



## NCLB Programs

### Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

This program assists eligible limited English proficient and immigrant students attain English proficiency and meet the same challenging state academic content and student achievement standards as all students are expected to meet.

#### **Identification of Students**

**Limited English Proficient (LEP):** Determining a student's eligibility to participate in the Title III LEP program necessitates implementation of a series of requirements and procedures beginning with determining whether a language other than English is used frequently in the student's home and, if so, conducting an initial standardized assessment of English proficiency (listening, speaking, reading, and writing). Follow-up assessments of English proficiency for participating LEP students must be conducted on an annual basis. Private school teachers then use these initial and annual assessment results to identify students' needs.

**Immigrant Students:** Eligible immigrant students are defined by NCLB as students enrolled in grades kindergarten through grade 12 who are: (1) foreign-born, and (2) have been enrolled in school in the United States for three full school years or fewer. Private schools wishing to participate in the Title III Immigrant program report their actual count of immigrant students on an annual basis, by submitting a Student National Origin Report (SNOR) to the California Department of Education.

#### **District Services/Products**

The district will provide catalogs with the order forms of vendors for private schools to use in selecting desired literacy or assessment materials in amounts commensurate with their grant allocation (approximately \$65.00-\$70.00 per eligible student), or the district will provide professional development commensurate with the grant allocation for private school teachers and/or other staff in areas such as the following: (1) English language proficiency test administration and scoring, (2) primary language proficiency test administration and scoring, (3) instructional strategies for English Language Development (ELD), and (4) techniques for providing Specially Designed Academic Instruction in English (SDAIE).

#### **Timeline for Delivery of District Services/Products**

After consulting with interested private schools who have requested to participate in the Title III program, the district will develop, by November 15 of each calendar year, a memorandum of understanding specifying that the products/services will be delivered/scheduled no later than January 15 of the next calendar year.

#### **Delivery Logistics of District Services/Products**

##### **Services:**

Depending on numbers of participants, private schools will provide training facilities and equipment for visiting professional developers from the district, or private school staff will join district staff in professional development specific to LEP and/or immigrant student needs. Professional development will be scheduled for mutually agreeable dates and times.

##### **Products:**

Private schools select desired materials from catalogs, complete order forms, and forward them to the district. The district orders requested materials and schedules delivery to private schools no later than January 15 of each year.

**Academic Assessment of District Services and Impact (if any) on Improvement to Title I Services**

Data from the annual assessment of English language proficiency of LEP students will provide evidence as to whether LEP students are increasing their levels of English language proficiency at appropriate rates over time.

**Size/Scope of Resources Allocated by District to Deliver Services/Products**

Funding of the Title III LEP and Immigrant program typically ranges from \$65.00-\$70.00 per eligible student.

**Determination of Private School Children from Low-Income Families**

N/A

**District Services for Teachers and Families**

In lieu of professional development described above, private schools would have the option to have district staff conduct on-site assessment of potential private school LEP students commensurate with their grant allocation.