

# Title III Overview for New Title III State Directors

Title III State Directors' Meeting  
July 23, 2009 Washington, DC

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Title III State Consolidated Grant Group

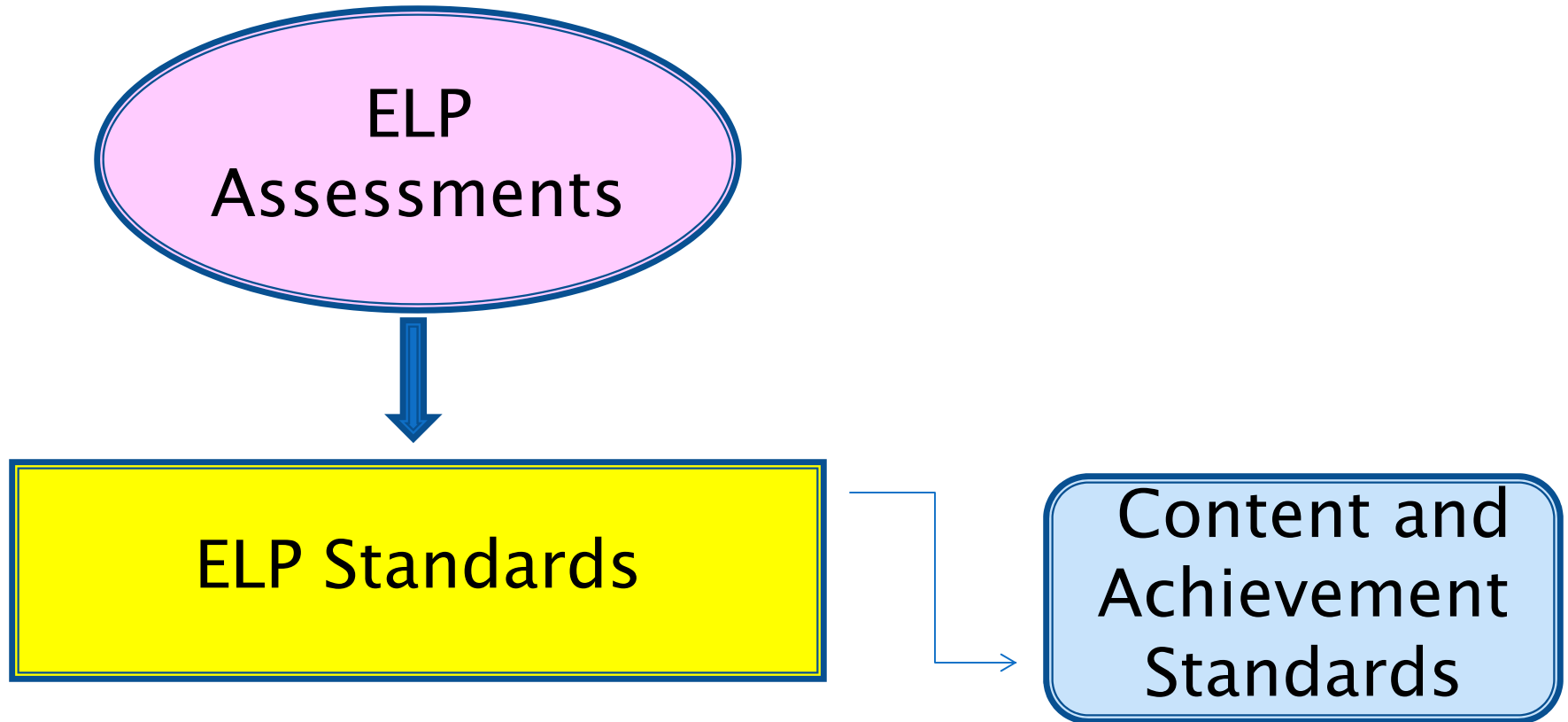


# Title III Overview

- ▶ Title III ELP Standards and Assessments
- ▶ State Required and Authorized Activities
- ▶ LEA Required and Authorized Activities
- ▶ Immigrant Children and Youth Subgrants
- ▶ Annual Measurable Achievement Objectives
- ▶ Parental Notifications
- ▶ Services to LEP Students in Private Schools



# Connections – ELP Standards, ELP Assessments, and Content and Achievement Standards



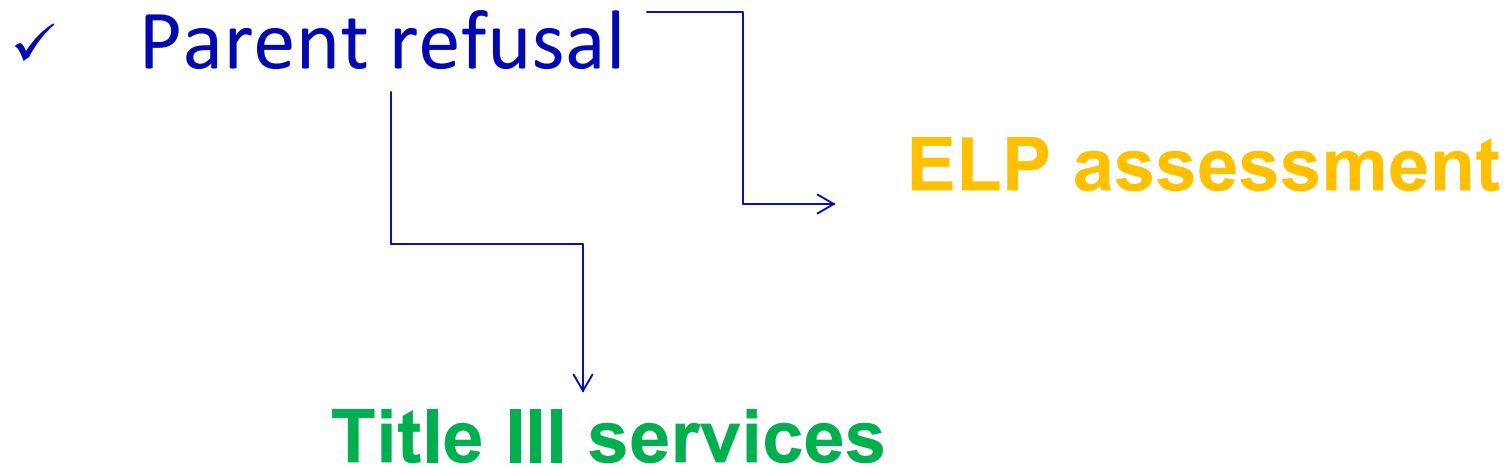
**Question 1: Under the Elementary and Secondary Education Act (ESEA), which children should have their English language proficiency annually assessed?**

- A) all students identified as LEP in the State in grades K-12.
- B) all students identified as LEP in the State in grades 3-12.
- C) all students identified as LEP in the State who are served under Title III.



# ELP Assessment

- ✓ All students identified as LEP in the State in grades K-12.





# SEA Required and Authorized Activities

- Professional Development
- Planning, evaluation, administration, interagency coordination
- Technical Assistance
- Recognition *(Section 3111(a)(2))*

***In most cases, 95% of SEA award to LEAs***



# LEA Required Activities

1. High-quality language instruction educational program
2. High-quality professional development

*(Section 3115(c-d))*

Subgrants to LEAs

Subgrants to  
consortia of LEAs

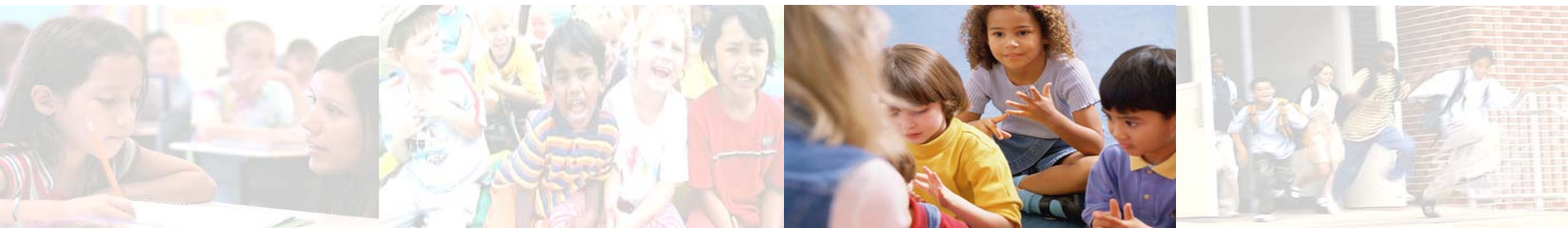


# Language Instruction Educational Programs

## Under Title III:

- States, districts, and schools select scientifically based methods of instruction and programs proven effective for LEP students.
- No particular program of instruction is prescribed or recommended.

*(Section 3113(b)(6))*





# LEP Students Served ...

- Approximately 4,368,000 LEP students participated in Title III language instruction educational programs in 2007-08.
- There were approximately 4,660 Title III subgrants to LEAs in 2007-08.
- Nationwide, LEP students comprise 9% of the overall student population.

*Data source: Preliminary SY07-08 Consolidated State Performance Report Data*

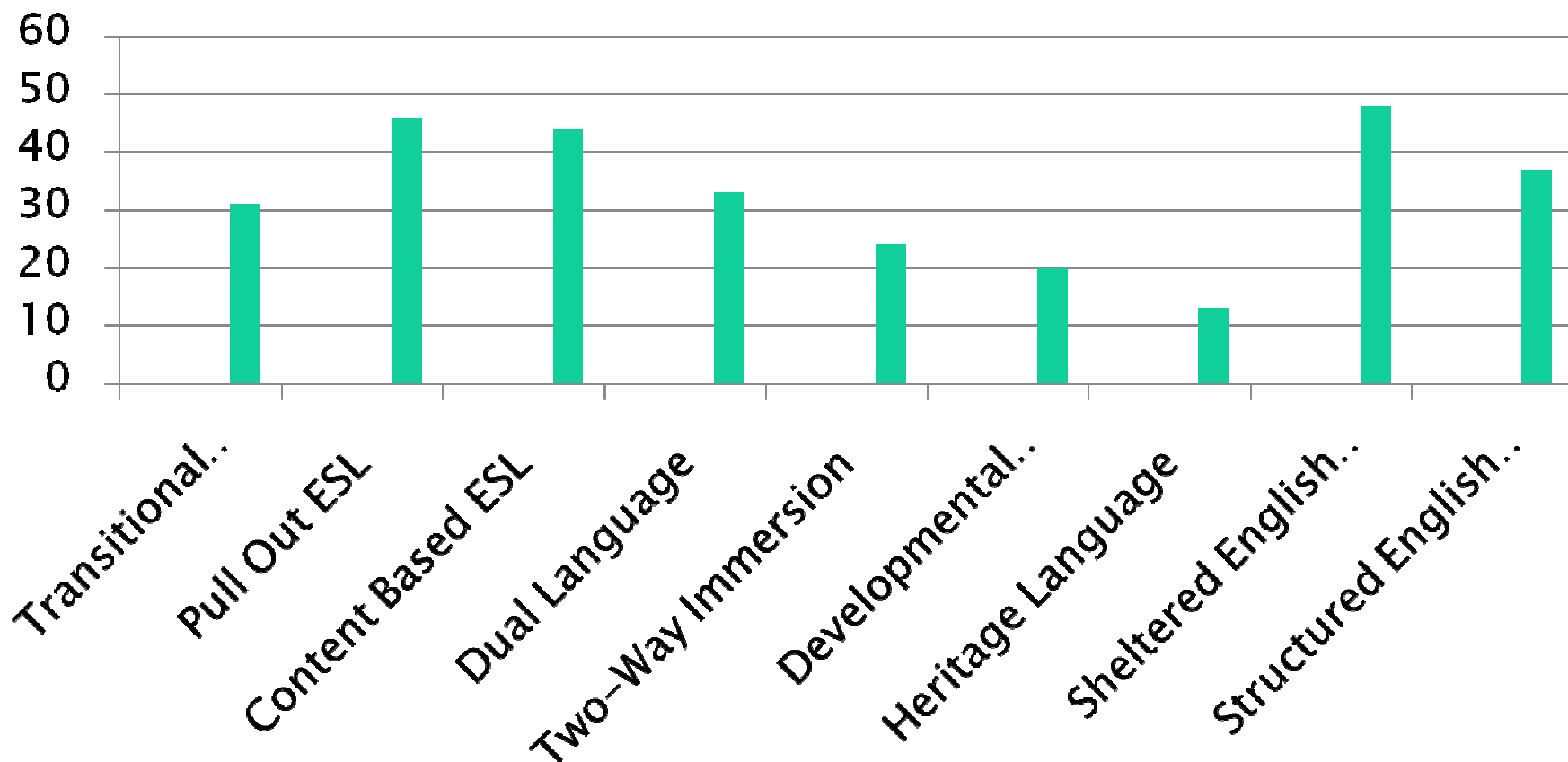


**Question 2: What is the most commonly used type of language instruction educational program for LEP students in Title III funded programs?**

- A) transitional bilingual education?
- B) pull-out English as a second language (ESL)?
- C) sheltered English immersion?



# Types of Language Instruction Educational Programs Reported by States in the 2007-2008 CSPR



*Data source: Preliminary SY 2007-08  
Consolidated State Performance Report Data*

# Immigrant Children and Youth Subgrants

States...

- ✓ Must make at least 1 subgrant
- ✓ May reserve up to 15%.
- ✓ Set the definition of significant increase.
- ✓ May award funds on a formula or discretionary basis.
- ✓ Must equally consider LEAs with limited or no experience in serving immigrant children and youth; and consider quality of local plans and size and scope of subgrant.



# Immigrant Children and Youth Subgrants – Activities

Activities that provide enhanced instructional opportunities for immigrant children and youth, which may include:

- Family literacy, parent outreach, and training
- Support for personnel, including teacher aides
- Provision of tutorials, mentoring, and academic or career counseling
- Curricular materials and software
- Basic and other instructional services
- Coordinated activities to assist parents

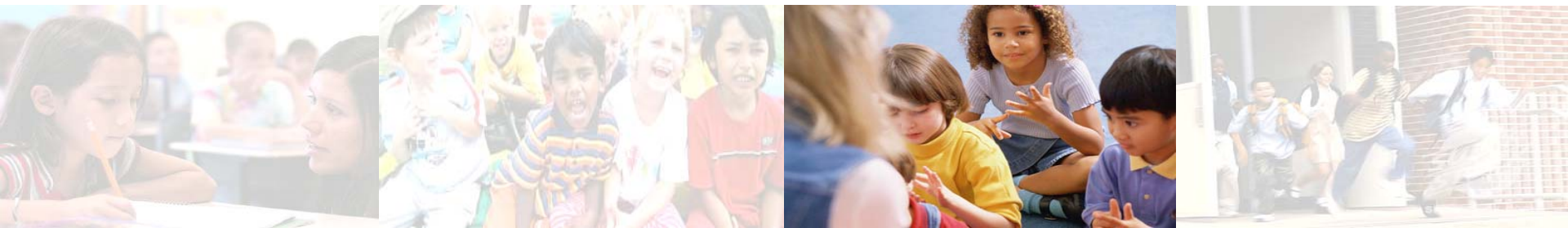




# Immigrant Definition

- Immigrant children and youth means individuals who
- ✓ are aged 3 through 21
  - ✓ were not born in any State; and
  - ✓ have not been attending one or more schools in any one or more States for more than 3 full academic years.

*(Section 3301(6))*



# Immigrant Children and Youth Subgrants – Definition of Significant Increase

...Subgrants to eligible entities that have experienced a significant increase, as compared to the average of the 2 preceding fiscal years, in the percentage or number of immigrant children and youth, who have enrolled, during the fiscal year preceding the fiscal year for which the subgrant is made, in public and nonpublic elementary and secondary schools in the geographic areas under the jurisdiction of or served by the LEAs...

*(Section 3114(d))*



# Immigrant Children and Youth Subgrants – Questions from States

- What if there is no significant influx of immigrant students in my State?
- Are private school students included in the immigrant count?
- Are foreign students included in the immigrant count?
- Are students born outside the U.S. to U.S. military personnel included in the immigrant count?



# State Examples - “Significant Increase” Definitions

...a district that experiences growth in the number of immigrant students by 25% over the previous 2 years.

...any district with more than a 20% increase in immigrant students over the previous 2 years.

...the LEA with the largest percentage increase in immigrant students over the previous 2 years.

...20 or more immigrant students over the previous 2 years.



# Question 3: What are the three parts of Title III annual measurable achievement objectives (AMAOs)?

Title III AMAOs have 3 parts:

- ✓ Making progress in learning English (AMAO1),
- ✓ Attaining English language proficiency (AMAO2), and
- ✓ AYP (AMAO3).

LEAs and States must meet all 3 parts to meet AMAOs.

*(Section 3122(a)(3))*



# Quick Tips - AMAOs

- ✓ Annual increases – AMAOs 1 & 2
- ✓ All Title III served students – except those with one data point for AMAO1
- ✓ AMAO2 can factor in the amount of time a student has been enrolled in a language instruction educational program (Can do this for both AMAO1 and AMAO2)
- ✓ AMAO3 = AYP
- ✓ Decision rules for consortia
- ✓ Private school students not included in AMAOs

*(Section 3122(a)(3))*

# **Question 4: What are the requirements for a district that did not meet Title III AMAOs for two years in a row?**

A) offer school choice.

B) offer supplemental education services.

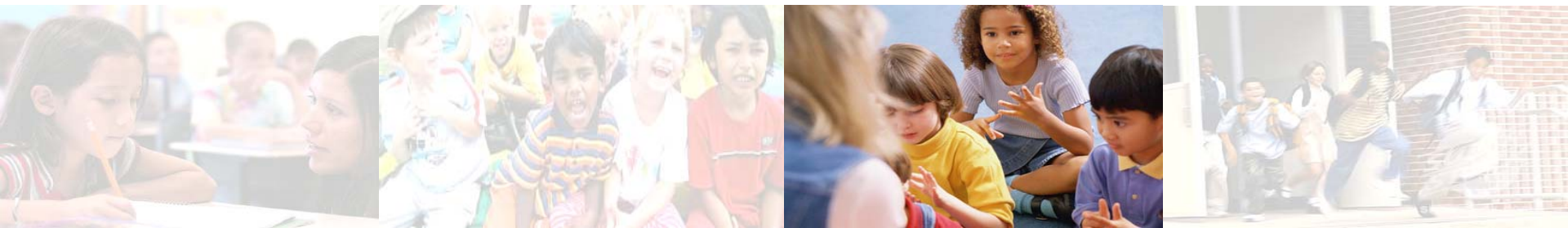
C) develop and implement an improvement plan.



# When districts do not meet AMAOs...

- notify parents every year that AMAOs are not met.  
*(Section 3302)*
- two consecutive years - develop an improvement plan.
- four consecutive years - modify the LEA curriculum, program, and method of instruction, OR make a determination as to whether the LEA should continue to receive Title III funds AND require the LEA to replace educational personnel relevant to the failure to meet AMAOs.

*(Section 3122(b))*



**Question 5: Must the parental notification regarding a child's placement in a language instruction educational program be made annually?**

**A) YES**

**B) NO**



# Title III Parental Notification for Identification & Placement

## *When?*

No later than 30 days after the beginning of the school year.

## *Enroll during the school year?*

Within the first 2 weeks of placement in a language instruction educational program.

*(Section 3302(c))*





# Question 6: Which type of information is not required on parental notifications for identification and placement in a language instruction educational program?

- reason for identification & ELP level
- name of school principal
- methods of instruction
- how the programs differ
- how program meets educational needs
- exit requirements
- how the program meets the IEP if applicable
- parent right to withdraw their child from the program or to choose another program or method of instruction



# Question 7: What must districts do to meet the requirements to provide Title III services to LEP students and their teachers in private schools?

- A) nothing
- B) conduct timely and meaningful consultation with private school officials, and give funds to private schools.
- C) conduct timely and meaningful consultation with private school officials, and provide services to LEP children and educational personnel in participating private schools.



# Provision of Services to LEP Students in Private Schools

After timely and meaningful consultation with appropriate private school officials, LEAs receiving Title III funds must provide educational services to LEP children and educational personnel in private schools that are located in the geographic area served by the LEA.

*(Section 9501)*



# Title III & LEP Students in Private Schools

To ensure **timely and meaningful consultation**, the LEA must consult with private school officials on such issues as:

- How the LEP children's needs will be identified.
  - What services will be offered.
  - How, where, and by whom the services will be provided.
  - How the services will be assessed and how the results of the assessment will be used to improve services.
  - Size and scope of services, & funds available for services.
  - How and when the LEA will make decisions about the delivery of services.
- (Section 9501)*



# Questions?

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## Resources:

**Title III State Formula Grant Program:**

<http://www.ed.gov/programs/sfgp/index.html>

**Title III Administration Information:**

<http://www.ncela.gwu.edu/title3/>

**USDE Office for Civil Rights – ELL Resources:**

<http://www.ed.gov/about/offices/list/ocr/ellresources.html>





# Bonus Questions...

- What percentage of LEP students across the U.S. is served through Title I?
- How many different languages are spoken by LEP students in the U.S.?

