

## Title III

This subsection collects information about activities and personnel paid with Title III funds.

### Title III: Language Instruction for Limited English Proficient

Purpose: 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)).

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):

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 ELL teachers: Rural EL teachers have a need to connect with other ELL 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 ELL 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 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. The SEEC will look into ELlevation software to determine whether or not it would be a good fit for our consortium to view EL-related assessment data. Finally, the SEEC will 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. Teachers have requested funding for teachers pay teachers to support content instruction for ELs.

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. The meeting is recorded so that anyone who cannot come to the meeting 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.