

Title III

This subsection collects information regarding activities paid with Title III funds and applicable contacts.

Title III: Language Instruction for Limited English Proficient

LEAs receiving Title III funds, either directly or through a Title III consortium/coop must spend Title III funds on the following two requirements:

- 1. Increase the English proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate successes in increasing English language proficiency and student academic achievement (Title III, section 3115(c)(1)).**
- 2. Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel (Title III, section 3115(c)(2)).**

The following information provides details of the district/consortium Title III program activities required by Title III law.

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered using Title III funds (Title III, section 3116(b)(1)):

1. Financial support for teachers pursuing EL endorsements: Rural schools are having difficulty finding highly qualified EL staff to serve their EL students. Therefore, school districts must “grow their own” EL teachers with the staff that they have on contract. This grant will support the reimbursement of tuition for classes leading to the ND EL Endorsement for teachers in our member schools.
2. Professional development activities for EL teachers: Rural EL teachers have a need to connect with other EL professionals. This grant will support travel, reimbursement of subs and meeting supplies for SEEC EL teachers to get together in a structured conversation to learn from each other and make plans to develop a regional network of EL professionals. It will also support the grant manager to attend a national conference to stay current in order to provide local professional development.
3. Professional development activities for EL teachers: EL teachers within the consortium may choose to attend DakotaTESL or another local conference to gain teaching strategies specific to the needs of EL students. The SEEC has also used Title III funds to support a strategies training or EL Boot Camp and the ND SD Hutterite Colony Teacher Conference.
4. Increase achievement and English proficiency of ELs: The SEEC will set aside funds for English language development supplementary support curriculum materials. Teachers may request site licenses for language development websites, technology equipment or other support materials.

Describe how the eligible entity will assist English learners in achieving English proficiency, based on the State's English language proficiency assessment, consistent with the State's long-term goals and interim progress measures, and meeting the challenging State academic standards (Title III, section 3116 (b)(2)):

The SEEC provides information and professional development to their Title III schools related to ACCESS scores and ESSA-related accountability for ELs through meetings, newsletters and site visits. SEEC will also continue to work on and distribute EL norms for NWEA and STAR assessments to support the fair use of EL related assessment data in the district MTSS systems. ACCESS Growth Graphs templates have been created on the student and district levels to track individual student progress towards proficiency as well as pinpoint data trends allowing programs to better evaluate the effectiveness of their local EL programs. Teachers have requested funding for supplemental resources to support content instruction for ELs. Teachers are also working to align ELD standards to ELD resources used for language instruction services.

Describe how the eligible entity will promote parent, family and community engagement in the education of English learners (Title III, section 3116(b)(3)):

Each school district in the Title III consortium has access to parent notification sample letters and most districts include their EL Parents (Title III) in their Title I parent involvement events. Each year the SEEC holds a consortium meeting in the spring to discuss the next year's consortium activities via webinar. There is also a meeting in the fall to share information, program updates and new forms. The meetings are recorded so that anyone who cannot come to the meetings can still watch and provide feedback. Additionally, each district will complete their parent involvement section in their own consolidated application to describe their local activities.

The following are requirements of the NDDPI.

How has the investment of Title III Part A funds addressed the following?

- **Increased students who enter kindergarten prepared to learn**
- **Increased students who demonstrate reading proficiency in 3rd grade**
- **Increased students who meet expected learning gains each year**
- **Increased students who engage in learning**
- **Increased students who graduate choice ready**
- **Reduces the disparity in achievement for students in poverty and for Native American students**
- **Increased access to behavioral health services for students and provided professional development for staff**

The supplementary materials request form will be used when the staff determines the supplementary classroom materials needs for language acquisition. Funding is also used to support technology-based language supports for students, many of whom do not have access to such resources in their home making them more engaged in their learning. The ACCESS growth graphs have allowed staff to answer the question of "how much language growth is good growth" demonstrating which students are meeting the expected gains in ELP each year. Funds have been used for technology resources that help rural newcomer ELs connect with Zoom courses offered by Fargo Public Schools.

How does this investment of Title III Part A funds align to your local strategy map in AdvancED?

As a consortium, we require teachers to explain how their supplemental materials request supports their core EL program. The AdvancED process includes special programs such as EL in the review. If the EL teacher cannot describe the supplementary nature of the request, or their core EL program, the materials request is denied.

Individuals in the district/consortium who should receive Title III Correspondence:

Name	Email	Position
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