

**COORDINATING
TITLE I AND TITLE III**

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Coordinating Title I and Title III

January 18, 2012
1:00 to 2:00 pm


Agenda

- + Overview of WebEx Session Protocols
- + Definitions/Abbreviations
- + Understanding the Basics
- + Myths About Collaboration
- + Similarities/Differences with Title I and Title III
 - + Collaboration Between Programs
- + Questions
- + Reminder: All previous and future Title I WebEx sessions are posted on the ND Department of Public Instruction's website.

Questions

Questions can be typed through the chat box in the lower right corner.

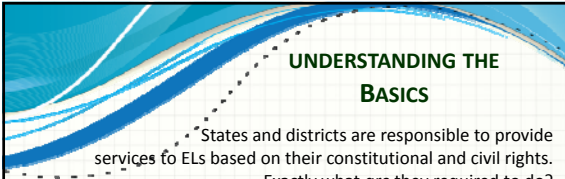
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DEFINITIONS AND ABBREVIATIONS

USED – US Department of Education
EL – English Learner
ELL – English Language Learner
ELP – English Language Proficiency
ILP – Individualized Language Plan
LEP – Limited English Proficiency
RTI – Response to Intervention

The US Department of Education (USED) encourages states to use the same definition of “limited English proficiency” for both Title I and Title III so that no student is classified as LEP by one program and not the other.



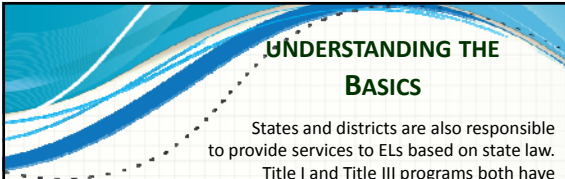
UNDERSTANDING THE BASICS

States and districts are responsible to provide services to ELs based on their constitutional and civil rights. Exactly what *are* they required to do? The answer is not simple...

Note: Most court rulings stemmed from concerns that ELs were not being treated equally or being given the same opportunities as their English-speaking peers.

Key points to keep in mind:

- Provide Core Language Instruction which may occur during intervention time.
- Services for ELs are required to be provided regardless of whether additional funding is received.
- Additional funding whether Title I or Title III is to provide SUPPLEMENTAL support.



UNDERSTANDING THE BASICS

States and districts are also responsible to provide services to ELs based on state law. Title I and Title III programs both have supplement not supplant mandates.

Key points to keep in mind:

- Title I funds cannot be used to supplant the Core Language Instruction Educational Program.
- Title III funds cannot be used to supplant other federal mandates (Title I requirements) or state law: <http://dpi.state.nd.us/bilingul/seclang/060506.pdf>.

Myths about Collaboration Between Title I and Title III:

1. States/districts need to help ELs attain English proficiency "first" and should attend to their academic achievement only once this initial hurdle has been passed.
2. Helping ELs with Title I funds is "unfair" because these students also may be supported by Title III dollars, and other Title I eligible students do not have other sources of support.
3. Content instructors and general education teachers are not responsible for accommodating ELs - this is not within these teachers' scope of work.

It is important for administrators to understand the differences and intersections of the Title I and Title III programs.

Let's explore the similarities first...

SIMILARITIES BETWEEN TITLE I AND TITLE III

There are many similarities between Title I and Title III

1. Federal Education Formula Grant Program
2. Focus on "At Risk" Students
3. Student Eligibility Requirements
4. Reporting Requirements/Accountability
5. Expectation to Collaborate with General Education
6. Focus on Research

Federal Education Formula Grant Programs

Both Title I and Title III are part of a federal law that significantly affects K-12 education.

– The *No Child Left Behind (NCLB) Act of 2001*

Shared Focus on “At Risk” Students

Title I and Title III are both programs that focus on identifying students and providing them with academic interventions in order to help students achieve success in school.

Title I – intense interventions with a focus on improving academic achievement

Title III – intense instruction with a focus on language to increase English language proficiency and to allow for access to academic content

Eligibility Requirements

Title I Schoolwide Programs:

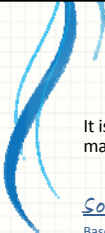
all students are considered “Title I students”
<http://www.dpi.state.nd.us/title1/schlwide/index.shtm>

Title I Targeted Assistance:

Selection Criteria is determined by the school, must be objective and uniformly applied to all students at each grade level (minimum of 2 criteria)
<http://www.dpi.state.nd.us/title1/targeted/require/student/index.shtm>

Title III:

LEP definition and ELP assessment results (scoring below the exit criteria)
http://www.dpi.state.nd.us/bilingul/tech/LEP/LEP_def.pdf
http://www.dpi.state.nd.us/bilingul/tech/Exit/ELLS_in_ND_Program_Exit.pdf



Joint Eligibility is Possible

It is important to remember that certain students may be eligible for both Title I and Title III.


Something to ponder...

Based on state-submitted CSPR data for 2009-10 school year:

Approximately **17%** of Title I-served students were also LEP students.

AND

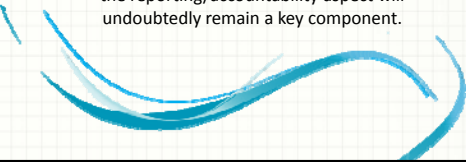
Approximately **70%** of EL students were served under Title I.




Reporting Requirements/Accountability

Both Title I and Title III have significant reporting requirements to both the USDE and to the public.

When NCLB is reauthorized in the near future, the reporting/accountability aspect will undoubtedly remain a key component.





SIMILAR ACCOUNTABILITY PROVISIONS

Adequate Yearly Progress (AYP) is to Title I as Annual Measurable Student Achievement Objectives (AMAOs) are to Title III.

Current Reporting Requirements

Title I:

1. Parents' Right to Know Clause
2. School District Report Cards
3. AYP Notification

Title III:

1. Title III Section 3302
2. AMAO Notification (separate)

EXPECTATION TO COLLABORATE WITH GENERAL EDUCATION

Title I and Title III have an expectation to collaborate with general education for the purposes of academic achievement for all students.

Focus on Research

The NCLB law that governs the Title I and Title III programs has a strong focus on research.

- Professional development must be based on scientifically based research.
- Curricula selected must be research-based.

DIFFERENCES BETWEEN TITLE I AND TITLE III

There are also differences between Title I and Title III:

1. State and local responsibility
2. Required grant activities

State and Local Responsibility

Title I:

1. None

Title III/State ELL:

1. ELL Endorsement (TIII – HQ, State ELL – Endorsement)
2. Core LIEP (Title III and State ELL)
3. ILPs (State ELL)


Required Grant Activities

Title III:

1. Professional Development
2. Activities to increase the academic achievement and ELP of LEP students

Title I:

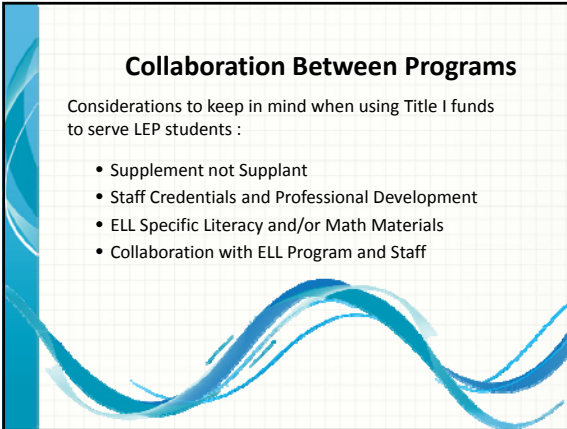
Requirements	Targeted Assistance	Schoolwide
Parental Right to Know Clause	*	*
Dispute Resolution	*	*
IEP Reevaluation	*	*
Monitoring Documentation	*	*
Schoolwide Plan	N/A	*
Transition to Schoolwide Plan	N/A	*
Assessment of Competence	N/A	*
Time & Effort Documentation and Reporting	*	*
Inventory	*	*
Student Selection	*	*
Student Participation	N/A	*
Parental Participation	*	N/A
Student Progress Report	*	N/A
Communication with Teachers	*	N/A
Annual Review	*	*
Parental Participation	*	*
Scientific-Based Research	*	*
Scientific-Based Research	*	*
Title I Personnel Report	*	*



COLLABORATION BETWEEN PROGRAMS

Ways to Collaborate Between Title I and Title III:

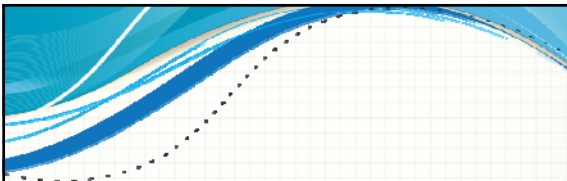
- Professional Development – Joint Trainings
- RTI – Title I/Title III/Special Education
- Parent Involvement
- Split Staffing (Title I and local funds)
- Program Improvement Plans



Collaboration Between Programs

Considerations to keep in mind when using Title I funds to serve LEP students :

- Supplement not Supplant
- Staff Credentials and Professional Development
- ELL Specific Literacy and/or Math Materials
- Collaboration with ELL Program and Staff



QUESTIONS?

CONTACT INFORMATION

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