Department of Education & Workforce

TITLE III

Title III funding and monitoring

Office of Federal Programs Training
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Office of Federal Programs
Michael Crace
Chantelle Carter

Office of Whole Child Supports
Jason Scragg
Donna Villarreal

Ohio Department of Education and Workforce

Today's Topics

- Meeting Civil Rights Obligations
- Identifying and Exit Procedures for English Learners
- Title III: Uses of Funds and Supplement not Supplant
- Title III Monitoring areas
- Title III and Non-Public Equitable Services

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

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

GUIDELINES FOR IDENTIFYING ENGLISH LEARNERS IN OHIO

ENGLISH LEARNER IDENTIFICATION

Language Usage Survey

ELP Screener

Notification of Identification

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

STANDARDIZED EXIT PROCEDURE- (OELPA)

Emerging	Progressing	Proficient
1s and 2s on all domains	**Any other combination of scores**	**4s and 5s on all domains**

Students are reclassified and exit EL status when they receive a “Proficient” score on the OELPA.

Exited students must be monitored for at least two years.

STANDARDIZED EXIT PROCEDURE- (ALT- OELPA)

Emerging	Progressing	Proficient
1s in nonexempt modalities	**1s and 2s in at least one modality**	**3s or higher in nonexempt modalities**

Students are reclassified and exit EL status when they receive a “Proficient” score on the Alt-OELPA.
Exited students must be monitored for at least two years.

SUPPLEMENTAL FUNDING FOR ENGLISH LEARNERS

TITLE III ENGLISH LEARNER ALLOCATIONS

Total funds allocated to LEAs

~$13M

Per pupil allocation

$149.26

Range

$149.26 to $1.43M

659 Title III allocations
154 LEAs > $10K
505 LEAs < $10K

76,426 students (Public + Nonpublic)

21 Title III Consortia

247 LEAs in consortia

TITLE III IMMIGRANT FUNDS

Title III Immigrant funds are awarded to districts that have reported:

- at least 30 immigrant students or more

AND

- have a five percent increase over the average of the last two school years (ESEA Section 3114(d)(1))

ENGLISH LEARNER VS IMMIGRANT

ENGLISH LEARNERS

1. Age 3 through 21;
2. Enrolled or preparing to enroll in an elementary school or secondary school;

3. Meets one of the following criteria:

- Was not born in the United States or whose native language is a language other than English;
- Is a Native American or Alaska Native or a native resident of the outlying areas and 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
- 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

4. Has difficulties in speaking, reading, writing or understanding the English language that may be sufficient to deny the individual:

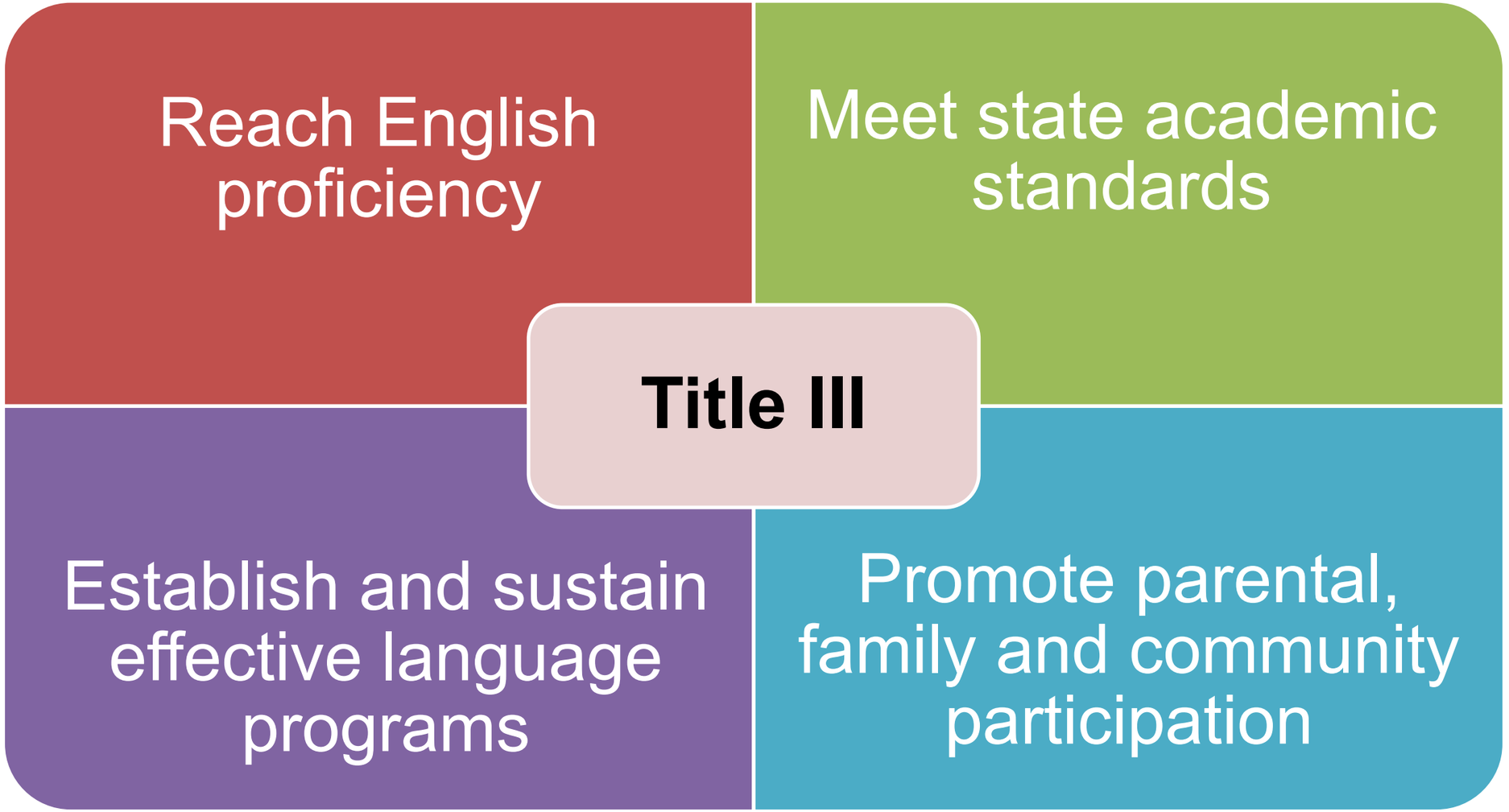
- The ability to meet the challenging state academic standards;
- The ability to successfully achieve in classrooms where the language of instruction is English; or
- The opportunity to participate fully in society. [See ESSA 8101(20)]

IMMIGRANT

- An "immigrant children and youth," which is defined in section 3301(6) of Title III, refers to 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.*

WHAT IS THE PURPOSE OF TITLE III?



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

IMPROVE INSTRUCTION

- Upgrading program objectives and effective instructional strategies.
- Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
- Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

INCREASE PARENT AND FAMILY ENGAGEMENT

- Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families—
- (A) to improve the English language skills of English learners; and
- (B) to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.

PROVIDE PROFESSIONAL DEVELOPMENT

- Designed to improve the instruction and assessment of English learners
- Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners

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 MONITORING REVIEW

TITLE III Review/Monitoring areas

1. Title III Consortium
2. EL Identification
3. Student Access to All Programs
4. Monitoring Former ELs
5. Required Subgrant Activities
6. Supplement, Not Supplant
7. Parents' Notification of Services
8. Program Evaluation
9. 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.

FY25 Title III preliminary allocations of less than $10,000 AND must join a consortium in order to receive Title III funds.

SURVEY QUESTIONS

-Identification of ELs

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

-ELs and immigrants have access to all available programs/activities

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

SURVEY QUESTIONS

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

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

-Three Required activities for Title III:

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

SURVEY QUESTIONS

-Supplement not Supplant

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

-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

-Properly certified/licensed EL teachers

(TESOL License)

-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

SURVEY QUESTIONS

-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.

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

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

TITLE III AND NON-PUBLIC SCHOOL EQUITABLE SERVICES

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.

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

NONPUBLIC DATA SYSTEM (NPDS)

- The Nonpublic Data System data reporting window opened on October 1, 2024 for State Fiscal Year 2025 (FY26) reporting. The data window closed on November 15th, 2024 – 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 RESOURCES AND CONTACT INFORMATION

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.

Advancing Ohio English Learners: These web pages provide resources to enhance and strengthen a comprehensive system of support for Ohio's English Learners and their families:

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

CONTACT INFORMATION

Michael.Crace@education.ohio.gov
Title III Coordinator-
Office of Federal Programs

Donna.Villareal@education.ohio.gov
Education Program Specialist
Office of Whole Child Support

Rasha.Hetata@education.ohio.gov
Title I-C Migrant Coordinator
Office of Federal Programs

Jason.Scragg@education.ohio.gov
Military and English Learner
Education Consultant-
Office of Whole Child Support

David.Brauer@education.ohio.gov
Paula.Mahaley@education.ohio.gov
English Language Proficiency Assessments

Chantelle.Carter@eduaction.ohio.gov
Non-Public Ombudsman
Office of Federal Programs

Department of Education & Workforce

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