

EL Data Review and Title III Application Webinar

Office of Federal Programs

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Office of Federal Programs Vision, Mission and Goals

Vision

The vision of Mississippi State Board of Education is to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.

Mission

In support of this vision, the mission of the Office of Federal Programs (OFP) is to provide leadership in the effective use of federal funds so that all students are prepared to compete in the global community.

Goal 1

To collaborate across the agency in support of state initiatives

Goal 2

To support district planning and implementation

Goal 3

To evaluate and monitor performance

EL Data Review

EL Data Review

- As part of our efforts to ensure that Mississippi's English Learner data is correct, we are asking each district to review the EL data as reported through MSIS.
- All Mississippi students, **regardless of EL status**, are required to have a completed Home Language Survey in their cumulative files.

EL Data Review

2016-17 Data			
# of Students marked with LEP Indicator	# of Students indicated as either Monitored or Served	# of Students with Years of Service data	# of Students missing data

Go to MSIS to verify missing data.

2017-18 Data			
# of Students marked with LEP Indicator	# of Students indicated as either Monitored or Served	# of Students with Years of Service data	# of Students missing data

Go to MSIS to verify missing data.

- The numbers in the first three columns should all match.

Instructions for Incorrect Data

- Students are added to the EL screen each month if their LEP indicator is set. This means the list of students on the EL screen is cumulative and may contain students that have since moved, transferred, dropped out etc. **The district should still enter the information that they obtained from registration on the screen.**
- If a student was marked EL in error, please ensure the student is no longer tagged EL in your student data package. When uploading your home language surveys, please upload a statement documentation as to why the child was marked in error and what steps were taken to correct the error.

Instructions for MSIS EL Screen

Go to the ELL page under MODULES.



Instructions for MSIS EL Screen

- This is the view of the complete screen for the EL information.

[illegible]

Instructions for MSIS EL Screen

- The columns listed below will automatically be generated from the student data package. Districts must ensure ELs are correctly identified in the district's student data package.

Enter the student's

Msisstudentid	Firstname	MI	Lastname	Grade of Service I	First Month

Instructions for MSIS EL Screen

- Select the language spoken by the student.

Language

Instructions for MSIS EL Screen

- Select whether the student is “served” or “monitored.” A “monitored” student is a student that has scored 4 or above on the Reading, Writing, and Overall sections of the LAS Links assessment and has exited EL status.

Service Status

Instructions for MSIS EL Screen

- Select the number of years the student has been served or monitored. If this is the first year a student has been labeled EL, even though it might only be a few months, please mark “1.”

Year	

Instructions for MSIS EL Screen

- The only time the following columns are to be labeled “No” is if the student is a “Recently Arrived Student.” A Recently Arrived Student has been enrolled in a school in one of the 50 States in the United States or the District of Columbia for less than 12 months. These months do not have to be consecutive.

[illegible]

Questions



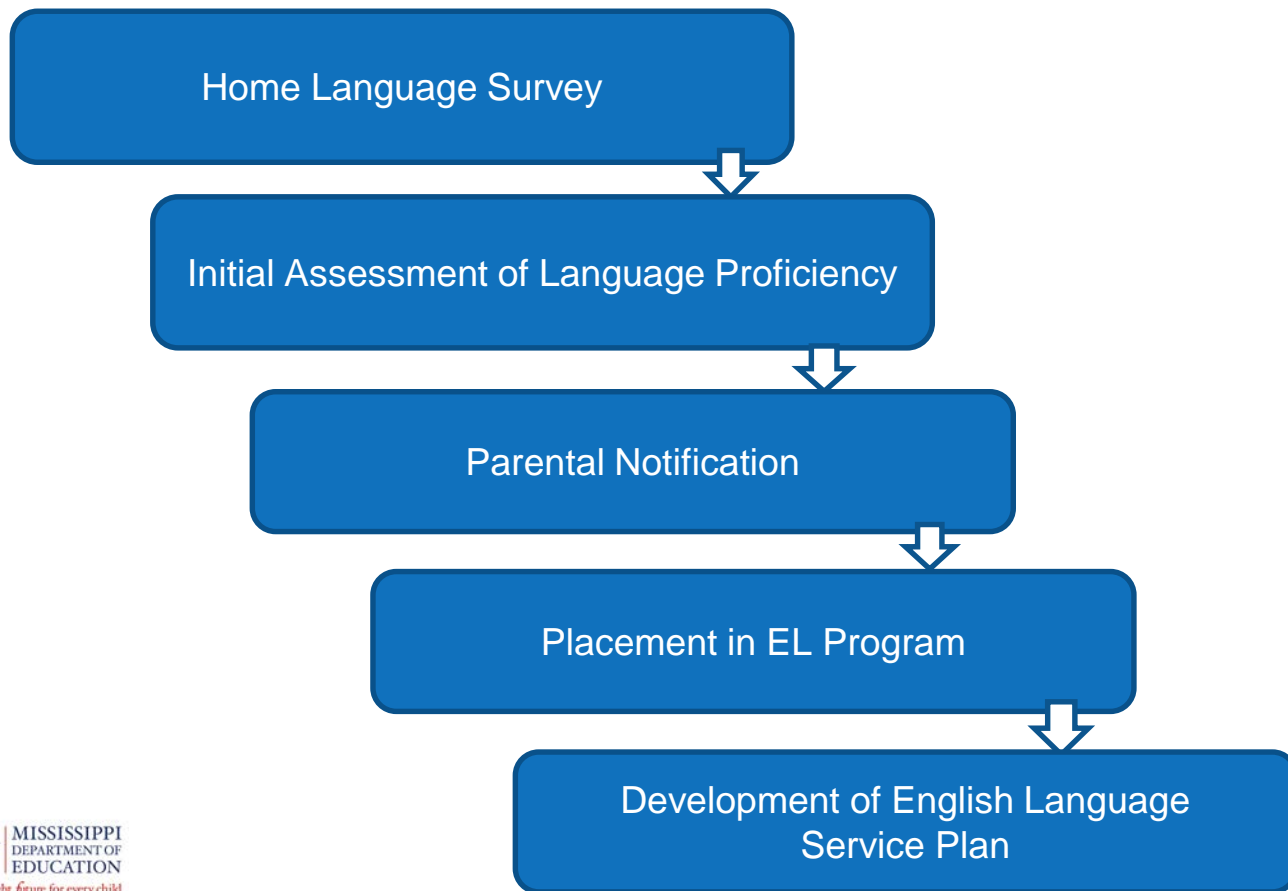
FEDERAL REQUIREMENTS FOR IDENTIFYING ENGLISH LEARNERS

Federal Definition of English Learner

An individual-

- Who is aged 3-21;
- Who is enrolled or preparing to enroll in an elementary or secondary school;
- Who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or a native resident of the outlying areas.
- Where difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
 - The ability in meeting the State's proficient level of achievement on State assessments described in section 1111(b)(3)
 - The ability to successfully achieve in classrooms where the language of instruction is English; or
 - The opportunity to participate fully in society.

Identification Process of an EL Student:



FEDERAL DEFINITION OF IMMIGRANT STUDENT

IMMIGRANT DEFINITION

The term “immigrant children and youth” refers to individuals who:

- Are aged 3 through 21.
- Were not born in any state.
 - “State” means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant.
- Have not been attending one or more schools in any one or more states for more than 3 full academic years.

OVERVIEW OF

TITLE III

English Learner Program Overview

Title III, Part A is a U.S. Department of Education grant program that provides supplemental funding to help support EL students and immigrant students. The purpose of Title III is to ensure that English learners, including immigrant children and youth, develop English proficiency and meet the same academic content and achievement standards required of all children.

Three Areas of Required Expenditures

1. LEAs must provide effective **language instruction educational programs (LIEPs)** that meet the needs of EL students and demonstrate success in increasing English language proficiency and student academic achievement.

Three Areas of Required Expenditures

2. LEAs must provide effective **professional development** to classroom teachers (including teachers in classroom settings that are not the settings of direct EL services), principals and other school leaders, administrators, and other school or community-based organizational personnel.

Three Areas of Required Expenditures

3. LEAs must provide and implement **other effective activities and strategies** that enhance or supplement language instruction educational programs for ELs, which must include parent, family, and community engagement activities.

Title III Supplemental Activities

Supplemental activities may include:

- Upgrading program objectives and effective instructional strategies
- Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software and assessment procedures
- Providing EL tutorials and academic or career and technical education, and intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators
- Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

Supplement not Supplant

Title III, *Section 3115(g)*, states: “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 limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.”

Supplement not Supplant

In practice, the prohibition against supplanting under Title III means that recipients may not use those funds to pay for services that, in the absence of Title III funds, would be required to be provided by other Federal, State, or local funds.

MCAPS

- The EL and Immigrant section of the LEA plan must be updated before starting the Title III funding application.
- The Title III funding application is located in the consolidated application.

The following areas must be completed in the Title III funding application:

- Budget
- Budget Overview
- Program Details
- Title III, Personnel Details
- Plan Relationships
- Related Documents
- Program Assurances

Budget

- A narrative must be completed on how the funds will be used in each function code.

Indirect Cost	
Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	1.45%
Maximum Allowed for Indirect Cost	\$0.00

Budget By Object Codes

	Function Code
View	1105 - Pre-Kindergarten Programs
View	1110 - Kindergarten Programs
View	1120 - Elementary Programs
View	1130 - Middle-Junior High Programs
View	1140 - High School Programs

Budget Overview

- This page shows the summary of how funds are allocated overall and by location.

Indirect Cost	
Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	1.45%
Maximum Allowed for Indirect Cost	\$0.00

Filter by Location: All - \$0.00 ▼

[Show Unbudgeted Categories](#)

Function Code	
Object Code	
Total	
Adjusted Allocation	
Remaining	

Program Details

- A summary must be provided of how the Title III program will be administered.
- All funding sources must be identified that will be coordinated with Title III funds.

Administration (reasonable and necessary) Provide a summary of how the Title III program is administered and which funds support these activities/personnel (Title III administration cost is 2% of the total allocation, (cost pool), and local funds etc.) <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	
Funding Coordination - Check all funding sources that are being coordinated with Title III-A as described in the district plan:	
Title I, Part A - Improving the Academic Achievement of the Disadvantaged <input type="checkbox"/> Yes <input type="checkbox"/> No	Title II, Part A - Teacher and Principal Training and Recruitment <input type="checkbox"/> Yes <input type="checkbox"/> No
Title VI, Part B - Rural and Low Income Schools <input type="checkbox"/> Yes <input type="checkbox"/> No	Title X, Part C - McKinney-Vento Homeless Assistance <input type="checkbox"/> Yes <input type="checkbox"/> No
IDEA The Individuals with Disabilities Act <input type="checkbox"/> Yes <input type="checkbox"/> No	Title IV, 21st Century Community Learning Centers <input type="checkbox"/> Yes <input type="checkbox"/> No
Title III, Immigrant Children and Youth <input type="checkbox"/> Yes <input type="checkbox"/> No	

Personnel Details

- Provide all personnel that are being paid from Title III funds.
- Personnel must match the budget.

Districtwide Instruction and Support Funded with Title III-Part A (Work as needed at multiple school sites)

	Headcount	FTE
Coaches/Consulting Teachers	<input type="text"/>	<input type="text"/>
Instructional Paraprofessionals	<input type="text"/>	<input type="text"/>
Non-Instructional Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional facilitators	<input type="text"/>	<input type="text"/>
Parent Involvement	<input type="text"/>	<input type="text"/>
Other (specify)	<input type="text"/>	<input type="text"/>
Total	<input type="text"/>	<input type="text"/>

Plan Relationship

- All Title III funds must be tied to a goal within the LEA Plan.

LEA Plan Funding Summary - ALL funds must support a goal.

Related LEA Plan Action Steps ([Expand All](#) [Collapse All](#))

School Plan Funding Summary - ALL funds must support a goal.

Related School Plan Action Steps ([Expand All](#) [Collapse All](#))

Questions



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