

GUIDANCE ON REQUIRED AND ALLOWABLE ACTIVITIES
Supplementary Instructional Support for English Language Learners
Title III, Part A, No Child Left Behind Act Of 2001

The following are excerpts from Title III, NCLB are provided as guidance to districts in developing program narratives. Title III funds must at a minimum address the required activities, and may also include activities as listed under “Allowable Activities.” It is important to note, that while Title III, NCLB requires certain activities districts are still required to ensure that activities are supplementary to those required by Florida Statutes, State Board of Education Rules and the Consent Decree. Activities that are eligible to be funded under Title III must supplement those funded under Florida Education Finance Program (ESOL Weighted FTE).

Required Activities that target the needs of English Language Learners:

As described in Section 3115(c) of Title III, No Child Left Behind Act of 2001, school districts shall use the funds: (1) 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; and (b) student academic achievement in the core academic subjects; and (2) 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 instructional 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, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and/or any local educational agency employing the teacher.

Allowable Activities that target the needs of English Language Learners:

As described in Section 3115(d) of Title III, No Child Left Behind Act of 2001, school districts may use the funds to achieve one of the purposes described above by undertaking one or more of the following activities: (1) Upgrading program objectives and effective instruction strategies. (2) Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures. (3) Providing—(a) tutorials and academic or vocational education for limited English proficient children; and (b) intensified instruction.(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services. (5) Improving the English proficiency and academic achievement of limited English proficient children. (6) 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. (7) 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.