

Title III

Supplemental Supports for English Learners



COLORADO
Department of Education

Title III is a supplemental grant under the ESEA that is designed to improve and enhance the education of English learners (ELs) in becoming proficient in English, as well as meeting challenging state academic content and student academic achievement standards. The Title III Immigrant-Set Aside grant resides within this program and provides opportunities for LEAs to enhance the instructional opportunities for immigrant students and their families.

Program Requirements and Eligibility

Colorado's Title III allocation is based on the number of ELs reported through the American Community Survey and U.S. Census data. CDE must reserve a percentage (no more than 15%) of its Title III allocation for the Immigrant Set-Aside grant (see corresponding guidance). Annual LEA (District or Consortia) allocations are based on the number of English learners reported through the annual Student October Count. The previous Student October count informs the subsequent school year Title III allocation. An LEA or consortium allocation must meet or exceed \$10,000 in order to apply for a Title III grant.

Title III grantees must submit a plan* to CDE that describes:

- Proposed activities and programs that will enhance, improve, and supplemental core ELD and academic programs,
- how the grantee will promote parent and community engagement, and
- how Title III English language development (ELD) programs ensure that English learners will progress toward developing English proficiency.

Title III plans* must include assurances that the:

- Grantee consulted with school, district, and community stakeholders in creating the plan,
- teachers in ELD programs are fluent in English and any other language used for instruction,
- parent notification requirements are met,
- grantee will annually assess the English proficiency of all ELs participating in programs supported with Title III funds,
- grantee has based its proposed plan on scientifically based research,
- grantee will ensure that programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic standards,
- grantee is not in violation of any State law, including State constitutional law, regarding the education of ELs,
- activities proposed are supplemental to core programming for ELs, and
- grantees will conduct annual evaluations to determine program effectiveness.

Annual Measurable Achievement Objectives (AMAOs)

As a result of the reauthorization of the Elementary and Secondary Education Act (ESEA) on December 10, 2015 as the Every Student Succeeds Act (ESSA), States are no longer required to make new AMAO accountability determinations for the 2014-2015 or 2015-2016 school years. While the 2014-2015 and 2015-2016 AMAOs will not be calculated, districts and consortia currently implementing a Title III Improvement plan (based on 2013-2014 AMAO determinations) must continue to implement improvement activities through the 2016-2017 school year.

* To ensure an orderly transition to ESSA and satisfy plan requirements, CDE will extend plans submitted for the 2015-2016 school year for one additional year.

Tools and Resources

The following are available from CDE at www.cde.state.co.us/cde_english/elau_pubsresources:

- Guidebook on Designing, Delivering and Evaluating Services for English Learners
- ELD Program Rubrics
- EL Data Dig How to Tool
- Colorado English Language Proficiency (CELP) Standards
- OELA Toolkit for ELs
- Title III Year at a Glance
- ESEA Virtual Academy: Title III, Part A Basics
- Joint Guidance Letter www.cde.state.co.us/cde_english
- ESSA: Dear Colleague letters <http://www.cde.state.co.us/fedprograms/titleiii-resources>



Parent Notification and Involvement

Title III grantees must notify parents if a student has been identified as an EL. This notification must be sent no later than 30 days after the beginning of the school year (CDE defines the date of October 1 for beginning of school year), and must include:

- the process by which the child was identified,
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement,
- the programs offered by the district designed for English Learners,
- how the programs will meet the educational strengths and needs of the child,
- how the programs will specifically help their child learn English and meet age appropriate academic achievement standards,
- the specific exit requirements of the programs, and,
- how the program meets the objectives of an individualized education program, if applicable.

Notifications must be understandable and, to the extent practicable, in a language the parent can understand.

For detailed notification requirements, visit www.cde.state.co.us/sites/default/files/ELsG-book.pdf.

Title III grantees must implement an effective means of outreach to parents of English learner students to inform them of how they can be:

- involved in the education of their children, and
- active participants in helping their children learn English, achieve at high academic levels, and meet the same challenging State academic and achievement standards all children are expected to meet.

Use of Funds

Administration

Grantees may not use more than two percent of annual allocations for administration of the Title III grant. This includes both indirect and direct costs related to administration of the grant.

Supplement, Not Supplant

Title III funds must only be used to provide additional services, staff, programs, or materials that are not provided with State or local resources absent federal funds; federal funds cannot pay for resources that would otherwise be purchased with State and/or local funds.

Required Activities

- Support of high quality ELD programs that are based on scientifically based research demonstrating the effectiveness of the program in developing English and providing access to grade level content.
- Provision of high quality professional development for classroom teachers, principals, administrators, and other school or community-based organizational personnel that relates directly to the instruction of ELs that support their linguistic, academic, and social-emotional challenges and opportunities of ELs.

Allowable Activities

- Upgrading ELD program objectives.
- Improving ELD programs for ELs by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
- Providing community participation programs, family literacy services, and parent outreach and training activities to EL students and their families.
- Providing tutoring and intensified instruction for EL students.
- Improving instruction for EL students by providing educational technology or instructional materials.



Monitoring

Monitoring of federal programs is conducted to ensure that: (1) every child has a fair, equal, and significant opportunity to obtain a high-quality education; (2) programs comply with federal requirements that are most closely related to positive outcomes for students; and (3) taxpayer dollars are administered and used in accordance with how Congress and the United States Department of Education intended.

Guiding Questions

How will Title III funds be:

- Coordinated with other ESEA programs to enhance or improve content and ELD programming for English learners?
- Spent to ensure English learners achieve at the same academic level as their English speaking peers?
- Used to develop innovative programming for English learners, including core content and ELD services?

Guiding questions for supplement, not supplant:

- How are instructional programs/services provided and/or funded for all English learners?
- What programs/services does the LEA offer to meet *Lau* requirements? *Lau v. Nichols*, 414 U.S. 563 (1974).
- What services is the LEA required by other Federal, State, and local laws or regulations, including guidance from the Office for Civil Rights, to provide?
- Were the programs/services previously provided with State, local and/or Federal funds?

Where can I learn more?

- Title III Overview: www.cde.state.co.us/fedprograms/tiii/index
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaqs