant children and youth
 - Teacher information (# in ELL programs and credentials)
 - Professional development data (type of PD and # of teacher, administrator, school personnel and community participants)
 - Type of Language Instruction Educational Program



Instructional Support: Required LEA Activities

1. Provide high quality, research based, language instruction educational programs that are effective in increasing English proficiency and academic achievement of LEP students
2. Provide high quality professional development to all teachers serving LEP students, administrators and other personnel, that is designed to improve instruction and assessment of ELL students, is research based and effective, and is of sufficient intensity and duration



Instructional Support: Authorized LEA Activities

- Upgrading program objectives and effective instructional strategies
- Identifying, acquiring, upgrading curricula, instructional materials, educational software and assessment procedures
- Providing tutorials and intensified instruction
- Developing and implementing Language Instruction Educational Programs coordinated with other relevant services and programs



Instructional Support: Authorized LEA Activities, cont.

- Improving the English proficiency and academic achievement of LEP students
- Providing community participation programs, family literacy services and parent outreach and training to LEP students and their families
- Improving the instruction of LEP students
- Carrying out other activities consistent with the purposes of Title III, section 3115



Monitoring Indicators – What we look for:

- Standards, Assessment and Accountability
 - ✓ ELP standards implementation
 - ✓ Administration of initial and annual ELP assessments
 - ✓ Knowledge of AMAO status
 - ✓ Data collection and reporting procedures



Monitoring Indicators, cont.

- Instructional Support
 - ✓ Activities implemented
 - ✓ Local plan, certifications and assurances
 - ✓ Immigrant students being served
 - ✓ Private school participation (DCPS only)
 - ✓ Parental notifications and outreach
- Fiduciary
 - ✓ Allocations, Reallocations and Carryover
 - ✓ Maintenance of Effort
 - ✓ Supplement not Supplant



Funding and Allowability



Title III Fiscal Overview

- Allocations Formula
- 2% Administrative Cap
- \$10,000 Threshold and Consortia
- Local Plan Requirement
- Allowable Use of Funds
- Maintenance of Effort (MOE)
- Supplement not Supplant



Allocations Formula

Example*

- Total Grant Award: \$1,000,000
- State Administration: \$175,000
- Significant Increase in Immigrant Children and Youth Program: 2% (\$20,000)
- LEA Allocation: \$805,000
- DC ELL Student Count: 5,800
- DC ELL Per Pupil Allocation: \$138.79



* not based on actual figures

Consortia

- Threshold for Title III subgrant: \$10,000
- Allocations Planning Data
- Intent to Enter into Consortia Form, Phase II of LEA Application
- Consortia LEA Meeting
- Consortia Lead Responsibilities
- AMAO Determinations for Consortia



Allowable Costs

Title III Required LEA Activities

1. Provide high quality, research-based, language instruction educational programs that are effective in increasing English proficiency and academic achievement of LEP students
2. Provide high quality professional development to all teachers serving LEP students, administrators and other personnel, that is designed to improve instruction and assessment of ELL students, is research based and effective, and is of sufficient intensity and duration



Allowable Costs

Title III Authorized LEA Activities

- Upgrading program objectives and effective instructional strategies
- Identifying, acquiring, upgrading curricula, instructional materials, educational software and assessment procedures
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Allowable Costs

Title III Authorized LEA Activities

- Improving the English proficiency and academic achievement of LEP students
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Examples of Generally Allowable Costs

- Purchase educational material and supplies to support the bilingual/ESL program, supplementing core ELL program
- Fund sustained professional development opportunities for staff on the teaching and learning of ELL students
- Fund after-school or Saturday programs for ELL students
- Sponsor parent involvement activities and classes for parents of ELL students
- Translate materials to keep ELL parents informed of school policies, information and activities
- Purchase computer software for use by ELL students and their teachers



2% Administrative Cap

- Each LEA receiving Title III funds may use not more than 2% of the funds for the cost of administering the grant
- The 2% cap includes both direct and indirect costs



Maintenance of Effort (MOE)

- Each LEA receiving Title III funds is subject to the MOE provision
- Further guidance on MOE is being provided in the Cross-Cutting Grant Basics session on Tuesday, September 1, 2009, from 9:30 - 11:30 am



Supplement not Supplant

- Each LEA receiving Title III funds is subject to the Supplement not Supplant provision
- Further guidance on Supplement not Supplant is being provided in the Cross-Cutting Grant Basics session on Tuesday, September 1, 2009, from 9:30 - 11:30 am



Questions?



Session Recap

- What is the dollar threshold to qualify for a Title III subgrant?
- When are Consortia required?
- What is the administrative cap for Title III?
- What does LEP stand for?
- What are the three criteria to define immigrant children and youth?



Resources

- OSSE Sponsored Professional Development Trainings
- OSSE Technical Assistance
- TransACT Services
- WIDA Consortium



Resources, cont.

- National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs <http://www.ncela.gwu.edu>
- U.S. Department of Education's Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)
<http://www.ed.gov/about/offices/list/oela/index.html>
- Non-Regulatory Guidance on Implementation of Title III
<http://www.ed.gov/programs/sfgp/nrgcomp.html>
-  Title III, OELA, Notice of Final Interpretations – 10/17/08
<http://edocket.access.gpo.gov/2008/pdf/E8-24702.pdf>

Resources, cont.

- Final regulations for Limited English Proficiency (LEP) students – 9/13/06
<http://www.ed.gov/news/pressreleases/2006/09/09132006a.html>
- English Language Learners and NCLB Testing Requirements
<http://www.aft.org/topics/nclb/downloads/QAELL0404.pdf>
- Office for Civil Rights, ELL Resources
<http://www.ed.gov/about/offices/list/ocr/ellresources.html>
- WIDA Consortium, <http://www.wida.us>



OSSE Contacts

Please contact us at OSSE – We are here
to support you!

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