

ESEA/NCLB Title III, Part A
Program Plan Federal Requirements and Guidance
(Excerpted from: NCLB Title III, Part A, NJDOE Reference Manual and
Trenton Board of Education (TBOE) Consolidated ESEA/NCLB Plan)

<http://www.state.nj.us/education/bilingual/title3/spending.htm>

I. PURPOSE

To help ensure that limited English proficient children, including immigrant children, attain English proficiency and meet challenging state content standards expected of all children. Schools will use these funds to implement language instruction educational programs designed to assist students achieve these standards. The state, district, and school are accountable for increasing English proficiency and core academic content knowledge of limited English proficient students.

II. PROGRAM CRITERIA

- Plan must identify measurable goals that are congruent with the state’s annual measurable achievement objectives.
- Districts are required to annually assess limited English proficient students’ progress in learning English using the ACCESS for ELLs English Language Proficiency Test and in meeting the CCCS and student achievement standard.
- Plans must identify the professional development for teachers, including general education teachers, principals, administrators, and other school personnel, that is designed to improve the instruction and assessment of limited English proficient students.
- Professional development must be based on scientifically-based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or subject matter knowledge.
- Districts must provide the NJDOE with data each year that includes the number and percentage of children not attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency.

III. PROFESSIONAL DEVELOPMENT ACTIVITIES

- The district’s focus is on academic language development (ALD) for all content areas. Accordingly, monthly professional development topics are provided in support of ADL, the transition from Level 1 to Level 2 and the importance of teaching reading and writing in the student’s primary language. Sheltered Instruction Observation Protocol (SIOP) is also provided throughout the district.
- Teachers will be involved in analyzing data to inform instruction; correlating CCSS and WIDA standards and their impact on student achievement.
- Teacher will receive assistance via SIOP on the development and implementation of effective instructional strategies for meeting the needs of LEP students.
- Professional development will be primarily job-embedded but will also occur beyond the school day.

IV. ALLOWABLE USE OF FEDERAL FUNDS

The following core academic areas and topics/activities are “allowable uses” of funds budgeted under Trenton’s FY2016 Title III-A Plan:

Staff:

- Supplemental staff salary for work with students and non-instructional planning, including analyzing and entering data

Professional Development Activities:

- Ongoing PD for educators on research-based instructional practices, turn keying strategies and best practices that will enhance the student’s ability to meet the educational targets set forth by the AMAO goals

Curriculum Upgrade

- To provide curriculum for extended day or summer language assistance programs
- To assist general education teachers who work with limited English proficient students

Extended Day School Program

- To provide an ESL afterschool program that will support in content areas of literacy, writing, and academic language development

Community/Family/Parent Programs

- Helping parents understand and get access to community programs and refreshments
- Family literacy services and parent outreach for LEP students’ families and refreshments

Materials/Supplies/Technology

- Curricular materials
- Classroom supplies
- Educational software

V. IMMIGRANT FUNDS

The purpose of these funds is to pay for activities that provide enhanced instructional opportunities for immigrant children and youth who

- Are aged 3 through 21
- Not born in any state in the US; and
- Have not been attending one or more schools in any one or more states for more than three (3) full academic years.

The funds are distinct from Title III LEP and shall be used for distinct purposes for immigrant students:

- Training for immigrant students' parents
- Training for teachers of immigrant students
- Training for paraprofessionals of immigrant students

VI. PARENT INVOLVEMENT

The district must implement an effective means of outreach to parents of limited English proficient children. Schools must inform parents of a child identified for participation in a language instructional program not later than thirty (30) days after the beginning of the school year. For a child who enters school after the beginning of the school year, the district must inform parents within two weeks of the child's placement in such a program.

VII. TITLE III, PART A PROGRAM EVALUATION

Program evaluation requires:

- Results of local needs assessment with input from teachers;
- Explanation of the alignment of activities with challenging state academic content standards, state assessments, and the curricula and programs tied to those standards;
- Explanation of the alignment of activities with scientifically based research and how activities will have a substantial, measurable, and positive impact on student academic achievement;
- Description of how activities will be used to eliminate the achievement gap that separates the performance of LEP students from other students;
- Description of how the district and each school will demonstrate an annual increase in the percentage of students who are English proficient; and include annual measurable objectives for the district and each school to increase the percentage of students who become proficient in English and make academic progress in English Language Arts and Mathematics.

VIII. PROFESSIONAL STAFF POSITIONS

Professional staff salaries are allocated and funded under Title III-A according to Trenton District contractual agreement (s) and their position to support school- and district- level professional development activities including and related to plan development and implementation, coordination, scheduling, and evaluation/feedback reporting for professional development activities at school- and district-levels, including in-service, training and workshops, planning, turnkey training, travel, consultant services, and etc. funded under Title III-A.