

Title III, Part A, Overview

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What is Title III?

- Federal law intended to support English language acquisition, language enhancement and academic achievement of ELs
- *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by ESSA
- Federal funding source that provides supplemental funds to support ELs



Purpose of Title III, Part A

The purpose of Title III, Part A:

To ensure that ELs attain English Language Proficiency and develop high levels of academic achievement in English and academic subjects to meet the same challenging state academic standards as all students.



English Language Proficiency and Academic Achievement

Theory of Action

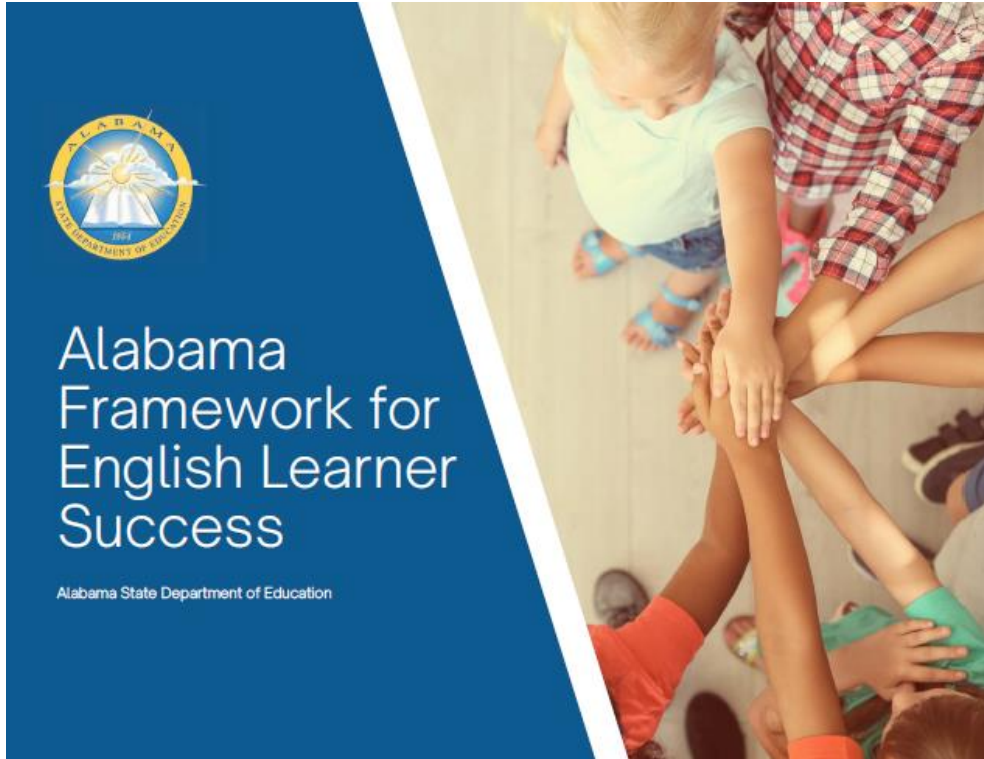
Strategic Goal 1

Increase the use of high-quality instruction and assessments in every classroom every day to engage ELs.

Then we will see...

an increase in...

- The % of ELs making progress or exceeding in academic growth as measured by the Alabama Comprehensive Assessment Program (ACAP).
- The % of ELs who achieve English proficiency annually as measured by ACCESS for ELLs.



Two Subsets of Title III Funding: EL & Immigrant

- EL allocations to school districts are determined on a per pupil basis of **identified** ELs
- Immigrant awards are based on a significant increase of 20 or more identified Immigrant students from the **average** of the two previous school years
- Immigrant funds work like Title I targeted assistance funds in that they may only be used for students identified as Immigrants



Required Programs and Services

Uses of EL Funds [ESSA, Sec. 3115(c)]

LEAs must provide programs and services that increase the English language proficiency of ELs by providing effective language instruction educational programs (LIEPs) that meet the needs of ELs and demonstrate success in increasing:

1. English language proficiency; and
2. Student academic achievement



Required Professional Development Uses of EL Funds

[ESSA, Sec. 3115(c)]

LEAs must provide effective professional development to classroom teachers, principals, administrators, and other school personnel designed to:

- Improve instruction and assessment of ELs
- Enhance ability of teachers and administrators to implement curricula, assessment practices, and instructional strategies for ELs
- Increase English language proficiency or substantially increase subject matter knowledge
- Be of sufficient duration and intensity to have a positive, lasting effect

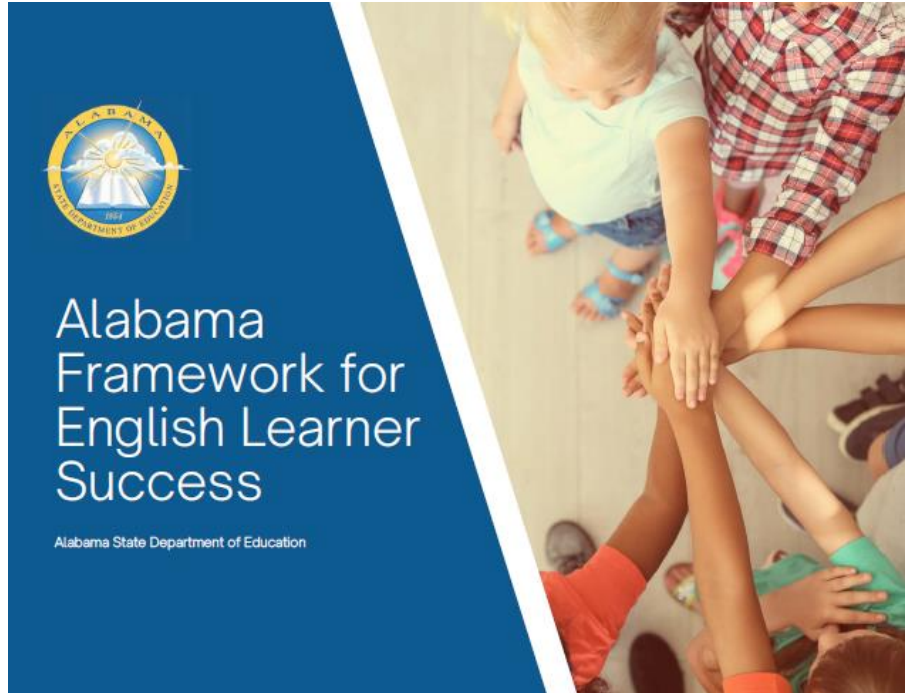


Our Approach to Attain English Language Proficiency and Academic Achievement

- To increase the English language proficiency of English Learners by providing effective Language Instruction Educational Programs.
- To provide effective assessments that measure both English Language Proficiency and content standards.
- To provide effective professional development to classroom teachers, principals and administrators.



Ensuring ELs attain English Language Proficiency and Develop high levels of academic achievement



1. English learner classroom teacher units
2. Professional development for high-quality EL content and language instruction
3. Resources/materials in the home languages of students to integrate their use into lessons
4. Evidence-based services to meet the needs of all ELs
5. Technology for EL programs
6. District-level EL support



Required Parent, Family & Community Engagement Uses of EL Funds [ESSA, Sec. 3115(c)]

LEAs must provide and implement other effective activities and strategies that enhance or supplement LIEPs that shall include parent, family, and community engagement.



Allowable Uses of EL Funds

[ESSA, Sec. 3115(d)(1-4)]

1. Upgrading program objectives and instructional strategies, including early childhood
2. Identifying, acquiring, or upgrading curricula, instructional materials, educational software, and assessment procedures
3. Tutoring and intensified instruction through first language materials and academic interpreters/translators
4. Coordinating with other relevant programs and services, such as preschool programs, Title I, etc.



Allowable Uses of EL Funds

[ESSA, Sec. 3115(d)(5-8)]

5. Improving EL proficiency and academic achievement
6. Increasing community participation to encourage parents and families to support the academic literacy of ELs
7. Improving EL instruction to identified ELs through technology, training, materials, and curricular enhancement
8. Offering early college, high school, or dual/concurrent enrollment programs



Allowable Uses of Immigrant Funds

[ESSA, Sec. 3115(c)]

Immigrant funds may be used specifically for students identified as immigrant in the following ways:

1. Family literacy and parental outreach
2. Support for personnel
3. Tutoring or mentoring
4. Identification/acquisition of curriculum, materials, and technology
5. Classroom supplies or transportation costs directly related to the program



Uses of Funds

Funds must be used to add or improve the EL program and not to supplant already existing services or materials.

Suggestions of resources to enhance instruction:

- Professional development for high-quality content and language instruction.
- Resources/materials in home languages of students to integrate their use into lessons.
- Technology for EL programs (including ELLevation Math Strategies).



State and Local funding:

FEDERAL OBLIGATIONS



Federal Civil Rights Provisions for EL Education

- The implementation of ESSA provisions does not negate a school district's civil rights obligations regarding the education of ELs.
- All federal civil rights provisions for EL education, including the guidance jointly released by the U.S. Department of Education and the U.S. Department of Justice on January 7, 2015, remain in place under ESSA.



Title III Supplement, not Supplant Questions

Questions when considering whether Title III funds can be used without violating Title III supplement, not supplant, provisions:

1. What instructional programs and/or services are provided to all students?
2. What does the state/school district do to meet requirements under Title VI, *EEOA and* Title I, Part A?
4. What services are school districts required to provide by other federal, state, and local laws or regulations?
5. Was the program/service previously provided with federal, state, and/or local funds?



Federal Requirements: State or Locally Funded

1. The identification, screening, and placement process for all incoming students
2. The process for ensuring that school district's personnel are implementing the WIDA standards in classrooms with ELs
3. The process for ensuring that ELs are provided meaningful access to the same curriculum as all students



Federal Requirements Continued...

4. The process for ensuring that ELs are provided a LIEP so that they may attain English proficiency
5. The opportunity for ELs to be placed in specialized programs and extracurricular activities that are available to all students
6. The appropriate LIEPs and services available if ELs are identified with disabilities



Federal Requirements for Language Assistance to LEP parents

Translation - written

Interpretation - verbal

Can my child's school ask my child, other students, or untrained school staff to translate or interpret for me?

No. Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

[DOE factsheet for LEP parents 2015.pdf](#)



Strengthening the bond between Title I, Part A, and Title III, Part A

ESSA

SHARING SUPPLEMENTAL SUPPORT



Moved from Title III to I

Activities that have moved to Title I include:

- Alignment of ELP assessments to ELP standards (1111(b)(2)(G)(ii))
- Establishment of ELP goals and indicators for accountability purposes (1111(c)(4)(A)(ii), 1111(c)(4)(D)(iv))
- Identification of interventions to address ELs academic achievement and progress in attaining ELP (1111(c)(4)(C)(iii), 1111(c)(4)(D))



State Title III provisions remaining under Title I:

- ELs must be assessed in English (Reading), Mathematics, and Science
- Accommodations must be provided to ELs on state content assessments as appropriate
- The English Proficiency of ELs must be assessed and reported annually



QUIZ TIME

1. Funding Scenario

The district wants to engage LEP parents in the local middle school, which is not a Title I school. The division feels this is best achieved with a bilingual parent liaison. Who can fund this position?

1. Federal Title I, Part A
2. Federal Title III, Part A
3. Local and State funding



2. Funding Scenario

A Title I schoolwide school wants to engage the parents of all students and feels this is best achieved with a bilingual parent liaison. Who can fund this position?

1. Federal Title I, Part A
2. Federal Title III, Part A
3. Local and State funding



3. Funding Scenario

The need for more strategic parent, family, and community engagement for all LEP parents in the district is discussed by the school board. They feel this is best achieved by hiring an EL parent liaison. Who can fund this position?

1. Federal Title I, Part A
2. Federal Title III, Part A
3. Local and State funding



4. Funding Scenario

There was an increase of ELs and your district no longer meets the state EL teacher/EL student ratios and therefore does not provide an effective language instruction educational program. Who can fund an EL-endorsed teacher?

1. Federal Title I, Part A
2. Federal Title III, Part A
3. Local and State funding



5. Funding Scenario

You have identified EL Students with Limited Interrupted Formal Education (SLIFE) in a non- Title I school who are struggling to meet academic state standards. Who can fund an additional tutor to support these ELs?

1. Federal Title I, Part A
2. Federal Title III, Part A
3. Local and State funding



6. Funding Scenario

You have identified language acquisition materials that could support ELs identified for Title I services in a Title I targeted assistance school, or all ELs in a Title I schoolwide school. Who can fund these supplemental materials?

1. Federal Title I, Part A
2. Federal Title III, Part A
3. Local and State funding



7. Funding Scenario

You have identified language acquisition training that could support content teachers in a Title I schoolwide school to meet the needs of ELs as identified in the schoolwide plan. Who can fund this supplemental training?

1. Federal Title I, Part A
2. Federal Title III, Part A
3. Local and State funding



8. Funding Scenario

The 30 Day EL Parent Notification Letter needs to be translated, printed, and mailed to the parents of every EL in the district. Who can fund this cost?

1. Federal Title I, Part A
2. Federal Title III, Part A
3. Local and State funding



9. Funding Scenario

The influx of ELs arriving in your district leads to the need for a welcome center to screen and place potential ELs. Who can fund the welcome center?

1. Federal Title I, Part A
2. Federal Title III, Part A
3. Local and State funding



10. Funding Scenario

A dually-identified EL has an IEP meeting. A certified interpreter is needed to make sure the parents fully understand the plan. Who can fund this service?

1. Federal Title I, Part A
2. Federal Title III, Part A
3. Local and State funding





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