



Chapter for LEA Administrators

LEA Administrators' Role in ESEA Title III, Part A

Local education agency (LEA) administrators play a vital role in the success of language instruction for immigrant and Limited English Proficient students (LEPs). They provide leadership in identifying, assessing, and monitoring LEPs' progress through the established guidelines. This includes determining LEPs' eligibility for English as a Second Language (ESL) or bilingual classes, scheduling the student for classes with a highly qualified teacher. LEA administrators also provide English language acquisition-related professional development opportunities for all school personnel and allow opportunities for teachers to develop lesson plans that support the development of LEPs.

An LEP is classified according to the federal government definition as described in the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (Pub. Law 107-110).

An LEP student is classified as one:

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. (i) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant

OR

- (ii) (I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and
- (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;

OR

- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

AND

- D. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - (i) the ability to meet the State's proficient level of achievement on State assessments (DC Comprehensive Assessment System);
 - (ii) the ability to achieve successfully in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

ESEA Title III, Part A Funding Determination

Funding allotments for all LEAs are calculated based on the number of LEPs enrolled in the district, according to the most recent data available. According to statute, OSSE may not award funding for less than \$10,000. Therefore, LEAs scheduled to receive less than \$10,000 are encouraged to join a shared services arrangement or consortia with one or more LEAs in order to receive funding.

Another ESEA Title, Part A grant that is available to LEAs is the Section 3114(d) grant. This grant is also known as Immigrant Children and Youth Enrollment Significant Increase. The term “immigrant children and youth” refers to individuals who are aged of 3 and 21; were not born in any State; and have not been attending one or more schools in any one or more States for more than 3 full academic years. OSSE sets aside a percentage of Title III, Part A funds to allocate to LEAs that have experienced significant increases in the number of immigrant students enrolled in the LEA. Per Section 3301(6), LEAs are eligible if they had a significant increase in the percentage or number of immigrant children and youth, as compared to the average of the two preceding fiscal years.

LEA Application Process for ESEA Title III Funding

The application process for ESEA Title III funding is part of OSSE’s Consolidated Application for each new Federal Fiscal Year, which covers three major federal programs, including:

- **Title I, Part A:** Improving Basic Programs Operated by LEAs;
- **Title II, Part A:** Teacher and Principal Training and Recruitment;
- **Title III, Part A:** English Language Acquisition, Language Enhancement and Academic Achievement Act.

The Consolidated Application* (ConApp) has two phases:

- **Phase 1:** In this phase, each eligible LEA must submit an assurance package to OSSE. OSSE approval of this assurance package will result in a “substantially approvable” application, which gives an LEA the ability to obligate federal funds.
- **Phase 2:** In this phase, each eligible LEA must complete full program plans in both narrative and budget form for each funding source for which the LEA is applying. OSSE approval of Phase 2 of the Consolidated Application will result in “full approval” and will allow the LEA to submit reimbursement requests.

Tips

Here are a few helpful tips to expedite the approval process:

- Submitting the application prior to the deadline will allow OSSE to begin reviewing and approving applications as they are received.
- Provide clear and thorough detail for all narratives and for the budget section. This alleviates the number of follow-up questions that OSSE has to ask the LEA.
- Double-check that all questions have been answered in a detailed manner. Additionally, it is critical that the budget is accurate and that requested funds add up to the LEA’s total allocated amount.

Note that an LEA’s eligibility for ESEA Title III, Part A funding, or any specific type of funding, shall be determined according to the applicable federal statutes and regulations. Receipt or completion of the OSSE application does not alone constitute eligibility for Title III, Part A funds.

Submission Instructions: Both the completed Excel worksheet AND a signed, scanned copy of Tab1 should be sent to Con.App@dc.gov by the deadline.

**The Consolidated Application (ConApp) is located in Appendix 1.B*

Deadline: Visit <http://osse.dc.gov/service/federal-fiscal-year-2013-consolidated-application> for up-to-date information about the deadline. OSSE reviews and approves applications in the order in which they are received. All applications will be reviewed within 10 business days from the date of receipt within OSSE offices.

Local Plan of Services: As part of the ESEA Title III, Part A funding application, each LEA must develop a local plan of services. As part of the plan, the LEA is required to:

- Describe programs and activities to be developed, implemented, and administered.
- Describe how funds will be used to meet Annual Measurable Achievement Objectives (AMAOs).
- Describe how schools will be held accountable for meeting AMAOs and annually assessing for limited English proficiency.
- Describe how parental and community participation in EL programs will be promoted.
- Ensure consultation with teachers, researchers, administrators, parents, and other stakeholders in development of plan.
- Describe how programs will ensure LEPs develop English proficiency.

LEAs should engage in the following steps to develop their local plan of services:

1. Consult with stakeholders.
2. Describe the EL program, addressing the eight requirements for an EL program as outlined by the U.S. Department of Education Office for Civil Rights (<http://www2.ed.gov/about/offices/list/ocr/ell/plandev.html>).
3. Describe activities that will be implemented with the Title III funds.
4. Describe how the EL program will ensure LEPs develop English proficiency.
5. Describe how Title III funds will be used to meet AMAOs, and how schools will be held accountable for meeting AMAOs and annually assessing LEPs with ACCESS for ELLs.
6. Describe how parental and community participation in the EL program will be promoted.

ESEA Title III Consortium Requirements: Under Section 3114(b) of NCLB Act of 2001, the OSSE is restricted to award ESEA Title III, Part A grant that is less than \$10,000. LEAs that do not meet the \$10,000 threshold may form a consortium to qualify for these funds. LEAs that are interested in forming a consortium must agree and commit to the following:

Designate a member of the group to serve as the fiscal agent, who will:

- Submit a notice of intent to form a Title III Consortium to OSSE in a timely manner.
- Develop an application, in collaboration with consortium members, detailing the activities that meet the common needs for the consortium's LEP population.
- Ensure that the consortium members fulfill their fiscal and programmatic responsibilities under Title III, including meeting the Annual Measurable Achievement Objectives (AMAOs).
- Ensure that the funds may be used to supplement, not supplant, other federal or D.C. funds.
- Notify parents of LEPs that their children are being placed in an English language instruction educational program.
- Notify the parents if the consortium fails to meet the AMAOs in any given year.

Section 3114(b) Limitation

A State educational agency shall not award a subgrant from an allocation if the amount of such grant would be less than \$10,000.

Consortium members must:

- Agree to a two-year commitment to consortium membership.
- Identify and develop a plan of activities in collaboration with the fiscal agent that meets the needs of the LEP population.

Upon dissolution of the consortium, any unspent funds are reallocated to participating Title III, Part A LEAs. If the consortium is adding or losing members the following year, the funds generated by the current members should be expended in the same (current) grant year. Otherwise, the LEA leaving the consortium forfeits the Title III funds generated by that LEA, and those funds are applied to the newly reconfigured consortium.

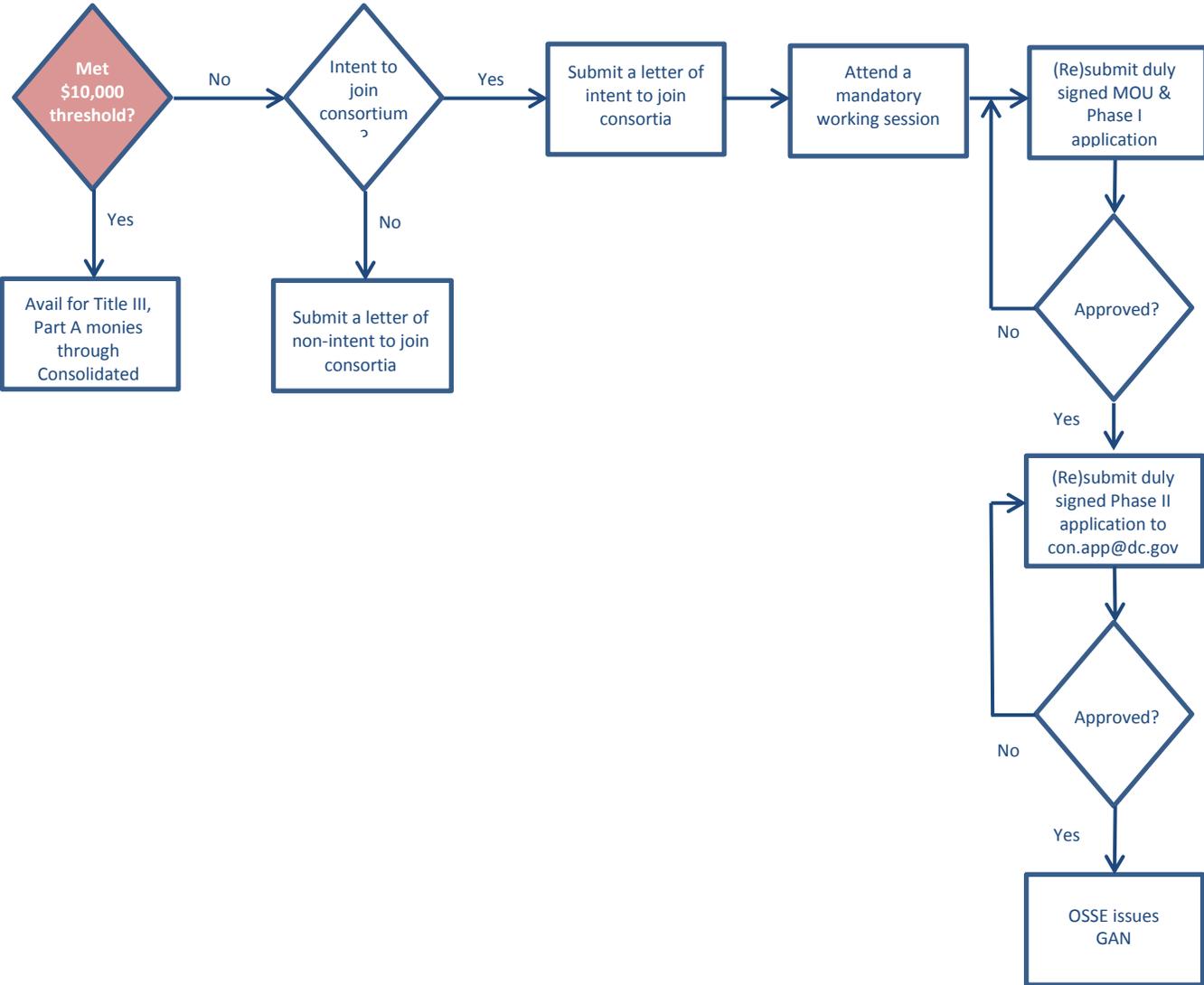
Non-public, Private School Requirements: D.C. Public Schools (DCPS) is required to serve LEPs enrolled in private schools in the geographic area whenever the administrator of a particular private school requests to participate in the program. It's important for LEAs to note:

- Private schools must identify those students being considered for participation the Title III, Part A program and administer a Home Language Survey (HLS) using the same version that is used by DCPS. In addition, an approved language assessment selected by DCPS as a result of consultation with private school officials should be administered. DCPS is responsible for the oversight and costs of identification.
- DCPS may not allocate Title III funds directly to private schools but instead must provide services and products to LEPs enrolled in the private schools.
- The costs of the products and/or services provided to private schools should be proportionate to the number of LEPs enrolled in the private school and should be “equitable” when compared to the Title III services provided to public school students.
- Funding for private school LEPs does not reduce the per pupil amount; however, DCPS is paid for its services to private school students.

LEA Reimbursement Process

To receive reimbursement for ESEA Title III, Part A funding expenditures, LEAs must complete and submit a reimbursement workbook* electronically. For each reimbursement request, the LEA must email the completed workbook and a signed, scanned copy of the cover sheet to osse.reimbursement@dc.gov.

Consortium Formation Chart



Using ESEA Title III, Part A Funding

All activities must supplement, not supplant, federal, state, and local public funds. If the LEA would be required to pay for EL program services in the absence of Title III, Part A funding, then local funds, rather than Title III, Part A funds, should be used. ESEA Title III, Part A funds must supplement and not supplant state-required programs and services.

In practice, this means that LEAs cannot use funds to pay for services that, in the absence of Title III, Part A funds, would be necessary to be provided by other federal or OSSE funds. Or, if local funds have been used to support services for LEPs, then Title III, Part A funding cannot be used. Or, if the program is required by D.C. law, then Title III, Part A funding cannot be used.

Examples of generally allowable costs include:

- Purchase educational material and supplies to support ESL/bilingual program, supplementing core EL programs.
- Fund sustaining professional development opportunities for staff on the teaching and learning of LEPs.
- Sponsor parent involvement activities and classes for parents of LEPs.
- Purchase computer software for use by LEPs and their teachers.

The following items cannot be paid for with Title III funds:

- Any cost (personnel, supplemental instructional materials/supplies, technology and equipment, professional development, etc.) that was originally funded through state and local funds, as this would be in violation of supplement not supplant.
- Any cost (personnel, supplemental instructional materials/supplies, technology and equipment, professional development, etc.) originally funded through another federal funding source (e.g., Title I, A), as this would be in violation of “supplement not supplant.”
- Translation of documents/handbooks/assessments; translation of materials for parent-teacher conferences or other school events that are not Title III-specific; translation for parents regarding non-Title III specific activities (i.e., school registration, grades in class, etc.). Costs associated with translation must be paid for with state and local funds. Only translators for Title III-specific documents or events can be paid with Title III funds
- Direct or indirect administrative costs that exceed 2% of an LEA’s total grant award amount.

Tips

To help determine whether ESEA Title III funds can be used without violating the “supplement not supplant” rule, LEAs should ask themselves the following questions:

- What is the instructional program or service provided to all students (Core Instruction)?
- What services is the LEA required to provide by other federal, state, and local laws or regulations?
- What is the program or service previously provided with federal, state or local funds?
- Would the funds be used to provide an instruction program/service in addition to or supplemental to an instructional program/service that would otherwise be provided to LEPs?

Overview of Appropriate Uses of ESEA Title III, Part A Funds

Required Activities	Authorized Activities
<ul style="list-style-type: none"> • Provide high-quality language instruction education programs that are based on scientifically based research, demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in core subject areas. • Provide high-quality professional development opportunities 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: <ul style="list-style-type: none"> • Designed to improve the instruction and assessment of LEP children; • Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instructional strategies for LEP children; 	<ul style="list-style-type: none"> • Upgrading program objectives and effective instructional strategies. • Identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures. • Providing tutorials and intensified instruction. Developing and implementing language instruction educational programs coordinated with other relevant services and programs. • Improving the English proficiency and academic achievement of LEP students. • Providing community participation programs, family literacy services, and parent outreach and training to LEP students and their families. • Improving the instruction of LEP students. Carrying out other activities consistent with the purposes of Title III, Part A, section 3115.

Increase in Immigrant Children and Youth Enrollment Grant

LEAs are eligible if they had a significant increase in the percentage or number of immigrant children and youth enrolled during the school year 2012-2013, as compared to the average of the two preceding fiscal years.

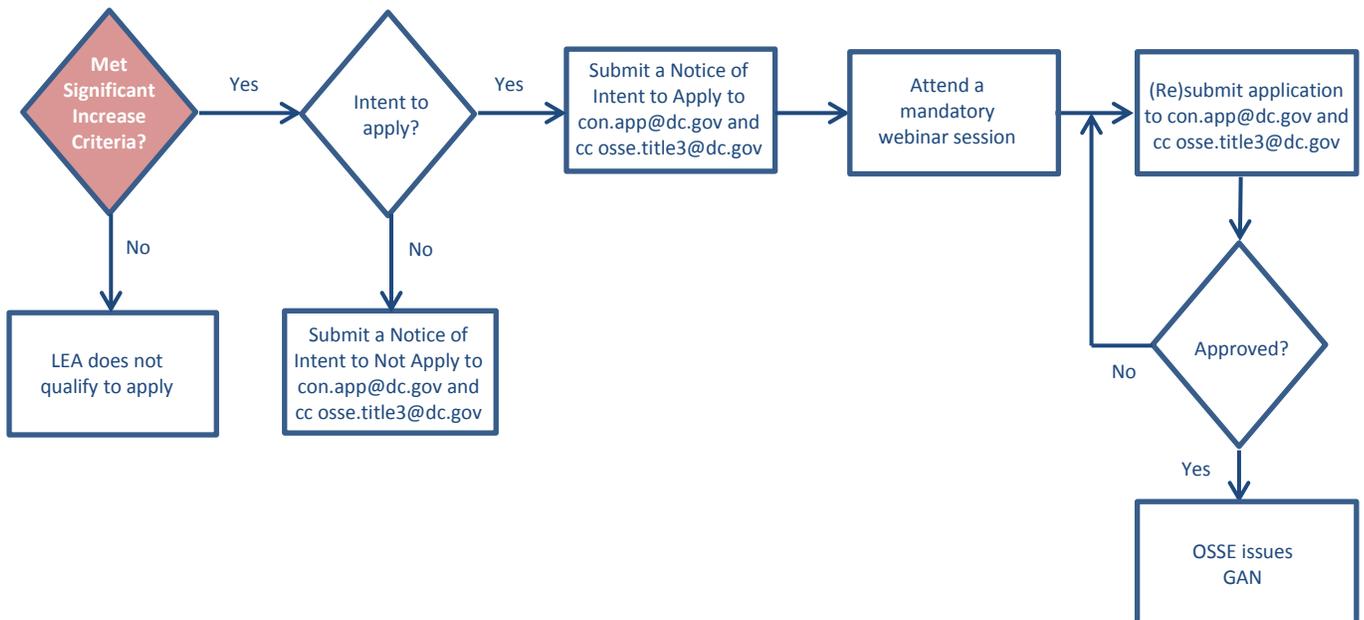
“Immigrant Children and Youth” means individuals who:

- a. are aged 3 through 21
- b. were not born in any State; and
- c. have not been attending one or more schools in any one or more States for more than 3 full academic years

“Significant increase” is based on the following definition:

If LEA’s immigrant student enrollment is...	Then, the substantial increase is...
1 to 249 students	22 or more students
250 to 999 students	44 or more students
1,000 and more students	9% of total enrollment

Eligible LEAs who are interested applying for this grant may use the flowchart below for guidance.



Measuring LEA Success

To ensure that all children have equal opportunities to obtain a high-quality education, a comprehensive monitoring program has been established. The program ensures LEAs are compliant with federal and D.C. laws and regulations and gathers data to inform technical assistance (TA) needs and guide LEA leadership activities.

Measurement of LEA success includes:

- Evaluating the success of the LEP program periodically and modifying as necessary.
- Evaluating the program after every second fiscal year to make sure the program and activities are conducted, and LEP and former LEPs attain and make progress in English and academic content.

Monitoring Indicators

Based on the requirements of ESEA Title III, Part A, a series of seven monitoring Indicators have been developed. These include the documentation and interview data that demonstrate compliance in each area. The indicators are organized into seven elements, including:

Indicators	Description
Element 1: Identification, Placement, & Program Exit	LEAs must identify and place LEPs in appropriate programs.
Element 2: Appropriate Programs	LEAs must implement high-quality language instruction educational programs for LEPs and evaluate their effectiveness.
Element 3: Appropriate Staff and PD	LEAs must utilize appropriate staff to serve LEPs.
Element 4: Parent Involvement	LEAs must involve parents and community in the planning, development, and implementation of the language instruction educational program.
Element 5: Accountability and Requirements	LEAs must adhere to state and federal accountability requirements.
Element 6: Fiscal Requirements	LEAs must adhere to state and federal fiduciary requirements.
Element 7: Non-Public School Participation	LEAs must include non-public school participation in the language instruction educational program (DCPS only).

Annual Measureable Achievement Objective (AMAOs)

By law, each LEA receiving Title III funds must develop annual performance targets, Annual Measureable Achievement Objectives (AMAOs), based on guidelines provided by OSSE. OSSE will review each LEA's attainment of AMAOs as part of the monitoring process. The AMAOs include:

AMAO 1—Progress

Progress refers to the percentage of students that demonstrate Annual Progress in English Language Acquisition, which means moving to a higher level of English Language Proficiency.

The District of Columbia uses ACCESS for ELLs® English language proficiency test to determine the number and percentage of children making progress and attaining English language proficiency. The test score range for ACCESS for ELLs® is 1.0–6.0. For the purposes of meeting AMAOs in the domains of Listening, Speaking, Reading, and Writing, the District of Columbia has defined progress as increasing the Overall Composite Proficiency Level by 0.6. Students must annually advance at least 0.6 on their Overall Composite Proficiency Level. The Overall Composite Proficiency Level is comprised of Listening (15%), Speaking (15%), Reading (35%), and Writing (35%).

AMAO 2—Proficiency

Proficiency refers to the percentage of students that attain a fluent level of proficiency in English Language Acquisition as demonstrated by obtaining an ACCESS composite score of 5.0 or higher.

The ACCESS for ELLs® Composite Overall English Language Proficiency Level is used to define “proficient” in the District of Columbia. For grades K–12, when a student performs at Level 5.0 or above s/he is considered proficient. The weighting of the Composite Overall English Language Proficiency Level is as follows: Listening (15%), Speaking (15%), Reading (35%), and Writing (35%).

A separate comprehension score is derived from the Reading and Listening scores, with a 70% Reading weight and 30% Listening weight.

AMAO 3—Annual Measureable Objective (AMO)

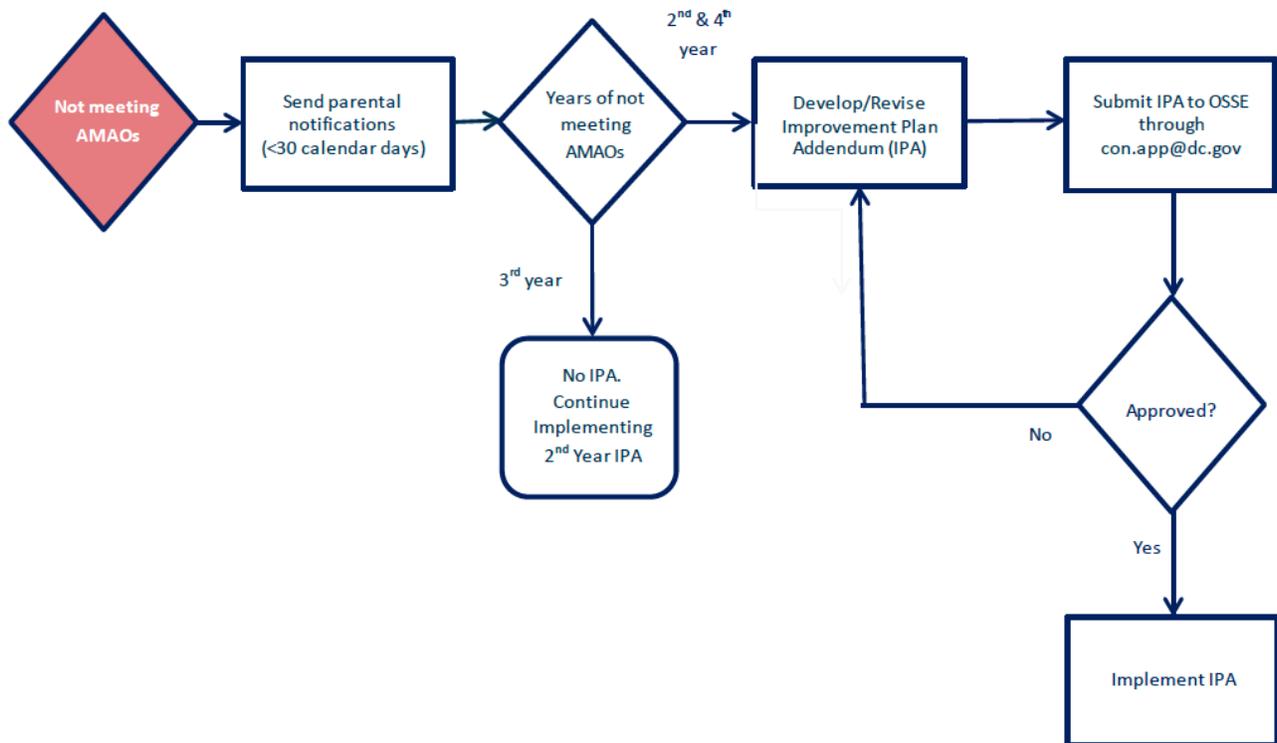
In conjunction with the ESEA Flexibility Waiver granted to OSSE in 2012, AMO refers to the percentage of identified students meeting the set goal in the same academic content standards for reading and mathematics as English-speaking peers.

Annual Measureable Achievement Objectives

	2012-13	2013-14	2014-15	2015-16	2016-17
AMAO 1: Progress Targets (%)	61	62	63	64	65
AMAO 2: Attainment Targets (%)	16	17	18	19	20

Improvement Plan Addendum (IPA)

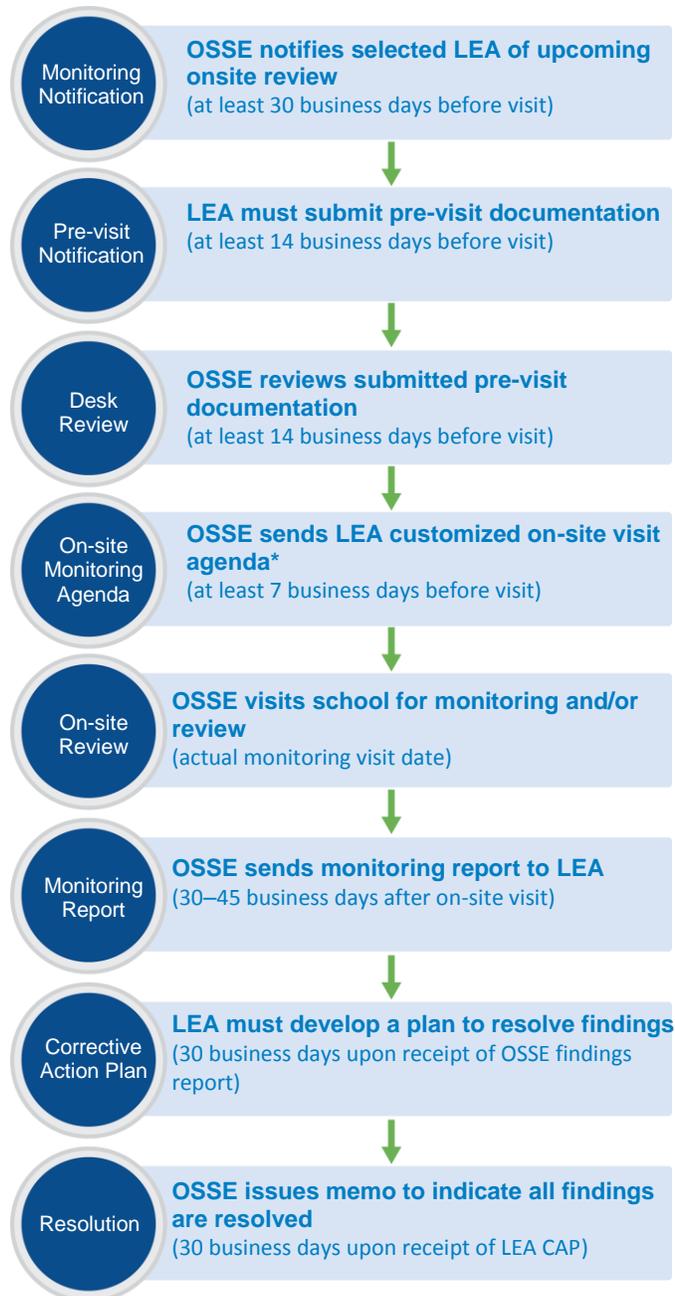
If an LEA fails to meet one or more AMAOs for two or four consecutive years, the LEA must develop an improvement plan. After two consecutive years of not meeting targets, the LEA develops an improvement plan and receives technical support from the state. After four consecutive years of not meeting targets, the LEA is required to modify its curriculum, program, or method of instruction. A funding determination is also made at that time, and the educational personnel relevant to failure to meet AMAOs are replaced. The improvement plan must specifically address the factors that prevent the LEA from achieving the AMAOs.



Monitoring Process

Once every two years, LEAs that are recipients of funds must take part in a monitoring process to ensure they are meeting program requirements. LEAs are selected to be monitored based on the current year's AMAO, allotment and enrollment. On-site visits occur between January and July, excluding the months of April and May.

*A sample of an *on-site monitoring agenda* can be found in *Appendix 1.E*



Monitoring Tips

The following tips are recommended to ensure a successful monitoring process:

- Organize the LEA information in the order of the indicators.
- Document heavily prior to the monitoring visit, as this will reduce the time needed for interviews on-site.
- Finalize the schedule in advance, as this alleviates confusion on-site.
- Allow appropriate LEA/ school staff to review the indicators as soon as they are identified for a site visit to enable LEAs to better prepare for the visit and submit relevant documentation for review by the monitoring team.
- Inform the OSSE monitoring team of LEA's security protocols and other logistics such as parking, meeting rooms, and other pertinent information.

Data collection: LEAs are required to provide the following data elements for collection, maintenance, and reporting as part of the monitoring process:

- Home language of LEP students
- Country origin of LEP students
- Number of LEP students
- Number of LEP students assessed for ELP
- Performance of LEP students on ELP assessment
- Number of monitored former LEP students, in years 1 and 2 of monitoring services
- Monitored former LEP students who have re-entered EL program services
- LEP parent waivers from EL program services
- Number of immigrant children and youth
- Professional development data
- Number of teachers, administrators, school personnel, and community participants
- Type of Language Instruction Educational Program

Monitoring documentation: This required data can be captured through monitoring documentation, which includes, but is not limited to, the protocols, policies and procedures, local plans, needs assessments, and correspondence to parents. Examples include:

- Copies of meeting agenda
- Meeting minutes
- Written parent involvement policy
- Written evaluation
- Records of expenditures
- A completed home language questionnaire
- Written policies and procedures
- A description of how data informs exit decisions
- Paraprofessionals' job descriptions
- A description of reclassification procedures
- Samples of parent notification letters
- Sign-in sheets for training
- Teacher licensure files folders
- Improvement Plan Addendum (IPA)
- Documentation of data collection procedures
- Purchase orders
- Needs assessments

Pre-visit documentation and Self-Assessment Report (SAR)*: Information captured for the pre-visit documentation should align with the seven monitoring indicators. In addition to the pre-visit documentation, the Self-Assessment Report should be completed in preparation for the on-site visit.

On-site monitoring activities: Examples of on-site monitoring activities include:

- Visits to schools to interview school staff to determine the effectiveness of the LEA's administration of ESEA, Title III, Part A programs
- Review of additional documentation
- Facility walk through
- Classroom observation
- Exit conference with LEA staff

**SAR can be found in Appendix 1.C*

Appropriate Staff Professional Development

An integral part of the Title III, Part A grant includes providing faculty and staff access to teaching technologies and professional development opportunities that will improve instruction for LEPs and assist education personnel working with LEPs to meet high professional standards. These opportunities are also used to upgrade the qualifications and skills of personnel who are not certified or licensed; develop program curricula; and support tuition, fees, and books. Staff and professional development plans are also part of the LEA improvement modification plans.

Allowable professional development activities include:

- Supplemental training that does not lead to English for speakers of other languages (ESOL) endorsement/certification or META-required training.
- Annual staff training for updates at state and national professional development meeting specific to ESOL.
- Stipends for teachers participating in training.
- Content development for teachers and administrators.
- Substitutes to cover classes for participating teachers.
- Trainer salaries, consultant, guest speaker fees, and outside vendors.
- Training materials and supplies.
- Rental of meeting place, if necessary.
- Conferences and workshops specifically for ESOL or Title III, including fees, room, travel expenses, and materials.
- Updating supplemental training activities—for example, using an online format for teacher convenience.

Below are a number of suggestions to LEAs for professional development opportunities to offer educators for strengthening EL programs.

Consider conducting a book study group. Book study groups are an effective form of professional development and can be used by educators at all levels for their own professional growth or with students of any age, with some adaptation for younger readers. Following are five steps to conducting a book study group, from forming the group to implementing the discussion and follow-up strategies.

1. Form a book study group.
2. Choose a book and an objective.
3. Decide how to read the book.
4. Read and discuss the book.
5. Evaluation the book and plan for future book study.

At the conclusion of the book study, take time to consider:

- Did the book stimulate thought and discussion?
- Did the group study meet the learning objectives?
- How might the group study experience be improved?

**The Reimbursement Workbook can be found in Appendix 1.G*

Taking such evaluation into account will allow the group to bring in new members, re-form, or simply continue on, developing a new “cycle” of study.

Hold a summer academy/institute. A summer academy/institute may serve as a valuable forum to discuss existing programs and initiatives, review practices and curriculum, and share effective strategies. During this event, typically lasting 2–5 days, staff is able to focus their undivided attention on the topics while building

networks throughout the district/ community. Districts have provided this development opportunity to kick off a long-term project and/or have included the institute as a culminating event or midpoint of a 2–3 year staff development plan.

To maximize time and resources, focus on what all students and their families need. Some possible topics are effective communication skills, the understanding of diverse family structures, myths and stereotypes exploration, and community outreach strategies.

Invite parents of LEPs to be part of a conversation when reviewing texts and other instructional materials.

Attend conferences and external training. Keep current with the latest professional development opportunities throughout the state and nation. Encourage teachers and staff to continue building their knowledge base.

When possible, offer scholarship/mini-grants for staff, provide substitutes or coverage when staff leave the building, and allow time to share with others upon return from the conference or training.

Conduct a cultural panel. Cultural panels may provide insight and perspective to static data.

- To facilitate effective cultural panels, take the time to prepare.
- What is the purpose of the panel?
- Who is the audience?
- How much do the panel participants know or understand about panel discussions?
- What are other logistical considerations such as the use of interpreters?

Prior to the panel, a survey may help narrow down the topics covered and allow the panelists to gather their thoughts and prepare handouts, slides, etc., if applicable. Make sure to explain the structure of the panel to the participants and go over any district/school policies that are relevant to the topics discussed. Make the panelist feel comfortable because the information shared is, in many cases, quite personal.

Potential panelists include:

- Community leaders
- Former students
- Current parents
- Current students
- Community partners

Notifying Parents

Research shows that parents are critical to the academic success of their children, so it is important that LEAs communicate and build relationships with parents of LEPs. Within 30 days of the start of the school year, or within two weeks of placement, if not identified prior to the beginning of school, the LEA must notify the parent(s) of LEPs participating in Title III programs. This must be done in an understandable and uniform format and, to the extent practicable, in a language that they can understand. The notification should include:

- The reasons for their child's identification as LEP and for placement in a language instruction educational program;
- The child's level of English language proficiency, how it was assessed, and the status of the child's academic achievement;
- The method of instruction used in the child's program;
- How the programs will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- Specific exit requirements for such programs, expected rate of transition, and expected rate of graduation if Title III funds are used for children in secondary school;
- How such programs meet the objectives of the child's IEP (in the case of a child with a disability); and
- The rights of parent(s):
 - To remove their child from such programs upon their request;
 - To decline to enroll in the program or choose another program, if available;
 - To be assisted in selecting from among various programs and methods of instruction, if more than one program or method is offered.

Working with Parents and the Community

When parents are involved in education at home, children do better in school. In turn, parent and family involvement is essential to building successful schools. It's important that LEAs help parents and the community become involved in improving the English language acquisition skills of all children in D.C. Some common barriers to parental involvement, especially of those families who are new to the community and are LEPs, include:

- Language barriers
- Parents not understanding the system
- Cultural differences
- Lack of time or scheduling conflicts/difficulties
- Parents not feeling welcomed
- Lack of transportation
- Parents feeling intimidated
- Lack of childcare

Suggestions for working with parents with language barriers:

- Give parents/guardians an opportunity to let the school know if an interpreter is necessary. Communication between staff is critical. When the family arrives at the front office for initial intake, make notes if they bring someone with them to help with the documents. Be selective when using language interpreters, and make sure interpreters are sensitive to private information. Also be aware of gender preferences from the family. Developing a list of preferred interpreters is recommended.
- Take note that Home Language Survey (HLS) is available online in multiple languages, and send the most appropriate one to parents.
- Provide training for school staff and interpreters so everyone is familiar with school procedures and is consistently practicing appropriate communication strategies.
- Consider color-coding forms and information that is provided to parents. For example, red could represent a document that needs to be read immediately.
- Enhance messaging with visual cues and graphics to demonstrate meaning. Also try to keep sentences 10 words or less, and use active vs. passive voice in communications.
- If documents need to be translated, include the English version as well to ensure the most accurate communication.
- Identify additional community resources that may be available for families, such as parents' nights, community discussions, and other outreach programs. Consider including this information in your communications with parents.

Suggestions for community outreach:

- Invite families to numerous events that happen at school, not just ESL Night. Ask community members that may speak the same language or come from similar backgrounds to help with communication during concurrent sessions.
- Ask parents to come to the schools to help with activities and events. Let the parents share aspects of their language and culture with the students and staff.
- Encourage volunteering and/or carpooling—some families may volunteer to carpool to bring interested families to events.
- Go into the community where the families live, shop, and interact. Hold meetings in the local library or the neighborhood center. Set up information tables at social events and gatherings.
- Acknowledge major holidays or dates on the school calendar/website. Feature articles about communities, events, families in the school newspaper and other publications.

Resources Available to LEA Administrators

National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs
School-Based Parent/Community Involvement Models Selected Resources
<http://www.ncela.gwu.edu>

National Parent-Teacher Association
<http://www.pta.org/advocacy>

U.S. Department of Education
<http://www.ed.gov/esea>

National Coalition for Parent Involvement in Education
<http://www.ncpie.org/>

National Network of Partnership Schools
<http://www.csos.jhu.edu/p2000>

Who should I contact if I need more information on ESEA Title III, Part A or have questions about the Resource Guide?

Bryan Sebobo
ESEA Title III Analyst
Office of the State Superintendent of Education
Government of the District of Columbia
bryan.sebobo@dc.gov

You can also contact osse.title3@dc.gov.