



# Title III & ESOL Technical Assistance



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# Welcome

Michelle L. Gaines, Bureau Chief  
Bureau of Federal Educational Programs



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# Title III and ESOL Program

Ginger Alberto, Program Director

Mark Drennan, Program Specialist

## Who are our English Learners (ELs)?

Answering YES that a language other than English is spoken in the home on the Home Language Survey (HLS) requires:

- A district-chosen English language proficiency assessment to be given upon school enrollment
- Districts use test publisher's guidelines for EL (LY) placement
- K-2 listening and speaking only
- 3-12 listening, speaking, reading and writing
- No assessment for Pre-K

Parents must be notified of ESOL placement within 30 days of school enrollment

## English Learners Data

- Current data shows that English Learners comprise nearly 10% of Florida's total student population.
- Approximately 2/3 of FL ELs were born in the United States.
- Top Primary Languages listed by ELs are:
  1. Spanish
  2. Haitian/French Creole
  3. English
  4. Arabic
  5. Portuguese

## Exit Criteria

- **All ELs:** Score a composite score of 4 in the listening, speaking, reading, and writing domains on WIDA's ACCESS for EL annual language assessment, with a mandatory 4 in reading
- **ELs in Grades 3-12:** Must also score a level 3 or above on the FSA ELA or concordant scores on SAT or ACT
- **EL Committee decision:** Exit based on stakeholder input, alternative assessments and classroom performance
- On average, ELs spend 3 to 4 years in ESOL programs

# Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<p><b>6</b> <b>Reaching</b></p>	<ul style="list-style-type: none"> <li>• specialized or technical language reflective of the content areas at grade level</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• oral or written communication in English comparable to English-proficient peers</li> </ul>
<p><b>5</b> <b>Bridging</b></p>	<ul style="list-style-type: none"> <li>• specialized or technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</li> <li>• oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material</li> </ul>
<p><b>4</b> <b>Expanding</b></p>	<ul style="list-style-type: none"> <li>• specific and some technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs</li> <li>• oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support</li> </ul>
<p><b>3</b> <b>Developing</b></p>	<ul style="list-style-type: none"> <li>• general and some specific language of the content areas</li> <li>• expanded sentences in oral interaction or written paragraphs</li> <li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support</li> </ul>
<p><b>2</b> <b>Beginning</b></p>	<ul style="list-style-type: none"> <li>• general language related to the content areas</li> <li>• phrases or short sentences</li> <li>• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support</li> </ul>
<p><b>1</b> <b>Entering</b></p>	<ul style="list-style-type: none"> <li>• pictorial or graphic representation of the language of the content areas</li> <li>• words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support</li> <li>• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support</li> </ul>

## Title III Services

Examples of allowable Title III services:

- English learning through software applications
- Bilingual resources in classrooms
- Academic tutoring
- Family engagement activities and acculturation
- Bilingual support staff
- Afterschool and summer programs
- Supplemental training for staff



# Immigrant Children and Youth Definition

- ➔ are aged three through 21;
- ➔ were not born in any US **state**; and
- ➔ have not been attending one or more schools in any one or more states for more than **three full academic years**.

**Section 3201 (5) of the Elementary and Secondary Education Act**

<https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-iii.html#sec3201>

## Title III Collaboration

- Outreach – identifying students
- Coordinate activities with Head Start or CBOs
- Share resources, technology and tutoring
- Provide supplemental instructional and support staff
- Create teacher training opportunities
- Develop mentoring programs
- Prepare students for graduation and postsecondary opportunities

# ESOL Instructional Programs

Instructional Model	Academic Content	Language of Instruction	Student Composition Usual Grade Level
Sheltered English	English Language Arts Listening, speaking reading & writing	English	Only ELs Secondary Level
Sheltered Core Subject Areas	Math, Science, Social Studies, Computer Literacy	English	Only ELs Secondary Level
Inclusion English	English Language Arts Listening, speaking reading & writing	English	ELs and non-ELs K-12
Inclusion Core Subjects	Math, Science, Social Studies, Computer Literacy	English	ELs and non-ELs K-12
Developmental Bilingual Education	English and core subjects	English & heritage language	Only ELs K-12 (usually Secondary Level)
Dual Language	English and core Subjects	English & target language	ELs and non-ELs K-12 (usually in K-5)

## Title III Contact Information

**Ginger Alberto, Director**

[Ginger.alberto@fldoe.org](mailto:Ginger.alberto@fldoe.org)

850-245-0894

**Mark Drennan, Program Specialist**

[Mark.Drennan@fldoe.org](mailto:Mark.Drennan@fldoe.org)

850-245-0893



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