



# Maximizing Outcomes for English Language Learners through Strategic Supports and Use of Title III Funds

**Florida Organization of Instructional Leaders (FOIL)**

**May 28-29, 2025**



# Agenda

- Overview of Student Achievement through Language Acquisition (SALA)
- Sections of the District's English Language Learner (ELL) Plan
- Community of Practice
- Title III and Immigrant Required and Authorized Activities
- Title III, Part A Supplement, Not Supplant Provision
- SALA Updates

# Limited English Proficient Overview

- a. An individual who was not born in the United States and whose native language is a language other than English;
- b. An individual who comes from a home environment where a language other than English is spoken in the home; or
- c. An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.

Source: Section 1003.56, Florida Statutes

## ELL Data

Survey 2 2022-2023	Survey 2 2023-2024	Survey 2 2024-2025
304,865	337,045	368,068

Source: Know your Data – Advanced Reports

# Bureau of Student Achievement through Language Acquisition Overview

- Assists districts, schools and nearly 370,000 ELLs in Florida;
- Ensures comprehensible instruction through monitoring for compliance with state and federal regulations;
- Provides resources and guidance to facilitate language acquisition and academic achievement;
- Ensures adherence to legal mandates and educational standards to meet the needs of ELLs;
- Offers leadership and technical assistance for implementing standards, teaching courses and instructional materials in World Languages; and
- Manages the Title III, Part A federal grant to provide supplemental services for ELLs and recently arrived immigrant children and youth.

# ELL Data

## 2023-24 Federal Percent of Points Index (FPPI) as of September 18, 2024 Report by Assessment, Reporting and Accountability

	Non-Charter Schools	Charter Schools
Number of Schools on 2023-24 FPPI Report	<b>3041</b>	<b>710</b>
Number and percent of schools with data for at least ten students in the ELL subgroup	<b>81%</b> (2,458 schools)	<b>77%</b> (548 schools)
Number and percent of schools with ELL subgroup performance below 41% (FPPI) in <b>2023-24</b>	<b>15%</b> (370 of 2,458 schools)	<b>18%</b> (96 of 548 schools)
Number and percent of schools with ELL subgroup performance below 41% (FPPI) in 2023-24, and <b>five consecutive years of low performance</b>	<b>29%</b> (106 of 370 schools)	<b>32%</b> (31 of 96 schools)



# Sections of the ELL Plan

## Sections of the ELL Plan

- **Section 1:** Identification (Rule 6A-6.0902, Florida Administrative Code [F.A.C.])
- **Section 2:** English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)
- **Section 3:** Programmatic Assessment (Rule 6A-6.0902, F.A.C.)
- **Section 4:** Comprehensive Program Requirements and Student Instruction (Rule 6A-6.0904, F.A.C.)

## Sections of the ELL Plan

- **Section 5:** Statewide Assessment (Rule 6A-6.09091, F.A.C.)
- **Section 6:** English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)
- **Section 7:** Monitoring Procedures (Rule 6A-6.0903, F.A.C.)
- **Section 8:** Parent, Guardian, Student Notification and Rights (Rules 6A-6.0902(2)(e) and 6A-6.0908(2), F.A.C.)

## Sections of the ELL Plan

- **Section 9:** The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)
- **Section 10:** Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)
- **Section 11:** Extension of Services (Rule 6A-6.09022, F.A.C.)



# Community of Practice

## Supplemental Funding Opportunity

- SALA provided supplemental funds to assist Local Educational Agencies (LEAs) in enhancing professional learning for instructional staff and administration.
- 14 LEAs submitted applications, including 2 charter LEAs.
- The Department established a Community of Practice to support building resources that will benefit all schools in Florida.

# Community of Practice

**Bay**  
**Charlotte**  
**Clay**  
**Duval**  
**Escambia**  
**Hernando**  
**IDEA**

**Lake**  
**Mater Academy**  
**Monroe**  
**Sarasota**  
**St. Johns**  
**St. Lucie**  
**Sumter**

# Community of Practice: Areas of Focus

- Parent Engagement Resources
- Federal Funds Leveraging
- English Language Development (ELD) Standards Integration
- English for Speaking of Other Languages (ESOL) Endorsement for Effective Instruction



# Title III Activities

# Title III Required Activities

Required activities under Title III are found in Every Student Succeeds Act (ESSA), Section 3115(c):

- To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing, and student academic achievement.
- To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel.
- To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community engagement activities and may include strategies that serve to coordinate and align related programs.

# Title III Authorized Activities

Authorized activities under Title III are found in ESSA Section 3115(d):

- Upgrading program objectives and effective instructional strategies.
- Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
- Providing to English learners, tutorials and academic or career and technical education; and intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators.
- Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- Improving the English language proficiency and academic achievement of English learners.

# Title III Authorized Activities

Authorized activities under Title III are found in ESSA Section 3115(e):

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children.
- Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.
- Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds.

# Title III Authorized Activities, continued

Authorized activities under Title III are found in ESSA Section 3115(d):

- Basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services.
- Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education.
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.



# Title III, Part A Supplement, Not Supplant Provision

## Title III, Part A Supplement, Not Supplant Provision

- Federal funds made available under this subpart shall be used to supplement the level of **federal, state, and local** public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such federal, state, and local public funds [ESEA Section 3115(g)].
- In practice, the prohibition against supplanting under Title III means that recipients may not use those funds to pay for services that, in the absence of Title III funds, would be necessary to be provided by other federal, or state, or local funds.

# Supplement, Not Supplant Presumptions

Supplanting is presumed if any of the following is true, according to federal fiscal guidance (2 Code of Federal Regulation (CFR) Part 200, Appendix XI):

- A district uses federal funds to provide services that are required under other federal, state, or local laws.
- A district uses federal funds to provide services that the district provided with non-federal funds in the prior year.

## Example 1 - Supplant

- A school holds special meetings for families about the WIDA ACCESS for ELLs assessment and its results.
- These meetings are specifically for families of students in the ESOL program.
- As such, Title III, Part A funds **cannot** be used to provide interpreters and translation services for this event.
- The LEA is solely responsible for explaining assessments to families and must use non-federal funds to do so.

## Example 2 - Supplant

- The district is planning family-teacher conferences to explain report cards and test results.
- The invitation for the conferences has been translated into various languages.
- Interpreters will be provided at the conferences for families who require them.
- As such, Title III, Part A funds **cannot** be used to provide interpreters and translation services for this event.
- Families with limited English skills must receive information from the school in a language they can understand.

## Example 3 - Supplement

- The district is planning activities that promote literacy for parents/guardians of ELLs.
- These activities are specifically for parents/guardians of students participating in the Title III, Part A program.
- As such, Title III, Part A funds can be used to provide interpreters and translation services for this event.
- Family literacy activities are authorized under Title III, Part A, Section 3115(d)(6).

## Example 4 - Supplant

- A district is planning to provide professional learning opportunities for teachers that have English learners in their classrooms.
- The professional learning is specifically designed for classroom teachers to obtain their required ESOL endorsements.
- As such, Title III, Part A funds **cannot** be used to meet certification or endorsement requirements.
- LEAs are responsible to ensure that classroom teachers who instruct English learners have an ESOL endorsement or are complying with the inservice requirements of Rule 6A-6.0907, F.A.C., in accordance with the Consent Decree of 1990 and Rule 6A-6.0904, F.A.C.

## Example 5 - Supplement

- The district is planning professional learning activities that are designed to improve the instruction and assessment of English learners.
- These activities are specifically for classroom teachers and support personnel and are not designed to meet certification or endorsement requirements.
- As such, Title III, Part A funds can be used to provide supplemental professional learning opportunities.
- Professional learning activities are authorized under Title III, Part A, Section 3115(c)(2).



# SALA Updates

# Florida Teacher Standards for ESOL Endorsement (Draft)

- There are five (5) strands, each comprised of standard(s) and performance indicators that further clarify and define the work required to demonstrate mastery of the strand.
  - Strand: Cross-Cultural Communications and Understanding
  - Strand: Applied Linguistics
  - Strand: Methods of Teaching ESOL
  - Strand: ESOL Curriculum and Materials Development
  - Strand: Testing and Evaluation

# WIDA Professional Learning

**Facilitated:** Live workshops facilitated by a WIDA Professional Learning Specialist. Registration is required to attend workshop.

**Self-paced:** On-demand, interactive learning opportunities that can be accessed anytime. Educators can contact WIDA Client Services Center at [help@wida.us](mailto:help@wida.us) or (866) 276-7735 to request an eLearning account.



## 2024 – 2025 WIDA Workshops

For the 2024-2025 school year, WIDA is offering facilitated professional development opportunities that are available for educators in Florida. For more information regarding the content of the WIDA Workshop and dates, click on the workshop listed below. Educators can request time to participate in online meetings, webinars, and related activities that are associated with WIDA Workshops by completing the “Dear Principal” letter template.

Facilitated Virtual Workshop	Dates/Times	WIDA Facilitator
FL WIDA Screener Online Overview	<b>Event Link:</b> <a href="#">WIDA Secure Portal</a> Webinar: 08/21/2024 Time: 10:00am to 11:30am ET	Terri Mossgrove
Planning with ELD Standards	<b>Enroll: 09/10/2024</b> Webinars: 09/17/2024 and 09/24/2024 Time: 3:30pm to 5:00pm ET	Lori Hanna and Lauren Bartholomae
Bringing Language into Focus	<b>Enroll: 10/22/2024</b> Webinars: 10/29/2024 and 11/19/2024 Time: 3:30pm to 5:00pm ET	Emma Wright
When Language and Disability Meet	<b>Enroll: 01/15/2025</b> Webinars: 01/22/2025 and 02/05/2025 Time: 3:30pm to 5:00pm ET	Andrea Mercado
Scaffolding Learning through Language	<b>Enroll: 3/27/2025</b> Webinars: 04/03/2025, 04/10/2025, and 04/17/2025 Time: 3:30pm to 5:00pm ET	Andrea Mercado
Scaffolding Learning through Language	<b>Enroll: 05/27/2025</b> Webinars: 06/03/2025, 06/10/2025, and 06/17/2025 Time: 3:30pm to 5:00pm ET	Alisa Rhoads
Expanding Reading Instruction with Multilingual Learners	<b>Enroll: 07/01/2025</b> Webinars: 07/08/2025 and 07/15/2025 Time: 3:30pm to 5:00pm ET	Emma Wright

Facilitated In-Person Workshop	Dates/Times	Location
Scaffolding Learning through Language with WIDA Facilitator, Andrea Mercado	<b>Enroll: 10/14/2024</b> Workshop: 10/21-22/2024 Time: 8:30am to 3:30pm ET	Seminole County Educational Support Center Training Rooms 223 & 224 400 E. Lake Mary Blvd. Sanford, FL 32773
Scaffolding Learning through Language with WIDA Facilitator, Andrea Mercado	<b>Enroll: 10/17/2024</b> Workshop: 10/24-25/2024 Time: 8:30am to 3:30pm ET	Broward County Coral Glades High School Room 142 2700 Sportsplex Dr. Coral Springs, FL 33065

# Seal of Biliteracy Results for 2021-22, 2022-23, 2023-24

	Silver	Gold	Both	Total
2023-2024	5,893	9,107	2,421	17,421
2022-2023	4,585	9,762	1,692	16,039
2021-2022	4,750	8,218	1,628	14,596

Source: Bureau of PK-20 Education Reporting and Accessibility



**Questions?**

# Contact Information

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Thank you for participating in today's session!



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