TBIP and Title III
iGrants Training

May 1, 2020
Funding Year 2020-21
Webinar Objectives

• Current projects going on in your Bilingual Education office.

• Status and goals for the grant applications; a two year timeline.

• Review of allowable grant-funded activities.

• Tips and examples for writing an easily approvable grant application.

• Guidance from our Office of Native Education.
Current Projects:

1. Program guidance around the COVID-associated school shutdown and the call for a Continuous Learning plan

2. The Data Dashboard - a critical infrastructure for program analytics

3. Updated Parent Notification Letters/data links - ETA prior to June of 2020

4. A new grant application platform and streamlined grant application - ETA 2021-2022

5. A sustained statewide effort to meet the Civil Rights obligations to our multilingual students - ongoing since 2019 (a review of program descriptions is ongoing)
Continuous Learning Plan

Data Dashboard

• Spring of 2020 (mid-June).
• Identifying areas of need, targeting intervention, and closing the opportunity gap.
• Student and district level data on ELP scores, content assessments, exit rates, student demographics, disability categories, program eligibility, program models, languages served, and time in program.
• Will reside on the Tableau Server in EDS at this time.
Data Dashboard

How many English Learner students scored proficient on the English language proficiency assessment?

View All Students or By Program
All EL Students

Select Student Group Type
Migrant

2019
All EL Students
Number: 1,112
Percentage: 34.8%

Filter the student list by:
- Grade Level
- Race/Ethnicity
- Special Education
- Migrant
- Gender

Search for a student (then hit enter)
- Student Name
- Student ID

Did Not Score
Did Not Score
Scored Proficient
Did Not Score
Important Dates

• May 1 - TBIP, Title III SAS, and the Intent to Participate open

• **May 15** - Intent to Participate in Title III deadline

• June 30 - PD Report (716) deadline

• July 1 - Transitional Bilingual Instructional Program Grant (219) deadline

• Aug 31 - Title III Grant (231, 232) deadline

• July 1 - Substantially Approvable Status deadline
Notice of Intent to Participate

- We will ask you to complete an online form indicating your intention to participate.

- Respond in a timely manner in order to avoid holding up final allocations.

- If your district generates less than $10,000 of Title III funding, tell us whether you will participate in a Title III consortium. Tell us who the lead district is and which other districts will be in the consortium.

- If you do not respond by the deadline, we will make the assumption that your district does not intend to access Title III funding. The funds will be reallocated to other districts.

Your district already provided the Private School Count on page 5 of FP 232 or FP231 for SY19-20. BEP staff will use this count unless you report an updated and VERIFIED number of eligible students in private schools who wish to participate in Title III in this year’s Intent to Participate.
Writing an easily-approvable grant

**Consider**
- Consider your grant an application rather than an essay. We hope to showcase the strengths of your district through different, more effective tools.

**Review**
- Review the requirement of each grant section you are presently writing. Respond to the question by addressing information needed.

**Write**
- Write a concise answer without listing a rationale. A justification will be requested if needed, but it rarely is.
Concise responses work best

Harder to verify a shared understanding
All students receive instruction in English by a certificated teacher. Many of our teachers are trained in a content framework. All of our teachers have access to PD sessions about academic language and trauma-informed practices. We make every attempt to place ELs with trained teachers.

Easier to verify a shared understanding
Progressing students will receive a minimum of 30 minutes per day of designated English instruction provided by an ELD teacher using the curriculum adopted specifically for language development.
iGrants Form Package 716

• Autopopulated with the professional development plan provided in the TBIP Grant, Form Package 219, for SY19-20.

• Prior to your Title III and TBIP grants being approved, we are required to process your 2019-2020 PD Report.

• All parties are aware of limitations that resulted from the shutdown and ask that you report training that took place successfully. Please delete activities not conducted or add activities conducted that were not in the original plan.

• Please submit no later than 6/30/2020.
TBIP

Due Date: July 1, 2020 4:00 PM
Project Period: 9/1/2020 - 8/31/2021
**TBIP-Allowable Activities**

- Technology expenditures that are directly related to language acquisition.
- Salaries for administrative staff who are supervising EL instruction and who would not otherwise provide such duties.
- Academic support to Exit TBIP students.
- Teaching salaries for EL or BE endorsed teachers to provide designated English language instruction to eligible students.
- Consumable supplies/materials that directly support language development.
- Offset additional costs associated with providing bilingual education instruction.
More TBIP Allowable Activities

- **Instructional resources**: (materials used to instruct students in a learning resource environment and designed for bilingual/ESL instruction).

- **Purchase of service**: (professional development specific to second language acquisition).

- **Program-related translation and interpreting services**.

- **Travel expenditures** that are directly related to the TBIP.

- **Cost of program printing expenditures**.

- **Indirect costs** as per the indirect allocation established by OSPI.
The Stakeholder Engagement Requirements
EL Program Family Survey:

Using data validated for bilingual students
In order to support districts in their efforts at providing targeted and intentional services, the Bilingual program will provide feedback on the data whenever feasible and appropriate. We encourage districts to consider the Title III data elements as they are prescriptive in terms of providing equitable services.

Needs evaluation
We are recommending that this year, the needs evaluation be focused on specific remedies that may address inequities that resulted during the shutdown.
Features associated with strong gains

Plan Describes:

• Robust designated language instruction—a priority for all programs

• Academic language support in all content areas in addition to designated English instruction

• Engagement of students and families in the school community

• A specific response to struggling exited students (current through 2 year exit)

• Progress toward graduation managed via specific caseloads (High school only)
Exited TBIP Students

The scores of exited students can be seen at this URL:

http://www.k12.wa.us/MigrantBilingual/pubdocs/ExitedTBIPStudents.pdf

• What information did the district learn from a review of its data on exited ELLs?

• What academic supports will the district provide based upon its data review?
Page 2: Bilingual Programs

- Two-way Dual Language
- One-way Dual Language
- Late Exit
- Early Exit
English learners in all programs, including dual language, must receive designated English language development (ELD) instruction until they meet proficiency on the state English language proficiency assessment.

TBIP funds can be used to provide supplemental ELD instruction to eligible English learners. Other areas of Dual Language programming may be Basic Education expenditures. If you need assistance determining which funding sources can be used, please reach out to our office.
One-Way Dual Language Education

• Provide academic instruction in two languages in classrooms with only English learners.
• Kindergarten - 12th grade to develop full academic & biliteracy benefits.

Dual Language Goals:
1. To become bilingual & biliterate in both languages of instruction.
2. Attain high academic achievement in both languages.
3. Sociocultural competence.
For Technical Assistance:

Patty Finnegan, PhD
Bilingual Education Special Projects Program Supervisor
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Page 3-4: Alternative Instructional Programs
(English-only programming)

- Content-based Instruction/Sheltered Instruction
- Supportive Mainstream
- Newcomer Programs

Describe ELD in all educational settings, even when no enrollment:
- Open Doors Programs
- Institutional Education
- Distance learning programs
- Alternative Schools
English learners in **all** programs, including supportive mainstream, must receive designated English language development (ELD) instruction until they meet proficiency on the state English language proficiency assessment.

TBIP funds can be used to provide designated ELD instruction to eligible English learners. Other areas of Alternative Instructional Programming may be Basic Education expenditures. If you need assistance determining which funding sources can be used, please reach out to our office.
Does your district have an Open Doors or Juvenile Detention program?

- Schedule of services at the alternative site
- Designated English instruction by language proficiency level
- Academic content language
- Instructional materials
- Graduation tracking
  - Resource: EL Graduation Study.
Characteristics of Long Term EL Learners

Long Term English Learners-Students with Long Term English Learner (LTEL) designations are students who struggle to reach English proficiency in a timely manner.

- begin to accumulate dropout risk at five years in program
- may have had inconsistent educational programming
- may also have experienced programming without designated English instruction
- often are proficient in conversational English but have low levels of proficiency in academic language and literacy
- growth in language and literacy slow over time and then plateau
Adverse Consequences for Long Term English Learners

- Failure to develop academic language in content areas outside of ELA.
- Less access to classes required for high school graduation,
- Less frequent admission to postsecondary education,
- Elevated high school dropout rates.
Supporting Long Term English Learners

https://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf
What Works? Emerging Practices for Long Term English Language Learners

Emerging practices that simultaneously address language, literacy, and academic gaps show great promise for meeting the unique needs of Long Term English Language Learners.

1. **Urgency.** Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps. An intensive approach rather than a remedial approach...

2. **Distinct needs.** Recognize that the needs of LTELs are distinct and cannot adequately be addressed within a “struggling reader” paradigm, but require an explicit LTEL approach. The curricular pacing of intervention programs often do not contain the cyclical and progressive structures that result in bilingual development.

3. **Language, literacy, and academics.** Provide LTELs with language development, literacy development, and a program that addresses the academic gaps they have accrued. Be cautious of programs that only prepare students for ELA integration.
Page 5: Newcomer Programs

Resource: Newcomer Toolkit
https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf

- Maximum length of time to participate
- Available content
- Access to a full range of school programs
Typical features of a Newcomer Center

Typically one to two semesters in program

Placement criteria – Score of Newcomer Level on Placement Test

Exit criteria
  - Inside Placement Test – Fundamental 1 placement score
  - Math Placement Test – 80% or higher in basic math skills assessment
Support for SIFE in math

- Use of Context for Learning Units to master early number sense
  [https://www.heinemann.com/contextsforlearning/](https://www.heinemann.com/contextsforlearning/)

- Use of manipulatives to develop conceptual understanding of key concepts

- Small group instruction based on skill level
Allowable salaries

Teacher to student ratio should be comparable to the staffing of other programs that serve vulnerable populations

A caution about utilizing paraprofessionals

Professional development should be provided to teaching staff and administrators. A well-developed plan uses data on an ongoing basis to make sure that PD dollars result in improved services
Title III

Substantially Approvable Status Due: July 1, 2020
Grant Application Due Date: August 31, 2020
Project Period: 7/1/2020 - 8/31/2021
ESSA required Data and Program Evaluation

• Before you write your Title III grant, complete your program evaluation and engage internal and external stakeholders.

• ESSA requires districts to respond to four specific data elements in their program evaluation. These elements are statistically tied to the ongoing success of bilingual children.
  - English proficiency (ELPA pass rate)
  - Long term enrollment
  - Academic achievement after exiting services
  - Percentage of bilingual students who have special needs
Title III Required Activities

1. EFFECTIVE LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM.

2. EFFECTIVE PROFESSIONAL DEVELOPMENT.

3. PROVIDING AND IMPLEMENTING OTHER EFFECTIVE ACTIVITIES AND STRATEGIES THAT ENHANCE OR SUPPLEMENT LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS, WHICH MUST INCLUDE PARENT, FAMILY AND COMMUNITY ENGAGEMENT ACTIVITIES.
Title III: Supplement-not-Supplant
Section 3115(g)

- Must not replace Federal, State, and local public funds that would have been expended in the absence of Title III funding.

- In general, it is presumed that supplanting has occurred:
  1) if the LEA uses Federal funds to provide services that the SEA or LEA was required to make available under other laws; or
  2) the LEA uses Federal funds to provide services that the SEA or LEA provided with non-Federal funds in the prior year.
What positions can I fund with Title III?

- Professional Development Trainer
- Instructional Coach
- Middle/High School EL Advocate (Could be split-funded with the Migrant Student Advocate position)
- Staff Time for:
  - Access to Professional Development, Collaboration, and Program Evaluation
  - Extended Day/Year Support
  - Early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education
  - Title III Family Engagement

Title III cannot fund the district’s core ELD program or a student’s only ELD service.
Page 3: Description of Activities to be Funded

Provide details regarding the activity, purpose, and estimated cost for the following:

- Contracts
- Curriculum Materials (Must have been specifically developed for English Language Learners)
- Supplies
- Stipends
- Extra Hours
- Substitute Teachers
- Travel
- Parent/Community Participation
- Tuition (coursework specific to ELL/bilingual instruction)
• Technology is a tool, not an intervention in and of itself. Technology alone cannot replace effective teaching or intervention activities.

• Technology may be a Title III expenditure, only when the purchase represents a specific effort for eligible English learners and improves their skill level or amount of access consistent with closing the achievement gap.

• ELA Menu of Best Practices: http://www.k12.wa.us/SSEO/pubdocs/ELAMenu.pdf
Title III Funds and Targeted/Comprehensive Schools

• If the district has a building that has been targeted for English Learner Progress, how will the district expend Title III funding to improve outcomes for English learners in the targeted building?

• What immediate actions is the district taking to improve the outcomes of English learners in buildings that have been targeted for English Learner Progress?

Washington School Improvement Framework:
Services to Native American students eligible for Title III Participation

*Planned through tribal collaboration*

1. **ESSA Tribal Consultation**
   - For districts where 50% or more of the district’s students are identified as American Indian/Alaska Native and/or the district receives $40,000 or more through Title VI consultation with the nearest federally recognized Tribe(s) before submitting plans and application is required.

2. **Collaboration with Title VI Coordinator**

3. **Selection from Professional Learning Menu**
Services to Native American students eligible for Title III Participation

Professional learning specific to culturally relevant instruction for Native American students for EL teachers (supplemental):

• Supplemental implementation of the *Since Time Immemorial curriculum* or tribally-developed history lessons with a language and literacy focus for Title III eligible students.
• Professional learning for English language development educators to use the *Since Time Immemorial* or tribally-developed history curriculum.
• Hosting family nights and introducing the *Since Time Immemorial* and tribally-developed curriculum as a resource to build language and literacy with their children.
• Northwest Native American reading curriculum (available from OSPI Office of Native Education.)
• Literacy activities in preparation for the canoe journey or other tribally specific gatherings.
• Other.
Services to Native American students eligible for Title III Participation

You are invited

Title III-Title VI Collaboration Webinar
May 6, 2020
10 a.m. – 11 a.m.

Dr. Laura Lynn, Office of Native Education
Program Supervisor: laura.lynn@k12.wa.us
Equitable Services to Students in Private Schools

Funding for the 2020-2021 funding year will be calculated based on the numbers reported on page 5 of last year’s grant.

Please only report significant changes in the number of projected new private school enrollments at this time.
Need additional support?

For assistance with questions pertaining to Tribal Consultation, please feel welcome to contact the Native Education Team:

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