

SUMMARY OF TITLE III-A REQUIREMENTS

The following requirements apply to districts receiving Title III-A funds.

Plan of Service

The district must have a current Plan of Service for instructional programs for LEP students in place and verify that teachers, researchers, school administrators and, if appropriate, education related community groups were involved in the development of the plan. *NCLB REFERENCE: 3116(b)(5)*

The district's Title III-A Plan of Service and language instructional programs must be based on research for effective teaching for LEP children. *NCLB REFERENCE: 3116(d)(3)*

Standards & Assessments

The district must provide language instruction programs linked to the State English language proficiency standards so that all LEP students can meet the annual measurable achievement objectives (section 3122) for making progress in learning English. *NCLB REFERENCE: 3116(b)(3)(A)*

The district must annually assesses the English proficiency of all LEP children. *NCLB REFERENCE: 3116(d)(2)*

The district must ensure that the language instructional programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards. *NCLB REFERENCE: 3116(d)(4)*

Parent Information & Notification

Notification of identification as LEP and program placement:

The district must inform parents of limited English proficient children identified for participation in a language instruction program not later than 30 days after the start of the school year, or within 2 weeks of placement in a program if the child is identified during the school year, of the following (in an understandable and uniform format and, to the extent practicable, in a language the parent can understand): *NCLB REFERENCE: 3302(a, c & d)*

- The reasons for the identification and need for placement;
- The child's level of English proficiency, how it was assessed and the child's level of academic achievement;
- The method of instruction used in their child's program and the methods of instruction used in other available programs including how such programs differ;
- How the program selected will meet the education needs of the child;
- How the program will help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements of the program; the expected rate of transition from the program into classrooms not tailored for LEP students, and the expected rate of graduation from secondary school for such program (if funds are used in secondary schools);
- How the program meets the IEP objectives of a child with a disability; and
- Information pertaining to parental rights including written guidance explaining the right to have their child removed from the program upon request, the options to decline enrollment or choose another program if available, and assisting parents in choosing from available programs.

Notification of failure to meet AMAOs (for Title III-A districts only):

If a district that receives III-A funds has failed to make progress on the Alaska Annual Measurable Achievement Objectives (AMAOs), the district must, not later than 30 days after such failure occurs, inform parents of LEP children of the district's AMAO results. *NCLB REFERENCE: 3302(b & c)*

Parent Involvement Outreach

The district must implement an effective means of outreach to parents of limited English proficient students to inform the parents how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency and meet State academic achievement standards. The district must send notice of and provide opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents of LEP students. *NCLB REFERENCE: 3302(e)(1-2)*

Nondiscrimination

Districts shall not admit or exclude any children from Title III-A programs based on a surname or language-minority status. *NCLB REFERENCE: 3302(f)*

Fluency Certification

Districts shall certify that all teachers in any language instruction educational program funded under Title III-A are fluent in English and any other language used for instruction, including having written and oral communication skills. *NCLB REFERENCE: 3116(c)*

Required use of Funds

Districts must use Title III-A funds for both #1 and #2.

1. The district shall use Title III-A funds to increase the English proficiency of limited English proficient children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing — *NCLB REFERENCE: 3115(c)(1)*
 - English language proficiency; and
 - student academic achievement in the core academic subjects
2. The district shall use Title III-A funds to provide high-quality professional development to teachers (including classroom teachers that are not teaching language instruction education programs) and educational personnel who are involved in the instruction of LEP students. *NCLB REFERENCE: 3115(c)(2)*

Professional development shall be:

- designed to improve the instruction and assessment of limited English proficient children;
- designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for LEP students;
- based on scientifically based research demonstrating effectiveness of professional development in increasing children's English proficiency or the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and

- of sufficient intensity and duration to have a positive and lasting impact on teachers' performance (not one day or short-term workshops and conferences, unless they are one component of a professional development plan to meet the needs of the individual teacher).

Authorized activities

A district may use Title III-A funds to support LEP students by undertaking one or more of the following activities: *NCLB REFERENCE: 3115(d)*

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing:
 - A. tutorials and academic or vocational education for limited English proficient children; and
 - B. intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families:
 - A. to improve the English language skills of limited English proficient children; and
 - B. to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- (7) Improving the instruction of limited English proficient children by providing for:
 - A. the acquisition or development of educational technology or instructional materials;
 - B. access to, and participation in, electronic networks for materials, training, and communication; and
 - C. incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.
- (8) Carrying out other activities that are consistent with the purposes of this section.