

What is *ESSA* Title III all about?

“Under the Every Student Succeeds Act, we have an opportunity to give students the gift of bilingualism and of multilingualism so they are prepared for college and career with a better sense of themselves, their community, their future, and a better appreciation for our diversity as a country.”

-- Former U.S. Secretary of Education, John B. King Jr.

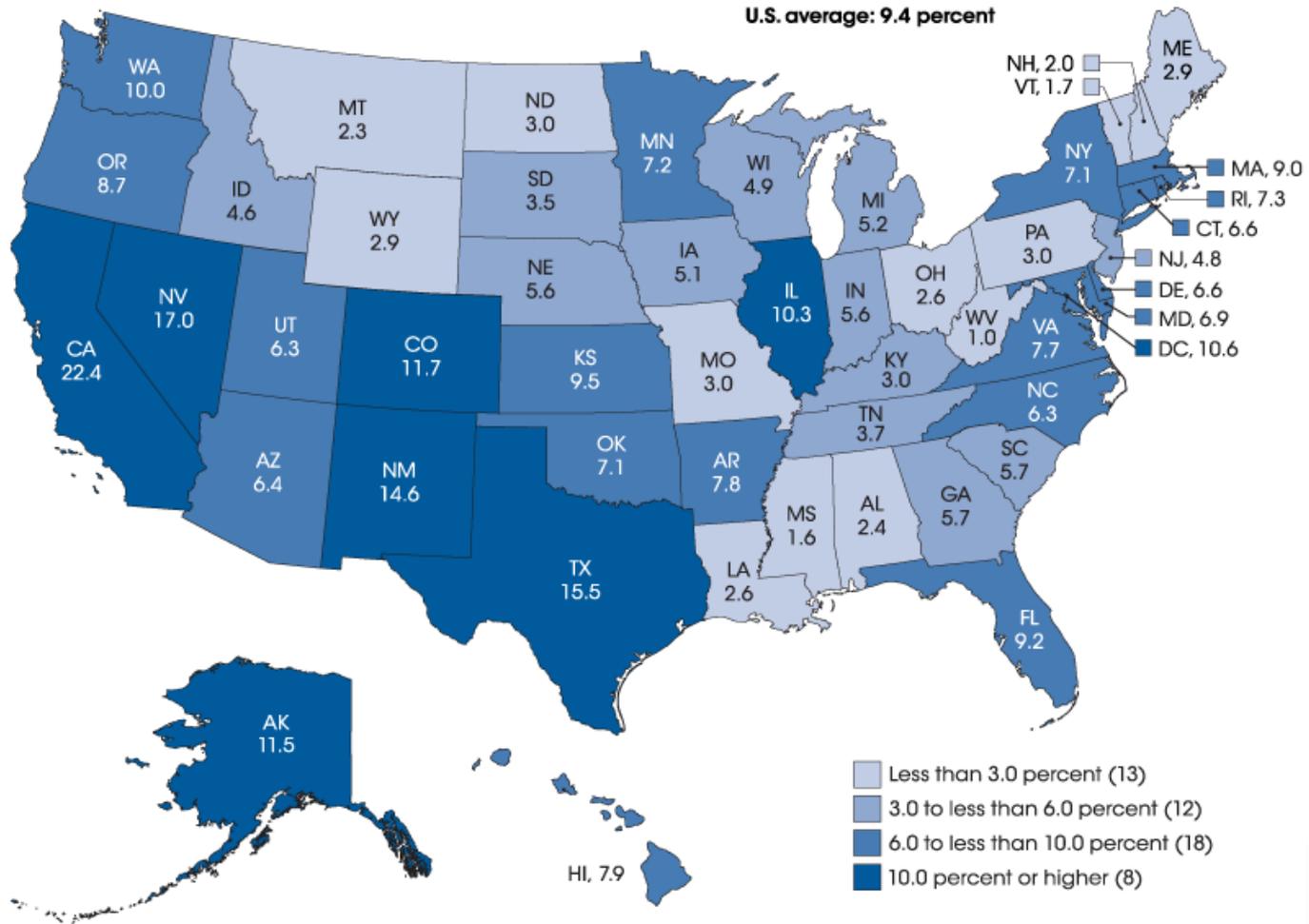
Introduction

- More than 4.8 million English learners in the US
 - Nearly 10% of the student population nationwide
 - More than doubled in past few decades
 - Growing research shows bilingual students have advantages in literacy development, developing problem-solving skills, and potential for greater earnings
 - 2013-14 EL Graduation Rate 62.6% vs. 82.3% for all students
- **In 2013-14 there were 2,756 students participating in programs for ELL programs in Wyoming**
 - 3% of student population

Wyoming

WYOMING

DEPARTMENT OF EDUCATION



Introduction (cont.)

- Main goal – help states, districts and schools improve educational outcomes
 - Promoting effective, research-based, educational language instruction
 - Recognizing the diversity of the EL population, ie. disabilities, recent arrivals and long-term ELs
 - Moving accountability for performance on the EL proficiency assessment to Title 1, Part A
 - Recognizing the diversity of the EL population and the need for supports from cradle to career

Accountability Moved to Title I

- ESSA requires states to integrate measures of progress toward English proficiency for ELs into the overall school-based accountability system under Title I

	No Child Left Behind	Every Student Succeeds Act
Which schools are held accountable to ELs progress toward learning English?	Schools that accepted Title III funds	All schools with a minimum number of ELs as established by the State's accountability system.
What goals are schools held accountable for?	Three Annual Measurable Achievement Objectives (AMAOs) AMAO 1: Progress targets AMAO 2: Attainment targets AMAO 3: District Performance on statewide assessments for the limited English proficient subgroups.	Progress Toward English Language Proficiency: 1. Must use progress (growth targets) 2. May use measure of total percentage of students reaching English proficiency

Fiscal Changes

- **Examples of SEA activities that moved from Title III to Title I:**
 - Alignment of English language proficiency (ELP) to ELP standards
 - Alignment of ELP assessments to ELP standards
 - Identification of interventions to address ELs' academic achievement and progress in attaining ELP
- **Examples of LEA activities that moved from Title III to Title I:**
 - EL parental notification regarding LIEPs and related information
 - Parental participation
 - Reporting to the state on the number and percentage of ELs achieving ELP

Fiscal Changes (cont.)

- Title III funds may be used for activities relating to ELs that were previously required under Title III and now required under Title I as long as:
 - The specific use of funds is consistent with the purpose of Title III and meets Federal guidelines for “reasonable and necessary costs;”
 - The specific use of funds is supplemental to civil rights obligations under Title VI of the Civil Rights Act & EEOA; and
 - Can demonstrate that also using Title III funds to conduct activities required under Title III.

Notification Requirements by LEAs

- Parental notification must include:
 - Reason for identification
 - Child's level of English language proficiency, how assessed, and status of academic achievement
 - Methods of instruction with comparison between other available programs
 - How program will meet educational strengths and needs of the child, help in achieving ELP, and meet academic standards
 - Exit requirements, expected rate of transition to non-EL classroom, and expected rate of high school graduation
 - How program meets annual goals in IEP, for child with a disability
 - Information regarding parents' right to withdraw the child from a program

LEA Required Activities

- Provide effective language instruction educational programs (LIEPs)
 - LIEPs changed from “scientifically based” to “effective”
 - Should be outcomes-driven
 - Should demonstrably result in ELP and academic achievement to be considered “effective”
 - ✓ Driven by data
 - ✓ Aligned with local needs
 - ✓ Based on rigorous, relevant research
 - ✓ Examined through performance monitoring
 - ✓ Included as part of a systematic approach to serving ELs

LEA Required Activities (cont.)

- Effective professional development to teachers and principals
 - Improve instruction and assessment
 - Enhance the ability of teachers to understand and implement curricula, assessment practices, and instructional strategies
 - Increase English language proficiency or substantially increase knowledge
 - Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom
- When measuring the effectiveness of PD activities, assess not only teacher competencies and skills, but also performance data and measurements of student outcomes

LEA Required Activities (cont.)

- NEW – Provide and implement other effective activities, which
 - Include parent, family, and community engagement activities; and
 - May include strategies that serve to coordinate and align related programs
- ESSA expanded allowable uses of Title III to include providing technical assistance to strengthen and increase not only parent and community engagement in programs that serve ELs but also family engagement in such activities

LEA Permissible Activities

- To achieve Title III subgrant purposes by
 - Upgrading program objectives and effective instruction strategies
 - Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
 - Providing ELs with tutorials and academic or career and technical education and intensified instruction
 - NEW - Developing or implementing LIEPs in preschools coordinated with other relevant programs and services
 - NEW - Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education
- May use portion of funds to provide differentiated support aimed at improving the English language and academic proficiency of low-performing ELs, if uses do not violate supplement-not-supplant

SEA Support of LEA

- SEA must monitor LEAs in implementing Title III and take steps “to further assist eligible entities if the strategies...are not effective,” such as:
 - Providing technical assistance
 - Modifying such strategies if not found to be “effective”

Reporting and Data Collection

- Timing remains the same
 - At the conclusion of every second fiscal year
- Reporting must include:
 - Title III programs and activities
 - Number and percentage of ELs making progress toward ELP
 - Number and percentage of ELs who attain proficiency and exit LIEPs
 - Number and percentage of former ELs who meet academic content standards
 - NEW! Number and percentage of ELs who have not exited LIEPs after 5 years as an EL
 - ✓ From initial classification, regardless of move to a new LEA

Immigrant Subgrant and Serving Immigrant Students

- Definition of “Immigrant children and youth”
 - Aged 3 through 21
 - Were not born in any state
 - Have not been attending school in any one or more states for more than 3 full academic years
- SEAs must award funds to LEAs that have experienced a significant increase in the percentage or number of immigrant children or youth, as compared to the two preceding fiscal years
 - 10% increase in immigrant students, or greater, is considered to be a “significant increase” as defined in Wyoming

Spending for 2017-2018

- Based on the changes described, here are some considerations as districts plan spending Title III funds for the 2017-2018 school year:
 - Are your current programs and supports for English learners and immigrant students (if applicable) *effective*?
 - ✓ If so, how can you build upon and strengthen those programs and supports?
 - ✓ If not, how might you consider using funds differently to more effectively serve this population?
 - Are there any opportunities to use Title III, Part A funds in a coordinated way with other federal, state, and/or local funds to better support English learners and immigrant children (if applicable) in your district?
- Focus on Supplement-not-Supplant

Title III Supplement Not Supplant Provision

*Federal funds made available under this subpart shall be used so as 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 ELs and immigrant children and youth and in no case to supplant such **Federal, State, and local public funds**.*

- **INTENT**: To ensure services provided with Title III funds are in addition to, and do not replace or supplant, services that students would otherwise receive.

Supplement Not Supplant (cont.)

- Presumption of Supplanting under Title III, if:
 - 1) Federal funds are used to provide services that were required to be made available under other laws
 - 2) Federal funds are used to provide services that were provided with non-Federal funds in the prior year

What is *ESSA* Title IV-A all about?

Introduction

- Newly authorized under subpart 1 of Title IV, Part A is the Student Support and Academic Enrichment (SSAE) program
 - Provide all students with a well-rounded education
 - Improve school conditions for student learning
 - Improve the use of technology in order to improve academic achievement and digital literacy of all students

Allowable Use of Funds

- Allows SEAs and LEAs to tailor investments based on the needs of their unique student populations
 - Encourages coordination and integration with other sections of ESSA to improve outcomes for students
- Allowable use of funds under each of the three contents may include:
 - Direct services for students
 - Professional development for teachers and administrators
 - Salaries for personnel to carry out identified programs and services
 - Supplemental educational resources and equipment

Funding Guidance

- An LEA that receives at least \$30,000 in SSAE funds must conduct a needs assessment, based on the results of the assessment the LEA must use:
 - At least 20% of funds for activities to support well-rounded educational opportunities;
 - At least 20% for activities to support safe and healthy students; and
 - A portion of funds for activities to support effective use of technology
 - ✓ Could allocate up to 15% to technology infrastructure
- An LEA may use other Title funds to coordinate and strengthen complimentary services
 - Can also be used to support specific interventions, activities, or services

Local Application Requirements

- An LEA or consortium of LEAs must engage with stakeholders in the area
 - LEA must consult with private school officials to identify the needs of eligible private school students
- LEA must conduct a needs assessment at least once every 3 years (if receiving funding over \$30,000)

Implementing Effective SSAE Program Activities

- Identify local needs – needs assessment
- Select relevant, evidence-based activities
- Plan for implementation
 - Developed with input from stakeholders
- Implement the Activities
- Examine and reflect

Allowable Activities

- **Activities to support well-rounded educational opportunities**
 - Must be coordinated with other schools and community-based services
 - Promotes a diverse set of learning experiences that engages students across a variety of courses, activities, and programs, such as:
 - ✓ STEM
 - ✓ Music and Arts
 - ✓ Foreign Language Instruction
 - ✓ Accelerated Learning Programs (exam costs of low-income students)
 - ✓ Dual/Concurrent Enrollment courses
 - ✓ Civics Instruction
 - ✓ College and Career Counseling
 - ✓ Social Emotional Learning
 - ✓ Environmental Education

Allowable Activities (cont.)

➤ Activities to Support Safe and Healthy Students

- Drug and violence prevention activities
- School based mental health services
 - Support a healthy and active lifestyle
 - Improve instructional practices for developing relationship-building skills
 - Provide mentoring and school counseling to all students
 - Establish or improve school dropouts and re-entry programs
 - Bullying and Harassment Prevention
 - Suicide Prevention
- Training personnel to handle emergency and crisis situations
- Child abuse awareness and prevention
- Design and implement a plan to reduce exclusionary discipline practices
- Designate a school or LEA site resource coordinator to support the schools and community

Allowable Activities (cont.)

- **Activities to Support the Effective Use of Technology**
 - Provide personalized learning
 - Discover, adapt, and share high-quality resources
 - Implement blended learning strategies
 - Implement school and district-wide approaches to inform instruction, support teacher collaboration, and personalized learning
 - Technology can only be purchased with this grant money if the LEA has adopted an internet safety policy

Funding Guidance - Transferability

<u>May transfer all or some of state funds received under:</u>	<u>May transfer funds into the following Titles</u>
<ul style="list-style-type: none"> • Title II-A, Supporting Effective Instruction • Title IV-A, Student Support and Academic Enrichment 	<ul style="list-style-type: none"> • Title I-A, Improving Basic Programs Operated by LEAs • Title II-A, Supporting Effective Instruction • Title III-A, English Language Acquisition, Language Enhancement, and Academic Achievement • Title IV-A, Student Support and Academic Enrichment

NOTE: If you transfer funds into another Title, those funds take on the characteristics of that Title.

Wyoming

WYOMING
DEPARTMENT OF EDUCATION

QUESTIONS?