Title III Technical Assistance

Needs Assessment

Student Achievement through Language Acquisition
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Florida Department of Education
Dr. Eric J. Smith,
Commissioner

What is a Needs Assessment?

A Needs Assessment...
- is a research and planning activity used to discover areas of need based on data
- analyzes strategies that worked and those that did not
- identifies challenges and opportunities
- enables a district to effectively prioritize areas of need and focus available resources

In the application, the Needs Assessment...
- includes a description of the need for each of the services funded through the application
- includes reference to the methodology used to conduct the assessment
- includes the data sources on which activity and budget decisions are made

# Where do districts get data for the Needs Assessment?

- District/school level reports (progress monitoring) on academic achievement and English language acquisition
- Annual School Report Card
- Input from parents/guardians and community members regarding the ESOL program and any other services parents would like to see implemented
- Teacher surveys regarding needs such as professional development, equipment, or software
- Statewide assessments (CELLA, FCAT)
- Academic achievement record of current and former ELLs
- Disaggregated Adequate Yearly Progress (AYP) Data Reports

Next Steps

Use the results of your needs assessment to:

- Develop activities that meet your district's needs.
    - Activities must be supplemental in nature
    - Activities can be continued from previous year, but please indicate if these are <u>not</u> paid for with this year's grant
- Develop a budget that reflects your district's needs.
    - Budget items must relate to linguistic or academic achievement, or professional development

A district's needs, activities, and budget are correlated; one cannot be made independently of the others.

Needs
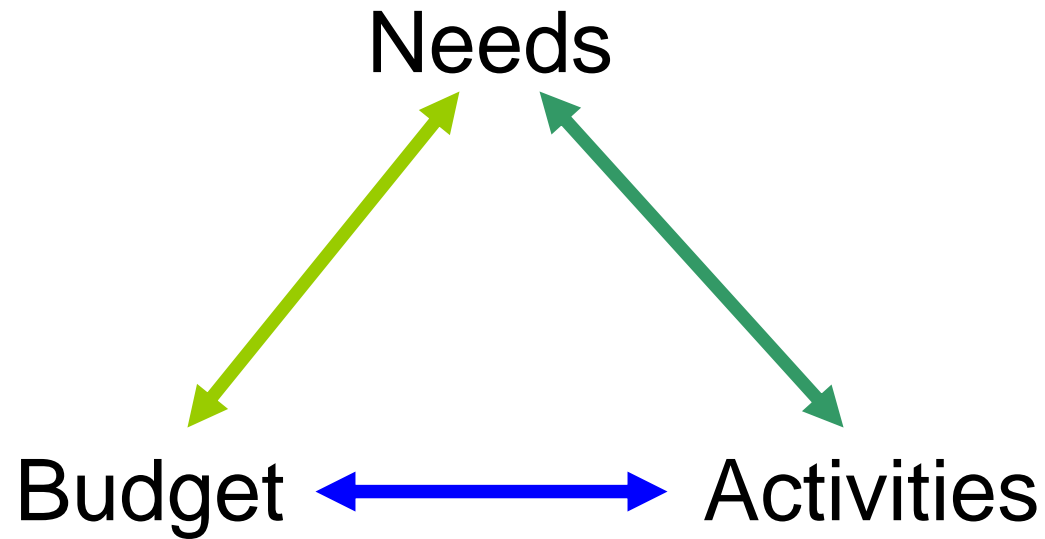
Budget ⟷ Activities

Activities

- The activities described in this section should correlate to your district's needs. Activities are how your district will fulfill the needs described.

- Each activity that requires funding should be addressed in the budget.

- Activities should relate to linguistic and academic achievement as well as professional development.

- All activities should be supplemental in nature and not supplant federal, State Board of Education, Florida statues, or Consent Decree rules and requirements.

Budget Narrative

- Proposed expenditures must be linked to activities and services, based on needs assessment, outlined in the project application.

- Budget items must supplement and not supplant. Be sure to include "supplemental" in your budget descriptions.

- Line items should include sufficient information to determine what service or product will be purchased and how it will be used to achieve goals and objectives.

- Any positions requiring FTE should have well-defined job descriptions and relate to student achievement

S.M.A.R.T. GOALS

All goals should lead to:

 1 Student achievement in English acquisition

 2 Student achievement in academics

All goals should be SMART

  Specific: Use numbers and percentages: "An increase from 500 to 550." "Increase parental involvement by 5%, from 10% to 15%."

  Measurable: Ask, "How do I know when this goal is achieved?" or "How are we documenting progress towards this goal?"

  Achievable: Are the goals you are setting reachable, considering the funding provided and the activities planned?

  Relevant: Does the goal relate to the need? Do the strategies relate to the goal?

  Time-bound: "By the end of the 2009-2010 school year...."

All activities and expenditures must be <u>supplemental</u>.

Consultation with Private Schools

Districts shall consult with private schools on issues such as:

- How ELL needs are 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 Information:

- Description should address how consultation is on-going throughout the year.

- Selected private schools must be "not for profit" and recognized by the state as private schools

- District should keep sign-in sheets, minutes, etc. that attest to consultation with private schools in the event schools fail to provide "written affirmation" of consultation

- Private schools that do not wish to participate need to send a letter to the district saying that the district's services are not needed.

Coordination of Services

Identify how services from other federal, state, and local funded sources coordinate with Title III programs; briefly describe in a simple narrative, the type and benefit of the of the collaborative activities; include the program(s) and primary target group(s).

For example, show how Title III works with Title II to provide services or training.

Collaborative Partners

- Identify community based, faith based organizations and/or community partners; briefly describe in a in a simple narrative, the type and benefit of the collaborative activities; include the program(s) and primary target group(s).

  For example: Community partners in excellence (Publix, Target), Catholic Charities, ENLACE

Professional Development

Describe the supplementary professional development activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the professional development involvement activities the LEA will conduct to impact student achievement and language acquisition, which will address the issues identified in your needs assessment.

Include in the description how the professional development activity will supplement, not supplant.

Parental Participation

- Describe the parent involvement activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the major parent involvement activities the LEA will conduct to impact student achievement and language acquisition which will address the issues identified in your needs assessment.

- Include in description the activities that will be implemented to carry out parent involvement activities that build the capacity of parents.

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.

What do district personnel do to ensure that goals are being met?

What documentation is maintained?

Dissemination/Marketing

Strategies for disseminating and marketing information about Title III ⋅⋅⋅⋅⋅⋅⋅⋅⋅⋅⋅⋅⋅

- websites
- flyers and brochures
- public service advertisements
- notices and/or articles in newspapers
- parent/guardian training or workshops
- distribution through e-mails
- civic or faith-based community meetings
- information sharing by teachers at PTO/PTA or SAC meetings

Communication should be in languages the parents/guardians understand, unless clearly not feasible.

REPORTING OUTCOMES

The effectiveness of activities in your Title III grant should be reported to parents and school stakeholders.

Suggestions on how to report project outcomes:

- Annual Evaluation Report submitted to state
- School/District Report Cards
- Program Evaluation Reports
- District Internet Homepage
- School-home communication regarding the outcomes in a language the parents understand, unless clearly not feasible

Questions?