

Opportunities for Title III Funds

PCC at Stonehill/Dual Enrollment

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MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION



Title III for Supplemental Support

- ★ Title III is a supplemental funding source for districts that allows English learners to enhance their English language proficiency and academic content knowledge
- ★ Districts have used Title III funds for summer programs and advanced learning opportunities for ELs that supplement their English language proficiency and academic content knowledge in ways that are fun and challenging



Project Contemporary Competitiveness (PCC)

★ What is PCC?

From their Mission Statement:

To provide an intellectually enriching, socially stimulating, affordable six week residential summer program at the campus of Stonehill College in a friendly, supportive, learning environment with a carefully constructed balance of freedoms and responsibilities for mature ninth, tenth, and eleventh grade high ability students who are open to the excitement of learning and ready for a challenge.



Why PCC?

- ★ Many of our general education students attend with a high degree of satisfaction. Taunton already had a relationship with the program.
- ★ Courses like aviation science, Robots, and TV Production are very engaging for young adults and are very experiential which benefits the ELLs.
- ★ My own children attended PCC and so I knew first hand how powerful and transformative this experience could be.
- ★ ELLs were interested in attending PCC but more than 75% of our ELLs are low SES and, therefore, unable to afford the program. The cost per student is approximately \$2,300.
- ★ Being on a college campus helps ELLs and their families to see the possibility of a college education for themselves.



How did we get it done?

- One telephone call to Beth O'Connell got the ball rolling. In fact, Beth and Melanie were very excited about the possibility of sending ELLs to PCC.
- I wrote a brief proposal for Beth and Melanie to review. They walked me through how to detail it on the Title III Application.
- I enlisted the help of the PCC Liaison at Taunton High School.
- It was determined that the program would be too rigorous for Level One and Two ELLs. I recruited ELLs at Levels Three and above.



How did we get it done? (cont.)

- Several meetings were held during school time to explain the program to appropriate students.
- A special orientation was arranged in February for potential ELLs and their families to tour the Stonehill campus and learn more about the program. Transportation and lunch were provided.
- Application essays were written in the ELL's ESL classes with ESL teacher support.
- The PCC Facilitator and I badgered students until all their paperwork was processed!
- The application process was a good preview for future college applications.



Challenges

- ★ Recruiting students was more of a challenge than anticipated. ELLs did not fully understand the value of the opportunity and saw it only as summer school which turned some off. Others did not want to commit to a schedule especially “lights out” at 10.
- ★ Parents were skeptical and nervous about sending their children to live away for the summer.
- ★ Many ELLs work during the summer to help their families making it impossible for them to attend.
- ★ Once the program started, some students had transportation difficulties and could not get back to campus on Monday mornings.



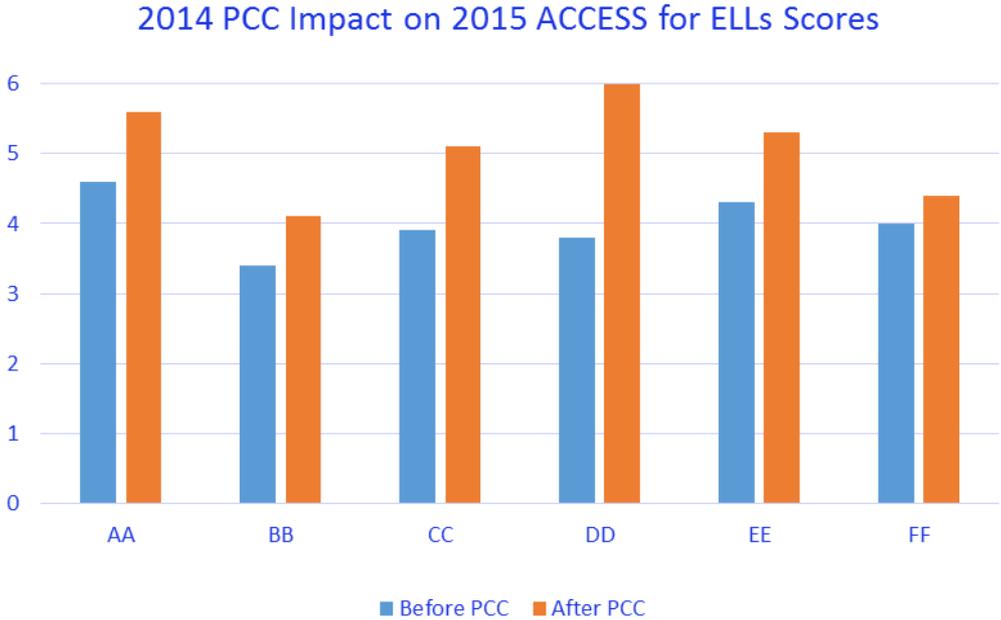
Results

- ★ Summer 2014 – 10 ELs attended PCC
 - ★ The SGP on the 2015 *ACCESS for ELLs* of the ELs attending PCC was the same as the average SGP for all ELs attending Taunton High School, 61.
- ★ Summer 2015 – 10 ELs attended PCC
 - ★ The SGP on the 2016 *ACCESS for ELLs* of the ELs attending PCC was 69 while the average SGP for all ELs attending Taunton High School was 63.



Results (cont.)

★ Though the 2015 ACCESS scores show the same SGP for ELs attending PCC and the average of all THS ELs, it is important to consider the proficiency level of the students attending PCC.



Every Student Succeeds Act (ESSA)

★ SEC. 3115. SUBGRANTS TO ELIGIBLE ENTITIES.

“(d) AUTHORIZED SUBGRANTEE ACTIVITIES.—

Subject to subsection (c), an eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the purposes described in subsection (a) by undertaking one or more of the following activities:

- (8) Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.



Dual Enrollment

- ★ *Dual enrollment* allows students to earn college credit before they earn their high school diplomas.
- ★ All Massachusetts public undergraduate campuses, including the state's fifteen community colleges, nine state universities and four UMass campuses offer the dual enrollment option.



Dual Enrollment

★ The [Commonwealth Dual Enrollment Partnership \(CDEP\)](#), established by the legislature in 2008, provides opportunities for high school students to take college-level courses free of charge* and simultaneously earn credit toward high school completion as well as their future college degrees through a discretionary state grant programs.

*Students do not pay tuition or fees for courses taken through CDEP. However, some institutions may charge a nominal admission fee (for example, \$25), which may be waived.



Dual Enrollment

- ★ To qualify for participation in CDEP, a student must:
 - ★ be a Massachusetts resident;
 - ★ be enrolled in a Massachusetts public or private high school or home school;
 - ★ take a placement test to gauge readiness for college level work;
 - ★ have a minimum cumulative 3.0 high school GPA, and
 - ★ not have earned a GED or high school diploma.



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Dual Enrollment

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