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Identification of Title III Eligible Native American and Alaska Natives under Title III

Title III Definition of English Learners: [ESEA Title XIII, Sec. 8101\(20\)](#)

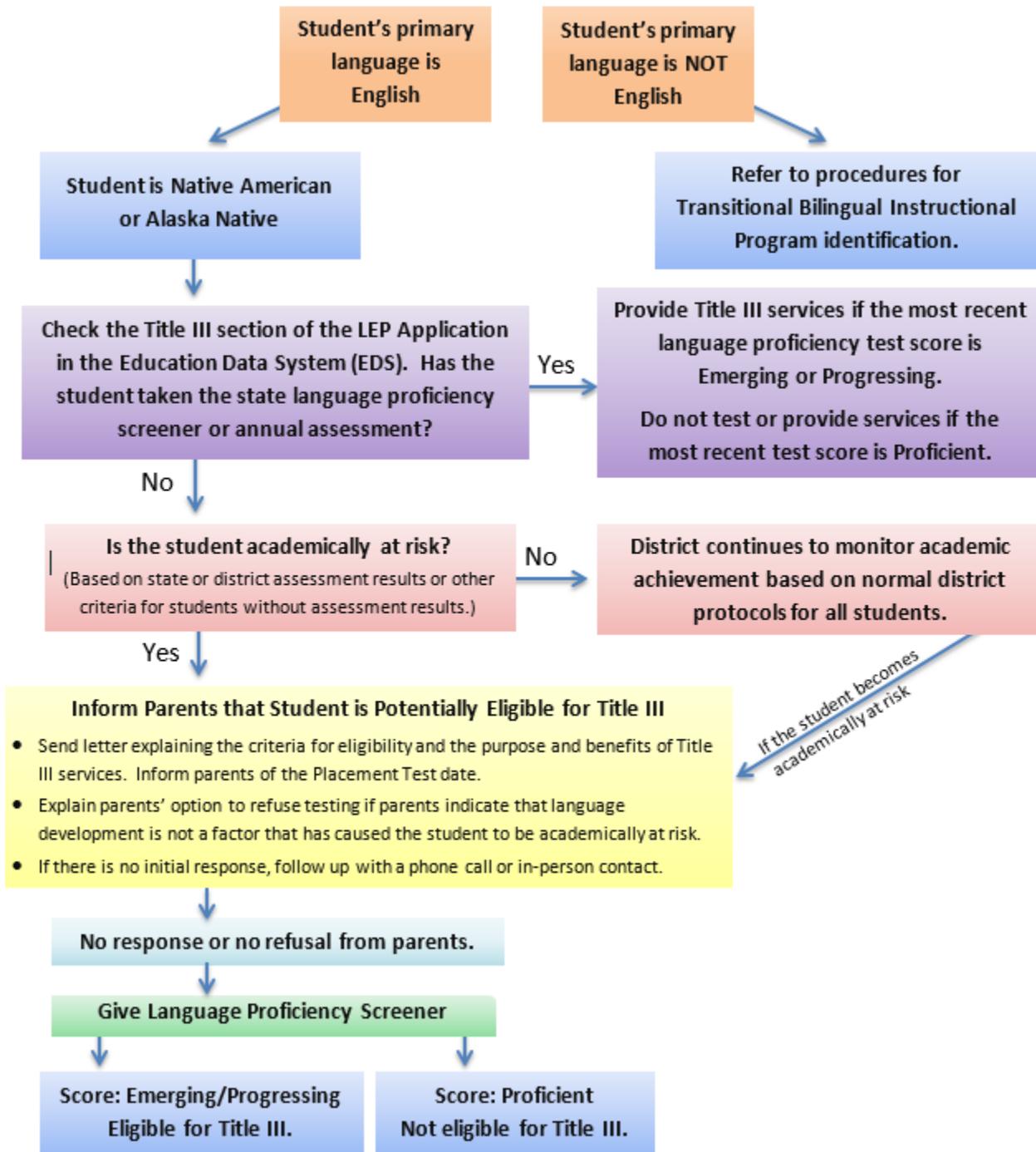
All districts are required to have procedures for the identification of Native American/Alaska Native students who qualify for Title III. Native American and Alaska Native students whose first language is English may qualify for Title III supplemental instructional support through the following process:

1. Identify Native American and Alaska Native students through:
 - The district's race/ethnicity forms during enrollment. AND/OR
 - Responses to the question "Do grandparent(s) or parent(s) have a Native American tribal affiliation?" on past versions of the Home Language Survey.Documented tribal affiliation is not a requirement for Title III eligibility.
2. Search for Native American students in the Title III section of the [LEP Application](#) to determine if student has previously been tested for Title III eligibility.
3. Review data to determine if student is academically at risk:
 - Not meeting standard on state assessments.
 - Below grade level on district assessments.
 - In the absence of state and district assessment results: consider multiple indicators, such as classroom-based assessments, curriculum-based assessments, or teacher recommendations. For students newly entering the school system, allow sufficient time for adjustment and instruction to occur before making the determination that the student is academically at risk.
4. If a Native American student is academically at risk, inform parents/guardians that the student is potentially eligible for Title III. In writing, explain the criteria for eligibility and the purpose and benefits of Title III services. Inform parents of the screener date and that they have the right to refuse testing. OSPI has developed a [template letter](#) for this purpose. If there is no initial response to the written notification, follow up with a phone call or in-person contact and document the attempt to communicate with parents. Proceed with administering the screener if there is no response or no refusal from the student's parents.
5. Assess the student with the state language proficiency screener within 10 school days of determination of academically at risk status. Students scoring at the Emerging or Progressing Level are eligible for Title III services.
6. Report all screener results (including Proficient) and program enrollment to CEDARS through the district's student information system. Refer to the [Student Limited English Proficiency File \(J\)](#) section of the CEDARS Data Manual for guidance.



7. Notify parents of student’s initial identification within 30 days of the beginning of the school year, or within 15 days if identified during the school year, after administering the screener. The notification must include all required components of the [Title III parent notification letter](#). Refer to [ESEA Sec. 1112\(e\)\(3\)](#) for the list of the required components.

Process for Identifying Title III Eligible Native American Students





Transitional Bilingual Instructional Program (TBIP) Eligibility

If a student's primary language is English, a Title III-eligible Native American student is **not eligible** for TBIP. If a Native American student's primary language is a language other than English, follow the procedures for [TBIP eligibility](#). Title III eligible Native American students should be reported to the state through [CEDARS](#). Title III eligible Native American students who do not qualify for TBIP must not be included in the TBIP student headcount on the P-223.

Annual Washington Language Proficiency Assessment

Title III eligible Native American and Alaska Native students are subject to the same annual testing requirements as TBIP students. However, the additional costs associated with testing cannot be paid through TBIP or Title III. Notify parents of continued eligibility for Title III annually, within 30 days of the beginning of the school year.

Services

As is the case with services for TBIP-eligible students, services for Title III-eligible Native American students should be based on each student's language development needs. Title III funds should supplement supports provided through other state, local, and federal funds. The services should focus on language development and literacy support that will result in students meeting state standards. Title III funding for Native students could be used for extended day or extended year support, supplemental materials, parent engagement, professional development for teachers, supplemental language development instruction, or a Title III student advocate position.

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