

Title III Session FAQs - STAR 2018

Q1 - Is there a specific percentage that has to be spent in the Title III - English Learner (EL) program for parent/family/community engagement?

A - Not under Title III; however, under Title I, there is a required set aside of 1% for districts that receive \$500,000 or more in funds. *ESSA, Title I, [Section 1116. 20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT. (3) RESERVATION. (A) In General.*

Q2 - If there is a problem getting families to come to the engagement activities, how do you approach parent/family/community to ensure participation?

A - 1. Bring food, student entertainment such as student performances, reading skits, (even in their own language), parent nights, kids working with their parents, e.g. playing games, letting their children be the lead in showing what they have learned. A family literacy night would be a great way to incorporate some of these ideas. **All activities listed above except for food would be covered under Title III funds.** *ESSA [Section 3115. 20 U.S.C. 6825 (d)(6)] AUTHORIZED SUBGRANTEE ACTIVITIES. Local entities may be able to utilize funds for food or another idea would be to have each parent bring a dish from their native country.*

2. Parental involvement efforts should be systemic and sustained efforts that move beyond systems and processes where school or community-based programs operate in isolation of others and move to approaches that build family involvement pathways into the fabric of schools and communities.

3. Find lead community partnerships so they can see the connection to the world, community organizations that have shown success in engagement, collaboration with other districts who have shown success.

4. Look at private, non-profit, for profit, faith based organizations, cultural centers, and provide training opportunities, outreach, and any other meaningful involvement you can utilize to achieve parent, family, and community engagement.

5. Offer English as a Second Language Course to parents of EL students. **Title III funds may be used for this.** *ESSA [Section 3115. 20 U.S.C. 6825 (d)(6)] AUTHORIZED SUBGRANTEE ACTIVITIES*

6. Additional information may be obtained at the 2019 Wyoming EL Conference, theme is parent/family engagement. It will be held at the end of April next year through UW.

7. There are many other ideas that help promote and encourage parent/family/community engagement. Sharing information between districts that are successful is a great way to find additional ideas that have been successful for other districts.

8. Additional resources can be found at the following websites:

- The [Dual Capacity Building Framework](#), which focuses on building the capacity of educators and families to work collaboratively to support positive outcomes for all students;
- Chapter 10 of the [EL Tool Kit](#), which provides tools and resources to ensure meaningful communication with LEP parents;
- The [Resource Guide: Supporting Undocumented Youth](#), which is designed to help secondary schools, institutions of higher education, teachers, and other personnel.

Q3 - Are the three requirements for all districts or just Title III recipients?

A - Just Title III recipients. The three requirements are specific to Title III funds that must be used first before any other activities. The requirements are: 1. Effective language instruction educational programs (LIEP) that meet the needs of English learners and increase both their English Language Proficiency (ELP) and academic achievement, 2. Effective professional development for educators, 3. Other effective activities and strategies that enhance or supplement language instruction for ELs that must include parent, family, and community engagement activities. *ESSA, Title III, [SEC. 3115. 20 U.S.C. 6825] SUBGRANTS TO ELIGIBLE ENTITIES. (c) Required Subgrantee Activities.*

Q4 - Can we give stipends from Title III funds to communities for family/parent/community engagement and use those partnerships for support?

A - This is not listed as an allowable use of funds. *ESSA, Title III, [SEC. 3115. 20 U.S.C. 6825] SUBGRANTS TO ELIGIBLE ENTITIES. (c)(d) Required Subgrantee Activities.*

Q5 - Can you define “sufficient intensity and duration”? *ESSA, Title III, [SEC. 3115. 20 U.S.C. 6825] SUBGRANTS TO ELIGIBLE ENTITIES. (c) Required Subgrantee Activities.*

Providing professional development that is sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

This does not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs and any local educational agency employing the teacher, as appropriate.

An example could include attending short term workshops that are a component of a long-term series of workshops, e.g. once a month for 6 months.

The concept is to improve instruction and assessment, designed to enhance the ability of teachers to understand and implement curricula, assessment practices, and instructional strategies and increase students ELP or substantially increase subject matter knowledge, teaching knowledge, and teaching skills of EL teachers.

Q6 - Would non-credit courses be an allowable activity regarding dual enrollment/concurrent programs?

A - Yes, this would apply to non-credit courses as long as it does not supplant the LIEP or core content courses. The proposed course should be supplemental to the English language learning and core content the student is receiving.

The provision regarding dual enrollment and concurrent programs allows recipients of funds for grants issued to improve English language learning to use funds to offer dual enrollment, concurrent enrollment, and early college high school programs to English language learners (such as AP, IB, dual or concurrent enrollment, or early college high schools.) *ESSA, Title III, [SEC. 3115. 20 U.S.C. 6825 (d)(8)] SUBGRANTS TO ELIGIBLE ENTITIES.*

Q7 - Can we get a report at the beginning of the school year so that we do not have to wait until error reports? Will this violate student rights for Wyoming Department of Education (WDE) to share this information?

A - WDE684 reports are available in the system three times per year (*October, March, and June*). Districts should go into Fusion to pull reports and should be doing this to review and correct errors. We are refining the process to ensure that districts have access to the reports and are able to correct errors. Reports are available as soon as all districts have submitted data (roughly a few days or a week as WDE requires that time to compile the data submitted). We will be following up

with the districts to ensure this is occurring and in a timely manner. If Districts require support, it is available when we follow up.

Q8 - How is growth/progress regarding ELs defined? Can you provide some additional direction for how it will be shown?

A - Growth is defined as improving both English Language Proficiency (ELP) and academic achievement outcomes for greater numbers and percentages of ELs. Districts should define progressive levels of competence in the acquisition of the English language. Districts should establish periodic benchmarks that allows them to monitor ELs' progress over time, determine when students are not making appropriate progress, and provide additional support to enable ELs to reach English language proficiency and gain grade level content knowledge.

ELP standards must be derived from the four language domains of speaking, listening, reading, and writing. *ESSA, Title I, [Section 1111. 20 U.S.C. 6311 (b)(i)(F)] ENGLISH LEARNER SUBGROUP*

Q9 - Will there be annual targets for progress of ELs toward ELP given to Local Educational Agencies (LEA's)?

A - Each eligible entity that receives a subgrant from a State educational agency (SEA) under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribed by the agency, on the activities conducted and children served under such subpart that includes — (1) a description of the programs and activities conducted by the entity with funds received under subpart 1 during the 2 immediately preceding fiscal years, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds; (2) the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability; (3) the number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(G) by the end of each school year, as determined by the State's English language proficiency assessment under section 1111(b)(2)(G); (4) the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency; (5) the number and percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability; (6) the number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the local educational agency; and (7) any other information that the SEA may require. *ESSA, Title III, [Section 3122. 20 U.S.C. 6841 REPORTING.*

Q10 - What is the difference between monitoring years 1 & 2 vs 3 & 4?

A - Monitor years 1 & 2 are formally **monitored** for academic progress and documented via the accountability reporting process, whereas years 3 & 4 are strictly for accountability reporting purposes as defined in Title I (the EL indicator to measure progress in achieving English language proficiency must be included in state accountability at the school level as part of Title I and EL accountability is no longer restricted to Title III). This is required annually in district reports.

During monitor status years 1 through 4, a student is not eligible for Title III funds; however, if a student demonstrates they are struggling in the monitoring years (this could be found by teacher

observation, Building Intervention Team (BIT), Multi-tiered System of Supports (MTSS) meeting, etc.) he/she should be rescreened to determine if they are in need EL services.

Q11 - Can the State do something to allow for monitoring 7 years out?

A - No. It is not federally or state required. Districts can monitor students for as long as they choose. WDE monitors the districts for 4 years after an EL has exited Active EL status and do not collect data after the 4 monitor years are up. *ESSA, Title III [Section 3121. 20 U.S.C. 6841(a)(5)] REPORTING.* However; an LEA must report the number and percentage of ELs who have not attained English language proficiency within five years of initial classification as an EL and first enrollment in the LEA. Therefore, an LEA must include in this measure all ELs enrolled in schools in the LEA who have not attained English language proficiency (based on the annual English language proficiency assessment) within five years of initial classification as an EL and first enrollment in the LEA. *ESSA, Title III [Section 3121 U.S.C. 6841(a)(6)]*

Q12 - How can districts/schools address students from states where English may be a second language? Example provided from attendee: A student comes into the District from Puerto Rico and does not speak English, but there is no way to report them without it resulting in errors. Puerto Rico became a territory and it is hard to figure out how to report them.

A - With regards to reporting, currently our state data collection does not include this subgroup for students who are from US territories and non-English speakers, but the WDE is working to possibly include this subgroup.

The student is not eligible for Title III - Immigrant funds because they are not considered an immigrant as they are from Puerto Rico, but the district may be eligible for Title III - ELL funds. If the district does not receive Title III funds, districts may want to look at Title I-A funds if the student is struggling academically in other identified areas regardless of their EL status as Title I funds can be used to assist in this situation. In addition, all districts whether receiving Title III funds or not, must provide supports to EL students.