



Program Requirements

Administration

- Title III grantees may not use more than 2 percent of annual allocations for the cost of administering the grant (Section 3115(b)).

Plan

- Each Title III grantee must submit a plan to the State education agency that will contain
 - A description of the programs and activities proposed
 - How the grantee will meet the annual measurable achievement objectives
 - How elementary and secondary schools receiving the funds will be held accountable
 - How the grantee will promote parent and community engagement
 - An assurance that the grantee consulted with school, district, and community stakeholders in creating the plan
 - How language instruction educational programs carried out under Title III will ensure that English learners are being served by the program to develop English proficiency
 - An assurance that teachers working in the language instruction educational programs are fluent in English (Section 3116)

Evaluation

- Each Title III grantee must conduct annual evaluations for improvement of programs, to determine the effectiveness of programs and to determine whether or not to continue funding certain programs (Section 3121).

Annual Measurable Achievement Objectives

- For Title III grantees that do not meet the annual measurable achievement objectives:
 - For 1+ years:
 - Inform parents of ELs by letter, within 30 days of public notice that grantee did not make AMAOs.
 - The letter must be in understandable format and, to the extent practicable, in language parents can understand (Section 3302(b)).
 - For 2+ years:
 - Must develop an improvement plan and submit to the SEA (Section 3122(b)(2)).
 - For 4+ consecutive years:
 - Title III requires State to take additional action (Section 3122(b)(4)).

Parent Notification and Involvement

- Title III grantees must notify parents of their child's enrollment in a language instruction educational program no later than 30 days after the beginning of the school year. Notifications must include:
 - Reason why child was identified as EL
 - Level of English proficiency and how assessed
 - Method of instruction used in programs
 - If more than one, list all
 - How program will meet the educational strengths of the child
 - How program will help child learn English
 - Exit requirements for programs/graduation rates for secondary students



- How the program meets the needs of children with disability/IEP, if applicable
 - Parents right to opt out of program services (Section 3202(a)).
- Notifications must be in an understandable and uniform format, and to the extent practicable, in a language that the parent can understand (Section 3302(c)).
- Each Title III grantee shall implement an effective means of outreach to parents of limited English Proficient children to inform such parents of how they can –
 - Be involved in the education of their children
 - Be active participants in assisting their children learn English, achieve at high academic levels and to meet the same challenging State academic and achievement standards as all children are expected to meet (Section 3302(e)).
- Title III grantees that do not meet Annual Measurable Achievement Objectives (AMAOs) must notify parent that the grantee has failed to meet State defined AMAOs
 - Notification must occur within 30 days of public notice (Section 3303(b)).