



Title III Update

English Language Acquisition, Language Enhancement, and Academic Achievement Act



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State Superintendent
of Public Instruction

Plan Development

Local educational agencies that apply for Title III must write a plan that describes the activities that will be funded by the program(s)

Do not submit but must be available upon request

Template is available but not required



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Title III Application

The Budget is now on the Consolidated Application and Reporting System which contains a place for how much will be spent on

- The required activities
- The authorized activities
- The direct administrative cost (2%)
- The indirect costs (from the 98%)
 - Cannot exceed the approved amount
 - Must be directly related to the costs of the program



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General Purpose of Title III

Innovation and Improvement

To help ensure that English learners, including immigrant children and youth, attain English language proficiency and meet the same standards that all children are expected to meet.

(Section 3102 of the ESEA as amended by the ESSA)



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Title III English Learners

Additional areas to consider:

- Early Education
- Dual enrollment programs that lead to higher education
- Innovative programs
- Improvement activities



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Title III - Immigrant

- Is still distributed to local educational agencies that experience a significant increase in the number of immigrant students that meet the Title III definition
- Granted based on the quality of the plan and are of sufficient size and scope
- The sufficient size is 21 or more



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Reporting Requirements

Instead of an evaluation, the local educational agency will have to report on the following:

1. Description of how programs and activities supplemented programs funded primarily by state
2. Number and percentage English learners making progress toward English language proficiency , disaggregated by English learners with a disability



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Reporting Requirements

3. Number and percentage English learners attaining English language proficiency on the state English language proficiency standards by the end of each school year, as determined by state's English language proficiency assessment
4. Number and percentage English learners who exit language instructional education programs based on attainment of English language proficiency



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Reporting Requirements

5. Number and percentage English learners meeting state academic standards for each of the four years after no longer receiving services under Title III, disaggregated by English learners with disability
6. Number and percentage English learners who have not attained English language proficiency within five years of initial classification as an English learner



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Additional Requirement

Local educational agencies will be required to describe how they used the report of information to improve programs and services to English learners



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Title III Resources

Resources:

- U.S. Department of Education Resources for English Learners

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

- National Council of State Title III Directors: Overview of Non-Regulatory Guidance

<https://drive.google.com/file/d/0B8OCfgAN1WsrZUpPWIY0REppZGM/view>



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Thank You

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