

Embracing your Title III Funds

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Multilingual Learners and Title III
WI Federal Funding Conference
February 2024

Agenda

Purpose of Title III

Overview of Title III

State Demographics

Embracing the Funds

Quiz/Final Exam (Passing Grade 85%)

Immigrant Children and Youth Grant

ESSA, Title III



PART A—

ENGLISH LANGUAGE ACQUISITION,
LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT ACT

Purpose of Title III

To Ensure...	<ul style="list-style-type: none">• that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English
To Assist...	<ul style="list-style-type: none">• ELs, including immigrant children and youth, to achieve at high levels in academic subjects• teachers, principals and other school leaders in establishing, implementing, and sustaining effective language instruction educational programs• teachers, principals and other school leaders to develop and enhance their capacity to provide effective language instruction educational programs
To Promote...	<ul style="list-style-type: none">• parental, family, and community participation in language instruction educational programs for the parents, families and communities of ELs.

Formal Definition of an English Learner

The term “English learner,” when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

English Learners

English learners (ELs) are students enrolled in elementary or secondary schools who come from an environment where a language other than English is dominant, and whose difficulties in speaking, reading, writing, or understanding the English language may serve as a barrier to academic success. English learners may be multilingual, born in- or outside of the US, Native American or migrant.



Cześć!

Hallo!

Nyob Zoo!

Hola!

你好!

Bonjour!

Ciao!

The English Learner “Alphabet”

- EL
- ELP/ELD
- DLL/ DLI
- ML/MLL
- WIDA
- ACCESS for ELLs
- LTEL
- ELDS
- LAU
- LIEP
- BLBC
- ESL
- LEP
- HLS

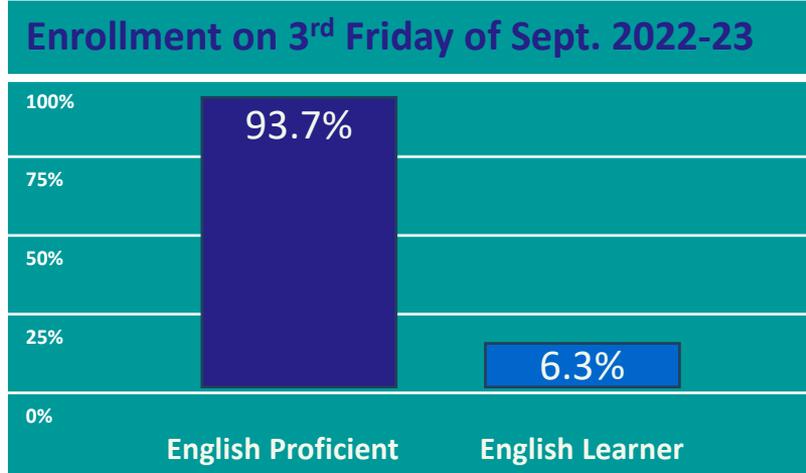


Photo by: Farzad Mohsenvand on Unsplash

The English Learner Alphabet

EL	<i>English Learner</i>	ELDS	<i>English Language Development Standards</i>
ELP/ELD	<i>ELP English language proficiency ELD English language development</i>	LAU	<i>Lau vs. Nichols (program provision)</i>
DLL/ DLI	<i>DLL- Dual language learner DLI- Dual language Instruction</i>	LIEP	<i>Language Instruction Educational Program</i>
ML/MLL	<i>Multilingual Learner</i>	BLBC	<i>Bilingual-Bicultural</i>
WIDA	<i>World Class Instructional Design and Assessment</i>	ESL	<i>English as a second language</i>
ACCESS for ELLs	<i>Annual proficiency Assessment</i>	LEP	<i>Limited English Proficient (parents)</i>
LTEL	<i>Long-term English Learner</i>	HLS	<i>Home Language Survey</i>

Wisconsin Demographics: English Learners



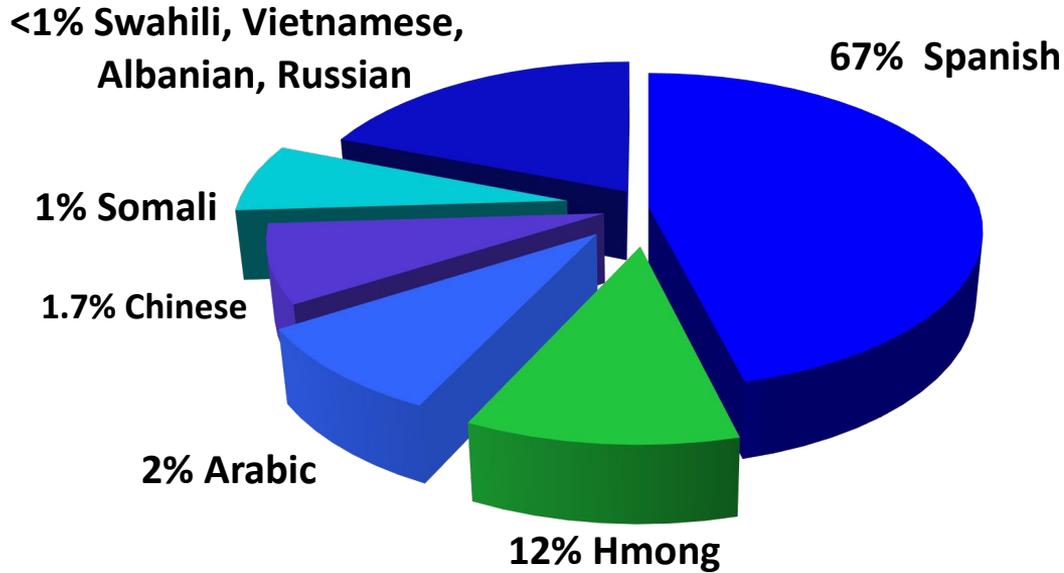
WISEdash Public Portal
Retrieved: February 19, 2024



State Context:

- WI Student Overall Population: 822,804
- WI EL Student Population **22-23**: 51,638
- WI EL Student Population **21-22**: 49,812

Top Languages



Language	Percent
Spanish	67%
Hmong	12%
Arabic	2.1%
Burmese	1.7%
Karen	1.2%
Chinese	1.1%
Somali	1.0%
Swahili	<1%
Vietnamese	<1%
Albanian	<1%
Russian	<.5%

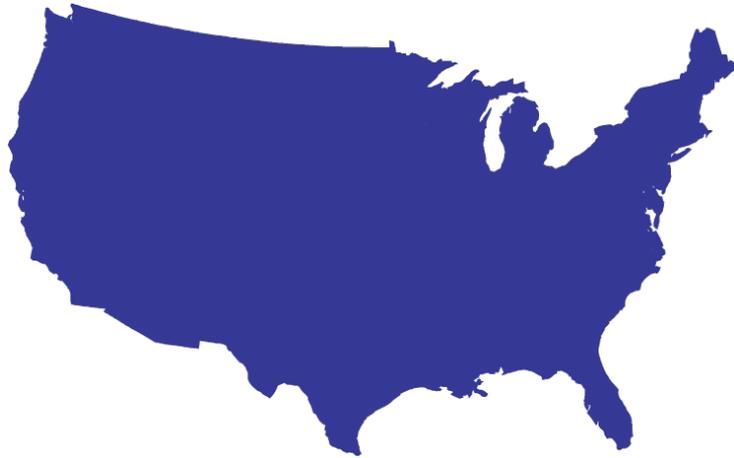


Embracing The Title III

Formula Grant (ICYG)

Title III, Part A

How does Wisconsin get Title III funds?

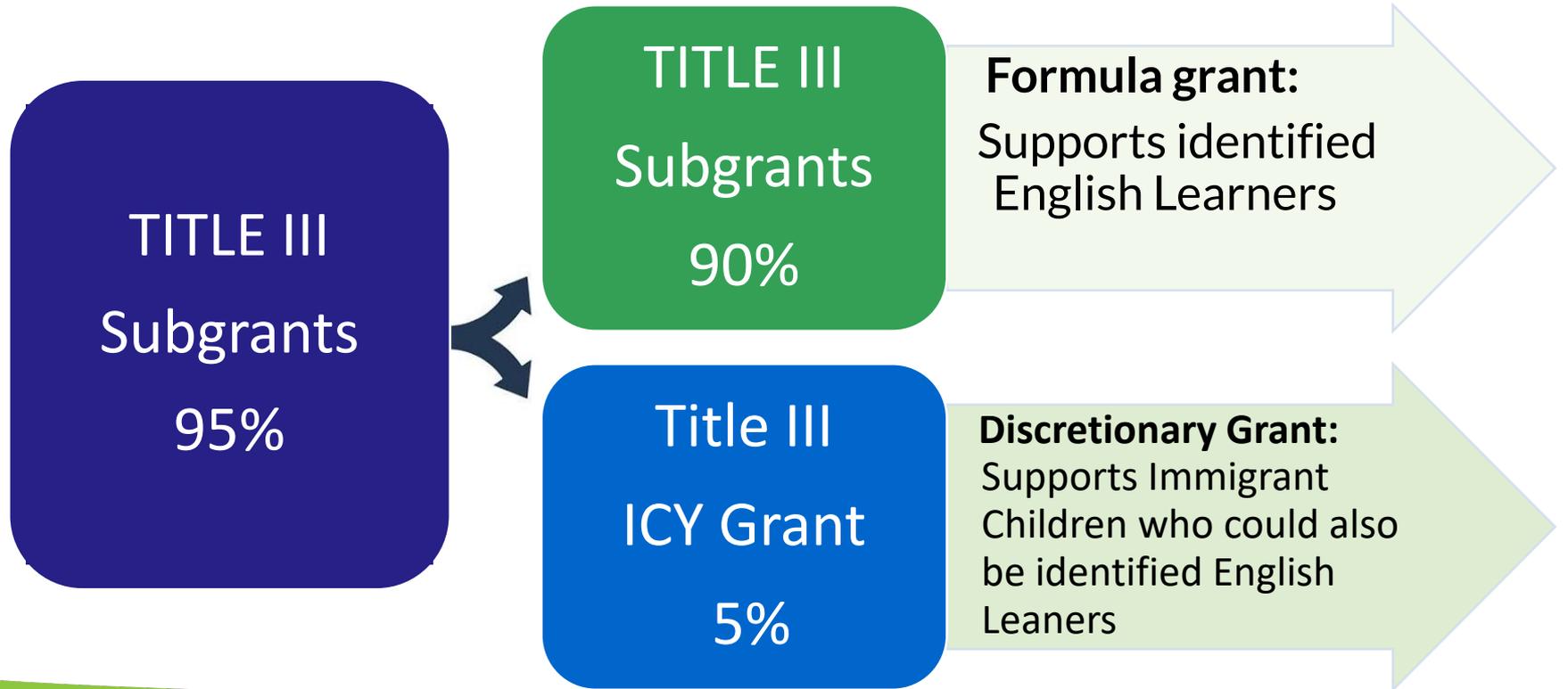


US Department of Education determines the grant award by a formula :

- Number of English Learners
- Number of Immigrant Students

2023-24 Allocation amount
Wisconsin: \$7,671,694

WI Title III Money



How are Title III funds allocated?

Wisconsin's formula allocations are based on:

The number of students who took the ACCESS for ELLs assessment (Including Alternate ACCESS)



A Wisconsin School DISTRICT

Let's do the Math:

$$1. \frac{\text{Total funds available}}{\text{Total \# of WI students who took ACCESS for ELLs}} = \begin{matrix} \text{Per} \\ \text{Pupil} \\ \text{Amount} \end{matrix}$$

$$2. \begin{matrix} \text{Per} \\ \text{Pupil} \\ \text{Amount} \end{matrix} \times \text{Total \# of local students who took ACCESS for ELLs} = \text{Allocation}$$



Consortium Requirements

- Districts that generate a formula subgrant of less than \$10,000 in any school year are *required* to participate in either a district-lead consortium or a consortium that is lead by your local CESA, if available.
- The consortium lead will then act as the fiscal/program agent and submit expenditures in WISEgrants based on collaboration and MOU's or agreements made with districts.
- Consortium are not only for ESL/Bilingual Teachers
- The district makes consortium selections in WISEgrants.
- A district is still required to complete the appropriate program assurances, including equitable participation requirements.

Consortium Participation

Example Services offered by CESA Title III Consortia:

- Professional Development opportunities.
- Instructional/ Assessment support
- Family/Community Engagement Strategies
- General Guidance on best practice in meeting the needs of ELs
- Leadership networks, teacher networks, interpreter/translation networks
- Translation and Interpretation services
- ESL/Bilingual Teacher licensure opportunities
- Consortium to support the Immigrant Children and Youth grant.
- Requirement obligations to English Learners and their families./ Monitoring support

Do private schools get an allocation?



Equitable Share:

- No, ESSA prohibits the private school from obligating or receiving funds.
- Control of funds is maintained by the LEA.
- Districts cannot reimburse private schools for expenditures.
- Materials purchased are administered and remain property of the LEA.
- Instruction must be provided by an employee of the LEA or through a contract with an individual or entity independent of the private school and religious organization.

Timeline

Deadline	Activity
Ongoing	<ul style="list-style-type: none">• Program/Fiscal Planning for Title III (ongoing)• District led Consortia collaboration of Expenditures• Claim submission (Recommended as quarterly)
August	Title III End of Year Report
August/September	<ul style="list-style-type: none">• Consortium Selection for LEAs w/ <\$10,000)• Initial Budgets (LEAs managing own funds)• Final Claims for the previous school year (9/30)
October 15	Consortia initial budgets Due
December/January	Carryover Entered for Title III (TIII- 100% Carryover)
March 1	Eligibility posting for Immigrant Children and Youth
April 15	Notification of Intent to form Consortium
May	Equitable participation Consultation

Call for Collaboration

Program
Leaders/Teachers

Business
Leaders



School/District
Leaders

Required Title III activities

Instruction



**Professional
Development**



**Family
Engagement**



Aligned with the district's identified needs and included in Professional Development and Family Engagement Plans

Supplement not Supplant

LEAs use federal funds to provide services that the LEA was required to make available under other laws.



An LEA uses federal funds to provide services that the LEA provided with other funds in the prior year.

Lau v. Nichols

Lau v. Nichols (1974) was a Supreme Court case that examined whether federally funded schools must offer supplementary English language course/programs to non-English-speaking students.



“Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who so not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.”

Elevator Speech



Give your <2 minute speech

What language programs
exist throughout your
district?

Castaneda v. Pickard

This case argued that the Raymondville school district failed to establish a bilingual program that was effective in overcoming language barriers and prohibited children from participating equally because English was not their first language.



Castañeda Standards:

Districts must meet three requirements to demonstrate that their support program is meeting the needs of ELs.

The program must be:

- based on a sound pedagogical theory,
- Sufficient, qualified staff and resources
- evaluated to determine impact
- Required to be effective

A.C.R.E. Guiding Questions

All Students (*all teachers*)

What is the instructional program/service provided to all students?



Core Programs

Title III cannot support your foundational core program(s) that is required under Lau. It can supplement and enhance that program.

(Sufficient Teachers, Resources and Effectiveness)

Other funds must support your core ESL/Bilingual programs

If you have a budgets for Math, Science, Reading, Art, etc... there should be a local budget for your ESL and/or Bilingual instruction.

What's provided to ALL teachers



- Sufficient Staffing
 - Determine if you have sufficient staffing that also take into consideration language proficiency of students
- Sufficient resources
 - Core curriculum for EL Program(s)
 - Supplies for your core program's classrooms, equitable to what is provided to other teachers.
 - Technology (teacher computers, smart boards, etc..)
- Teacher Mileage for core program instruction across schools/buildings.

A.C.R.E. Guiding Questions

Civil Rights...

What does the LEA do to meet the civil rights requirements?



Civil Right Obligations

- Under Title VI of the Civil Rights Act of 1963 and Equal Education Opportunity Act, all states and LEAs must ensure that EL students can participate meaningfully and equally in educational programs and services.
- Identify and assess all potential EL students in a timely, valid and reliable manner.
- Provide EL students with a language assistance program that is educationally sound, sufficiently staffed, has sufficient resources and proven effective.

Civil Right Obligations

- Ensure that all ELs students have equal opportunities to meaningfully participate in all curricular and extra curricular activities.
- Avoid unnecessary segregation of EL students
- Ensure that students who have or suspected of having a disability under IDEA (identified, located, and evaluated in a timely manner- language needs are considered in evaluations and delivery of services.
- Meet the needs of EL students who have been opted out of language instruction.

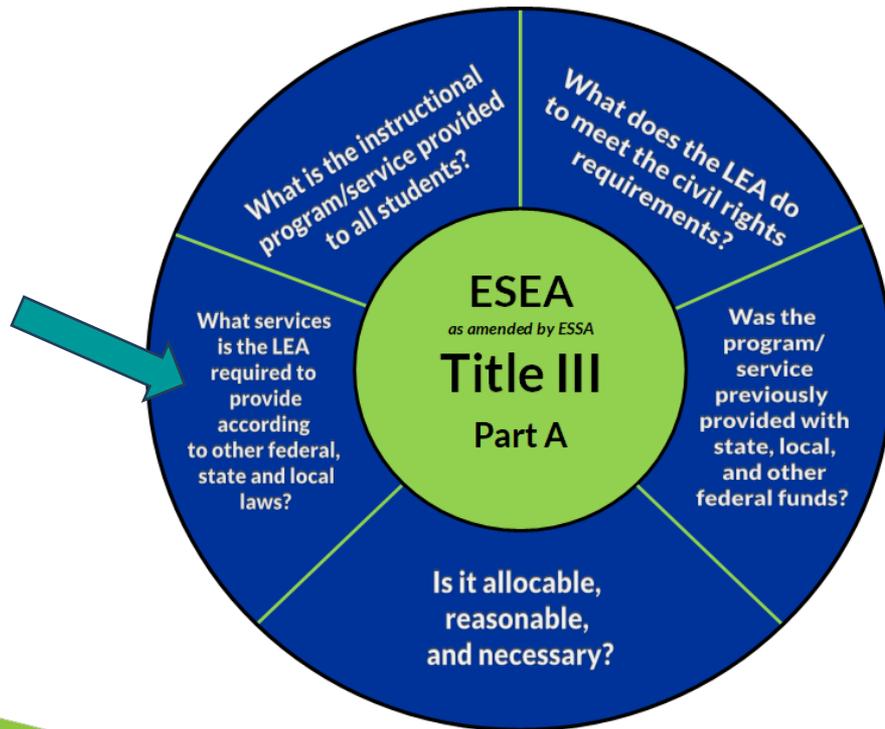
Civil Right Obligations

- Monitor and evaluate ELs progressing attaining English proficiency and grade-level content knowledge, monitor exited students for 2 years.
- Evaluate the effectiveness of your EL programs students attaining English proficiency and that each program is reasonably calculated to allow students to attain parity of participation in the standard educational program.
- Ensure meaningful communication with LEP parents/caregivers.

A.C.R.E. Guiding Questions

Other Laws...

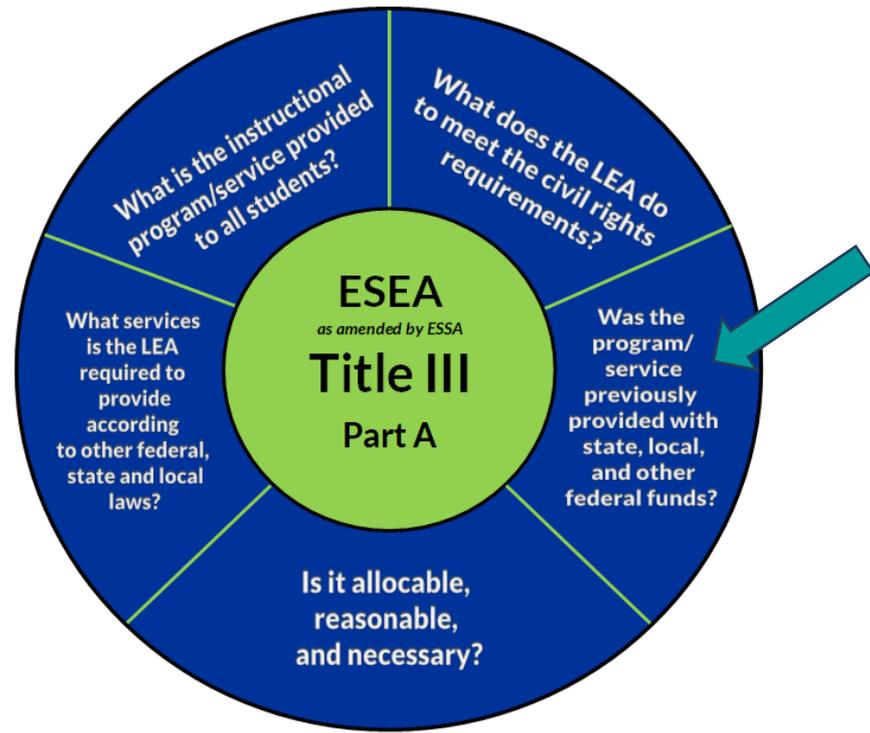
What services is the LEA required to provide according to other federal, state and local laws?



A.C.R.E. Guiding Questions

Other Laws...

Was the program/service previously provided with state, local and other federal funds?



Allocable, Reasonable, Necessary

Allocable

if the goods or services involved are chargeable or assignable to the cost objective in accordance with the relative benefits received

Reasonable

if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

Necessary

meets a program objective and addresses a need.



The Quiz



1. Identify the appropriate ACRE question that may apply to the situation.
2. Discuss if you think the expenditure would be allowable or not.

The Quiz: Scenario

A district would like to use Title III funds to purchase devices that would interpret/translate instruction for students in classroom.

Is this allowable?



The Quiz: Scenario

A district would like to use Title III funds to purchase headphones, sub-teachers and snacks for the annual language proficiency test.

Is this allowable?



The Quiz: Scenario

A district would like to use Title III funds for HS English Learners to specifically practice their college English writing skills this summer.

Is this allowable?



The Quiz: Scenario

A district would like to use Title III Funds to facilitate an evaluation of a student in their native language for a speech and language impairment and communicate those results to parents.

Is this allowable?



The Quiz: Scenario

A district would like to pay for a service to come in and evaluate the effectiveness of their English Learner programming ensuring that EL students are making progress in learning English and Content.

Is this allowable?



The Quiz: Scenario

A district would like to purchase a bilingual rug for their kindergarten dual language program?

Is this allowable?



The Quiz: Scenario

A district would like to pay for interpretation services to call home to communicate with parents their child isn't feeling well at school and needs to go home.

Is this allowable?



The Final Exam: Scenario

A district is holding a family/community event specifically for families of recently arrived English Learner families to get to sign up for membership and get to know what is available at the public library. English learner and Bilingual teachers will be involved. They will need-different interpreters for this event to help support library staff facilitate the information. They also will want translations of event notifications and such to communicate with their families. This event will be held on a Saturday morning, so they thought they would additionally cater a family brunch in the library resources room. To incentivize participation, they will be offering games with prizes!

Is this allowable?



Technology

Could be allowable if...

- If meets criteria of allowability (ACRE)
- Reasonable, necessary, allocable criteria
- Used by only Title III Students
- Meets supplement not supplant provisions under ESEA
- Supplemental to what is provided to all classrooms.
- District has a means to inventory, keep secure, and appropriate
- software and procedures to protect personally identifiable information (PII)

Administrative Costs and Indirect Cost

2%



- A District may use up to 2 percent of an LEA allocation for direct administrative costs.
- For private schools receiving Title III services through equitable participation, 2 percent of the per-pupil allocation is assigned to the LEA to manage Title III funds.
- An LEA may apply its restricted indirect cost rate to the portion of its sub grant that it does not reserve for administrative costs for up to 98% of its Title III award.

Embracing the funds for Instruction

Instruction



*Implement new language programs-
e.i. Dual Language Programs.*

*Before and After School programs,
and extra duty pay for TIII activities.*

*Instructional materials beyond core
curriculum or in support of
accelerating learning.*

*Coaches that work with teachers to
implement the language development
standards/EL strategies.*

Summer School programs for ELs

*Educational field trips if part of a
high-quality language program.*

*Before and After School programs,
enhanced instruction*

Updating

*Educational software, computer
programs, etc..*

*Bilingual Resources to support
learning in the classroom.*

*EL Student Events: Learning about
Life after High School.*

Embracing the funds for Professional Learning

Effective Professional Development



Professional Development for any teacher in meeting the needs of their ELs. Not limited to ESL/Bilingual Teachers.

Professional development for Principals and administrators.

Targeted professional learning related to specific needs.

Implement new language programs- Dual Language Programs.

Book club PLCs for employees (include a measure that this was effective)

Embracing the funds for Families

Family/ Community Engagement



Family Night in partnership with your local library.

ELDS Coach/Family liaison

ESL for Parents and Families

Bilingual Family Book studies

Educational software, computer programs.

Professional Learning opportunities for families to learn more about EL programming.

Guest speakers on topics relevant to families of ELs

Workshop on school readiness.

Summer School programs for ELs including bilingual summer school.

Host regular feedback sessions for families to give input on EL services

Community resource fairs for Families of English Learners.

Parent classes on various topics relevant to families: Why school attendance matters, American school system, child literacy connections.



Immigrant Children and Youth

Discretionary Grant (ICYG)

Title III, Part A

Purpose of Title III: Immigrant Children and Youth

Under the Statute...

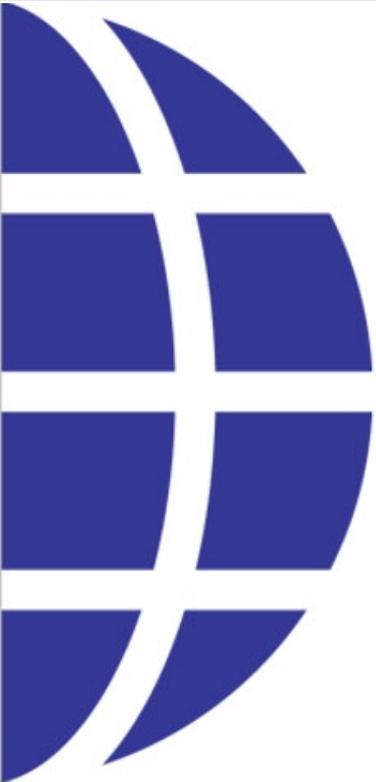
An LEA must use the immigrant subgrant to:

- To provide enhanced instructional opportunities for immigrant children and youth.

Are strongly encouraged to...

- Prioritize activities that will meet the unique needs of the immigrant and children and youth, and the parents and families enrolled in the LEA.
- Conduct needs assessment and measuring the impact of activities provided using Title III funds to ensure they are used meaningfully to ensure these funds are used successfully to support Immigrant children and youth

Definition of an Immigrant Student



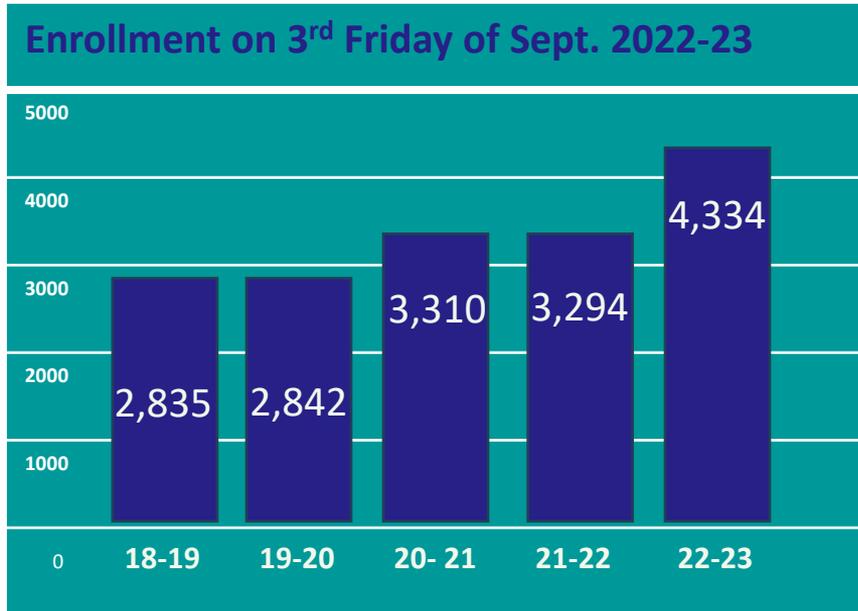
The term “Immigrant Children and Youth refers to Individuals who:

- (A) are aged 3-21
- (B) were not born in anyone state, the District of Columbia and Puerto Rico.
- (C) have not been attending one or more schools in any one of more states for more than 3 full academic years.

Examples:

(internationally adopted children, refugees, exchange students, etc...)

Wisconsin Demographics: Immigrant Students



Edfacts Data submission
Retrieved: February 19, 2024

SY	Total	LIEP	English Proficient	% ▲
22-23	4,334	3,169	1,165	30% ▲
21-22	3,294	2,196	1,098	.4% ▼
20-21	3,310	2,206	1,104	16.4% ▲
19-20	2,842	1,547	1,295	.2% ▲
18-19	2,835	1,489	1,346	-----

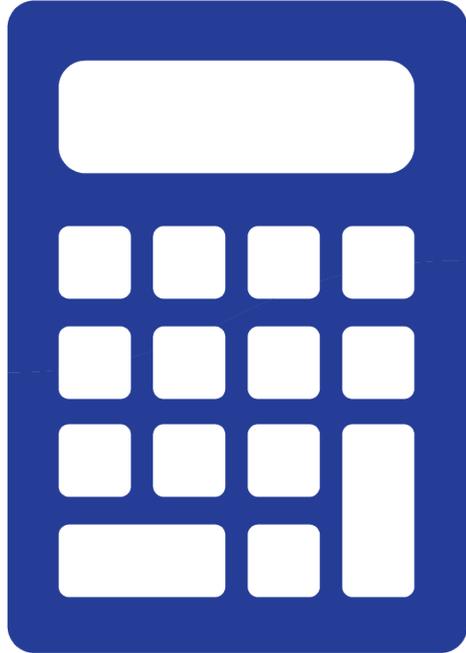


Overall Increase in
the last 5 years is
52.87 % ▲

Immigrant Children and Youth Grant Activities

- family literacy,
 - parent and family outreach,
 - training activities designed to assist parents and families to become active participants in their children's education.
- Recruit and support personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
 - Provide tutorials, mentoring, and academic and career counseling.
 - Identify, develop, and acquire curricular materials, educational software, and technologies to be used in the program to carry out with these grant funds.
- Basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA, including payment of costs for added classroom supplies, transportation costs, etc.
 - Other instructional services that are designed to assist immigrant children and youth to achieve in U.S. elementary and secondary schools, such as school orientation or civics education.
 - Activities in coordination with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist families by offering comprehensive services.

Eligibility Determinations



- 5% Reservation to support immigrant children and youth.
- LEAs must demonstrate a significant increase (25% increase in the current year for the number of immigrant and youth over the average of the previous two years.
- Districts can apply for any grant year if eligible.
- Grant year runs from July 1- June 30- No Carryover

Definition of an Immigrant Student



Tentative 2024 timeline:

- Eligibility posting on March 1st.
- Application Posting March 15th
- Application Due: May 3rd or 10th
- Decisions August End

Expenditure Considerations

- 2% Administrative Expenses
- Are distinct from Title III funds and should be used for authorized activities that are focused on Immigrant children and families only.
- Should supplement and not supplant Title III EL funds in cases where a student is entitled to both EL and Immigrant funds.

Expenditure Scenario

A district proposes to use Title III Immigrant funds to provide training activities to assist immigrant parents to become active participants in the education of their children (i.e. programs of introduction to the U.S. for immigrant students and families such as educational systems and/or civics education).

Is this allowable?

OELA Resources



Visit the National Clearinghouse for English Language Acquisition (NCELA) for news and resources on the education of multilingual learners:

- ⦿ Department of Education Announcements
- ⦿ Resource Library with 25,000+ Resources
- ⦿ Toolkits, Fact Sheets & Infographics
- ⦿ Nexus Newsletter
- ⦿ Podcasts & Webinars
- ⦿ Funding Opportunities

Use your smart phone to scan the QR Code

Scan me!

Scan the QR Code to explore NCELA resources!



Or visit our website at: <https://ncela.ed.gov/>

Q and A



OFFICE HOURS

Title III Program and Title III Grant Accountant
Starting February 29, 2024
Thursdays from
8:00 am – 9:00am

Join the Title III listserv for a [LINK](#) to the TEAMs meeting.
Contact Amy to join the listserv.

Contact

To JOIN the Title III Listserv Contact:

Amy Maciolek
Multilingual Learners/Title III
608.266.1570

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