

Suggestions for the Use of Title III Funds

What are Title III funds?

Title III funds are federal monies issued to states to support the instruction of English learners. These funds are authorized by ESEA as reauthorized by ESSA. Federal funds are supplemental and cannot supplant state and local funds that pay for districts' legal obligations to English learners. Legal obligations include identifying English learners, assessing with OELPA, and providing English instruction and language assistance to parents.

Title III funds must be used across the three Title III activities: 1) to increase the English language proficiency of ELs by providing more effective programs and services; 2) to provide effective professional development that improves the education of ELs and enhances the ability of school staff to understand and implement curricula; and 3) to promote engagement with parents, family and community of English learners in their education. Below is a list of possible items that can be paid for with Title III funds. In all cases, the funds cannot supplant an activity previously paid for by state and local funds.

The suggestions below are not endorsements of any products.

Improving the EL Program

Districts may purchase materials that supplement their core EL program.

Aligned with Ohio DEW list of approved core curriculum and instructional materials for ELA:

Into Reading 2020

Houghton Mifflin

<https://www.hmhco.com/programs/into-reading>

Wonders

McGraw Hill

<https://www.mheducation.com/>

Amplify's Core Knowledge Language Arts, Language Studio

ELD companion for CKLA

<https://amplify.com/>

Wonders for English Learners

Supplements Wonders core curriculum

McGraw Hill

<https://www.mheducation.com/>

Imagine Learning EL Education, 1st edition

Imagine Learning LLC

<https://www.imaginelearning.com/>

Being a Reader

Collaborative Classroom

<https://www.collaborativeclassroom.org/>

Other EL ELA programs and resources:

Journeys (2017)

Houghton Mifflin Harcourt

<https://www.hmhco.com/programs/journeys>

Benchmark Education

<https://benchmarkeducation.com/>

Leveled books, visual aids, L1 books, fiction and nonfiction materials

National Geographic and Cengage

<https://ngl.cengage.com/>

Materials for core programs such as picture word books, big books, phonics programs, fiction and nonfiction libraries, newcomer programs. Series include: *Our World, Welcome to Our World, Reach Higher, Look, Welcome to Our World, Life, Pathways*

Pearson Publishing

<https://www.pearsonschool.com/>

ReadyGen: reading program for ELs

iLit, Words Their Way, Language Central, Longman Dictionaries

Saddleback Publishing

<https://www.sdlback.com/>

Newcomer kits, hi low readers and phonics programs for beginners

Scholastic

<http://teacher.scholastic.com/education/>

Culturally responsive collections, nonfiction leveled books, guided reading sets, short reads, Spanish materials, Rising Voices Library for Latino boys, family engagement resources

Teacher Created Materials

<https://www.teachercreated.com/>

Culturally responsive texts, vocabulary builders, Language Power, fiction and nonfiction books

ESL Library: Red River Press

<http://redriverpress.com/>

Supplemental materials focused on real-world issues, historical events and natural dialogues geared toward teens. Also lessons for young learners and middle schoolers.

Other services & resources include:

- Additional tutoring, beyond the school day
- Native language materials
- An instructional assistant or aide, if not paid before with state and local funds
- Manipulatives and other supplemental materials such as flashcards, puppets, magnetic letters, playdough, plastic animals, play food, posters and charts, picture cards, songs, and chants.

[Auburn's Aspire Program](#) "Provides FREE services for individuals who need assistance acquiring the skills to be successful in post-secondary education and training, and employment. Services available include: English for Speakers of Other Languages (ESOL): Free classes to learn how to speak, read or write English."

Digital and Online Platforms for learning English

- BrainPop ESL - <https://ell.brainpop.com/>
- ESL Library - <https://esllibrary.com/>
- Imagine Learning - <https://www.imaginelearning.com/>
- Raz Kids - <https://www.raz-kids.com/>
- Rosetta Stone - <https://www.rosettastone.com/k12/home/>
- English 3D: HMH-<https://www.hmhco.com/programs/english-3d>

- Edmentum-<https://www.edmentum.com/solutions/multilingual-access/>
- iLit ELL: Savvas-<https://www.savvas.com/solutions/supplemental/personalized-learning/iliteLL>
- iReady Instruction: Curriculum Associates-<https://www.curriculumassociates.com/>
- Learning A-Z, ELL Edition-<https://www.learninga-z.com/site/products/ell/overview>

WIDA undergoes an extensive process for evaluating ELL instructional materials. To find out more information, access the following websites:

WIDA protocol for Review of Instructional Materials for ELLs (PRIME)

<https://www.widaprime.org/prime-process-for-publishers>

Use this link to see a list of materials and resources approved by WIDA

<https://www.widaprime.org/correlated-instructional-materials>

Professional Learning

Professional learning for staff to increase their skills in meeting the needs of English learners

- Professional learning sessions for EL and content teachers at an ESC
- In-district PD for EL and content area teachers (provided by ESC staff, consultants etc.)
- SIOP or Best Practices training
- Online PD courses
- Ohio TESOL Conference (held every fall), including travel costs and hotel

Professional Reading

These book titles are suggestions for building a professional library for your EL and content area teachers. They can be used for a book study or self-study. These are a sampling of the many books available. This list is not necessarily an endorsement of the books.

- Gibbons, Pauline. *Scaffolding Language, Scaffolding Learning*.
- Mora-Flores, Eugenia. *Connecting Content and Language for English Language Learners*.
- Sousa, David. *How the English Language Learner Brain Learns*.
- Steaher Fenner, Dianne. *Breaking Down the Wall*.
- Himmele, Persida. *The Language-Rich Classroom: A Research-Based Framework for Teaching English Learners*.
- Gottschalk, Barbara. *Dispelling Misconceptions About English Learners: Research-Based Ways to Improve Instruction*.
- Swinney, Ruth. *Connecting Content and Academic Language for English Learners and Struggling Students, Grade 2-6*.
- Nora, Julia, Jana Echeverria, Nell K. Duke & Ellin Oliver Keene. *No More Low Expectations for English Learners*.

- Hover, John, Leonard Baca and Janette Kettman Klingner. *Why Do English Language Learners Struggle with Reading?: Distinguishing Language Acquisition from Learning Disabilities*.
- Singer, Tonya. *EL Excellence Every Day*.
- Ferlazzo, Larry. *The ELL Teachers Toolkit*.
- Honigsfeld, Andrea. *Growing Language and Literacy*.
- Lesaux, Nonie, Julie Russ Harris & Nell K. Duke. *Cultivating Knowledge, Building Language*.
- TESOL. *The Six Principles for Exemplary Teaching of English Learners*.
- Echevarria, Jana. *Making Content Comprehensible for English Learners: The SIOP Model*.
- New Levine, Linda. *Teaching Learners of English in Mainstream Classrooms: K-8*.
- Zacarian, Debbie. *The Essential Guide for Educating Beginning English Learners*.
- Haynes, Judie and Zacarian, Debbie. *Teaching English Learners Across the Content Areas*.
- Haynes, Judie. *Getting Started with English Language Learners*.
- Herrera, Socorro. *Accelerating Literacy for Diverse Learners*.
- Soto, Ivannia. *Moving from Spoken to Written Language with ELLs*.
- Samway, Katharine and Dorothy Taylor. *Teaching English Language Learners: Strategies that Work (K-5)*.
- Samway, Katharine and Dorothy Taylor. *Teaching English Language Learners: Strategies that Work (Grades 6 & Up)*.
- Cardenas-Hagan, Dr. Elsa. *Literacy Foundations for English Learners*.
- Barone, Diane and Shelly Hong Xu. *Literacy Instruction for English Language Learners: PreK-2*.
- Peregoy, Suzanne and Owen Boyle. *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers*.
- Celic, Christina. *English Language Learners: Day by Day K-6*.
- Freeman, David and Yvonne Freeman. *English Language Learners: The Essential Guide*.
- Cary, Stephen. *Working with English Language Learners, Second Edition: Answers to Teachers' Top Ten Questions*.
- Fenner, Diane Staehr and Sydney Snyder. *Unlocking English Learners' Potential*.

Family and Community Engagement

Limited English Proficient (LEP) families should be invited and welcomed at every school event. Title III funds can be used for additional events for families of English learners.

Money can also be allocated for supplies pertaining to a family gathering that takes place outside of the usual school hours, specifically for the parents of English learners. This may include interpreters, materials for educational events such as family literacy or math nights, or a 'parent university.' If the family liaison has not been compensated through state or local funds, these funds may also cover their expenses.