

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

### What it is

The purpose of the Title III, Part A program is to improve the education of English learners (ELs) by helping them learn English and meet challenging state academic standards. An EL can be any student who lists a language other than English on the home language survey, and qualifies for services based on the W-APT or WIDA screener. ELs can be both immigrant and non-immigrant students. Additional information on Title III can be found [here](#). Title III, Part A purposes are:<sup>i</sup>

- To ensure that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic attainment in English
- To assist all ELs, including immigrant children and youth, to achieve at high levels in academic subjects to meet the Tennessee Academic Standards
- To assist in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching ELs
- To assist teachers (including pre-K teachers), principals, other school leaders, SEAs, and districts to develop and enhance their capacity to provide effective instructional programs for ELs
- To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of ELs

### What it can fund

Title III, Part A funds must be used to improve the education of English learners by assisting the students in learning English and meeting the challenging state academic standards.<sup>ii</sup> Title III, Part A can fund items such as:

Resources to support strong EL Instructional Practices

Teacher Professional Development

English Learner Family Support and Engagement

The supplement not supplant clause<sup>iii</sup> requires that Title III funds be supplemental to federal, state, and local funds. For further information please find the following webinar on [Supplement, Not Supplant](#). Districts must think creatively and plan spending carefully in order to maximize the use of Title III funds. Additional information can be found in the Coordinated Spending Guide.

## Allowable Activities

### **Required activities**

- To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing English language proficiency and student academic achievement
- To provide effective professional development that is:
  - Designed to improve the instruction and assessment of English learners;
  - Designed to enhance the ability of educators to understand and implement curricula, assessment practices, and measures, and instructional strategies for English learners;
  - Effective in increasing English language proficiency or substantially increasing subject matter knowledge, teaching knowledge, and teaching skills;
  - Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom; and
  - To provide and implement other effective activities and strategies to enhance or supplement language instruction programs for English learners
- Parents have the rights under Title III [Sec. 3302(a)] to be informed related to:
  - The reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
  - The child's level of English proficiency, how each level was assessed, and the status of the child's academic achievement;
  - The method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language instruction;
  - How the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
  - How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
  - The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
  - In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
  - Information pertaining to parental rights that includes written guidance detailing
  - The right that parents have to have their child immediately removed from such program upon their request; and

- The options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if more than one program or method is offered by the eligible entity.
- Districts using Title III funds must also separately inform a parent or the parents of a child identified for participation in the language instruction educational program of failure to meet the annual measurable achievement objectives not later than 30 days after such failure occurs.

### **Authorized activities**

- Upgrading program objectives and effective instructional strategies
  - Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
  - Providing tutorials and academic or career and technical education
  - Providing intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators
  - Developing effective preschool, elementary, or secondary language instruction educational programs that are coordinated with other relevant programs and services
  - Improving the English language proficiency and academic achievement of English learners
  - Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families:
    - To improve English language skills and
    - To assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children
- Improving 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;
  - Access to, and participation in, electronic networks for materials, training, and communication; and
  - Incorporation of these resources into curricula and programs funded by Title III

### **Non-allowable Activities**

- Translation or interpretation that is required under Office of Civil Rights statutes may not be paid for with Title III funds (from the OCR May 25, 1970 Memorandum). The Office of Civil Rights statutes predate Title III.
- Title I translation or interpretation cannot be paid with Title III funds due to Supplement, Not Supplant [Sec.3115 (g)].

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<sup>i</sup> Every Student Succeeds Act (ESSA) § 3102.

<sup>ii</sup> Every Student Succeeds Act (ESSA) § 3115.

<sup>iii</sup> Every Student Succeeds Act (ESSA) § 3115 (g).