
Technical Assistance to Grant Applicants
Title III, Part A-Supplementary Instructional Support for English Language Learners
No Child Left Behind (NCLB), Act of 2001

Academic Achievement through Language Acquisition
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Title III –Supplementary Instructional Support for English Language Learners

What is the Purpose of Title III Funding?

To provide supplementary services to children who are English Language Learners (ELLs), including immigrant children and youth to:

- **Attain English language proficiency, develop high levels of academic attainment in English, meet the same challenging state academic content and student academic achievement standards, and high level in the core academic subjects as all children are expected to meet**

Additionally, eligible districts are required to:

- **Promote parental and community participation**
- **Enhance high-quality language instruction and educational instructional programs based on scientifically based research that demonstrates its effectiveness in teaching Language Arts and English**



2007-08 Tools & Guidance Documents

The following documents are provided and available online to assist school districts in preparing their project applications:

- Title III Request for Application
- Guidance on Needs Assessment
- Developing Measurable Goals and Objectives
- Guidance on Required and Allowable Activities
- Stand-Alone Title III Application Review Checklist
- Consolidated Title III Application Review Checklist
- 2007-08 Project Development Tool (Text Samples)

Which Districts Qualify?

How is the district eligibility determined?

Districts whose ELL student count equates to an allocation of \$10,000.00 or more [Section 3114.(b)]

How is the District Allocation Determined?

Total grant award from the U.S. Department of Education (USDOE) less 5% for administrative costs and 15% for the immigrant grant equals Total Available for Distribution to Districts.

ELL Cost Factor: Total Available for Distribution to Districts divided by the total ELLs in the state (ELL Codes Used: LY, LN, and LP) equals Preliminary ELL Cost Factor.

Preliminary ELL Cost Factor times the total number of ELLs in each District equals potential allocation. Any district's for which the total amount does not equal \$10,000.00 is eliminated in order to determine the Final ELL Cost Factor. The Final ELL Cost Factor is determined in the same manner as the preliminary: total number of ELLs remaining in districts not eliminated divided by Total equals Final ELL Cost Factor.

Preliminary Allocation to District v. Final Allocation: Both allocations are determined in the same manner. The Preliminary allocation is determined prior to the grant award to FDOE and is used to distribute RFA in a timely manner. Final allocation is issued once FDOE receives the final grant award from USDOE.



Minimum Project Application Requirements

To Receive Title III Funding Eligible Districts must:

- Submit a project application, as required by Section 76.301, Subpart D, Part 76 Education Department General Administrative Regulations (EDGAR)
- Comply with requirements set forth in the annual Request for Application (RFA) issued by FDOE
 - Applicants may choose to submit either a Stand Alone Application or a Consolidated Application

NOTE: On-line project application incorporates all of the requirements outlined in the RFA.

Other Project Application Basics

When is the application due?

On or before June 30, 2007, in order to ensure that the start date of the new budget period begins on July 1 or the date of the grant award to FDOE (whichever is later).

Is there a cap on administrative or indirect costs?
Yes, Administrative/Indirect costs may not exceed 2% of the total district allocation.



How the 2% may be Calculated

Total District Allocation = \$12,000

Maximum Indirect: $12,000 \times .02 = \$240.00$

Total Amount of Budget Line Items may not
exceed \$11,760.00 [$\$12,000 - \240]

*Exception: Capital Outlay (not included in
calculation for indirect)*

Alternate Method for Calculating 2% Indirect

Total of Budget Line Items = \$12,000.00

*Maximum Indirect = \$12,000 X .02 =
\$240.00*

*If budget included capital outlay
(equipment) individual budget line items
must be reduced in order for budget not to
exceed the total grant award.*



GUIDANCE ON NEEDS ASSESSMENT

What is Needs Assessment?

A Needs Assessment is

a research and planning activity that attempts to determine the nature and extent of an issue, concern or challenge as well as the availability and effectiveness of existing programs and resources in order to effectively target proposed services.



Why Do A Needs Assessment?

- Required by Principles of Effectiveness
- To understand the current situation
- To identify successes
- To identify challenges
- To determine underlying causes
- To prioritize efforts and target resources



Data for Needs Assessment

WHERE:

- District level automated English Language Learners (ELLs) data reports
- School level score reports on academic achievement and/or English language proficiency (ELP)
- Annual School Report Card
- Program Feedback Instruments (Pre/Post)
- Input from parents/guardians and community members regarding the English for Speakers of Other Languages (ESOL) Program
- Survey on training needs for parents, such as family literacy

WHAT:

- Data on English proficiency levels (ELP) by school and by district
- Data on academic achievement of current and former ELLs
- Disaggregated Average Yearly Progress (AYP) Data Reports
- Data on the number of Highly Qualified Teachers (HQT)
- Data on the number of teachers that need ESOL training or certification; analysis of state funded professional development activities



How Do I Determine The Issues And Concerns?

- Think in terms of second language acquisition and the unique needs of ELLs.
- Think in terms of other risk factors affecting ELLs in your district: mobility, prior educational experiences.
- Think in terms of specific goals, objectives and the strategies necessary to reach the goals.
- Get input from school and other district personnel.
- Use brainstorming techniques with colleagues and other program staff to focus on what the real issue, concern or area of need may be.



Next Steps

Use the results of your needs assessment to:

- (1) ensure that the goals, objectives and strategies you describe under the instructional services to increase English proficiency of ELLs are aligned with the needs assessment results;
- (2) ensure that the overall goals, objectives and strategies for increasing the achievement of current and former ELLs are aligned with the needs assessment results;
- (3) develop the budget to ensure the effective and efficient implementation of the proposed project;



Next Steps . . (cont'd)

Use the results of your needs assessment to:

- (4) determine the need for professional development or inservice training over and above that which is statutorily mandated;
- (5) determine how to increase parental involvement;
- (6) find proven strategies for ensuring equitable services to ELLs enrolled in private schools;
- (7) alternative ways to increase collaboration across all the programs serving ELLs, and
- (8) determine methods for reporting student outcomes resulting from implementation of services funded under this project.



Writing The Project Application

Analyze data and information that you collected through the needs assessment and prepare your response:

- Summarize the methods used to collect information and to disaggregate the data.
- Summarize the data and current situation.
- Briefly identify challenges and underlying causes.
- Briefly identify success and proven strategies.
- List and prioritize needs that will be addressed with this project application.



Developing Measurable Program Goals and Objectives

*Adapted from Presentation Developed by:
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SMART

Commonly Used Strategies for Writing **SMART:** Program Objectives

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic, and
- **T**ime Specific

The SMART program goal and objective development technique was adapted from material developed by the U.S. Department of Health and Human Services Centers for Disease Control and Prevention.

Program Objectives

How To Write Objectives:

- Objectives are the building blocks or steps towards achieving a program's goals. Objectives are specific and concise statements that state *who* will make *what* change, by *how much*, *where* and by *when*.

Program Objectives

Desirable objectives or short-term outcomes for supplementary program for ELLs may include measurable improvement in:

- English language proficiency
- Academic Achievement
- Parental Participation
- Teacher effectiveness
- Collaboration across numerous program areas

Using the SMART Process

When writing goals and objectives, keep them

Specific. Use specific rather than generalized language:

- Clearly state the issue, the target group, the time and place of the program.
- Poorly stated goal
The district's Title III program will reduce the number of ELLs retained.
- Clearer goal
 - As a strategy for reducing retention rates, ELLs will participate in an intensive supplementary instructional after-school program which will focus on supplementary instruction on grade level benchmarks using effective ESOL strategies.

Using the SMART Process

Measurable. Be clear in the objective about what will be changed and by how much. Setting this clearly at the start makes it easier to evaluate:

- Example of a non-measurable objective
To raise awareness of the low literacy rate of parents of ELLs.
- Example of a measurable objective
Within 6 weeks of running an evening family literacy program in each of the district's 6 high schools, the attendance rate of participants will increase by 5% and survey results indicated an 50% increase in number of families that have implemented reading strategies at home.

Using The SMART Process

Achievable. Be realistic about what the program can achieve in terms of the scale/scope of what is being done, the time and resources available:

- Unrealistic: The percent of ELLs scoring at Level 1 will be reduced 50% at the end of the project period
- Realistic: When compared to the baseline, there will be a statistically significant reduction in the number and percent of ELLs scoring at Level 1

Using the SMART Process

Relevant. Objectives need to relate to and be relevant to the goals. Remember objectives are the building blocks/steps toward meeting the goals:

- Not Very relevant

80% of the middle school students who received supplementary services funded by this project will gain at least one level as measured by the FCAT in reading.

- More relevant

An analysis of end of the year reading scores for ELLs will demonstrate that at least 80% of the middle school students will gain at least one level as measured by the FCAT in reading.

Using the SMART Process

Time Specific. Be clear in the objectives about the timeframe in which the program/activities, as well as expected changes, will take place:

- At the conclusion of the program, there will be a 7% (statistically significant) increase when compared to the baseline data, in the proportion of ELLs who have mastered listening, speaking, reading & writing in English.

Some Things To Remember About Writing Outcome Objectives

- Objectives evolve from Goals and are tied to the assessment process
- Objectives are Future Focused
 - Remember, outcome objectives relate to outcomes and not processes.
 - For example, ABC School District is planning a new program for recently arrived ELLs.
 - The objective is not "to provide information" but rather "to reduce" the rate of retention among ELLs. A specific percentage increase would be needed too.
 - Providing information is an activity (strategy) to enable the objective to be achieved.

Some Things To Remember About Writing Outcome Objectives

Outcome Objectives May Be Immediate (Short-term):

- **Immediate objectives deal with aspects of English language proficiency that may change more quickly**
 - Individual Examples; levels of proficiency in listening and speaking;
 - Should be measurable, realistic and short term

Reminder: All objectives should be measurable, realistic and short term.

Some Things To Remember About Writing Outcome Objectives

- **Outcome Objectives May be Long-term (Impact):**
 - Long term but still realistic
 - Based on expected achievements of program
 - Deals with determinants of language proficiency that can be measured (level of listening, speaking, reading & writing)
 - Deals with determinants of academic achievement that can be measured (FCAT Levels)
 - Do not happen immediately- measured after months or years

Writing Program Goals And Objectives

Another Look At The Whole Process

Sound Programs Have 5 Major Components:

- Need Assessment (Problem Statement)
- Program Goals
- Program Strategies (Outputs)
- Program Objectives (Outcomes)
 - Process Objectives (Intermediate outcomes)
 - Outcome Objectives (Immediate outcomes)
 - Impact Objectives (Long-term outcomes)
- Program Evaluation

Statement Of Need

Need. A statement of the problem to be addressed by the program:

Measuring a discrepancy between what is and what should be.
The discrepancy may be a:

Ideal condition

Norm

Minimum

Desired state or

Expected State

Remember: The definition of need does not rely on people knowing they have a particular need.

Program Goals

Program Goals. A broad and future oriented statement of the desired condition:

Goal statements “identify” the specific target group and provide the “what” information as distinct from the “how” the goal will be achieved or when it will come about.

Example:

Goal: The overall goal of the district’s program is to reduce the number of former ELLs scoring Level 2 on FCAT and continue to increase their level of academic achievement over time.

Program Objectives

Objectives provide guidelines for the accomplishment of goals:

- Identifies the target group

- States the result (change)

- Specifies the degree of change in measurable terms (degree)

- Identifies when the will happen (time)

Three broad categories:

- process (intermediate outcomes),

- outcome (immediate outcomes), and

- impact (long-term outcomes)

Sample Process, Outcome And Impact Objectives

Sample Process Outcome (intermediate):

During the first year of the project the *ABC Tutoring Program* will be delivered, by qualified teachers, to at least 50% of all ELLs in grades 6-8, and pretest versus posttest data will indicate a significant change in literacy levels in their native language and in English.

Sample Immediate Outcome:

At the end of the first year of the *ABC Tutoring Program*, district survey results will indicate a 5% decrease (statistically significant) in absenteeism (truancy) among 6-8 grade ELLs as compared to the pre-program baseline.

Sample Impact Outcome (long-term):

A two and four year follow-up survey of 10th and 12th grade students, who completed the *ABC Tutoring Program* during 6-8 grade, will indicate an 8% increase in academic achievement levels above that of their peers who did not complete the program.

Program Strategies

Program strategies provide the “how” component and may be stated in terms of:

Interventions: During the first year of the project the *ABC Tutoring Program* will be delivered, by qualified teachers, to at least 50% of all ELLs in grades 6-8 and pretest versus posttest data will indicate a significant change in literacy levels in their native language and in English.

People: Throughout the project period a cadre of classroom teachers and paraprofessional will be trained to deliver instruction through the *ABC Tutoring Program* .

Resources: Prior to implementation of the *ABC Tutoring Program* the curriculum will be revised and supplementary materials will be purchased and provided for teachers to review, and teachers and paraprofessionals will be solicited to serve as instructors and instructional aides.

Program Evaluation

A systematic collection of evidence that the program was effectively implemented with the target audience and achieved its goals.

Program Evaluation may be:

Formative and focused on:

Input – Are the people, materials, time and resources being provided for the program to reach its goals?

Process – Is the program being delivered as designed (Program Fidelity), to the target audience (those with the need), and in an effective way (intermediate results)?

Summative and focused on:

Immediate Outcomes—Are the program objectives being met?

Long-term Outcomes (Impact)—Does the program have a lasting effect on the target population?

Guidance on Required & Allowable Activities

Title III funds must at a minimum address the required activities, and may also include activities as listed under "Allowable Activities."

NOTE: While Title III, NCLB requires certain activities districts are still required to ensure that activities are supplementary to those required by Florida Statutes, State Board of Education Rules and the Consent Decree. (Refer to handout on Required/Allowable Activities)



Reading Initiative & FDOE Strategic Imperatives

Every application must address the Reading Initiatives and the FDOE Strategic Imperatives. Additional information on these may be obtained from the following URLs:

<http://www.justreadflorida.com>

http://www.fldoe.org/strategic%5Fplan/pdfs/2005-07_StratPlan.pdf



Review of Request for Application (RFA) for Stand-Alone

Activities

Consultation with Private School Officials (Equitable Services for Private School Participation)

Collaborative Partners

Needs Assessment

Collaboration and Coordination

Supplementary Instructional Services to Increase English Proficiency of ELLs

Instructional Services to Increase the Academic Achievement of Current and Former ELLs



Review of Request for Application (Cont'd)

Increasing Professional Development for School Personnel

Increasing Parental and Community Participation in the Educational Experience of ELLs

Accountability for Schools with English Language Learners (ELLs)

Dissemination/Marketing

Reporting Outcomes

Budget Description/Narrative

Activities

A brief description of the major activities to be carried out by the district and how these activities will be aligned to the state academic content standards, student academic achievement standards and state assessments. Description should address how these activities will to continue to close the achievement gap between ELLs and non-ELLs.

Consultation with Private School Officials

(Equitable Services for Private School Participation)

Section 9501(a)(1) of the NCLB Act of 2001 states in part that all eligible children enrolled in private elementary schools and secondary schools in areas served by entities such as LEAs shall, after **timely and meaningful consultation** with appropriate private school officials, **provide** to those children and their teachers or other educational personnel, on an equitable basis, special educational **services or other benefits** that address their needs under the program.

Timely refers to taking action before the district make decisions on delivery mechanisms and meaningful consultation refers to exploring available service delivery mechanisms. **Services** must be provided by employees of a public agency or through contract by the public agency. [See Title IX, Part E, Subpart 1, NCLB]



Consultation with Private School Officials *(Cont'd)*

LEAs shall consult with private schools on issues such as:

- How the children's needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the services will be assessed and how the results of the assessment will be used to improve those services
- The size, scope, and funds available for the proposed services
- How and when the LEAs will make a decision as to the delivery of services

Additional pointers:

- Private schools may appeal the decision by LEAs, and in some instances third party providers will assist schools in the appeal process
- Selected private schools must be "not for profit" and recognized by the state as private schools (usually by completing database on a yearly basis)
- District should keep sign-in sheets, minutes, etc that attest consultation with private schools in the event schools fail to provide "written affirmation" of consultation



Collaborative Partners

Project application should identify federal/state/local collaborative partners. Description should briefly describe the type and benefit of the collaborative activities; including the program(s) and the primary target group(s).

Needs Assessment

A description of the need for each of the services that will be funded through this project application. Description should include reference to the method used to conduct the needs assessment and the data and information analyzed to determine the need for supplementary services.

Refer to guidance document on Needs Assessment



Collaboration & Coordination

A description on how the services provided under Title III, Part A, as funded in the application will be integrated with each other and coordinated with other programs funded under NCLB

Supplementary Instructional Services to Increase English Proficiency of ELLs

Description of the district's goals, objectives, and strategies for increasing the English proficiency of English Language Learners by the end of the 2007-08 school year at the elementary, middle, and high school levels.



Instructional Services to Increase the Academic Achievement of Current and Former ELLs

Description of the district's goals, objectives, and strategies for increasing ELLs achievement in reading, mathematics and science by the end of the 2007-08 school year at the elementary, middle, and high school levels.

Increasing Professional Development for School Personnel

Description identifying specific, measurable, attainable, realistic, and time-bound goals and objectives for increasing professional development opportunities for school personnel.

Reminder: When identifying strategies, districts are required to describe the specific, research-based professional development that will be offered to personnel that is supplemental to state requirements.



Increasing Parental Community Participation in the Educational Experience of ELLs

Description identifying specific, measurable, attainable, realistic, and time-bound goals and objectives for increasing parental and community involvement .

Reminder: When identifying strategies, districts are required to describe the specific activities that are supplemental to state requirements.



Accountability for Schools with ELLs

A description of how the district will hold elementary and secondary schools accountable for meeting the goals and objectives outlined in the project in terms of increasing the English proficiency of current ELLs, and the academic achievement of all current and former ELLs.



Dissemination/Marketing

Some strategies for disseminating and marketing information about your Title III program:

- Dissemination via district and school website
- Development and distribution of informational flyers
- Development and distribution of informational brochures
- Public service advertisements on television or radio
- Notices and/or articles printed in wide distribution local newspapers
- Presentations at Parent/Guardian Training or Workshops
- Presentations at school or district workshops or conferences
- Distribution through electronic notices, such as Email Blasts
- Presentations at Civic or Faith-based Community Meetings
- Information sharing by teachers and other school staff at PTO or PTA meetings
- Dissemination via local Bulletin Boards



REPORTING OUTCOMES

Suggestions on how to report project outcomes:

- **Annual Evaluation Report submitted to state**
- **School/District Report Cards**
- **Program Evaluation Reports**
- **District Internet Homepage**

Budget Description/Narrative

- Proposed expenditures should be linked to activities and services outlined in the project application.
- Must be supplementary and not supplant.
- Line items should include sufficient specificity to determine what service or product will be purchased on how it will be used to implement goals & objectives of the project and withstand the “supplementary test.”



Review of Request for Application (RFA) for Consolidated

- Needs Assessment
- Activities
- Coordination of Programs
- Collaborative Partners
- Consultation with Private School Officials (Equitable Services for Private School Participation)
- Supplementary Instructional Services to Increase English Proficiency of ELLs
- Instructional Services to Increase the Academic Achievement of Current and Former ELLs
- Budget Description/Narrative



Review of Sample Project Narrative

- Sample narrative descriptions were developed from previously submitted project applications
- Document was developed as a guidance tool and is not intended for copying into an actual project application
- Document provides text for each section of the project application, including responses needing revisions, revised responses and explanation



Questions & Answers

Discussion

Contact Information

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