



Guidance for Completing the Title III-LEP LEA Compliance Plan
Migrant Education and English Language Learning

The Department of Elementary and Secondary Education has recently revised the ePEGS system structure/format for Title III-LEP plan. Every district/local educational agency (LEA) notified to receive Title III – LEP funds must submit a plan. Districts that are not identified to receive Title III-LEP funds do not have to submit a Title III-LEP plan. To comply with State and Federal requirements, funded districts must annually submit a plan.

A district must first select Title III-LEP Plan, and then address the following items:

1. Describe the programs and activities proposed to be developed, implemented, and administered with Title III-LEP funds.

The district identifies the instructional models, professional development programs and parent involvement initiatives to implement in order to increase English language proficiency and academic achievement in core subjects of English language learners (ELLs). The narrative pertains only to activities paid for by Title III-LEP funds and clearly indicates the targeted programs and activities, as well as the beneficiary populations (ELLs, administrators, specific or all staff, parents, institutions, etc.). All acronyms and abbreviations should be spelled out and defined. For a list of authorized activities, go to dese.mo.gov/qs/me/allowableuseoffunds.pdf.

Example:

The district, implementing the Sheltered Instruction Observational Protocol (SIOP) program model, will conduct supplemental activities to increase English proficiency for ELLs.

The district, through its content-based English for Speakers of Other Languages (ESOL) service-delivery method, will provide supplemental language instruction to help ELLs attain English proficiency and develop high levels of academic achievement in core academic subjects.

The district, through its X times a year ELL parent nights (or open house) and school-home communication activities, will ensure parental and community participation in instructional and English language development programs for ELLs.

Notes:

The simplest way to address the items #2 and #3 below is to analyze the most current data in hand, establish expectations for the current school year and indicate any corrective actions if the targets are not met. One must be proactive. When all AMAOs are met, a district may decide to continue its current direction with the best improvements.

2. Describe how the LEA will use the Title III-LEP funds to meet all annual measurable achievement objectives (AMAOs).

The district provides targeted skills of instruction, professional development/training and parent involvement to be paid for by Title III-LEP funds. It indicates targets or outcomes of instruction, professional development/training and parent involvement to be paid for by Title III-LEP funds.

Examples:

Schools receiving funds will demonstrate an improvement of X percent in the English proficiency of ELLs, using local placement language-proficiency assessments and/or the WIDA ACCESS for ELLs, for each school year.

The district will implement its pull-out ESOL service-delivery method, based on the recommended instruction time, to help ELLs attain English proficiency and function in all-English instructional settings.

The district will provide X hours of professional-development opportunities every semester to help staff of classrooms with ELLs acquire high-level skills in the modification and adaptation of curricula and/or instructional materials.

The district will hire a professional to provide X hours of high-quality professional development opportunities for all staff to acquire skills in establishing, implementing, monitoring, evaluating and sustaining instructional and English language development programs (e.g., SIOP) for ELLs.

3. Describe how the LEA will hold elementary schools and secondary schools accountable for:
a.) meeting the AMAOs and;

The district indicates remedies, changes, corrective action steps to implement when targets or outcomes are not met.

Examples:

Schools receiving funds will show an increase of X percent in the English proficiency of ELLs, using local placement language-proficiency assessments and/or WIDA ACCESS for ELLs, for each school year (semester, quarter, month, etc.) High-quality professional development will be provided at schools that do not meet this target; this will assist teachers in acquiring the high-level skills needed to increase ELLs' English proficiency.

Schools receiving funds will demonstrate an increase of X percent in the AYP of ELLs. High-quality professional-development activities will be provided at schools that do not meet this target; this will help teachers of ELLs in acquiring high-level skills in the modification and adaptation of curricula and/or instructional materials.

b.) making adequate yearly progress (AYP) for limited English proficient children, as described in Title I.

The district provides strategies to implement in order to sustain high success/academic skills (achievements) for ELLs. Collaborative effort of stake holders will make a difference.

Example:

The district will foster collaborative opportunities for all instructional staff of ELLs to acquire skills in sustaining high quality delivery of instruction bridging English language development/proficiency and core subject academic performance.

4. Describe how the LEA will promote parental and community participation in programs for limited English proficient children.

The district specifies activities to conduct, which will include parents and the community and make sure such involvement helps the district provide excellent professional development or helps students reach English proficiency or achieve academically. Parent involvement does not include food fairs or fashion shows; it has to be quality involvement. ELL parents/community acquiring skills or providing input to the programs.

Example:

The district, through the assistance of the hired paraprofessionals, will promote parental and community input and learning during the design and delivery of the English language programs for ELLs.

The district, through its X times a year ELL parent nights (or open house ... school-home communication) activities, will provide opportunities for ESOL parents and the community to acquire tutoring skills, which contribute to the education of the ELLs.

5. Describe how language instruction educational programs funded with Title III-LEP will ensure that limited English proficient children being served by the programs develop English proficiency.

The district may rely on instructional models known to be result performing and scientifically demonstrated successful. Room for local creativity always exists.

Example:

The district will purchase the X ELL package(e) to increase ELLs' skills in reading, writing, speaking and listening by X percent as a supplement to our district-funded ELL program.

The district will implement the X instructional model known to increase English language proficiency by (indication the rate or the advertised performance by the provider, the designer, etc).

Notes: The examples show any reader not only the purpose of the purchased package (the implemented model), but also its expected and researched impact on the skills of ELLs.

6. By checking this box, the LEA agrees to the following assurances:
- the LEA has based its proposed plan on scientifically-based research on teaching limited English proficient children;
 - the LEA ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards;
 - the LEA is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127 of NCLB.
 - the LEA has consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing its plan to provide English language instruction.

Agree

Assurances are requirements that districts must implement. Please read carefully the requirements, which the Department will enforce during program reviews or MSIP (Missouri School Improvement program).

Example:

A district may decide not to use Title III-LEP funds for parent involvement. However, parent involvement is a required. The district must show that the ELL related parent involvement activities are carried out with local or other funds. DESE staff must obtain an evidence of this activity from the district.

7. REQUIRED ACTIVITY NCLB Sec 3115 (c) - Explain how the LEA will use Title III-LEP funds to increase the English proficiency of limited English proficient children by providing high-quality language instruction educational programs that are based on scientifically-based research demonstrating the effectiveness of the programs in increasing:
- a.) English proficiency
 - b.) Student academic achievement in the core academic subjects

Supplemental in nature, Title III-LEP funds are made available to LEAs in order to increase the English proficiency and academic achievement, in core subjects, of limited English proficient children using methods based on scientific research. The delivery methods of instruction are defined at the link below:

<http://dese.mo.gov/qs/me/documents/definstructmodel.pdf>

Example:

The district, implementing the Sheltered Instruction Observational Protocol (SIOP) program model, will conduct supplemental activities to increase English proficiency for ELLs.

The district will hire an ESOL professional/teacher to establish, implement, monitor, evaluate and sustain the SIOP instructional and English language proficiency program for English Language Learners (ELLs) to increase their writing, reading, speaking and listening skills.

8. REQUIRED ACTIVITY NCLB Sec 3115 (c) - Explain how the LEA will use Title III-LEP funds to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is:
- a.) designed to improve the instruction and assessment of limited English proficient children;
 - b.) designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;
 - c.) based on scientifically-based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - d.) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

The district must ensure quality delivery of activities being implemented. It must guarantee high quality implementation of services being provided. Professional development is the required activity to assure all staff working with ELLs acquires quality skills to perform well their duties.

Example:

The district will provide X hours of high-quality professional development X times every school year to prepare teachers of classrooms with ELLs to implement and sustain the SIOP program.

The district will hire a professional to provide X hours of high-quality professional development opportunities for all staff to acquire skills in establishing, implementing, monitoring, evaluating and sustaining instructional and English language development programs (e.g., SIOP) for ELLs.

9. AUTHORIZED ACTIVITIES- LEAs may use the funds, after the required activities have been met, to further improve the education of limited English proficient children by undertaking one or more of the following activities.

Check the other activities the LEA will be conducting using Title III-LEP funds.

- Upgrading program objectives and effective instruction strategies.
- Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
- Providing tutorials and academic or vocational education for limited English proficient children, and intensified instruction.
- Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- Providing community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families:
 - (A) to improve the English language skills of limited English proficient children; and
 - (B) to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- Improving the instruction of limited English proficient children by providing for:
 - (A) the acquisition or development of educational technology or instructional materials;
 - (B) access to, and participation in, electronic networks for materials, training, and communication; and
- Carry out other activities that are consistent with the purposes of Title III.

Save Comments

Approve for LEA

Disapprove and Return to LEA

These activities are allowable uses of Title III funds, but they are not considered to be required. District must use Title III-LEP funding first on the Required Activities (items 7 and 8 above) before addressing the items in Item 9. All Title III-LEP expenditures must be supplemental to the district-funded ELL program.

For more information or additional support, please contact the Migrant Education/English Language Learning Office at (573) 526-6989.