



Title III Language Instruction for English Learners and Immigrant Students

Fact Sheet

Special Education and Title Services

Purpose

The purpose of Title III is to provide funding to support services designed to assist and enhance English learners (EL) including immigrant children and youth ages 3-21, in learning English and meeting the challenging State academic content and student academic achievement standard requirements.

Required and Allowable Activities

Required under Title III:

- Provide high-quality language instruction based on evidence based research.
- Provide high-quality professional development for classroom teachers.

Allowable activities:

- Upgrade program objectives and effective instructional strategies.
- Improve the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
- Develop and implement effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- Provide community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families
- To improve the English language skills of English learners, and to assist parents and families in helping their children to improve their academic achievement and to become active participants in the education of their children.
- Improve the instruction of English learners, which may include English learners with a disability, by providing for:
 - the acquisition or development of educational technology or instructional materials and
 - access to, and participation in, electronic networks for materials, training, and communication.

Offer early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

Supplement not Supplant

Federal funds made available under Title III must be used to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Consortia

Title III grants are provided based on a student calculation and obtainable at a \$10,000 minimum. Districts wishing to participate in Title III, but not able to generate \$10,000 will join a consortium of other districts and designate a fiscal agent to receive the grant award and ensure that all requirements under Title III are met. Districts are individually held accountable for meeting all Title III requirements, but will receive assistance from the designated fiscal agent as appropriate.

KELPA Assessment and Reporting

All EL students are required to participate in a state level assessment, the KELPA. Additionally, districts receiving Title III funding must report the following:

1. The number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, in the aggregate and disaggregated, at a minimum, by English learners with a disability.
2. The number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards by the end of each school year, as determined by the State's English language proficiency assessment.
3. The number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency.
4. The number and percentage of English learners meeting challenging State academic standards for each of the four years after such children are no longer receiving services under this part, in the aggregated and disaggregated, at a minimum, by English learners with a disability.

The number and percentage of English learners who have not attained English language proficiency within five years of initial classification as an English learner and first enrollment in the local educational agency.

An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201

Revised July 26, 2019



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An immigrant is a student age 3-21, who was not born in any state, and has not been attending one or more schools in any one or more States for more than three full academic years.

Districts with a significant increase, as compared to the average of the two preceding fiscal years, in the percentage or number of immigrant children and youth are eligible to receive an Immigrant grant under Title III.

For more information:

KSDE Contact: Julie Ewing
785-296-4906 jewing@ksde.org
Toll free number: 800-203-9462
ESOL and Title III website:
<http://www.ksde.org/Default.aspx?tabid=737>

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