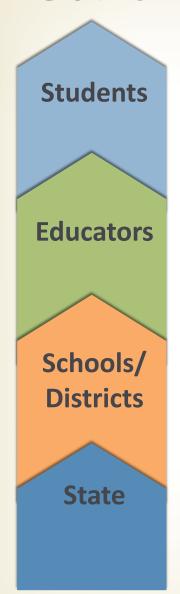
# NCLB Consolidated Federal Programs Application Training Webinar

Title IIIA and Title III Set-Aside 2014-2015



#### Goals



#### **Successful students**

Prepare students to thrive in their education and in a globally competitive workforce.

- Ensure every student is on track to graduate postsecondary and workforce ready.
- Increase achievement for all students and close achievement gaps.
- Ensure students graduate ready for success in postsecondary education and the workforce.
- Increase national and international competitiveness for all students.

#### **Great teachers and leaders**

Ensure effective educators for every student and effective leaders for every school and district.

- Increase and support the effectiveness of all educators.
- Optimize the preparation, retention, and effectiveness of new educators.
- Eliminate the educator equity gap.

#### **Outstanding schools and districts**

Build the capacity of schools and districts to meet the needs of Colorado students and their families.

- Increase school and district performance.
- Turnaround the state's lowest performing districts and schools.
- Foster innovation and expand access to a rich array of high quality school choices for students.

#### Best education system in the nation

Build the best education system in the nation.

- Lead the nation in policy, innovation, and positive outcomes for students.
- Operate with excellence, efficiency, and effectiveness to become the best SEA in the nation.
- Attract and retain outstanding talent to CDE.



# Agenda

- Introduction
  - Purpose of funds
  - Required and authorized activities
- Application Components
  - Data Tables
  - Programmatic Assurances and Questions
    - Changes to Online Platform Questions
  - Strategy Based Budget
- Final Considerations



# Introduction



### Purpose of Title III-A

- Ensure that English Learners (ELs) develop English proficiency through highquality, research-based language instructional strategies;
- Assist EL children in meeting academic content and academic achievement standards that other students are expected to meet;
- Ensure that ELs are assessed on a State approved language proficiency test (ACCESS for ELLs)
- Design, promote and implement parental and community participation in language instruction educational programs; and
- Monitor academic and language acquisition of ELs through the use of Annual Measurable Achievement Objectives (AMAOs)



### Purpose of Title III Set-Aside

- Provide additional supplemental funding for local education agencies (LEAs) experiencing substantial increases in immigrant students as defined by the U.S. Department of Education.
- Funds intended to support activities geared specifically for immigrants who may or may not necessarily be ELs.



# Title III Required Activities

Proposed activities must provide for and support high-quality language instruction educational programs that are scientifically based and that are effective in increasing:

- English proficiency; and
- •Academic achievement in the core academic subjects.



# Title III Required Activities

The LEA must provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not designed for only language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. The professional development must:

- Improve the instruction of ELs;
- Enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELs;
- Be scientifically research-based and of sufficient duration and intensity.



#### Title III Authorized Activities

- Upgrading program objectives and effective instruction strategies
- Improving the instruction program for EL children by identifying, acquiring, and upgrading <u>supplemental</u> curricula, instruction materials, and educational software
- Providing tutorials
  - Tutorials and academic or vocational education for EL children
  - Intensified Instruction



#### Title III Authorized Activities

- Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services
- Activities that improve the English proficiency and academic achievement of EL children
- Community participation programs, family literacy services and parent outreach and training activities to EL children and their families



#### Title III Authorized Activities

- Improving instruction of EL children by providing for:
  - Acquisition or development of education technology or supplemental instructional materials
  - Access to, participation in, electronic networks for materials, training, and communication
  - Incorporation of the above (not limited to) resources into curricula and programs



# Title III Immigrant Set-Aside Authorized Activities

- Family literacy, parent outreach and training activities designed to assist parents in actively participating in the education of their children.
- Support for personnel, including teacher aides who have been specifically trained to provide services to immigrant children.
- Provision for tutorials, mentoring, and academic or career counseling for immigrant children and youth



# Title III Immigrant Set-Aside Authorized Activities

- Identification and acquisition of supplemental curricular materials, educational software and technologies.
- Basic instruction services that are directly attributable to the presence in the school of immigrant children and youth; classroom supplies, costs of transportation, etc.
- Other instruction services designed to assist immigrant children and youth; civics education, introduction to educational system, etc.
- Activities coordinated with community-based organizations, institutes of higher education, etc to assist parent of immigrant children and youth by offering comprehensive community services.

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# Application Components

**Data Tables** 



#### Title III Data Tables

- Five data tables
- Reporting year for all data tables is 2013-2014
- If an LEA is a BOCES or consortia then data tables must be completed for each individual member district
- If the LEA is reporting a "zero," a "0" must be typed into the table – do not leave blank
- Data tables must be complete before final approval is granted



#### Types of Language Instruction Educational Programs

- Mark the type(s) of language instruction educational (LIEP) program(s) that the district operates
  - If there are bilingual and ESL programs in the district then report both programs



#### Sub-grantee Activities for Immigrant Children and Youth

- Complete only if the LEA received Title III Set-Aside funds in 13-14. If the LEA received no funds then mark the box for not receiving Title III Set-Aside funds.
  - If LEA received Title III Set-Aside funds then mark what activities the funds supported
  - LEA may mark more than one activity



#### **Teacher Fluency Part I**

- Indicate how the LEA determines English Fluency for teachers working in Language Instruction Education Programs (LIEPs) in the 13-14 school year.
  - More than one box can be checked



#### **Teacher / Para Endorsement Information Part 2**

Numbers 2-4 are only reporting on certified and endorsed teachers, NOT paraprofessionals

- All teachers/paraprofessionals that are certified working in the Language Instruction Education Program (LIEP)
- Total number of non-certified/non-licensed teachers CURRENTLY working in language instruction educational programs in the LEA.
- Number of teachers from row 1 that are endorsed in Culturally and Linguistically Diverse Education or Linguistically Diverse Education(CLD/LDE)
- Number of teachers from row 1 that are endorsed in Culturally and Linguistically Diverse Specialist or Linguistically Diverse Education: Bilingual
- 5. Number of teachers from row 1 who have **both** CLD/LDE **and** CLD Specialist: Bilingual endorsements.



#### **Professional Development Activities**

- First part of table indicate all the professional development activities that the LEA conducted in 13-14.
  - Check as all applicable boxes; more than one box can be checked
  - If "other" is checked, please provide a brief description
- Second part of the table indicate who participated in the activities and list the numbers of participants.
  - Check all applicable boxes; more than one box can be checked



#### Title III - Data #5

#### Number of ELs in Private Schools Participating in Title III

- LEA must report the number of EL students for any private school that participated in the Title III grant in 2013-2014.
- If no private schools participated in the Title III grant in 2013-2014, check the box marked as "No private schools participated in the Title III grant in 2013-2014" to proceed.



# Application Components

**Programmatic Assurances and Questions** 



#### Title III Assurances

- 1) LEA consultation with community, parents, institutes of higher education, non-profits, etc.
- 2) English fluency teacher certification
- 3) Parent Notification Requirements Identification and AMAOs
- 4) Annual assessment of ELs on "ACCESS for ELLs"
- 5) Plan is based on scientifically based research
- 6) LIEP will enable EL students to achieve English language proficiency and meet challenging State academic and achievement standards
- 7) The LEA is not in violation of any state law, including state constitutional law, regarding the education of English Learners. Section 3116(d)(5)
- LEAs must check the assurance box to apply for Title III funds



#### Evaluation

- Describe the process that is in place for evaluating the effectiveness of programs and/or activities supported with Title III funds [Section 3121 (b)]
  - What type of systems are in place to evaluate the effectiveness of the use of funds?
  - Be specific with the evaluation measures and processes.
  - Local assessments and other local data should be used
  - Should address ELD program not students



# Professional Development

- Describe the LEA's professional development plan for classroom teachers, administrators, and other school or community-based organizational personnel to more effectively serve ELs. In addition to Title III supported activities, the LEA may include offerings supported by other funds. [Section 3115(c)(2)]
  - Discuss ELD strategies such as SIOP, family/community outreach, cultural awareness, etc.
  - If the only professional development opportunities in the LEA are action steps described in the budget write "see budget."



# Parent and Community Involvement

- Describe how families of ELs are included in the LEA's overall Parent Involvement Plan. [Section 3116(b)(4)]
  - Describe the outreach that is being implemented specifically for EL parents.
    - Activities that use funds other than Title III may also be included.
  - If the only parent and community involvement program the LEA are the action steps described in the budget write "see budget."



# Supplement, not Supplant

- Federal funds may only be used to provide additional services, staff, programs, or materials that could not be provided by the LEA or that are not required by federal, state or local laws to be paid for by state, local or other federal funds.
- This question must be answered to ensure that the LEA's proposed use of Title III funds supplements the LEA's English Language Acquisition Program. [Section 3115 (g)]
  - For each major activity



# Supplement not, Supplant

- Describe the core English language acquisition (ELA) program, funded by state or local funds, the LEA is operating for ELLs pursuant to requirements of Lau v. Nichols, Castañeda v. Pickard. In describing the program explain how the action steps to be supported with Title III are supplemental.
- For action steps in the budget that are <u>not</u> new activities, indicate the source of the previous year(s) funding. List the action steps, the tab and line item from the budget and the source of funds.
- For any Title III staff listed on the budget specify, by tab and line item:
  - 1) the funding source that supported the position in the previous year;
  - 2) the name of the person in the position the previous year; and
  - 3) the FTE percentage from Title III.



# Application Components

**Strategy Based Budget** 



- Title III activities will be described (and then subsequently budgeted) in the Strategy-Based Budget
- Use Strategy Development Page to articulate the strategies the district will implement to improve student performance

#### **CHECK COLUMNS IN NEW BUDGET FILE**

- These strategies will be entered by number throughout the rest of the workbook. Strategy 1 refers to the same strategy on every tab.
  - Column B: enter the applicable strategy number
  - Column C: detail the action steps the district will take to implement the strategy
  - Columns D-J: budget the activities to specific locations, object and program codes, and funding sources



- Strategy Based Budget is organized around categories
  - Tiered Instruction and Support
  - Leadership and Educator Effectiveness
  - Continuum of Support
  - Other
  - Consolidated Schoolwide



#### **Tiered Instruction and Support**

- Specific interventions or additional support for EL students at risk of not meeting state expectations
  - ELD Coach
  - Additional ELD staff
  - Supplemental materials to enhance content specific curriculum
- Professional learning opportunities to impact instructional delivery within a multi-tiered system of support
- Opportunities for student progress monitoring collaboration/data digs/PLCs



#### **Tiered Instruction and Support Example**

#### Strategy:

Provide educational supports for students identified as at risk of not meeting grade level reading standards and provide professional development, contract services and coaching for teachers as determined by needs assessment.

#### Action Step:

• Utilize ELD Instructional coaches to provide job embedded coaching to K-5 teachers that are instructing EL students, specifically literacy instruction. ELD instructional coaches will provide PD for classroom teachers in preparing, delivering, and evaluating lessons that maximize access to content for EL students.



#### **Leadership and Educator Effectiveness**

- Specific and differentiated professional learning opportunities to build capacity in instructional leaders and teachers
- Teacher advancement initiatives that emphasize multiple career paths and pay differentiation
- Providing pathways to obtain CLD endorsement



#### Leadership and Educator Effectiveness Example

#### Strategy:

 School administrators create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators

#### Action Step:

School establishes time outside of staff contract time, and provides stipends for, EL and classroom instructional staff, to co-plan and to discuss CAS and CELP standards, curriculum maps, and EL student growth



#### **Continuum of Services**

- Instructional services for non-public schools
- Family or Community Liaisons
- Activities to increase and enhance family involvement
- Supports for immigrant students
- Adult ESL Classes
- Adult/Student classes to support immigrant families



## Strategy Based Budget

#### **Continuum of Services Example**

#### Strategy:

Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve students

#### Action Step:

Schools provides a liaison for families of students that have been identified as immigrant. Liaisons will assist families in accessing information, services, and support for families new to the United States.



## Strategy Based Budget

### **Salary Positions and FTE**

- Prepopulated drop down menu (see Staff Positions handout)
  - Applicable only if Object Code is 0100 Salary
  - Cross referenced to the Job Class Codes in the Chart of Accounts
  - Common titles/descriptions:
    - Eliminates ambiguity reviewers know the proposed position
    - Facilitates statewide evaluation and dissemination of best practices
- FTE can be rolled up for same positions at same location
  - 2 interventionists positions at an elementary school can be listed on one row as 2.0 FTE



# Strategy Based Budget

#### Stipends

	Stipend for a Group	Stipends for an Individual
Column F – Object Code	0100 Salary	0100 Salary
Column G – Salary Position	0000 Stipends	0107 Administrators
Column H - FTE	Stipends/Extra Duty Pay	STE



## Final Considerations



### 2% Cap on Administrative Costs

- Grantees (both consortia and district) have a limit of 2% of the Title III grant award for administration[section 3115(b)]
- Administration = administrative costs + indirect costs
  - Administrative Costs: support staff, coordinators and other personnel that perform administrative functions
  - Indirect costs = organization-wide costs (1) incurred for a common or joint purpose benefiting more than one cost objective, and (2) not readily assignable to the cost objectives specifically benefitted
    - For example utility costs

### Nonpublic School Participation

- Section 9501 "Timely and meaningful consultation" with appropriate private school officials during the design and development of Title III program
- All private schools in district geographic area must be invited to participate
- Private schools not required to administer the ACCESS for ELLs assessment for identified ELs
- W-APT LEAs are responsible for assessing the English language proficiency of nonpublic school students for identification and placement in language instruction educational programs if requested by private school representatives



- Title III funds must be used to supplement federal, state and local funds that, in the absence of Title III funds, would have been expended for programs for limited English proficient (LEP) students and immigrant children and youth. (section 3115(g))
- Any determination about supplanting is fact-specific, and it is difficult to provide general guidelines without examining the details of a situation.



#### **Questions to consider**

- How are language instruction educational program services provided/funded for all EL students?
- What services/programs does the district offer to meet Lau v. Nichols (US Supreme Court Case, 1974) requirements?
- Is the LEA required to provide the service/activity based on federal (OCR), state, or local law aside from Title III?
- Was the program/service previously funded with state, local and/or federal funds?



# The First Test of Supplanting: Required by Law

CDE assumes supplanting exists if -

A grantee(LEA) uses Title III funds to provide services that the LEA is required to make available under state or local laws, or other federal laws.

## The Second Test of Supplanting: Prior Year

CDE assumes supplanting exists if -

A grantee(LEA) uses Title III funds to provide services that the LEA provided in the prior year with state, local or other federal funds.

This assumption can be rebutted.



- Title III is a supplemental program to provide activities "in addition to and not to replace" core English language instruction educational programs (LIEP).
- Examples of services, required by OCR and Lau v. Nichols, that should not be funded by Title III include, but are not limited to:
  - Home language survey implementation
  - Administration of the initial W-APT
  - In general, any cost associated with administering the annual ACCESS Assessment
  - Salaries of core ESL teachers to provide basic ESL services
  - Core curriculum materials



# Examples of *authorized* Title III expenditures include, but are not limited to:

- Professional development for classroom teachers, LIEP staff and administrators on effective instruction for ELL students
- Peer coaching to develop teacher expertise in providing instruction for ELL students
- Parent notification letters, including translation- initial identification and AMAOs
- Implementation of CELP standards
- Additional enhancements to LIEP services beyond the core program, including supplemental staff and materials to support additional LIEP services



### Consultation and Comment

#### Consultation

 Develop the Consolidated Application in consultation with all required stakeholders, such as, teachers, principals, administrators, paraprofessionals, other relevant school personnel, parents, or other interested parties

### **Opportunity for Comment**

Prior to submitting the LEA's Consolidated Application for ESEA funds, provide a reasonable opportunity for public comment on the application and take such comments into consideration before submitting the final application



### Resources

Training Materials and Supporting Documents		
Regional Trainings	<ul> <li>PowerPoint Slides</li> <li>Strategy Based Budget Overview</li> <li>Strategy Categories</li> <li>Salary Positions</li> </ul>	http://www.cde.state.co.us/fed programs/consapp/index
Title Specific Webinars	<ul> <li>Title III and IIISA         PowerPoint Slides     </li> </ul>	
Application Components	<ul><li>Data Tables</li><li>Programmatic Requirements/Questions</li></ul>	
Grants Fiscal	<ul><li>Budget Template</li><li>Budget Instructions</li><li>Allocations</li></ul>	http://www.cde.state.co.us/cde fisgrant/nclb_download

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