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Department of Education & Workforce

TITLE III

Title III funding and monitoring

Office of Federal Programs Training
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TODAY'S TOPICS

1. Civil Rights Requirements & aligning to Title III funding
2. Using Title III Supplemental Funding
3. Title III Monitoring

CIVIL RIGHTS REQUIREMENTS FOR ENGLISH LEARNERS

ENSURING PROGRAMS MEET CIVIL RIGHTS REQUIREMENTS

1. Identifying and assessing all potential ELs

2. Providing language assistance to ELs

3. Staffing and supporting an EL program

ENSURING PROGRAMS MEET CIVIL RIGHTS REQUIREMENTS

4. Providing meaningful access to all curricular and extracurricular programs

5. Avoiding unnecessary segregation of EL students

6. Evaluating EL students for special education and providing dual services

ENSURING PROGRAMS MEET CIVIL RIGHTS REQUIREMENTS

7. Meeting the needs of students who opt out of EL programs or particular services

8. Monitoring and exiting EL students from EL programs and services

9. Evaluating the effectiveness of the EL program(s)

10. Ensuring meaningful communication with limited English proficient parents

SUPPLEMENTAL FUNDING FOR ENGLISH LEARNERS

TITLE III: LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS

Purpose is to:

(1) Ensure English learners (including immigrant children and youth) attain English proficiency and develop high levels of academic achievement in English;

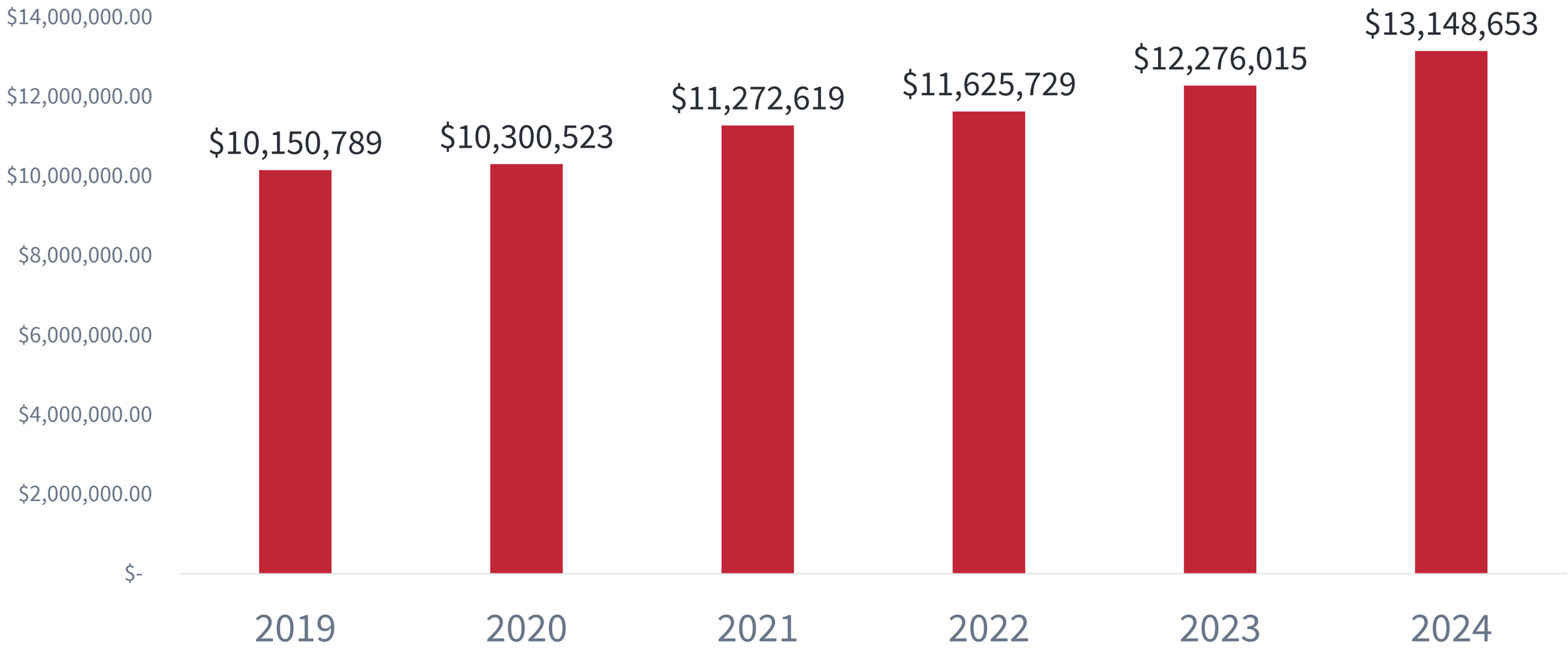
(2) Ensure all English learners can meet the challenging State academic standards;

(3) Implement effective language instruction educational programs;

(4) Develop and enhance capacity to provide effective instructional programs that prepare English learners to enter all-English instructional settings; and

(5) Promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

OHIO'S TITLE III ALLOCATIONS



TITLE III ENGLISH LEARNER ALLOCATIONS 2023-24

Total funds allocated to LEAs

~$13M

Per pupil allocation

$160.87

Range

$160.87 to $1.45M

629 Title III allocations
147 LEAs > $10K
482 LEAs < $10K

72,858 students (Public + Nonpublic)

22 Title III Consortia

280 LEAs in consortia
6,755 EL students (Public + Nonpublic)

TITLE III REQUIRED USES OF FUNDS

- Improve instruction for English Learners
- Increase parental and family engagement in education of EL students
- Provide professional development to all teachers and administrators who serve EL students

TITLE III SUPPLEMENT, NOT SUPPLANT

- General funds provide core programs to meet the 10 Civil Rights requirements to English learners

- Title III funds must supplement, not supplant state, local, or other federal funding sources.

TITLE III SUPPLEMENT, NOT SUPPLANT

Use these questions to decide Title III allowability:

1. *What is the instructional program or service for all students?*
2. *What does the district or school do to meet 10 obligations to English learners?*
3. *What is the district or school required by other federal, state and local regulations to provide?*
4. *Was the program or service previously provided with state, local and federal funds?*

TITLE III MONITORING REVIEW

TITLE III Review/Monitoring areas

1. Title III Consortium
2. Providing an Effective Program
3. EL Identification
4. Assessment and Exit
5. Student Access to All Programs
6. **Monitoring Former ELs**
7. Required Subgrant Activities
8. **Supplement, Not Supplant**
9. Parents' Right to Know
10. Teacher Qualification
11. **Program Evaluation**
12. Immigrant Children and Youth

Title III Consortium Participants

LEAs in Title III consortia comply with the same requirements as other Title III grantees. Therefore, consortium members and the fiscal agent must have on hand the required documentation for Title III compliance.

FY24 Title III preliminary allocations of less than $10,000 AND must join a consortium in order to receive Title III funds.

SURVEY QUESTIONS

Q2. Providing an Effective Language Program:

- Local program manual/plan or handbook

Q3. Identification of ELs

- Administer OELPS Screener & Language Usage Survey (translated on ODE website)

SURVEY QUESTIONS

Q4. Annual Administration of OELPA

- *Notify parents of student status/progress.*
- *Exit proficient students on the OELPA*

Q5. ELs and immigrants have access to all available programs/activities

- *Communication to ELs and their parents in understandable/translated format*

SURVEY QUESTIONS

Q6. Process for monitoring progress of former ELs for at least 2 years:

- Students have not been prematurely exited
- Meaningfully participating in programs

Q7. Three Required activities for Title III:

- *Increase English Language Proficiency*
- *Professional Development*
- *Family Engagement*

SURVEY QUESTIONS

Q8. Supplement not Supplant

Title III funds shall be used to supplement the level of Federal, State, and local public funds

Q9. Parents notification for newly identified ELs *within 30 days of the start of the School year, or within two weeks of placement if not identified prior to the beginning of school year.*

https://education.ohio.gov/Topics/Student-Supports/English-Learners/Identification-Reclassification-and-Monitoring/Guidance-and-Resources

SURVEY QUESTIONS

Q10. Properly certified/licensed EL teachers

- *Qualification for Teachers Providing Language Instruction Programs for Els.*

Q11. EL program Evaluation: (EL Tool Kit)

- *Description of programs/activities;*
- *Number/percentage of ELs making progress, attaining English Language Proficiency OR exiting*
- *Number/percentage of Els meeting state standards;*
- *Those attaining English Language Proficiency, and those that have not within 5 years*

NONPUBLIC QUESTIONS

- Evidence of consultation
- Evidence of a district process to identify English Learners in the nonpublic setting
- Compliance with the supplement not supplant provision
- Fiscal records in alignment with allowable activities

UPDATED TITLE VIII GUIDANCE

Title VIII, Part F of the Elementary and Secondary Education Act of 1965:

Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel

Non-Regulatory Guidance

U.S. Department of Education
July 17, 2023

https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=91816

TITLE III GUIDANCE DOCUMENT

Title III and English Learners in Nonpublic Schools

Title III and English Learners in Nonpublic Schools

Ohio Department of Education

January 2023

Purpose

Title III, Language Instruction for English Learners (ELs) and Immigrant Students is a grant authorized under the Elementary and Secondary Education Act (ESEA). The purpose of Title III is to help eligible students attain English proficiency and to reach high levels of attainment in state academic standards. Title III funds are used to assist teachers, principals, and other school leaders in developing and enhancing their capacity to deliver effective instructional programs for ELs and to promote the engagement of the parents and families of English learners.[1]

Equitable Participation

EL students in nonprofit nonpublic schools may be eligible to access Title III programs, services, and products through the Local Education Agency (LEA) where the nonpublic school is located. Funding for Title III programs and services to serve eligible ELs in nonpublic schools is determined by a count of eligible students attending nonpublic schools located in the public school district boundaries and is not dependent on where the student resides. The LEA where the nonpublic school is located must be accepting funds under Title III for ELs

IDENTIFICATION OF ENGLISH LEARNERS

Local education agencies:

1. Must ensure private school students are appropriately identified as ELs, and

2. Cannot require a nonpublic school to administer an English language proficiency assessment as a condition for the nonpublic school to receive equitable services under Title III.

NONPUBLIC DATA SYSTEM (NPDS)

- The Nonpublic Data System data reporting window opened on October 1, 2023 for State Fiscal Year 2025 (FY25) reporting. The data window will close on November 30, 2023 – numbers of English Learners as of October count week

- Nonpublic officials have the responsibility to begin the process in a timely manner/ Public district officials have responsibility to verify counts before marking *Public Approved*

- Public district officials have obligation to consult annually

TITLE III ALLOWABLE ACTIVITIES IN NONPUBLIC SCHOOL SETTING

- Administration of an assessment for identification of ELs and/or for the purpose of evaluating the effectiveness of services

TITLE III: LANGUAGE INSTRUCTION FOR ENGLISH INSTRUCTION

Title III funds may not be used to meet the civil rights obligations a school has to children.



Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs Fact Sheet

SURVEY QUESTIONS

Q12. Immigrant Children & Youth

LEAs receiving a Title III Immigrant award use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth.

Desk Review - updated

- Desk Review
  - Changed to Questionnaire Survey
  - 3-5 Questions per section
  - Some document upload
  - Federally Funded Staff
  - Fiscal Records

- District Describes Programs or Processes in Survey

ENGLISH LEARNERS AND TITLE III RESOURCES

Dear Colleague Letter: Outlines the 10 civil rights obligations to English learners.

English Learner Toolkit: Provides practical resources to support English learners.

Non-Regulatory Guidance: Supports districts with the implementation of Title III Programs

Direct questions to the Office of Federal Programs
federalprograms@education.ohio.gov

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