Title III Identification and Services for American Indian/Alaska Native Native Students
Title 3 Identification of American Indian/Alaska Native Students

Washington state’s process to determine initial eligibility for Title III, Part A services for American Indian/Alaska Native students:

1. Identify AI/AN Students
2. Determine academically at risk
3. Inform family of potential eligibility
4. Assess student using ELP Screener
5. Notify family of results and/or services

Identification Guidance Document
Identify Students

• Home Language Survey is used to identify primary language
• Enrollment data on race/ethnicity is used to identify American Indian/Alaska Native students
• State CEDARS database is checked for previous ELP assessment data
Determine “Academically at Risk”

Criteria to determine if student is academically at risk:

• Not meeting standard on state assessments
• Below grade level on district assessments
• If no state or district data, use multiple indicators such as:
  • Classroom-based assessments
  • Curriculum-based assessments
  • Teacher recommendations

For new students, allow sufficient time for adjustment and instruction before making determination of academically at risk.
Inform Family of Potential Eligibility

Schools can use the Title III American Indian/Alaska Native Initial Parent Letter to:

• Inform families of AI/AN students who may qualify for Title III services
• Explain the screening process and eligibility criteria
• Provide information on the purpose, benefits, and services
• Inform families of their choices and provide contact information to answer questions

Schools are encouraged to follow up with families who don’t respond or opt out.
Assess Student Using ELP Screener

Schools are required to:

- Assess each student with the state-approved WIDA screener
- Assess within 10 days (30 days until January 2022) of determination of academically at-risk status
- Report all screener results and program enrollment in state database
Notify Family of Results and/or Services

Schools can use the **Title III American Indian/Alaska Native Parent Notification of Placement Letter** to:

- Inform families of AI/AN students who have qualified for Title III services
- Provide additional information about Title III services

Schools are required to notify families of students’ eligibility:

- **NEW**: within 15 days after administering the screener OR
- **CONTINUING**: within 30 days of the beginning of the year

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**Parent Notification of Student Placement in Title III Language and Literacy Services for American Indian/Alaska Native Students**

<table>
<thead>
<tr>
<th>Child’s Name: __________________</th>
<th>Date: __________________</th>
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<tr>
<td>Enrollment Status: New to the program</td>
<td>Continuing in the program</td>
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Dear Parent or Guardian,

I am pleased to inform you that your child will receive additional language and literacy support for the **INSERT YEAR** school year. Our school identified your child as being a student who could benefit from extra language and literacy support, so after reaching out to you, the school assessed your child’s language and literacy skills. Your child’s overall result was ____________________.
Planning Title III Services for American Indian/Alaska Native Students

1. ESSA Tribal Consultation
   Consultation is required with the nearest federally recognized Tribe(s) before submitting plans and application...
   • For districts where 50% or more of the district’s students are identified as American Indian/Alaska Native AND/OR
   • If the district receives $40,000 or more through Title VI

2. Collaboration with Title VI Coordinator

3. Selection from Professional Learning Menu
Approved Title III Services for American Indian/Alaska Native Students

• Supplemental implementation of the *Since Time Immemorial curriculum* or tribally-developed history lessons with a language and literacy focus for Title III eligible students.

• Professional learning for English language development educators to use the *Since Time Immemorial* or tribally-developed history curriculum.

• Hosting family nights and introducing the *Since Time Immemorial* and tribally-developed curriculum as a resource to build language and literacy with their children.

• Northwest Native American reading curriculum (available from OSPI Office of Native Education.)

• Literacy activities in preparation for the canoe journey or other tribally specific gatherings.

• Other (must be approved by the OSPI Office of Native Education).