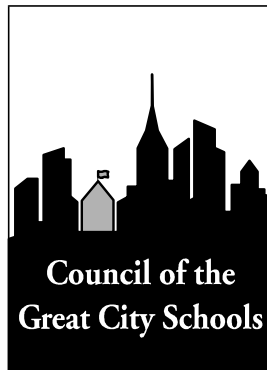




**Title III of No Child Left Behind:  
A Status Report from the  
Great City Schools**

**Council of the Great City Schools  
Fall 2004**

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# **Title III of No Child Left Behind: A Status Report from the Great City Schools**

**By  
Beth Antunez and Michael Casserly**

## **A. Introduction**

The demographic characteristics of the nation's public school students are changing rapidly. And nowhere is this change more evident than among English language learners (ELLs) in America's Great City Schools.

The number of urban students whose native language was not English increased by over 10 percent between 1998-99 and 2000-01 alone. These students now comprise nearly 19 percent of all students in the Great City Schools, compared with about eight percent of the students in the nation. Some 31 percent of all the English language learners in the country now attend school in one of the nation's major urban public school systems.<sup>1</sup>

The vast majority of the English language learners in these urban public school systems speak Spanish as a native language (83.3 percent), but other languages are also prominent. Some 3.1 percent of the urban students learning English speak Cantonese or other Chinese languages as a native language; 2.9 percent are native Hmong speakers; and 2.2 percent speak Haitian Creole as a native language. And some cities have higher concentrations of one language or another than other cities. St. Louis, for instance, has an unusually large number of Serbo-Croatian-speaking students; St. Paul has a high concentration of Hmong-speaking students; Detroit teaches a considerable number of Arabic language speakers, Albuquerque serves large numbers of Navajo-speaking students; and New Orleans enrolls a considerable number of Vietnamese-speaking students.

How English is taught to these students is the subject of enormous controversy and considerable debate, since the research is often not clear as to which method is the most effective with which group. Most urban schools use a "sheltered ESL" approach where content and English language instruction are adapted to each student's level of English language proficiency. Most cities also use a variety of programs, including transitional, dual language, pullout ESL, and immersion efforts, depending on the language group, resources, and instructional philosophy of the schools.

The federal government has played a role over the years in providing resources to school districts, colleges and universities, and research and technical assistance centers for the purpose of transitioning students to English. The evolving educational standards movement and *No Child Left Behind* (NCLB) have begun to reshape how the federal government conceives of and supports programs for elementary and secondary school students whose native language is not English.

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<sup>1</sup> Council of the Great City Schools. (2004). *Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments* (Vol. 4). Washington, DC: CGCS. Antunez, B. (2003). *English Language Learners in the Great City Schools: Survey Results on Students, Languages and Programs*. Washington, DC: Council of the Great City Schools

Before NCLB, Title VII of the Elementary and Secondary Education Act authorized a series of competitive grant programs that went mostly to higher education and other training institutions to assist schools and school districts with improving bilingual education instruction. Title III of the new law reoriented the old Title VII programs to help all English language learners attain universal English proficiency and achieve academically in the core subjects on par with their English-speaking peers.

The new law also replaced the Title VII competitive grant programs with large-scale formula grants that targeted resources on communities based on their numbers of English language learners.

The Council of the Great City Schools conducted a survey of its members in February 2004 to determine how Title III of *No Child Left Behind* was being implemented. The survey was developed with substantial input from the organization's Task Force on Bilingual, Immigrant, and Refugee Education<sup>2</sup> and its bilingual and ESL staff directors. The three-page survey sought information on funding and services provided under Title III and data on what districts expected to achieve with the new funding. Forty-seven member districts (77 percent) responded with data from their 2003-2004 school year, the second year of NCLB. Results were compiled and analyzed during the spring and summer of 2004.

This paper is based on the results of the survey and gives an early status report on how Title III of NCLB is being implemented in America's major urban schools.

## **B. Implementation of Title III**

*No Child Left Behind* made substantial changes in the federal government's bilingual education programming. The Act changed the program from a discretionary grant program to a formula-driven initiative. It significantly increased funding for bilingual education efforts and it changed many of the technical rules governing how the programs operated.

### **1. Title III Funding**

Before *No Child Left Behind* was passed into law, the Title VII bilingual education legislation authorized competitive grant funding to schools, school districts, colleges and universities, and other entities for a range of activities. These activities included program enhancement, teacher training, program development and implementation, systemwide improvement, career ladders, comprehensive schools, and other purposes.

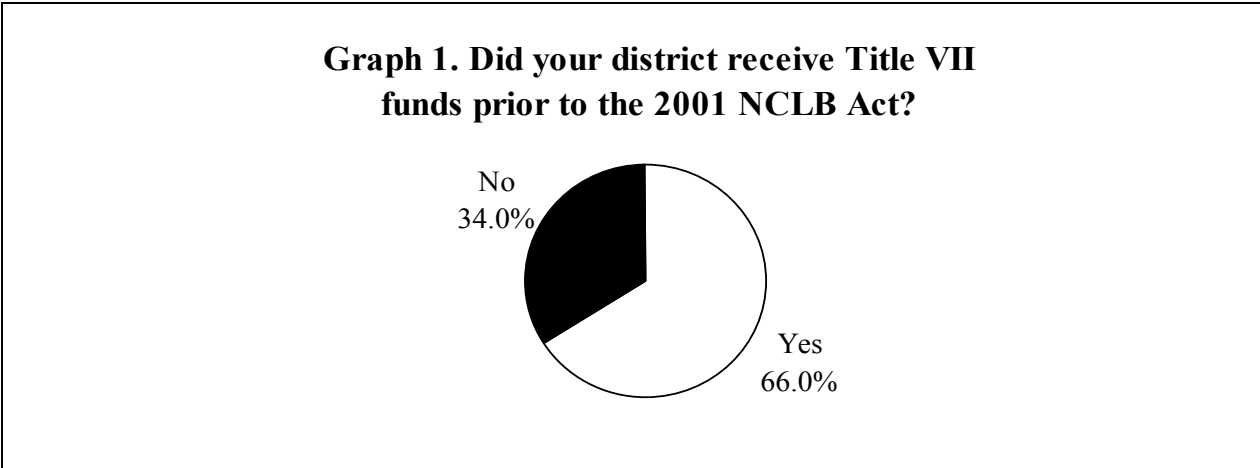
Grants in the areas of program development and implementation, program enhancement, comprehensive schools, and systemwide improvement were given exclusively to local education agencies to develop, support and expand programs and services to ELLs. Training for all teachers grants, teachers and personnel grants, and career ladder grants were awarded for professional development, and were usually awarded to institutions of higher education in partnership with local education agencies.

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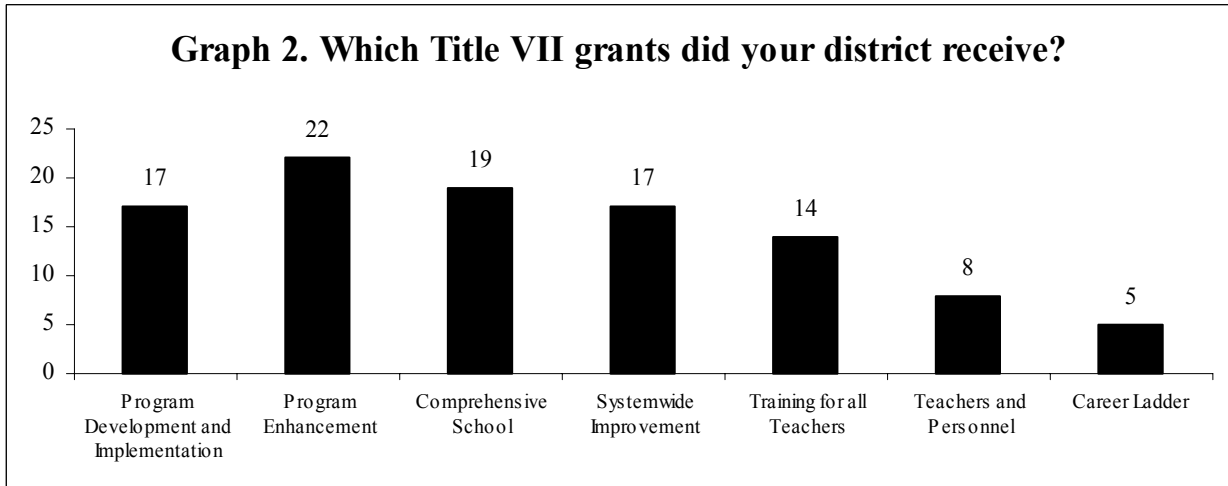
<sup>2</sup> The Task Force is chaired by Arlene Ackerman, superintendent of the San Francisco Unified School District, and Manuel Nuñez, school board member of the Fresno Unified School District.

### **3 Council of the Great City Schools**

**(a) Prior to NCLB.** A total of 31 districts or 66 percent of the responding city school systems received federal discretionary funding for bilingual education initiatives before NCLB took effect.<sup>3</sup> (See Graph 1.)



These grants totaled approximately \$53.8 million in 2001-2002 and were allocated to districts for a variety of purposes. Twenty-two of the 47 responding districts (46.8 percent) received federal bilingual education funds for program enhancement; 19 districts or 40.4 percent received aid for comprehensive schools; 17 or 36.2 percent received funds for both systemwide improvement and program development; and 14 districts or 29.8 percent received federal support to train all teachers. (See Graph 2.)

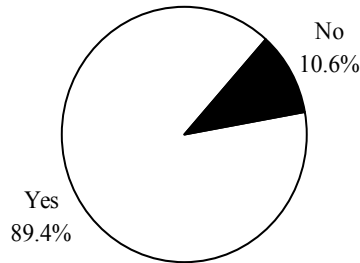


A number of districts also received federal Emergency Immigrant Education funds prior to *No Child Left Behind*. These monies were allocated on a formula basis to help districts with large numbers, percentages, or influxes of school-age immigrants. Some 89.4 percent of responding districts received Emergency Immigrant Education funds before *No Child Left Behind*. (See Graph 3.)

<sup>3</sup> Data are derived from U.S. Department of Education Title VII database.



**Graph 3. Did your District receive Emergency Immigrant Education funds prior to the 2001 NCLB Act?**



**(b) After NCLB.** The amount of funding that the Great City Schools received increased substantially under Title III of NCLB. The gains among city schools were the result of both increases in the overall federal appropriation for bilingual education programs and changes in the means for distributing funds to the local level.

Between federal FY01 and FY02, the federal appropriation for programs for ELLs grew from \$610 million under the old Title VII discretionary grants to \$665 million in formula grants under NCLB, an increase of nine percent. The Congressional appropriation for FY04 increased to \$685 million in FY03 and decreased slightly in FY04 to \$681 million.

Under Title VII, bilingual education funds were distributed to local school districts largely on the basis of competitive grants. NCLB, however, changed the program to a formula grant, meaning that new funds were distributed to local school districts on the basis of their numbers of limited English proficient students. The increase in the appropriations and the alteration in the funding mechanism resulted in substantial funding increases for most of the 47 responding Great City School districts. Federal bilingual education funding to these districts increased from \$53.8 million in FY01 to \$113 million in FY02, a gain of 109.9 percent, far more than the 9 percent total increase in appropriations. (See Table 1.)

Funding to these districts continued to increase in FY03 to \$129 million, as appropriations increased and districts transitioned from their old discretionary grants to the formula funds under Title III of NCLB. (See Table 2.)

**Table 1. Federal and Great City School Title VII and Title III comparisons**

	<b>FY 2001 (pre-NCLB)</b>	<b>FY 2002 (NCLB)</b>	<b>FY 2003 (NCLB)</b>
Total federal appropriation	Title VII (discretionary grants[\$460 million] + immigrant formula grants[\$150 million]) \$610 million	Title III (formula grants for ELLs + formula grants for immigrant education) \$665 million	Title III (formula grants for ELLs + formula grants for immigrant education) \$685 million
GCS Funding	\$53.8 million (excludes immigrant funding)	\$113 million (includes immigrant funding)	\$129.3 million (includes immigrant funding)
GCS Share	8.8%	17.0 %	18.9%

<b>Table 2. (Approximately) how much Title III money did your district receive?</b>		
	<b>2002-2003</b>	<b>2003-2004</b>
Albuquerque	\$797,160	\$852,336
Anchorage	\$157,397	\$331,827
Atlanta	\$156,014	\$179,338
Baltimore	\$125,000	\$225,000
Boston	\$1,837,935	\$2,474,076
Broward County	\$4,478,112	\$4,111,401
Charlotte-Mecklenburg	\$850,000	\$1,242,000
Chicago	\$7,120,055	\$11,637,942
Clark County	\$2,387,224	\$2,949,878
Cleveland	\$653,718	\$744,197
Dallas	\$5,084,550	\$5,387,541
Denver	\$1,357,083	\$1,233,195
Des Moines	\$623,336	\$514,630
Detroit	\$585,805	\$680,554
District of Columbia	\$550,000	\$550,000
Duval County	\$281,850	\$319,851
Fort Worth	\$1,962,213	\$2,024,024
Fresno	\$1,818,828	\$2,155,527
Guilford County	\$376,887	\$637,188
Hillsborough County	\$489,533	\$2,054,710
Houston	\$5,508,369	\$6,191,830
Indianapolis	\$283,000	\$364,000
Jackson	\$32,766	\$37,458
Long Beach	\$2,155,396	\$2,571,048
Los Angeles	\$23,000,000	\$23,000,000
Memphis	\$320,046	\$667,073
Miami-Dade	\$7,724,628	\$7,886,323
Milwaukee	\$598,703	\$1,085,505
Minneapolis	\$1,048,525	\$1,141,287
Nashville	\$575,194	\$964,446
Newark	\$625,398	\$932,145
New York City	\$23,000,000	\$26,000,000
Oklahoma City	\$282,374	\$664,504
Omaha	\$440,726	\$572,449
Orange County	\$1,054,983	\$2,116,192
Palm Beach County	\$3,000,000	\$2,000,000
Philadelphia	\$2,600,000	\$2,800,000
Portland	\$800,000	\$820,000
Richmond	\$52,187	\$43,452
Sacramento	\$1,046,452	\$1,262,691
Salt Lake City	\$505,870	\$561,422
San Diego	\$2,798,000	\$3,050,000
San Francisco	\$1,212,712	\$1,274,818
Seattle	\$495,000	\$505,000
St. Louis	\$305,219	\$365,601
St. Paul	\$1,200,000	\$1,300,000
Tucson	\$619,518	\$848,846
<b>Totals</b>	<b>\$112,977,767</b>	<b>\$129,331,304</b>

## **2. Students Served**

The 47 Great City School systems responding to the Council's survey enrolled about 1.2 million English language learners in the 2003-2004 school year and served about 1.1 million students with Title III funds. (See Table 3.)

Title III requires districts to provide language instruction to their ELLs, but does not require that each eligible student receive program services. Several factors affect the numbers of students served. Parents may refuse services that the district offers; some eligible students may attend schools that do not offer services; or language instruction may not be available in the student's particular native language. Furthermore, districts are required to monitor ELLs for two years after they are no longer considered limited English proficient. Some states and districts interpret this monitoring requirement as serving students, others do not.

The data in Table 4 show that the amount of funding per English language learner in 2003-2004 under Title III varied widely from city to city. The average Great City School district responding to the survey received \$109.90 in Title III funds per English language learner, but the amounts ranged from \$288.14 in Jackson (MS) to \$54.85 in Anchorage (AK).

This variation is the result of a number of factors. First, the federal formula distributes 80 percent of funds to states based on Census counts of English language learners and 20 percent based on the states' own counts of immigrant students. States, however, count ELLs using their own definitions and use that count instead of the Census Bureau's. The definitions of ELLs used by the Census Bureau and the states can vary substantially.

Second, states distribute 85 percent of their Title III funds to local school districts based on their own counts of English language learners and 15 percent to districts with significant increases in the numbers or percentages of immigrant students. But states can define what "significant increase" means. North Carolina, for example, sets the definition as an increase of at least 10 percent in the numbers of immigrant students enrolled, while California sets the definition at 5 percent. Therefore, some districts with thousands of immigrant students could be excluded from funding because their immigrant population did not grow at the same rate as a district that has a significantly smaller immigrant population but a relatively large percentage increase.

Finally, it is clear from the data that the number of English language learners served is similar to the number of eligible students. Little data exist to show whether the number of students served in city schools has increased under Title III of NCLB, but it is difficult to imagine that the numbers have not grown substantially. No research exists to quantify or compare the nature, intensity, duration, or quality of services under Titles VII and III.

<b>Table 3. How many ELLs were enrolled in 2003-04 and were served under Title III?</b>		
	<b>ELLs Enrolled</b>	<b>ELLs Served</b>
Albuquerque	12,794	12,794
Anchorage	6,050	2,500
Atlanta	1,210	1,210
Baltimore	1,426	500
Boston	11,427	11,427
Broward County	39,071	39,071
Charlotte-Mecklenburg	12,000	9,000
Chicago	80,000	80,000
Clark County	30,629	44,288
Cleveland	3,100	3,000
Dallas	47,491	44,850
Denver	14,612	14,612
Des Moines	3,309	3,309
Detroit	9,373	9,373
District of Columbia	5,269	5,269
Duval County	2,912	2,912
Fort Worth	20,739	21,699
Fresno	25,500	unknown
Guilford County	4,217	4,217
Hillsborough County	19,020	19,020
Houston	60,000	60,000
Indianapolis	2,300	2,300
Jackson	130	130
Long Beach	31,853	31,853
Los Angeles	312,000	320,000
Memphis	4,002	4,002
Miami-Dade	59,667	57,848
Milwaukee	9,776	8,763
Minneapolis	9,600	4,320
Nashville	4,800	4,700
Newark	3,800	3,800
New York City	144,545	144,545
Oklahoma City	7,011	7,011
Omaha	5,428	5,428
Orange County	19,613	19,613
Palm Beach	18,500	18,500
Philadelphia	13,000	13,000
Portland	5,800	5,800
Richmond	450	450
Sacramento	14,900	14,900
Salt Lake City	9,253	9,253
San Diego	38,500	12,000
San Francisco	16,269	16,269
Seattle	5,900	5,900
St. Louis	3,000	3,000
St. Paul	16,300	2,000
Tucson	10,280	10,280
<b>Totals</b>	<b>1,176,826</b>	<b>1,114,516</b>

<b>Table 4. Title III Funding per ELL Enrolled in 2003-2004</b>	
	<b>Amount per ELL enrolled</b>
Albuquerque	\$66.62
Anchorage	\$54.85
Atlanta	\$148.21
Baltimore	\$157.78
Boston	\$216.51
Broward County	\$105.23
Charlotte-Mecklenburg	\$103.50
Chicago	\$145.47
Clark County	\$96.31
Cleveland	\$240.06
Dallas	\$113.44
Denver	\$84.40
Des Moines	\$155.52
Detroit	\$72.61
District of Columbia	\$104.38
Duval County	\$109.84
Fort Worth	\$97.60
Fresno	\$84.53
Guilford County	\$151.10
Hillsborough County	\$108.03
Houston	\$103.20
Indianapolis	\$158.26
Jackson	\$288.14
Long Beach	\$80.72
Los Angeles	\$73.72
Memphis	\$166.68
Miami-Dade	\$132.17
Milwaukee	\$111.04
Minneapolis	\$118.88
Nashville	\$200.93
Newark	\$245.30
New York City	\$179.87
Oklahoma City	\$94.78
Omaha	\$105.46
Orange County	\$107.90
Palm Beach	\$108.11
Philadelphia	\$215.38
Portland	\$141.38
Richmond	\$96.56
Sacramento	\$84.74
Salt Lake City	\$60.67
San Diego	\$79.22
San Francisco	\$78.36
Seattle	\$85.59
St. Louis	\$121.87
St. Paul	\$79.75
Tucson	\$82.57
<b>Average</b>	<b>\$109.90</b>

### 3. Other Funding

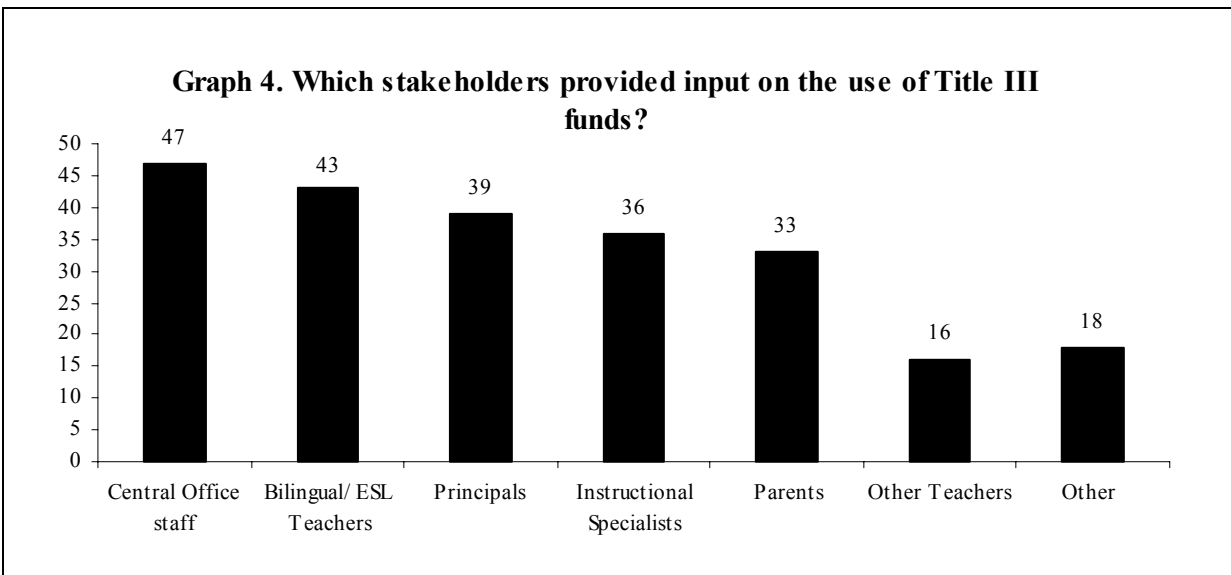
There are, of course, other sources of funding for programs to serve English language learners in the nation’s Great City Schools. Key among these are state funds, including state compensatory education funds; local funds; federal funds from NCLB Titles I, II, IV, V, and VII (Native American) and from programs for refugee assistance, migrant education, and Reading First; and other sources. Table 5 below lists sources of funding other than Title III that responding Great City Schools use to support programs and services for their English language learners. State and local sources are the most commonly used.

<b>Table 5. What other funding sources support programs and services to ELLs?</b>	
<b>Source</b>	<b>Districts using funding from this source to serve ELLs</b>
State Funding	Albuquerque, Anchorage, Atlanta, Baltimore, Broward County, Charlotte-Mecklenburg, Chicago, Clark County, Dallas, Des Moines, Duval County, Fort Worth, Fresno, Hillsborough County, Houston, Indianapolis, Jackson, Long Beach, Los Angeles, Memphis, Miami, Milwaukee, Minneapolis, New York City, Orange County, Palm Beach, Portland, Salt Lake City, Sacramento, San Francisco, Seattle, St. Louis, St. Paul, Tucson
Local Funding	Atlanta, Boston, Charlotte-Mecklenburg, Chicago, Cleveland, Denver, Duval County, Fort Worth, Hillsborough County, Indianapolis, Jackson, Long Beach, Los Angeles, Memphis, Milwaukee, Minneapolis, Nashville, New York City, Omaha, Sacramento, San Francisco
Title I, NCLB	Albuquerque, Anchorage, Atlanta, Boston, Broward County, Charlotte-Mecklenburg, Cleveland, Dallas, District of Columbia, Jackson, Hillsborough County, Miami, Milwaukee, Minneapolis, Newark, New York City, Oklahoma City, Omaha, Philadelphia, Richmond, Sacramento, San Francisco, Seattle
Title II, NCLB	Denver, Milwaukee, Nashville, New York City, Oklahoma City
Title IV, NCLB	Milwaukee
Title V, NCLB	Denver, Milwaukee, Oklahoma City
Title VII, NCLB (Native American Education)	Milwaukee
Title VII, continuation grants (pre-NCLB)	Hillsborough County, Houston, Long Beach, Omaha, Sacramento, San Francisco
Funding for Refugee Students	Charlotte-Mecklenburg, Chicago, Cleveland, Detroit, Nashville, St. Louis, Tucson
Funding for Migrant Students	Broward County, Detroit, San Francisco, St. Louis
Funding for Immigrant Students	Guilford County, Tucson
Foreign Language Assistance Program	Broward County, Newark, San Francisco
Compensatory Education	Dallas, Minneapolis
Reading First	Broward County, Denver, Milwaukee, San Francisco
IDEA	New York City

#### 4. Stakeholder Input

*No Child Left Behind* requires that various stakeholders be allowed to provide input into the process of developing a budget for using federal Title III funds for English language learners. Districts were asked to indicate on the survey which stakeholders provided input on the use of Title III funds. All 47 districts indicated that central office staff provided input on the formulation of the program’s budget. In addition, 43 districts or 91.5 percent indicated that they consulted with bilingual education or ESL teachers in devising their Title III budgets. Thirty-nine districts or 83 percent of those responding indicated they consulted with principals, 36 districts or 76.6 percent consulted with instructional specialists, and 33 or 70.2 percent consulted with parents in the Title III budget development process. (See Graph 4.)

Eighteen responding cities or 38.3 percent also indicated that they consulted with various other stakeholders in the budget development process. These include non-public schools, state departments of education, migrant parents, paraprofessionals, instructional and measurement specialists, community liaisons, assistant principals, the local affiliate of the National Association for Bilingual Education, bilingual psychologists, social workers, community members, the ELL Advisory Committee, community-based organizations, union representatives, refugee resettlement agencies, and migrant community support agencies.



#### 5. Setting Budget Priorities

The Great City Schools are able to serve more students in more cities under Title III of NCLB than under the old Title VII programs. Still, funding is scarce and must be prioritized. The districts were asked to summarize how priorities were established for using Title III funds. Table 6 presents their responses.

<b>Table 6. How were competing needs in the Title III budget prioritized?</b>	
Albuquerque	Funds were prioritized based on highly qualified staff needed to provide Alternative Language Services, extended learning opportunities for ELLs, ESL and bilingual instructional materials, translation and interpretation services.
Anchorage	Competing needs in the Title III budget were prioritized based on the needs of ELL/LEP students. Coherent, sustaining development was considered a priority. The state is in the process of developing English language proficiency standards to coincide with the state content and performance standards. To help ELL/LEP students achieve English proficiency and become proficient in the content areas, ASD worked to ensure that teachers responsible for English language proficiency are able to align the curriculum with content standards.
Atlanta	Principals with large ELL populations wanted assistance from bilingual speakers. The district used Title III funds to hire three Bilingual Program Assistants. These assistants assist schools during SST meetings, parent conferences, translating, interpreting, home visits, parent outreach programs, and cultural acclimation activities. There was no need for the process to be competitive.
Baltimore	The basic needs of ESOL students are met through teacher salaries and instructional materials. Funding is not sufficient to provide for longstanding program development.
Boston	The Office of Language Learning and Support Services worked closely with the Teaching and Learning Team and the Title III Planning Committee to prioritize needs and respond to three priorities outlined by the Massachusetts State Department of Education: Implementation of Question 2 (Sheltered English Immersion (SEI)), developing/adapting SEI curriculum and professional development. BPS has three additional priorities: moving ELLs from passing to proficiency, closing the achievement gap, and increasing the percentage of graduates.
Broward County	Priorities are based on student enrollment per school, student academic achievement, and instructional needs.
Charlotte-Mecklenburg	Priorities are determined by committee, approved by the assistant superintendent, and aligned with district goals.
Chicago	Priorities are established in consultation with ELL program staff and the district parent advisory council, and involve the provision of instructional supplemental support for schools identified as not meeting AYP for the bilingual subgroup. Other priorities include supplementary staffing, professional development, and parent development.
Clark County	Priorities revolve around teacher training, ELL student language proficiency assessment, and parent training.
Cleveland	Priorities are built around activities with a direct impact on classroom instruction and student achievement, i.e. newcomer efforts, teacher professional development, training for aides, and classroom resources.



Dallas	Student achievement data and the LPAC process are used to determine programs and interventions for limited English proficient students.
Denver	The Assistant Superintendent of Research, Planning, and Special Projects and the departments of Curriculum and Instruction and English Language Acquisition collaborated on the priority-setting process.
Des Moines	Program priorities are ranked in the following order: Enrichment programs such as family literacy, after school programs, summer school Programs, staffing, professional development, materials, and supplies.
Detroit	Priorities are based on student and staff needs.
Duval County	The district took the total dollars allocated and assigned it to four areas: student educational needs, student translation needs, parental translation needs, and compliance issues.
Fort Worth	The budget is prioritized according to what is needed to meet the vision and goals of our district and our ELLs, in accordance with our District Educational Improvement Plan, and is done in collaboration with stakeholders.
Fresno	Budget planning meetings were held with district departments, parent advisors, and community organizations. Needs were prioritized and a consensus was reached on how funds would be spent.
Guilford County	ESL teachers, principals, administrators, and other school-based personnel involved in the education of ELL students were consulted in the development and completion of the grant application. Ongoing communications have been established.
Hillsborough County	Priorities were established based on the academic needs and performance of eligible students. Individual schools assessed the needs of their students.
Houston	Schools are targeted based on their test score data. All schools in the district have a lead Title III teacher to deliver training to staff and to identify needs.
Indianapolis	The greatest need is for materials, followed by needs for teacher training and professional involvement, parent involvement, and student services.
Jackson	Staff took suggestions from stakeholders and agreed that summer school was the best use of limited Title III funding. Other priorities include professional development, technology, and materials for ESL classes.
Long Beach	The district uses Title III funds to address student needs not targeted by other funds. There are different state budgets providing ELL services.
Los Angeles	The district's Language Acquisition Branch analyzed districtwide achievement data for English learners, identified barriers that limit success, and proposed an action plan to overcome these barriers. Professional development for all k-12 teachers in English language development was identified as a major need along with four major goals. The Action Plan was presented to all stakeholders before going to the Board for approval.

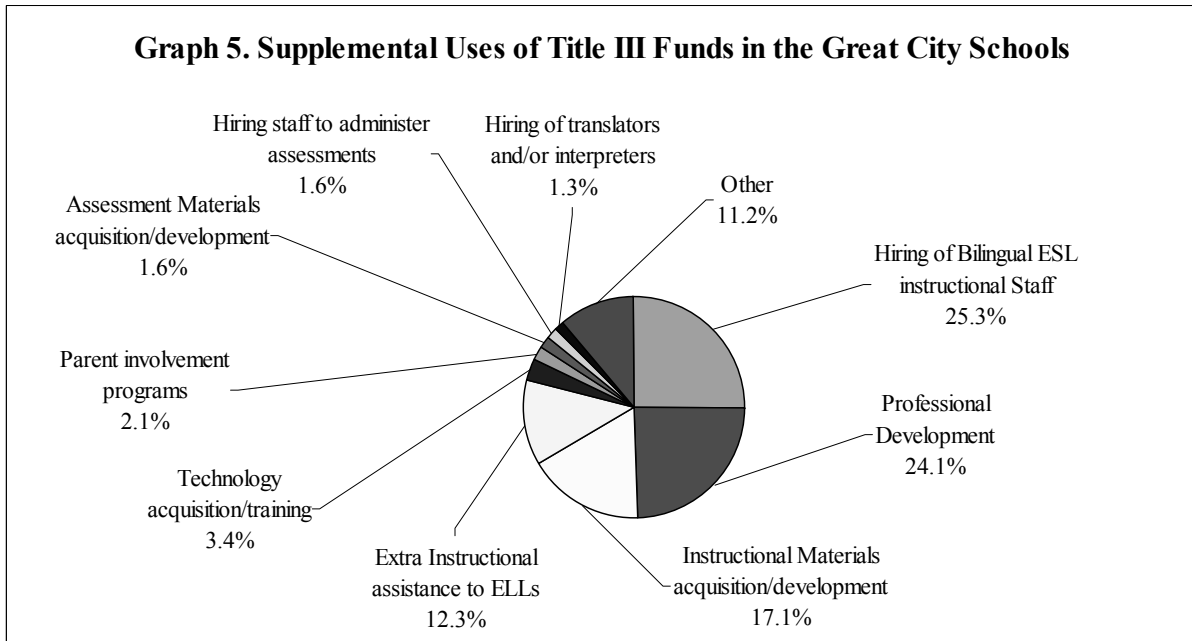
Memphis	The needs of schools with the highest concentrations of ELL students are addressed first. Needs were further identified through consultation with regular teachers, ESL teachers, administrators, district goals, and parents.
Miami-Dade	The district follows a state priorities list and addresses special needs according to student academic performance data. Priorities include providing instructional materials and technical support to schools with large ELL populations and conducting staff development.
Milwaukee	The district used Title III funds to enhance linguistic and academic services for English language learners, including American Indian students. The Title III budget has been aligned with the district's strategic plan and the superintendent's core beliefs.
Minneapolis	The English Language Learners Department used a consensus process to prioritize needs for English language learners.
Nashville	Stakeholders, school personnel, and central office staff determine ESL needs and priorities. A proposed budget is then presented to the ELL Advisory Committee. The state approves the final budget.
Newark	The district sets ESL priorities using NCLB objectives and student performance data on language arts, math, and English proficiency. Priorities include the provision of curricular materials, staff development, technical support, data maintenance, and individualized academic/linguistic instructional planning.
New York City	Funds are allocated directly to schools to provide the direct supplemental instructional services and professional development that each school requires.
Oklahoma City	The district's priorities include increasing the number of trained ESL teachers; offering college classes and professional development workshops to classroom teachers, ESL teachers, and paraprofessionals; acquiring ESL instructional resources; and purchasing and using appropriate assessments.
Omaha	The process of identifying priorities includes surveying parents and staff; gathering input from community members; discussing how Title III funding supports the district's aims; and meeting with central office staff and Title I staff to coordinate funding of priority programs. The district has the following priorities with its Title III funds: expansion of all day kindergarten, preK, translation services, summer school, instructional materials, and technology.
Orange County	Title III services for LEP students reflect the needs of an educational reform plan initiated in the district during the 2002-2003 school year. LEP gap researchers Virginia Collier and Wayne Thomas were invited to OCPS to participate in an intensive Bilingual/ESOL Summer Institute and in the Superintendent's Summer Retreat to help set priorities and develop a three year plan for LEP students.
Palm Beach County	Schools make requests--prioritized according to the needs of students.
Philadelphia	The district's priorities include professional development for ESOL and classroom teachers, supplemental ESOL materials, community-based projects to promote academic and cultural activities, parental participation in school events, and personnel

	to facilitate communication in other languages.
Portland	The budget was aligned with the district's top five priorities for ELL students.
Richmond	The district's priorities include direct services to ELL students and parents of ELLs and professional development for teachers.
Sacramento	We look at our student assessment data—the California English Language Development Test (CELDT) and the California Standards Test (CST) and use this to determine the students with the lowest achievement. We review the interventions and services they are already being provided and identify areas of possible cause for low achievement that are not being addressed systematically. A plan is then developed to respond to these areas of need.
Salt Lake City	Priority in the district is given to funding ESL-endorsed personnel providing services to schools with little or no ESL-endorsed personnel. Remaining funds are allocated to schools based on ELL counts.
San Francisco	Priorities are established through needs assessment surveys completed by site administrators and community advocacy groups; an analysis of language proficiency and academic achievement data; and a department action plan.
Seattle	Priorities were developed in alignment with district policies and ongoing program, student, and parent needs. Priorities included certificated and classified staff professional development, ongoing language-specific student tutorials, translation services, instructional services, and NCLB results.
St. Louis	Our first priority was developing a content-based, literacy focused curriculum, aligned with both state and national standards. Our second priority involved ensuring that academic and support staffing needs were adequate for Newcomer students.
St. Paul	Title III funds were used to support programs for students who had the greatest English language needs. These programs are Kindergarten Language Development Model, Language Academy, English Language Center, and native language literacy programs, which are housed at designated sites.
Tucson	The needs of ELL students were prioritized based on schools with the greatest ELL enrollments. Priorities included training the faculty on better techniques to serve ELLs, translation services for immigrant/refugee students as they transition into the American school system.

## 6. Use of Title III Funds

Title III of NCLB allows school districts to use funds provided under the Act for a variety of purposes. The Council of the Great City Schools asked its members to indicate on the survey how they were spending their Title III funds to supplement their own program and services to ELLs. The results are summarized in graph 5. City-by-city responses are presented in Table 7.

Forty-two districts responded to this survey item. These 42 responding cities devoted 25.3 percent of their federal Title III funding to the hiring and retention of bilingual/ESL instructional staff. In addition, the cities spent 24.1 percent of their Title III monies on professional development and 17.1 percent on instructional materials. The districts also devoted 12.2 percent of their Title III funding to extra instructional assistance to ELLs and about 3.5 percent to technology acquisition and training. Smaller portions of funds were used for parent involvement, testing materials, testing administration, translators and interpreters, and other services.



The figures in Table 7 do not necessarily add up to the same numbers presented in Table 1. The numbers in Table 7 are more likely to reflect carryover funds, and a mixture of Title III and some state funding for ELLs or a mixture of new Title III funds and old Title VII funds that are still in transition. Furthermore, not every district responded to this survey item.

Finally, 13 responding districts indicated that they used federal Title III allocations for other expenditures, involving about 11 percent of all spending. The majority of these expenditures are allocated to school sites to provide for building-level academic and linguistic success for ELLs. This means that the funds went toward instructional materials, parent involvement programs, and other activities of individual school buildings. The remainder of these other funds went toward items such as indirect costs, non-public schools, and other activities.

**Table 7. Uses of Title III Funds by District and Purpose**

	Hiring of Bilingual/ESL Instructional Staff	Professional Development	Instructional Materials Acquisition/Development	Extra Instructional Assistance to ELLs	Technology Acquisition/Training	Assessment Materials Acquisition/Development	Hiring Staff to Administer Assessments	Parent Involvement Programs	Hiring of Translators and/or Interpreters	Other **
Albuquerque		\$482,077	\$94,154	\$143,966	\$13,215			\$10,000	\$70,000	\$36,250
Anchorage	\$206,505	\$40,705	\$79,616		\$5,000					\$849,662
Atlanta	\$179,338									\$331,826
Baltimore	\$100,000	\$3,000	\$14,000			\$500			\$3,000	\$179,338
Boston	\$674,653	\$440,718	\$413,958	\$100,000		\$17,500	\$30,000	\$52,709	\$40,000	\$120,500
Broward County	\$3,712,344	\$12,000	\$289,079		\$30,000	\$37,978		\$20,000	\$10,000	\$2,117,342
Charlotte-Mecklenburg	\$200,000	\$32,000	\$200,000	\$40,000	\$250,000			\$15,000	\$30,000	\$4,111,401
Chicago	\$6,900,000	\$660,000	\$1,045,000	\$1,927,492	\$150,000	\$283,000		\$262,000	\$230,000	\$767,000
Clark County	\$900,000	\$103,908	\$224,354	\$50,000		\$226,505	\$288,000	\$212,566	\$18,000	\$11,457,492
Cleveland	\$176,145	\$190,000	\$123,000		\$13,000	\$23,000		\$68,000	\$8,000	\$2,023,333
Dallas	\$140,000		\$2,079,457		\$40,000		\$891,549		\$30,000	\$631,145
Denver	\$376,669	\$846,489	\$74,637						\$53,404	\$3,151,006
Des Moines	\$169,300	\$87,504	\$97,713	\$78,075	\$8,230			\$16,140	\$21,046	\$1,351,199
Detroit		\$332,053	\$83,000	\$245,501				\$20,000		\$478,008
District of Columbia	\$1,602,326	\$35,000		\$20,000		\$60,000		\$30,000		\$680,554
Duval County		\$1,715	\$120,136		\$6,440		\$48,639		\$24,642	\$1,952,326
Fort Worth	\$470,000	\$436,000	\$180,000	\$97,000	\$54,000	\$9,600	\$10,000	\$20,000	\$45,000	\$241,583
Guilford County	\$255,617	\$8,783	\$324,562	\$79,733	\$20,000			\$119,324	\$190,000	\$1,321,600
Hillsborough County	\$362,000	\$50,000	\$544,000	\$340,000	\$421,000	\$73,000	\$200,000	\$30,000	\$34,000	\$998,019
Houston	\$2,000,000	\$400,000	\$2,000,000	\$1,000,000	\$1,000,000	\$50,000		\$100,000	\$100,000	\$2,054,000
Jackson		\$1,760	\$1,400	\$22,118	\$6,350			\$100		\$6,650,000
									\$5,630	\$37,358

**Table 7. Supplemental Uses of Title III Funds by District and Purpose**

	Hiring of Bilingual/ESL Instructional Staff	Professional Development	Instructional Materials Acquisition/Development	Extra Instructional Assistance to ELLs	Technology Acquisition/Training	Assessment Materials Acquisition/Development	Hiring Staff to Administer Assessments	Parent Involvement Programs	Hiring of Translators and/or Interpreters	Other **
Los Angeles	\$4,000,000	\$20,000,000	\$5,000,000	\$5,000,000						\$10,000,000
Memphis	\$158,000	\$18,500	\$76,000	\$200,000	\$57,000		\$30,000	\$500	\$10,000	\$131,170
Miami	\$750,000	\$120,000	\$561,448	\$3,150,000	\$938,552	\$35,000		\$350,000		\$5,905,000
Minneapolis	\$480,000	\$106,000	\$236,000	\$30,000		\$3,000	\$40,000	\$52,000		\$947,000
Milwaukee		\$223,994	\$605,626	\$20,000	\$32,325	\$35,000	\$96,714	\$40,000		\$31,846
Nashville	\$303,879	\$95,419	\$416,118		\$10,000	\$45,000		\$5,000	\$1,000	\$12,000
Newark	\$36,000	\$29,000	\$477,000	\$205,000	\$85,000	\$12,000	\$3,000	\$20,000	\$13,000	\$46,000
Oklahoma City	\$247,000	\$41,630	\$258,719	\$4,000	\$16,130		\$250	\$5,200		\$572,929
Omaha	\$320,649		\$94,130	\$46,400	\$25,000		\$1,180	\$27,720	\$37,800	\$552,879
Palm Beach		\$399,697	\$177,602	\$163,554	\$330,850	\$750,172				\$1,821,875
Philadelphia	\$54,845	\$343,026	\$922,910	\$58,605	\$100,000	\$33,070		\$112,048	\$50,000	\$1,744,504
Portland	\$75,000	\$200,000	\$80,000		\$20,000	\$20,000	\$60,000	\$10,000		\$465,000
Richmond	\$41,500	\$2,000								\$43,500
Sacramento	\$350,000	\$80,000	\$100,000	\$50,000				\$500,000	\$100,000	\$1,180,000
Salt Lake City	\$431,000	\$40,000	\$98,000							\$569,000
San Diego	\$362,000		\$721,000	\$44,000						\$1,127,000
San Francisco	\$575,371	\$170,643	\$40,000			\$9,400	\$10,000	\$27,650		\$379,648
Seattle	\$10,000	\$140,000	\$80,000	\$150,000	\$15,000	\$5,000	\$45,000	\$20,000	\$50,000	\$515,000
St. Louis	\$155,000	\$45,000	\$5,000	\$105,000				\$90,000	\$90,000	\$490,000
St. Paul	\$700,461	\$64,000	\$319,718		\$76,500			\$8,000	\$50,000	\$1,218,679
Tucson	\$74,210	\$102,290	\$329,759	\$70,261					\$150,361	\$848,846
<b>total</b>	<b>\$27,549,812</b>	<b>\$26,384,911</b>	<b>\$18,587,096</b>	<b>\$13,440,705</b>	<b>\$3,723,592</b>	<b>\$2,243,957</b>	<b>\$1,728,725</b>	<b>\$1,754,332</b>	<b>\$1,429,253</b>	<b>\$12,184,206</b>

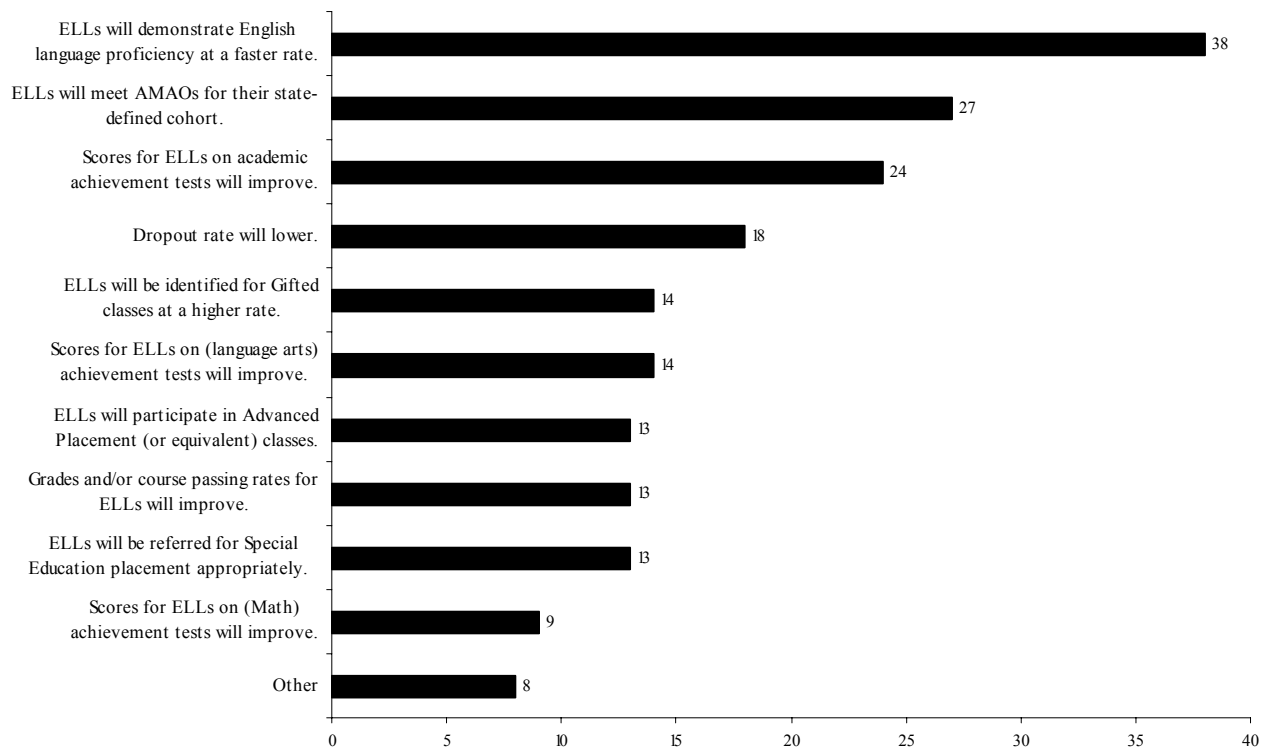
\*\* Allocated mostly to local school buildings.

## 7. Measurable Goals

Title III of *No Child Left Behind* is too new to expect any concrete results. But the Council has asked its member districts to articulate the measurable impact they expect these programs to have. The results from the 47 responding districts indicate that 38 districts or 80.9 percent expect to increase the rate at which students become English proficient. Twenty-seven or 57.4 percent of the districts expect that ELLs will meet their “annual measurable achievement objectives” (AMAOs), and 24 districts or 51.1 percent indicated that their goal was to improve ELL test scores.

The responding districts also indicated they were setting several other goals for their new Title III funds. Eighteen districts or 38.3 percent cited a lower ELL dropout rate as their goal under Title III; 14 districts or 29.8 percent indicated that they were striving to increase the number of ELLs in gifted and talented classes and boost scores on language arts achievement tests. Thirteen districts or 27.7 percent intended to use Title III funds to increase ELL participation in Advanced Placement (AP) classes, improve course and/or grade passing rates, and improve the appropriateness of ELLs’ placement in special education. And nine districts or 19.1 percent said that a major goal of Title III was to improve mathematics achievement among ELL students. Eight districts named other goals, which are specified in Table 8.

**Graph 6. What measurable impact does your district plan to achieve through Title III expenditures?**



Most of these Title III program goals center in one way or another on improving English proficiency and the academic performance of ELL students. In addition, responses from the 47 districts indicate that these broad goals are accompanied by concrete benchmarks to assess whether the larger objectives have been met.

Albuquerque, for instance, indicates that its goal of accelerating the rate at which ELLs become proficient in English will be measured by students' annual NCE gain on the Language Assessment Scales. Dallas is looking to increase scores on the Woodcock Muñoz language survey. And St. Louis indicates that 90 percent of its ELLs will advance one level on the Missouri English Language Learning Assessment.

Goals for improving academic achievement under Title III are also concrete. Ft. Worth, for example, indicates that the percentage of ELLs and former ELLs meeting "annual measurable achievement objectives" will increase to 46.8 percent in reading, and 39.4 percent in math in one year. San Francisco indicates that ELLs scoring at proficient levels or above on the California Standards Test in English Language Arts and Math will increase by 5 percent. And Omaha indicated that 90 percent of its LEP students will increase their CAT-5 scores in language arts and mathematics by at least 2 NCE points.

In addition to these test score and English proficiency goals, Great City School districts have set goals centered on high expectations and equal access and participation for ELLs. For example, Anchorage aims to decrease the dropout rates of middle and high school students (ELLs included) by at least five percent over two years, compared with the 2002-2003 school year. St. Louis plans to double the percentage of ELLs enrolled in gifted and talented programs in four years. Cleveland indicates that the percentage of ELLs who complete gateway math and science courses by grade 12 will increase from 5.83 percent to 15 percent in three years. Miami plans that 99 percent of preK to grade 5 students will participate in dual language programs, and 18 percent of students will study heritage languages in school.

A sample of Great City School districts' measurable goals for the use of their Title III funds is presented in Table 8.



**Table 8. Specific district examples of measurable goals related to Title III funding**

<b>Goal</b>	<b>Districts</b>	<b>Specific Goal</b>
ELLs will demonstrate English language proficiency at a faster rate.	Albuquerque	ELLs will make an annual gain of nine NCEs on the Language Assessment Scales.
	Anchorage	The percentage of LEP students demonstrating English language proficiency will increase at least 5% over a two-year period.
	Baltimore	Each ELL will improve at least one level in at least one subpart of the ITP test each year.
	Boston	95% of all ELLs will move one performance level on the MELA-O listening/speaking test and on the LAS reading/writing by spring 2004.
	Cleveland	There will be a 10% overall reclassification rate: from 46% to 56% in one year.
	Dallas	Increase in norm scores from 1's to 3's on the Woodcock Muñoz language survey.
	Forth Worth	The percentage of ELLs and former ELLs demonstrating English language proficiency will increase to 33.7% (Beginners); 43.8% (Intermediate); 25.5% (Advanced) in one year.
	Guilford County	Scores for ELLs on language proficiency assessments will increase 5% in three years.
	Hillsborough County	The district will achieve two years worth of language proficiency growth in one year.
	Memphis	20% of substantially served ELL students will improve by one designation level as measured on the IPT from Spring 2003-2004.
	Miami	85% of ELL students will exit the ESOL program upon completion of no more than six semesters. And 74% of ELL students will advance at least one ESOL level per year.
	Minneapolis	ELL students will make 1.5 years growth per year, as measured by formative assessments tied directly to instruction and by growth norms established for district reading assessments.
	Nashville	Reclassify 100% of Fluent English Speaking (FES) English Language Learners to Fluent English Proficient (FEP) within two years of attainment of FES status.
	Newark	The percentage of ELLs fully proficient in all areas assessed will increase from 60% to 75% after three full years of program participation.

	Oklahoma City	By the end of the 2003-2004 school year, 40% of students will be making progress in acquiring English proficiency, and 10% will have obtained English proficiency.
	Omaha	The district will increase to 90% the percentage of LEP students who increase their oral LAS score by one level by 6/30/04 and will increase to 90 % the percentage of LEP students in grade 2-12 who increase their LAS-W scores by one level by 6/30/04.
	Portland	Ten percent of ELLs will meet exit criteria each year due to achieving English language proficiency.
	Seattle	There will be a 4-6% higher program exit rate.
	St. Louis	90% of ELLs will advance one level on the Missouri English Language Learning Assessment.
	Tucson	ELL students will achieve a 12% reclassification rate as fluent English proficient in 2007-2008 school year from approximately 5.6% in the 2003-2004 school year.
ELLs will meet annual measurable achievement objectives for their state-defined cohort.	Anchorage	The number of LEP students who do not meet the state-defined AMO will decrease by 10% over the previous year.
	Charlotte-Mecklenburg	For 2003-2004, 40% of LEP students shall demonstrate progress in at least one of the following domains—oral, language, reading, and writing—on the state required proficiency test. For the 2003-2004 school year, at least 20% of LEP students who have been in US schools for at least five years shall score at the superior level an all domains on the state required language proficiency test.
	Detroit	The percentage of ELLs who meet annual measurable achievement objectives will increase from 20% to 25% during 2003-2004.
	Fort Worth	The percentage of ELLs and former ELLs meeting annual measurable achievement objectives will increase to 46.8% in Reading and 39.4% in Math in one year.
	Minneapolis	The district will meet state AMAOs, which require gains in the percentage of ELL students making progress on state ELL assessments of reading, writing, and speaking/listening (progress measured separately for three cohorts based on length of time in a Minnesota school); gains in the percentage of ELL students becoming proficient (again on state ELL assessments and for three separate cohorts); and gains in the percentage of ELL students making progress in English and math (as measured on regular state assessments of the reading and math standards, with all grade levels combined).

	Nashville	The percentage of ELLs scoring in Quartile 1 on the Tennessee Comprehensive Assessment Program (TCAP) will decrease to 10%, and those in quartile 2 will decrease to 15%.
Scores for ELLs on academic achievement tests will improve.	Broward County	By June 2008, 75% of 3rd to 5th graders, 70% of 6th to 8th graders, and 60% of 9th to 10th graders will attain Level 3 or higher on the Florida Comprehensive Assessment Test (FCAT).
	Dallas	The rate for ELLs passing all parts of TAKS will increase from 18% to 21%.
	Guilford County	Scores for ELLs on academic achievement tests will increase 10% to 15% in four years.
	Hillsborough County	In language arts, math, and other content areas, scores for ELLs will increase 10% to 25% in two years.
	Milwaukee	In addition to academic achievement measures (in reading and mathematics), ELL measures are stipulated by the state, which requires annual growth in English language proficiency to meet Annual Measurable Achievement Objectives under NCLB. Improvement and/or growth is expected in three areas (English language, reading, and math). American Indian students, who are also eligible for Title III funds, are required to follow the academic achievement measures stipulated for all students in the district.
	Omaha	The district will increase to 90% the percentage of LEP students who increase their CAT5 score in language arts and mathematics by at least 2 NCE points by 6/30/04.
	Philadelphia	A minimum of 10% of ELLs will move each year from Below Basic to Basic on the PSSA.
	Richmond	20% of ELLs receiving services will move from one language proficiency level to the next (Levels I, II, III, IV) and 20% of students receiving services will exit the program as measured by Spring 2004 assessment using Stanford English Language Proficiency Test by Harcourt and Virginia Department of Education Plain English Mathematics SOL Test.
	San Francisco	ELLs scoring at proficient or above will increase by 5% as measured by the California Standards Test in English Language Arts and Math.
	Tucson	100% of ELL students will achieve their school specific reading, writing, and math goals by the 2007-2008 school year from a level of 36% in the 2003-2004 school year.
Dropout rate will lower.	Albuquerque	The senior stability rate for ELLs will increase by 5%.
	Anchorage	There will be at least a 5% decrease in the dropout rate of middle and high school students (ELLs included) over two years as compared with the 2002-2003 school year.

	Clark County	62.4% of ELL students will graduate from high school.
	Cleveland	The district will increase the graduation rate of LEP students from 34% to 44% in two years.
	Detroit	The dropout rate for ELLs will decrease from 50% to 40% during the 2003-2004 school year.
	Duval County	Beginning with a 13.5% dropout rate in 2001, the rate will decrease 0.5% annually.
	Fort Worth	The percentage of ELLs and former ELLs dropping out of school will decrease from 1.7% to 1% in one year.
	Nashville	The dropout rate for ELLs will decrease to less than 5%.
	Newark	The dropout rate among high school ELLs will be reduced 10% from current levels by the 2006-2007 school year.
	Portland	The dropout rate for ELLs in the district will decrease 5%.
	St. Louis	The percentage will remain 2% below the district 6%.
	Tucson	From a 2.8% dropout rate in the 2003-2004 school year, ELL students will achieve a 0% dropout rate by the 2007-2008 school year.
ELLs will be identified for gifted classes at a higher rate.	Anchorage	The percentage of LEP students identified and served by gifted and talented programs will increase by 2% over a 3-year period.
	Broward County	The district is in the process of establishing a universal screening policy.
	Duval County	The percentage of ELLs in gifted classes will increase by 1% per year for the next five years.
	Nashville	The percent of ELLs in quartile 1 on the Tennessee Comprehensive Assessment Program will improve to 40%.
	Omaha	The district will increase the number of LEP students entering gifted/advanced academic programs from 25 to 75 by 6/30/04.
	Portland	There will be a 10% increase in ELLs identified for gifted classes.
	St. Louis	The percentage of ELLs enrolled in gifted and talented programs will double in four years.
ELLs will participate in Advanced Placement (or equivalent) classes.	Anchorage	The percentage of LEP students in advanced placement or equivalent classes will increase by 2% over a 3-year period. The percentage of LEP students in accelerated math sequence (Algebra I in grade 8, geometry in grade 9, and algebra II in grade 10) will increase.

	Cleveland	The percentage of ELLs who complete gateway math and science courses by grade 12 will increase from 5.83% to 15% in three years.
	Detroit	The percent of ELLs who participate in Advanced Placement (or equivalent) classes will increase from 5% to 10% in four years.
	Fort Worth	The percent of ELLs and former ELLs in Advanced Placement (or equivalent) classes will increase to 6.2% in one year.
	Nashville	The district will increase the passing rate of ELL students taking Advanced Placement Tests to 90%.
	Omaha	The district will increase the number of LEP students entering gifted/advanced academic programs from 25 to 75 by 6/30/04.
Scores for ELLs on (language arts) academic achievement tests will improve.	Anchorage	There will be at least a 10% decrease from the previous year in the percentage of LEP students who are not proficient in language arts at every school.
	Cleveland	The goal is to have at least 40.5% of 4th graders and 36% of 6th graders proficient in reading in the 2003-2004 school year to meet state AYP targets.
	Duval County	The district will meet the state AYP ELL trajectory in reading from 8% to 29% in one year.
Grades and/or course passing rates for ELLs will improve.	Anchorage	A higher percentage of students in each designated group at each school will master basic skills and strategies to read independently by the end of third grade. Over a two-year period, there will be an increase of at least 5% of LEP students demonstrating proficiency or higher on the reading portion of the grade 3 Alaska Benchmark Reading Exam. Over a two-year period, there will also be an increase of at least 5% LEP students demonstrating proficiency or higher at each school as measured by the district assessment of student reading.
	Duval County	Beginning with a 77.7% promotion rate in 2001, the rate will increase by 0.5% annually.
	Indianapolis	The percent of ELLs who attain higher grades and/or pass their content area coursework will increase from 40% to 50% during 2003-2004.
	Nashville	Increase the percentage of ELL students passing the Gateway tests to 100%.
ELLs will be referred for Special Education placement appropriately.	Albuquerque	APS Quality Assurance monitoring reports will indicate a reduction of 5% in the number of schools generating red flag reports for appropriate SAT referrals of ELLs and appropriate Special Education placement.

	Cleveland	The district will establish a pre-referral process for ELL students in the 2004-2005 school year.
	Duval County	The percentage of ELLs placed in Special Education will more closely approximate the percentage of basic students in SPED by moving from 3.61% in 2001 to 23.66% in 2001, increasing at a rate of 4% a year for the next five years.
	Nashville	Ensure that the ELL special education population is equal to or less than the national average and the subgroup percentages reflect the district's general education population.
	Portland	100% of ELLs placed in Special Education classes will have completed an appropriate pre-referral process.
Scores for ELLs on (Math) academic achievement tests will improve.	Anchorage	There will be at least a 10% decrease from the previous year in the percentage of LEP students who are not proficient in math at every school.
	Cleveland	The goal is to have at least 35.9% of 4th graders and 36.8% of 6th graders proficient in math in the 2003-2004 school year to meet state AYP targets.
	Duval County	The district will meet the state AYP ELL trajectory in math that runs from 21% to 40% in one year.
Other	Atlanta	Parental involvement will increase so that parents are able to enable their children to perform better academically and socially.
	Boston	Every school in the district (136) will have teachers trained and qualified to administer the MELA-O.
	Chicago	ELLs will meet the 95% participation rate on academic achievement assessments.
	Dallas	Continued two-year analysis of achievement in all areas compared to regular education students.
	Denver	The Board of Education has affirmed its commitment to serve ELLs and promote educational opportunities for all students regardless of language barriers as part of the district's priorities for 2003-2004. A specific priority is to integrate programs and curricula for ELLs into the mainstream structure and academic programs of the district. No specific goals have been developed at the present time, however.
	Guilford County	Parents of ELLs will become proficient in English, increasing 2% in five years.
	Miami	9% of prek-5 students will participate in dual language programs. 18% of students will study heritage languages in schools.
	Tucson	From a 65% graduation rate in 2002-2003 school year, ELL students will achieve a 100% graduation rate by the 2007-2008 school year.

## 8. Most Effective Educational Initiatives

Finally, districts were asked to indicate which educational strategies or initiatives they considered to be the most effective with ELL students. Responses to this question varied considerably and are presented in Table 9. Many of the districts cited success with sheltered instruction, dual language programs, regular assessments, teacher professional development, and other approaches.

Albuquerque	Our Alternative Language Services (ALS) Quality Assurance monitoring report includes principal interviews, classroom observations, SAT, Cumulative, and Special Education file reviews. ALS student placement information yields program fidelity and ALS compliance information. This is coupled with the district's ALS evaluation report, which includes student demographics, student outcomes for ELLs in comparison to their non-ELL peers and former English language learners, and dropout data. Both of these processes are utilized by the district and schools to improve the effectiveness of Alternative Language Services.
Anchorage	The most successful initiative ASD has used with ELL/LEP students is the Cognitive Academic Language Learning Approach (CALLA) and Sheltered Instruction. Combined with the Sheltered Instruction Observation Protocol (SIOP) to plan and implement lessons, teachers have gained useful strategies to meet the needs of all levels of English language proficiency students. IDEA Proficiency Test scores in all skills, including Oral, Written, and Reading, show substantial progress since initiating these strategies in elementary learning centers across the district and in secondary ESL classes.
Atlanta	The English Language Center opened to address the needs of students who enter the district and do not speak English. The Center also addresses the needs of students who may experience difficulties academically and socially. Students are bused to the Center daily and receive instruction from 8 am-1:30 pm. All course work is based on best ESOL teaching practices and research-based strategies. Content instruction is delivered using best teaching strategies with emphasis on ESOL strategies. Family programs are planned to assist all students who attend the Center. English classes are offered for parents Monday-Thursday and on Saturdays. The Center serves as a warm and welcoming first stop to our state, city and district.
	Another initiative that was implemented this year and has proved to be successful was the one-on-one conferences held with our principals to discuss their needs as they relate to ELLs. These conferences lasted approximately one hour. It gave the ESOL staff an opportunity to share with the administrators our programs and services, and it gave the principals an opportunity to voice concerns about issues related to providing the best academic program possible for the students. Professional development was planned for the school staff as well as presentations from the ESOL staff. Each administrator received a notebook and a disc with information about our programs and services, tips for parental involvement, and a book of English/Spanish translations. We continue to provide follow up professional development and faculty presentations.

Baltimore	We keep on improving as required by our agreement with the USDOE OCR. The most successful initiative involves the personalities of our best ESOL teachers rather than any mandate or district initiative.
Boston	Our most successful educational initiative has been the development and implementation of a three-year Professional Development Plan to prepare teachers and school leaders to implement Sheltered English Instruction across the district and in every school. Bilingual/bicultural language acquisition coaches and specialists have been hired to work with cohorts of schools in developing deep knowledge of theories and best practices in teaching ELLs.
Broward County	(1) A team of Bilingual/ESOL reading specialists has been hired by the district to collaborate with school staff and is providing support and professional development on best practices. (2) Dual language (English/Spanish) programs have been successfully implemented at the elementary school level. (3) The district developed an initiative for Struggling Readers that includes ESOL, ESE and general education. Screening assessments, intervention programs/strategies for low, medium and high risk students, progress monitoring and diagnostic assessments are being provided in the five essential components of reading instruction. (4) A bilingual parent training project (The Magic of Reading) has provided parents of ELLs with the opportunity to learn about the five major components of reading through workshops and materials in English, Spanish, Haitian-Creole, and Portuguese.
Charlotte-Mecklenburg	Development and implementation of a newcomer curriculum for students with little prior education. Progress is measured on alternative, end-of-grade, and end-of-course assessments.
Chicago	Parent family literacy initiatives currently being implemented with support for Title III are some of our most effective efforts. Baseline data are being collected.
Clark County	Teacher training is our most effective initiative as evidenced by attendance rosters and surveys, along with the identification and testing of ELL students and implementation of ELL programs.
Cleveland	We have established a newcomer program for grades 2-12 at three sites. It has been successfully transitioning students into the bilingual education and mainstream education programs.
Dallas	Curriculum products to instruct and differentiate instruction for all language level students, as well as the performance of exited students from the bilingual ESL program who academically continue to outperform all other groups.
Denver	The district has a new literacy initiative that has seen results, improved literacy achievement as measured on the state CSA exam and using such other measures as the DRA-Developmental Reading Assessment and the EDL--Evaluación del Desarrollo de la Lectura.
Detroit	Ongoing sustainable professional development for staff. Administrative and curriculum walk-throughs/MEAP performance data.



District of Columbia	Dual language programs at the elementary level and newcomer programs at the secondary level. Progress is seen on scores on academic achievement and language proficiency tests, as well as the Aprenda.
Duval County	Our initiative is to implement a Sheltered Content program in the high school having the largest LEP population (338 students). This year, 2003-2004, will be a baseline year for gathering data. We will provide teacher training, appropriate materials, translations, bilingual paraprofessionals, program coordination, and four additional teaching staff. The instrument used to measure the results will be the FCAT. Retention, promotion, graduation, and dropout rates will be monitored. Title III funds, FTE funds, and district operating budget will assist in this endeavor.
Fort Worth	The initiative that has been implemented this year involves Differentiated Staff Development. Teachers are assigned to academies based on their years of experience in teaching, years of experience in the district, and their professional needs. Certain staff development sessions are required, and teachers cannot go to the next "academy" unless they complete the academy they are in. This was done to ensure that all teachers were receiving the education foundation needed to address the needs of their ELLs. Teachers have been quite complimentary as their needs are being addressed, and we look forward to enhancing the program in future years.
Fresno	The district's Title III office has effectively coordinated educational activities and projects with community based organizations and community leaders. Collaborative efforts have resulted in wide participation by numerous language groups in Fresno. Planning and implementation of major Title III initiatives continued to be shared by many community groups.
	Recently, the district was able to increase its redesignation rate by 50% over last year. Our redesignation rate of 6.5% is the highest in over 10 years and approaches the state's rate of 7.7%.
Guilford County	The development of our comprehensive literacy program is one of the district's most successful educational initiatives. Our program, Family Literacy, has provided our parents the opportunity to learn English while their children are tutored in academic areas. Our literacy program has covered topics from how to dress for success, how to write a resume, how to budget, how to help your child become a successful student, basic study skills and child development. The effectiveness of our program will be measured annually using formative and summative data.
Hillsborough	Our most successful initiatives are our extended learning program at individual schools and the supplemental services from resource teachers and bilingual psychologists, social workers and counselors who provide appropriate individualization to meet student academic needs. The results are measured with the FCAT, Stanford 9, Stanford Abbreviated, and portfolios.
Houston	Growth in English Reading using RPTE test data reviews.
Indianapolis	The district provides teacher training and help for parents.
Jackson	ELLs exit the program when they attain proficiency so it has been hard to identify our most effective strategies.

Long Beach	Our success is attributed to a strong systematic and fully systemic approach dealing with all aspects of ELLs from elementary to secondary, including Special Education.
Los Angeles	The district has been effective with ELD for secondary English learners as measured by the CELDT, course grades, and the district's ELD assessment portfolio; and with dual language programs as measured by the CA content standards test (language arts/math) and the CAT 6.
Memphis	ESL Summer Intervention Program (20 days) for beginning ELL students. The district has seen increases in pre- and post-scores measuring content and English language skills.
Miami	Reading Specialists who develop curriculum and scope and sequence, provide staff development, and act as coaches for teachers of LEP students in low-performing schools. The district's Bilingual Parent Outreach Program has also been effective, providing parents with information on such topics as the FCAT, health and nutrition, immigration laws, homework, technology, and parenting skills (PASSPORT). The district has also been effective with technology-assisted language learning in which ELLs can access ESOL labs and/or computer stations.
Milwaukee	The district is implementing several initiatives which support English language learners, including a balanced literacy framework, mathematics framework, embedded professional development, Learning Teams, Learning Targets for all grades K-12 in all content areas, content-based ESL instruction and support, Special Education inclusion with Bilingual Special Education as well as bilingual support staff (social workers, psychologists, speech and language pathologists, etc.). MPS has a developmental or maintenance bilingual education program with ESL support including various dual language programs and bilingual Gifted and Talented.
Minneapolis	Dual immersion programs for Spanish and English speakers in k-8 settings. By 5 <sup>th</sup> grade, immersion students outperform their grade level peers on state and district assessments conducted in English. In this model, ELL students continue to develop their first language even after they have developed functional English proficiency. (The second most successful initiative is our Native Language programs, employed in k-3 in approximately ten schools.)
Nashville	Our district has offered a self-contained model of instruction for ELL students in grades K-4. ELL students now receive language support all day long by a certified elementary teacher who is also certified in ESL. The number of students attaining FEP status has increased dramatically in the last two years.
Newark	Newark Public Schools has identified writing as a district priority. A three year sequence of staff development activities has been coordinated by the Office of Bilingual Education to provide the 300+ bilingual and ESL teachers with a common instructional framework for teaching writing. This training, focusing on a comprehensive Writing Assessment Process, has been supported by program monitoring, individualized teacher support by bilingual resource teachers, supplementary resources, and both after school and summer school programs. The number of ELL students scoring at the highest level on the IPT test more than doubled between 2002 and 2003 (from 10.9% to 23.4%). Also, the Language Arts/Literacy mean score for ELLs at the 4 <sup>th</sup> grade level (as measured by the NJ ASK 4 State Test) exactly matched the district mean score.

New York City	<p>The 2003-2004 test results show that ELLs are experiencing larger shifts in reaching proficiency in core subjects. Compared to 02-03, ELLs proficiency levels rose in English language arts and math by 4.3% and 8% respectively. The 03-04 New York State English as a Second Language Achievement Test (NYSESLAT) test results show that ELLs are experiencing larger shifts in reaching English language proficiency and qualifying for program exit. NYSESLAT findings show 4.0% testing out for FY03 and 7.5% in 2004. Improvements can be attributed to the implementation of seven recommendations for the education of ELLs that were initiated on June 24, 2003:</p> <ol style="list-style-type: none"> <li>1. Improving instruction for ELLs by aligning all programs for ELLs with the comprehensive core curriculum in math and literacy.</li> <li>2. Appointing 107 new instructional support specialists to support teachers and drive best practices into classrooms with ELLs.</li> <li>3. Creating a new ELL Teacher Academy to provide rigorous professional development for teachers of ELLs.</li> <li>4. Providing coherent, systemwide language allocation guidelines for all programs for ELLs.</li> <li>5. Implementing effective monitoring and assessment for programs for ELLs.</li> <li>6. Holding schools and principals accountable for improvement in the academic achievement of ELLs.</li> <li>7. Improving the communication with parents and families of ELLs through parent coordinators at the school.</li> </ol>
Oklahoma City	<p>The district is conducting professional development sessions in the Sheltered Instruction Observation Protocol and in differentiated instructional strategies as a means of increasing English language acquisition. We utilize the LAS for assessing their progress.</p>
Omaha	<p>The most successful educational initiative with ELLs has been the district's dual language program at the elementary and high school levels. At the elementary level, we have seen high student achievement as measured by our CRTs. At the high school level, we have seen an increased number of ELLs enrolled in honors programming as a result of dual language.</p>
Orange County	<p>The district has been successful with Project LEE/READ, which is designed to develop literacy in Spanish and English before third grade. The district also uses the Language Assessment Battery Test and Language Assessment Scales to evaluate results. The district also provides supplementary services to Language Enriched Pupils (LEP) that are a continuation of the services provided when the district received funds for immigrant students. The district has been able to expand services to non-immigrant LEP student and enhance districtwide reforms for LEP students.</p>
Palm Beach	<p>The development and implementation of the English Language Development Continuum.</p>
Richmond	<p>In October 2003, Richmond City Public Schools hired a bilingual parent resource liaison to work with parents to help them improve the academic achievement of their children. Results of the efforts will be evaluated using the spring Stanford English Language Proficiency Test.</p>
Sacramento	<p>We have implemented a districtwide reading/language arts program, Open Court by SRA, with mixed results. Students in 1<sup>st</sup> through 3<sup>rd</sup> grade are making progress as assessed by the California Standards Test (CST). However, students in 4<sup>th</sup> through 6<sup>th</sup> grade experience declines, with fewer students moving to a higher level of proficiency.</p>

	<p>We have redesigned our English Language Development (ESL) courses at the middle school, implementing High Point as the adopted curriculum. However, we are still awaiting test results for 2003-2004 to make evaluative comparisons. At the high school level, the district initiated the small learning community concept for all students including English learners. After one year of implementation, we will be able to study the effects upon scores when these are made available in late August.</p>
Salt Lake City	<p>Salt Lake City School District is currently in the process of gathering this data.</p>
San Francisco	<p>SFUSD has used the Students and Teachers Achieving Results (STAR) initiative for three years. This program is designed to support underperforming schools with additional personnel, resources, and professional development. All STAR schools include ELLs, in most cases in large numbers. ELLs have improved significantly as a result of this initiative.</p>
Seattle	<p>The district has seen success by training all school staff in Project GLAD or SIOP. The district also uses regular academic achievement and language proficiency assessments.</p>
St. Louis	<p>Our most successful initiatives include (1) a new standards-based ESOL curriculum (K-12) in collaboration with the Center for Applied Linguistics; (2) introduction of Sheltered Instruction in Freshman English, Algebra, Physical Sciences, Biology, and Social Studies; (3) expanding social work support teams to help newcomer ELLs and their families; (4) creation of a parent educators/translators unit; and (5) assigning a high school counselor to evaluate international transcripts, review scheduling to ensure alignment between students' level of English proficiency, graduation requirements, and current course offerings.</p>
St. Paul	<p>(1) Staff development in the areas of culture, second language acquisition, ELL strategies and collaboration between classroom and ELL specialists; and (2) ELL program models. The district uses the TEAE and MCA as well as local analysis of LAS and/or pre-LAS data to assess results.</p>
Tucson	<p>A State funded and mandated compensatory education program that provides tutoring, mentoring, and summer school enrichment for ELLs who are not able to be proficient in one academic year. The students are assessed at the end of the program with the Language Assessment Scales to see the progress on English acquisition versus the first set of scores on the assessment. Results are compiled to see how many students improve on their assessment scores and/or become English proficient after the program.</p>

### **C. Summary and Conclusions**

The Great City Schools have seen significant increases in their federal bilingual education funding. These increases are the result of both higher Congressional appropriations and a shift under *No Child Left Behind* from the old Title VII discretionary grant program to a new targeted formula grant. These new monies have allowed the Great City Schools, which enroll approximately 1/3 of the nation's English language learners, to expand services.

These urban school districts have moved not only to increase the numbers of limited English proficient students they serve but to align their programs with the goal-setting and testing requirements under NCLB. The 47 Great City School systems responding to a survey sent to all bilingual education directors in the organization's member districts are setting concrete and measurable goals for English language acquisition and academic achievement among their targeted students.

Many districts now use a regular process, involving a variety of stakeholders, to set academic priorities under Title III. New funding is also being devoted to expanding the number of ESL instructional staff and the professional development offered to them. Funds are also being spent on instructional materials, extra time for supplemental services, technology, parent outreach and support, translators, and assessment tools.

Data are still too preliminary to make any judgments about the effectiveness of the instructional strategies being used with the new Title III resources. Districts are beginning to offer their initial impressions, however. Some districts are beginning to cite their use of dual language models, sheltered instruction, and professional development efforts as strategies that seem to be working. Other districts cite the assessment data they are obtaining about how students are doing in the English acquisition process. Finally, many districts stress the importance of parent outreach and support efforts.

But the jury is still out on what will prove effective. Much of the new data emerging from *No Child Left Behind* indicates that academic achievement among English language learners and those who have just become proficient remains low. The new law lays out specific requirements for attaining English and content area proficiency, but the research is poor on the instructional approaches that are likely to lead to universal proficiency for these students.

The Council of the Great City Schools and its member districts are closely monitoring programs and initiatives in the nation's major cities for signs of progress among English language learners. These efforts and others will be critical to the ability of the nation's urban school systems to determine what is working and to ensure that every English language learner achieves to his or her full potential.

## Appendix A. Districts Returning Surveys and Contact Information

One of the goals of this report is to allow members of the Council of the Great City Schools to serve as a resource for other member districts in terms of uses and expected outcomes of Title III funds. The following table lists member districts responding to the survey, the name, title, and email address of the contact responsible for the district's programs and services to ELLs.

<b>Table 10. District contact information</b>			
<b>District</b>	<b>Contact</b>	<b>Title</b>	<b>Email Address</b>
Albuquerque	Lynne Rosen	Supervisor, Language and Cultural Equity	<a href="mailto:rosen@aps.edu">rosen@aps.edu</a>
Anchorage	Maxine Hill	Supervisor, Bilingual/Multicultural Education Programs	<a href="mailto:Hill_maxine@asd.k12.org">Hill_maxine@asd.k12.org</a>
Atlanta	Glynis Terrell	ESOL Coordinator	<a href="mailto:gterrell@atlanta.k12.ga.us">gterrell@atlanta.k12.ga.us</a>
Baltimore	Jill Basye-Featherston	ESOL Specialist	<a href="mailto:Jbasye-featherston@bcps.k12.md.us">Jbasye-featherston@bcps.k12.md.us</a>
Boston	Nydia Mendez	Director, Bilingual Education and Language Services	<a href="mailto:nmendez@boston.k12.ma.us">nmendez@boston.k12.ma.us</a>
Broward County	Vilma Diaz	Executive Director, Multicultural, Foreign Language /ESOL Programs	<a href="mailto:Vilma.diaz@browardschools.com">Vilma.diaz@browardschools.com</a>
Charlotte-Mecklenburg	Katherine Meads	Director of Second Languages	<a href="mailto:k.meads@cms.k12.nc.us">k.meads@cms.k12.nc.us</a>
Chicago	Manuel Medina	Officer, Office of Language and Cultural Education	<a href="mailto:mmedina@cps.k12.il.us">mmedina@cps.k12.il.us</a>
Clark County	Melba Madrid-Parra	Director, ELL Programs	<a href="mailto:mmadrid-parra@interact.ccsd.net">mmadrid-parra@interact.ccsd.net</a>
Cleveland	Esther Monclova Johnson	Deputy Chief, Multilingual Multicultural Education Office	<a href="mailto:Esther.johnson@cmsdnet.net">Esther.johnson@cmsdnet.net</a>
Dallas	Ivonne Durant	Division Manager, Bilingual/Multicultural Education	<a href="mailto:idurant@dallasisd.org">idurant@dallasisd.org</a>
Denver	Irene Jordan	Director, English Language Acquisition	<a href="mailto:Eugenia_Bernadett@dpsk12.org">Eugenia_Bernadett@dpsk12.org</a>
Des Moines	Vinh Nguyen	ESL Specialist	<a href="mailto:Vinh.nguyen@dmps.k12.ia.us">Vinh.nguyen@dmps.k12.ia.us</a>
Detroit	Carlos Lopez	Division Director, Office of Bilingual Education and Related Programs	<a href="mailto:Carlos.lopez@detroitk12.org">Carlos.lopez@detroitk12.org</a>
District of Columbia	Lisa Tabaku	Director, Office of Bilingual Education	<a href="mailto:Lisa.tabaku@k12.dc.us">Lisa.tabaku@k12.dc.us</a>

Duval County	Brenda Trimble	Supervisor, Bilingual and Multicultural Education	<a href="mailto:trimbleb@educationcentral.org">trimbleb@educationcentral.org</a>
Fort Worth	Margaret Baladrán	Director, Bilingual and ESL	<a href="mailto:mbala@ftworth.isd.tenet.edu">mbala@ftworth.isd.tenet.edu</a>
Fresno	Pat Roehl	District Coordinator, Bilingual and Multicultural Education	<a href="mailto:plroehl@fresno.k12.ca.us">plroehl@fresno.k12.ca.us</a>
Greensboro	Mayra Hayes	Director of English to Speakers of Other Languages	<a href="mailto:hayesm@guilford.k12.nc.us">hayesm@guilford.k12.nc.us</a>
Hillsborough County	Sandra Rosario	Supervisor, LEP Programs	<a href="mailto:Sandra.Rosario@sdhc.k12.fl.us">Sandra.Rosario@sdhc.k12.fl.us</a>
Houston	Irma Rohatgi	Title III Manager, Multilingual Programs	<a href="mailto:irohatgi@houstonisd.org">irohatgi@houstonisd.org</a>
Indianapolis	Marilee Updike	ESL Program Coordinator	<a href="mailto:updikem@mail.ips.k12.in.us">updikem@mail.ips.k12.in.us</a>
Jackson	Earline Richardson	Director, State and Federal Programs	<a href="mailto:erichardson@jackson.k12.ms.us">erichardson@jackson.k12.ms.us</a>
Long Beach	Alexis Ruiz-Alessi	Director, Program Assistance for Language Minority Students	<a href="mailto:aralessi@lbusd.k12.ca.us">aralessi@lbusd.k12.ca.us</a>
Los Angeles	Rita Caldera	Director, Language Acquisition Branch	<a href="mailto:Rita.caldera@lausd.net">Rita.caldera@lausd.net</a>
Memphis	Rubie Patrick-Herring	ESL Supervisor	<a href="mailto:patrickr@mcsk12.net">patrickr@mcsk12.net</a>
Miami	Joanne Urrutia	Administrative Director, Division of Bilingual Education and World Languages	<a href="mailto:jurrutia@dadeschools.net">jurrutia@dadeschools.net</a>
Milwaukee	Ivy Covert	Director, Division of Bilingual and Multicultural Education	<a href="mailto:covertix@mail.milwaukee.k12.wi.us">covertix@mail.milwaukee.k12.wi.us</a>
Minneapolis	Karen Pedersen/ Luis Ortega	Director, Department of Services for English Language Learners	<a href="mailto:karenp@mpls.k12.mn.us">karenp@mpls.k12.mn.us</a> <a href="mailto:lortega@mpls.k12.mn.us">lortega@mpls.k12.mn.us</a>
Nashville	Sayra Hughes	Coordinator of ELL Services	<a href="mailto:Sayra.hughes@mnps.org">Sayra.hughes@mnps.org</a>
Newark	Daniel Dantas	Director of Bilingual Education	<a href="mailto:ddantas@nps.k12.nj.us">ddantas@nps.k12.nj.us</a>
New York City	Maria Santos		<a href="mailto:MSantos12@nycboe.net">MSantos12@nycboe.net</a>
Oklahoma City	Terry Payne	Language and Cultural Services	<a href="mailto:tkpayne@okcps.org">tkpayne@okcps.org</a>

Omaha	Susan Mayberger	Supervisor, English as a Second Language	<a href="mailto:Susan.mayberger@ops.org">Susan.mayberger@ops.org</a>
Orange County	Tomasita Ortiz	Director of Bilingual/ESOL	<a href="mailto:ortizt@ocps.net">ortizt@ocps.net</a>
Palm Beach	Margarita Pinkos	Executive Director, Multicultural Education	<a href="mailto:pinkos@mail.palmbeach.k12.fl.us">pinkos@mail.palmbeach.k12.fl.us</a>
Philadelphia	Margaret Chin	Officer, Office of Language, Culture and the Arts	<a href="mailto:olca@phila.k12.pa.us">olca@phila.k12.pa.us</a>
Portland	Karon Webster	Interim Director, ESL and Bilingual Programs	<a href="mailto:kwebster@pps.k12.or.us">kwebster@pps.k12.or.us</a>
Richmond	Yvonne Brandon	Associate Superintendent, Instruction and Accountability	<a href="mailto:ybrandon@richmond.k12.va.us">ybrandon@richmond.k12.va.us</a>
Sacramento	Suanna Gilman Ponce	Director, Multilingual Education Department	<a href="mailto:suannagi@sac-city.k12.ca.us">suannagi@sac-city.k12.ca.us</a>
Salt Lake City	Sandra Buendia	Coordinator of Alternative Language Services	<a href="mailto:Sandra.buendia@slc.k12.ut.us">Sandra.buendia@slc.k12.ut.us</a>
San Diego	Debra Dougherty	Manager, Biliteracy and English Learner Support	<a href="mailto:ddougher@mail.sandi.net">ddougher@mail.sandi.net</a>
San Francisco	Mary Ellen Gallegos	Executive Director, Multicultural Programs	<a href="mailto:mgalleg@muse.sfusd.edu">mgalleg@muse.sfusd.edu</a>
Seattle	Marty O'Callaghan	Director, Bilingual Education	<a href="mailto:mocallaghan@seattleschools.org">mocallaghan@seattleschools.org</a>
St. Louis	Nahed Chapman	Supervisor, ESL/Bilingual/Migrant Programs	<a href="mailto:Nahed.chapman@slps.org">Nahed.chapman@slps.org</a>
St. Paul	Valeria Silva	Director, English Language Learner Programs	<a href="mailto:Valeria.silva@spps.org">Valeria.silva@spps.org</a>
Tucson	Ricky Hernández	Office of Academic Excellence	<a href="mailto:Ricardo.Hernandez@tusd.k12.az.us">Ricardo.Hernandez@tusd.k12.az.us</a>



## Appendix B. Survey Form



### Council of the Great City Schools Survey on Uses and Outcomes of Title III of No Child Left Behind

School District: \_\_\_\_\_ Email: \_\_\_\_\_  
Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Note: NCLB dramatically changed the way the federal government funds programs and services for English language learners (ELLs) from competitive grants for specific purposes to formula grants intended to enable all ELLs to attain English language proficiency and achieve academically on par with their peers. In this, the second full year of Title III funding, the Council seeks to get a sense of what programs and services are being provided with these funds, and what measurable results districts plan to achieve through this funding.

1. Did your district receive ESEA Title VII funds prior to the 2001 NCLB Act? \_\_\_\_\_
2. If so, which grants:  
\_\_\_\_\_ Program Enhancement    \_\_\_\_\_ Comprehensive School    \_\_\_\_\_ Systemwide Improvement  
\_\_\_\_\_ Training for all Teachers    \_\_\_\_\_ Teachers and Personnel    \_\_\_\_\_ Career Ladder  
\_\_\_\_\_ Program Development and Implementation
3. Did your district receive Emergency Immigrant Education funds prior to the 2001 NCLB Act? \_\_\_\_\_
4. (Approximately) how much Title III money did your district receive including funds for English language acquisition and immigrant education purposes and excluding Title VII continuation grants)?  
in 2002-03: \_\_\_\_\_  
in 2003-04: \_\_\_\_\_
5. For the 2003-2004 school year, (approximately) how many ELLs are enrolled in your district? \_\_\_\_\_
6. For the 2003-2004 school year, (approximately) how many ELLs are served by your Title III grant? \_\_\_\_\_
7. Approximately what percent of the district budget supporting programs and services to ELLs comes from federal Title III funds? \_\_\_\_\_
8. What other funding sources support programs and services to ELLs? (i.e. Title I, state funds, etc.)

<u>Source</u>	<u>Amount</u>
_____	_____
_____	_____
_____	_____
_____	_____
9. For the 2003-2004 school year, which stakeholders provided input on the Title III budget? (Mark all that apply.)  
\_\_\_\_\_ Principals    \_\_\_\_\_ Central Office Staff    \_\_\_\_\_ Parents  
\_\_\_\_\_ Bilingual/ESL Teachers    \_\_\_\_\_ Other Teachers    \_\_\_\_\_ Instructional Specialists  
\_\_\_\_\_ Other (Please Specify): \_\_\_\_\_

10. How were competing needs in the Title III budget prioritized? (Please explain the process.)

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11. NCLB requires states to consult with their LEAs in the development of Title III services and programs. If consultation with your district took place in any of the following areas, please indicate the month and year.

\_\_\_\_\_ language proficiency standards \_\_\_\_\_ annual measurable achievement objectives  
\_\_\_\_\_ language proficiency assessments \_\_\_\_\_ programs and services to ELLs  
\_\_\_\_\_ accommodations or alternate assessments \_\_\_\_\_ Title III-related professional development to be provided by the SEA  
of ELLs

Please briefly describe the nature of the consultation(s) (statewide meeting, teleconference, etc.):

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12. For which of the following purposes has your district expended Title III funds? (Mark all that apply and indicate amount.)

\_\_\_\_\_ Instructional materials acquisition/development \_\_\_\_\_ Assessment materials acquisition/development  
amount: \$ \_\_\_\_\_ amount: \$ \_\_\_\_\_

\_\_\_\_\_ Technology acquisition/training \_\_\_\_\_ Hiring of Translators and/or Interpreters  
amount: \$ \_\_\_\_\_ amount: \$ \_\_\_\_\_

\_\_\_\_\_ Hiring staff to administer assessments \_\_\_\_\_ Parent involvement programs  
amount: \$ \_\_\_\_\_ amount: \$ \_\_\_\_\_

\_\_\_\_\_ Hiring of bilingual/ESL instructional staff: \_\_\_\_\_ Extra instructional assistance to ELLs  
amount: \$ \_\_\_\_\_ amount: \$ \_\_\_\_\_  
\_\_\_\_\_ Teachers \_\_\_\_\_ tutoring  
\_\_\_\_\_ Paraprofessionals \_\_\_\_\_ before/afterschool program  
\_\_\_\_\_ Curriculum Specialists \_\_\_\_\_ extended school year  
\_\_\_\_\_ Coaches  
\_\_\_\_\_ Other: \_\_\_\_\_ (please specify)

\_\_\_\_\_ Professional Development  
amount: \$ \_\_\_\_\_

Content:

\_\_\_\_\_ Language Acquisition  
\_\_\_\_\_ Instructional Strategies  
\_\_\_\_\_ Literacy  
\_\_\_\_\_ Compliance/ Legal Requirements  
\_\_\_\_\_ Program Models  
\_\_\_\_\_ Assessment Protocols (accommodations, exemptions, etc.)  
\_\_\_\_\_ Other: \_\_\_\_\_

Audience:

\_\_\_\_\_ Bilingual/ESL Teachers  
\_\_\_\_\_ Other Teachers  
\_\_\_\_\_ Principals  
\_\_\_\_\_ Other Staff

\_\_\_\_\_ Other \_\_\_\_\_ (please specify program and purpose)  
amount: \$ \_\_\_\_\_

13. What measurable impact does your district plan to achieve though expenditures indicated in above item 11?  
(Mark all that apply and specify the measurable goal [e.g., The percentage of ELLs and former ELLs in  
Advanced Placement classes will double from 15% to 30% in 4 years.])

\_\_\_\_\_ Scores for ELLs on academic achievement tests will improve.  
\_\_\_\_\_ In language arts  
\_\_\_\_\_ In math  
\_\_\_\_\_ In other areas \_\_\_\_\_ (please indicate)  
Specify measurable goal (percentages, scores, time periods, etc.): \_\_\_\_\_

\_\_\_\_\_ ELLs will demonstrate English language proficiency at a faster rate.  
Specify measurable goal (percentages, scores, time periods, etc.): \_\_\_\_\_

\_\_\_\_\_ ELLs will meet annual measurable achievement objectives for their state-defined cohort.  
Specify measurable goal (percentages, scores, time periods, etc.): \_\_\_\_\_

\_\_\_\_\_ Grades and/or course passing rates for ELLs will improve.  
Specify measurable goal (percentages, scores, time periods, etc.): \_\_\_\_\_

\_\_\_\_\_ ELLs will be identified for Gifted classes at a higher rate.  
Specify measurable goal (percentages, scores, time periods, etc.): \_\_\_\_\_

\_\_\_\_\_ ELLs will participate in Advanced Placement (or equivalent) classes.  
Specify measurable goal (percentages, scores, time periods, etc.): \_\_\_\_\_

\_\_\_\_\_ ELLs will be referred for Special Education placement appropriately.  
Specify measurable goal (percentages, scores, time periods, etc.): \_\_\_\_\_

\_\_\_\_\_ Dropout rate will lower.  
Specify measurable goal (percentages, scores, time periods, etc.): \_\_\_\_\_

\_\_\_\_\_ Other: \_\_\_\_\_  
Specify measurable goal (percentages, scores, time periods, etc.): \_\_\_\_\_

14. What instruments are being used to measure English language proficiency in your district? Specify state (S),  
local (L), or commercially (C) developed.

\_\_\_\_\_

15. What instruments are being used in your district to measure academic achievement for ELLs? Specify state  
(S), local (L), or commercially (C) developed. (Indicate all, including those in English and those in the native  
language.)

\_\_\_\_\_

16. Does your state's definition of English language learner or limited English proficient student include level or  
degree of proficiency in academic content areas in addition to English language proficiency? \_\_\_\_\_ Yes  
\_\_\_\_\_ No

PLEASE ATTACH A COPY OF YOUR STATE'S LEGAL DEFINITION OF ELL OR LEP STUDENT.

17. Please describe your district's most successful educational initiative with ELLs, and the instrument used to  
measure the results.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix C.**  
**About the Council of the Great City Schools**

The Council of the Great City Schools is a coalition of 64 of the nation's largest urban public school systems. Its Board of Directors is composed of the Superintendent of Schools and one School Board member from each member city. An Executive Committee of 24 individuals, equally divided in number between Superintendents and School Board members, provides regular oversight of the 501(c)(3) organization. The mission of the Council is to advocate for urban public education and assist its members in the improvement of leadership and instruction. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group convenes two major conferences each year; conducts studies on urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities in such areas as federal programs, operations, finance, personnel, communications, research, technology, and others. The Council was founded in 1956 and incorporated in 1961, and has its headquarters in Washington, D.C. For more information, visit [www.cgcs.org](http://www.cgcs.org)





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