EL Data Review and Title III Application Webinar

Office of Federal Programs

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MISSISSIPPI DEPARTMENT OF EDUCATION

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Mississippi Department of Education

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

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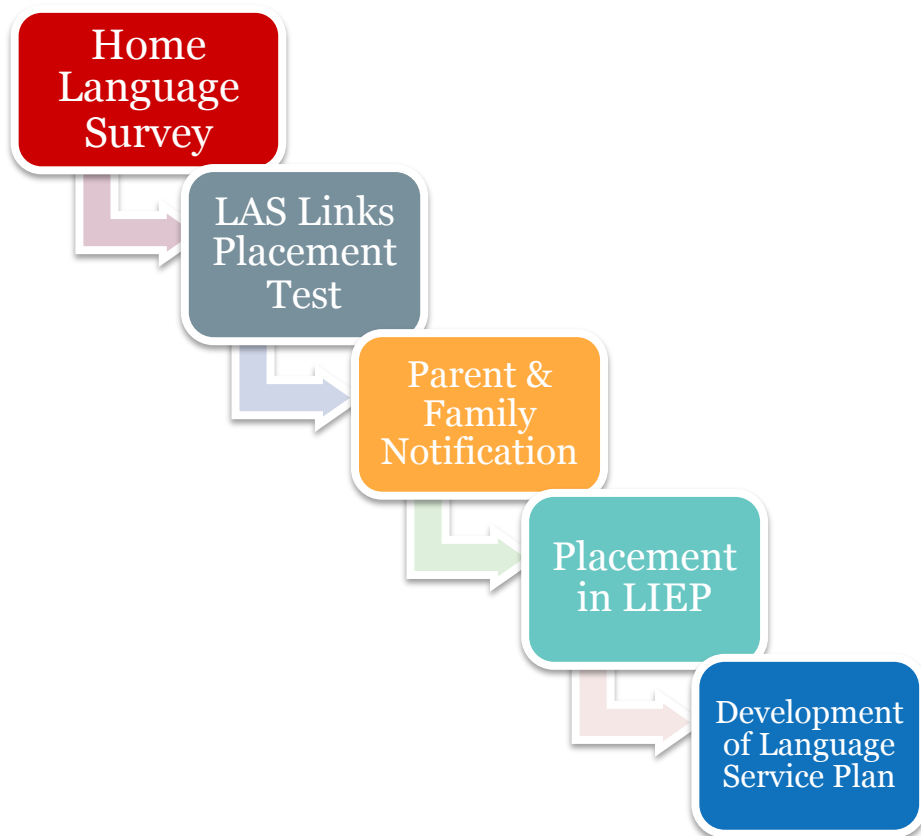Ensuring a bright future for every child

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.

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ESEA § 8101(20)

Mississippi's Identification of English Learners

Home Language Survey → LAS Links Placement Test → Parent & Family Notification → Placement in LIEP → Development of Language Service Plan

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.

ESEA § 3201(5)

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MSIS

Instructions for MSIS EL Screen

Go to the ELL page under MODULES.
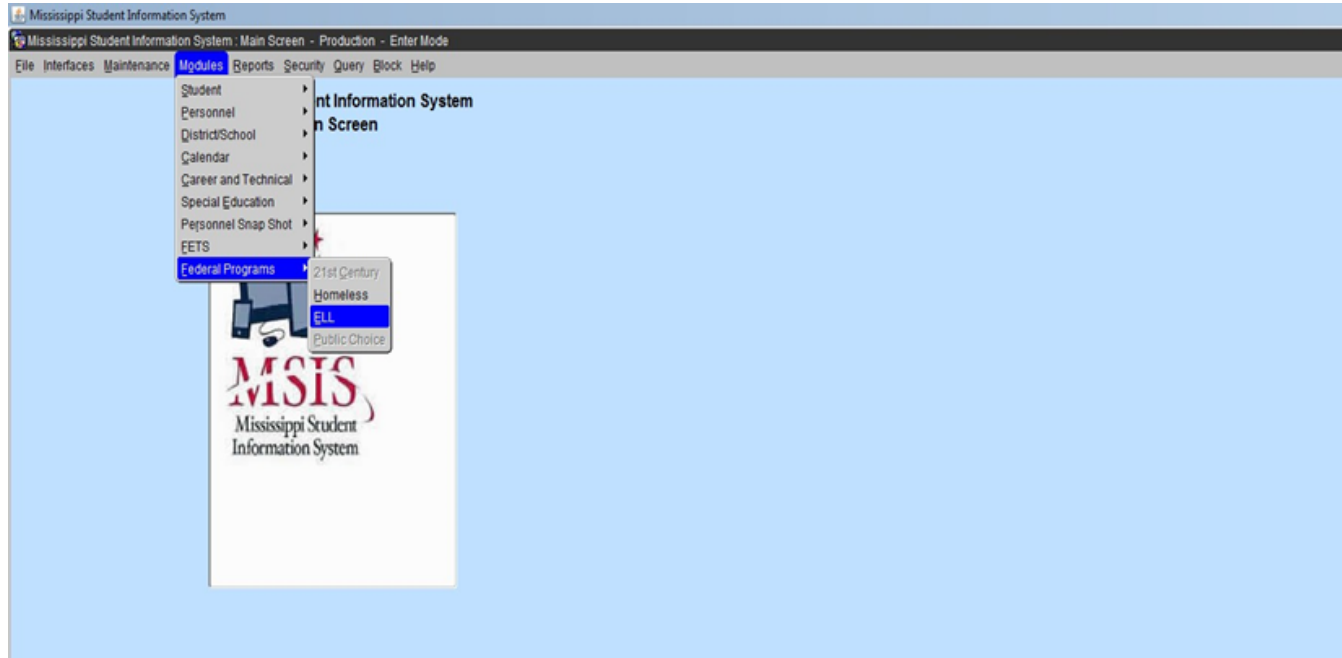
Instructions for MSIS EL Screen

- All districts are required to complete the contact screen in MSIS.

Instructions for MSIS EL Screen

- All districts are required to complete the survey in MSIS, regardless of receiving Title III funds.

Instructions for MSIS EL Screen

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

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.

Instructions for MSIS EL Screen

- Select the language spoken by the student.

Instructions for MSIS EL Screen

- Select the type of Language Instruction Educational Program (LIEP) that is provided to the student.

Common Language Instruction Educational Programs (LIEPs)

- **ESL or ELD**: Content-based program of techniques, methodology and special curriculum designed to teach ELs explicitly about the English language.

- **Structured English Immersion**: Program designed to impart English language skills so that the ELs can transition and succeed in an English-only mainstream classroom once proficient.

- **Transitional Bilingual Education**: Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English.

- **Dual Language or Two-Way Immersion**: Bilingual program in which the goal is for students to develop bilingualism and biliteracy in two languages by receiving instruction in English and a partner language.

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Common Language Instruction Educational Programs (LIEPs)

- **Sheltered Instruction:** Instruction focuses on the teaching of academic content rather than the English language itself. The Sheltered Instruction Observation Protocol (SIOP) is a specific version of the sheltered instruction model, utilizing a considerable research base and specific strategies associated with it.

- **Specifically Designed Academic Instruction in English (SDAIE):** Instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs

- **Pull-out ESL:** Students receive pull-out ESL instruction wherein they work with a specialist for short periods during other classes

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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.

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."

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 monthly.

- All Mississippi students, **regardless of EL status**, are required to have a completed Home Language Survey in their cumulative files.

- OFP will be conducting desk audits and monitoring visits to verify districts' EL data.

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Instructions for Incorrect Data

- Students are added to the EL screen each month if the LEP indicator is set in the student data package. 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.

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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.

ESEA § 3115(a)

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.

ESEA § 3115(c)(1)(A-B)

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.

ESEA § 3115(c)(2)(A-D)

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.

ESEA § 3115(c)(3)(A-B)

Title III Authorized Activities

Authorized 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, interpret, and translate

- Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

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ESEA § 3115(d)(1-9)

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

MCAPS

- The EL and Immigrant section of the LEA plan must be completed before starting the Title III funding application.

- The Title III funding application is located in the consolidated application.

LEA Plan – English Learners (EL)

LEA Plan - English Learners (EL)

████████████████ Public District - FY 2020 - LEA Plan - Rev 0

Go To ▶

☐ Not a recipient of Title III - English Learners grant

1. Briefly describe the progress monitoring that occurs for EL students.

2. Describe the commonly used interventions utilized by the EL teacher when providing limited service to students experiencing academic difficulties due to linguistic difficulties.

3. Describe the commonly used strategies and interventions utilized by classroom teachers to provide supports to EL students, including differentiated instruction when appropriate.

4. Describe how the LEA will improve the instruction and assessment of Englis [Content] . Include plans for both EL teachers and general classroom teachers.

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LEA Plan – Immigrant Children & Youth

LEA Plan - Immigrant Children and Youth

_____ Public District - FY 2020 - LEA Plan - Rev 0

Go To ▶

☐ Not a recipient of Title III - Immigrant Children and Youth grant

LEA Plan - Immigrant Children and Youth

Immigrant children and youth are: aged 3 through 21; were not born in any state or U.S. territory; and have not been attending one or more schools in any one or more states for more than three full academic years.

Language Data - Indicate the number of immigrant children and youth and the number of languages represented as well as the name of those languages.

	Number of Immigrant Children and Youth	Number of languages represented	List different languages
2015-2016			
2016-2017			

LEAs that receive Immigrant Children and Youth grant funds may spend those funds on a number of activities that provide enhanced instructional opportunities for immigrant children and youth. These activities may include:

• family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;

• recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

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Title III Funding 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

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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.)

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	Title II, Part A - Teacher and Principal Training and Recruitment
☐ Yes	☐ Yes
☐ No	☐ No

Title VI, Part B - Rural and Low Income Schools	Title X, Part C - McKinney-Vento Homeless Assistance
☐ Yes	☐ Yes
☐ No	☐ No

IDEA The Individuals with Disabilities Act	Title IV, 21st Century Community Learning Centers
☐ Yes	☐ Yes
☐ No	☐ No

Title III, Immigrant Children and Youth	
☐ Yes	
☐ No	

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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		
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Instructional facilitators		
Parent Involvement		
Other (specify)		
Total		

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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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