

Language Instruction for English Learners and Immigrant Students

[§1112 \(e\)\(3\)](#)

[3111\(b\)\(2\)\(D\)](#)

[§3113\(b\)\(2\)](#)

[§3114\(d\)](#)

[§3115\(c\)-\(e\)](#)

[2 C.F.R. 200.331\(d\)\(1\)](#)

Description:

The purpose of Title III is to help ensure that English learners (ELs) including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English. A State educational agency (SEA) may reserve up to 5 percent of its Title III grant to carry out state activities. In addition, each SEA receiving Title III funds must reserve no more than 15 percent of its Title III grant to award at least one subgrant to one or more eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth in public and nonpublic elementary schools and secondary schools in geographic areas served by the entities. The remaining amount must be awarded as subgrants to eligible entities to support ELs.

After timely and meaningful consultation with local educational agencies (LEAs) representing the geographic diversity of the State, an SEA must establish and implement standardized statewide entrance and exit procedures for ELs, including a requirement that all students who may be ELs are assessed for such status within 30 days of enrollment.

In carrying out activities with Title III funds, the eligible entity must carry out three required activities as described in the Elementary and Secondary Education Act of 1965 (ESEA) section 3115(c), all of which must be supplemental: provide an effective language instruction educational program (LIEP); provide effective professional development; and provide and implement other effective activities and strategies that enhance or supplement LIEPs, which must include parent, family, and community engagement activities. In addition to the three required activities, ESEA section 3115(d) contains a list of authorized activities that a Title III subgrantee may carry out using Title III funds, which are broadly defined, including upgrading instructional strategies, acquiring educational technology, and numerous other activities, including those that are consistent with the purposes of ESEA section 3115 (i.e., assisting children to learn English and meet challenging State academic standards).

An LEA that receives a Title III subgrant for immigrant children and youth must use those funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include activities related to serving immigrant children and youth and their families outlined in ESEA section 3115(e)(1).

Instructions: Please respond to each self-assessment question using the survey. For items requesting a brief response, please provide a narrative answer and/or submit responsive documentation and indicate in the survey response (a) the document(s) that are responsive to each question and (b) the specific page or pages of the relevant documents that address each question. Based on U.S. Department of Education (Department) review of SEA responses, Department staff will determine appropriate on-site follow up questions.

Recommended Participants: Title III or EL directors

Subtopics:

- Standardized, Statewide Entrance and Exit Procedures
- Sub-recipient Monitoring
- Uses of Funds
- Activity by Agencies Experiencing Significant Increases in Immigrant Children and Youth
- Parental Notification
- Parental Participation
- Required and Authorized Subgrantee Activities

SEA

Self-Assessment Questions

Subtopic	Citation	Questions	SEA Response	Suggested Documentation
Standardized, Statewide Entrance and Exit Procedures	3113(b)(2)	Describe the standardized statewide entrance and exit procedures, including how ELs are assessed within 30 days of enrollment.	<i>Enter brief response here or provide responsive documentation here</i>	Documentation (or description) of the standardized entrance and exit procedures. Protocols for identifying students, which may include rubrics, forms, and other standardized materials used as part of the identification process. Protocols for reclassifying students who exit status as an EL.
Sub-Recipient Monitoring	2 C.F.R. 200.331(d)(1)	How does the SEA ensure that LEAs are applying the entrance and exit procedures consistently?	<i>Enter brief response or provide responsive documentation here</i>	Memos, guidance documents or training materials related to entrance and exit procedures.

			<i>documentation here</i>	Monitoring protocols and timeline; sample monitoring reports and corrective action plans, as applicable.
Uses of Funds	3115(c) 3115(d)	Provide examples of LEA uses of Title III funds in your State.	<i>Enter brief response here</i>	Guidance to LEAs on Title III uses of funds
Activities By Agencies Experiencing Significant Increases in Immigrant Children and Youth	3114(d)	Did the SEA administer an immigrant children and youth subgrant?	<i>Yes/ No</i>	Sample award notification
Activities By Agencies Experiencing Significant Increases in Immigrant Children and Youth	3114(d)	How does the SEA determine which eligible entities will receive Title III subgrants as a result of experiencing significant increases in the percentage or number of immigrant children and youth?		Definition of “significant increase.”
Parental Notification	§1112(e)(3)(A)-(B)	How does the SEA ensure that LEAs using Title I, Part A or Title III funds to provide an LIEP provide the required notification to parents of an English learner no more than 30 days after the beginning of the school year or within 2 weeks of the child being placed in a language instruction educational program if placement occurs after the start of the school year?	<i>Enter brief response here or provide responsive documentation here</i>	Guidance to LEAs on parental notification requirements Monitoring and oversight plan related to this requirement
Parental Participation	§1112(e)(3)(C)	How does the SEA ensure that LEAs receiving Title I, Part A funds implement an effective means of outreach to parents of English learners to inform the parents of how they can be involved in their children’s education, including holding, and sending notices regarding, regular meetings for such parents, to formulate and	<i>Enter brief response here or provide responsive documentation here</i>	Guidance to LEAs on outreach to parents Monitoring and oversight plan related to this requirement

		respond to parent recommendations from parents of students assisted under Title I, Part A or Title III?		
Required and Authorized Subgrantee Activities	3115(c)(2)	<p>Of the professional development provided using Title III funds, how does the SEA ensure that LEAs provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:</p> <ul style="list-style-type: none"> ○ designed to improve the instruction and assessment of English learners; ○ designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners; ○ effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and ○ of sufficient intensity and duration (which shall not include activities such as 1-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 	<i>Enter brief response here or provide responsive documentation here</i>	<p>Written guidance or instructions for LEAs</p> <p>Training materials for LEAs</p> <p>Monitoring and oversight plan related to this requirement</p>

		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 any local educational agency employing the teacher, as appropriate?		
Required and Authorized Subgrantee Activities	3115(c)(1)	How does the SEA ensure the effectiveness of its language instruction educational programs?		Sample of an effective LIEP. Guidance from SEA to LEAs on implementing effective LIEPs.
Additional Documentation		For all subtopics, provide any additional documentation that would serve as evidence for the questions asked.	(Enter list of documents response here)	Other documentation that would serve as evidence for the questions asked

On-site/Desk Review Questions

Subtopic	Citation	Questions	SEA Response
Use of Funds	3115(c)(1); 3111(b)(2)(D)(i)	How does the SEA assist eligible entities if the LIEPs funded under this subpart are not effective?	

LEA

Self-Assessment Questions

Subtopic	Citation	Questions	LEA Response	Suggested Documentation
Standardized, Statewide Entrance and Exit Procedures	3113(b)(2)	Did the SEA provide guidance on the statewide entrance and exit procedures, including how all ELs are assessed within 30 days of enrollment in a school?	Yes/No (Circle one)	Samples of guidance, webinars or other training provided

Standardized, Statewide Entrance and Exit Procedures	3113(b)(2)	Does the LEA notify parents of a student's status as an EL within 30 days of enrollment?	<i>Yes/No (Circle One)</i>	Samples of dated correspondence to parents identifying a student as an EL within 30 days of enrollment in the State for students who enroll in the beginning of the year and in the middle of the year
Uses of Funds	3115(c)(1)	Describe how the LEA carries out the required activity of supplementing a language instruction educational program (LIEP) using Title III funds?	<i>Enter brief response here or provide responsive documentation</i>	
Uses of Funds	3115(c)(2)	Describe how the LEA carries out the required activity of professional development using Title III funds?	<i>Enter brief response here</i>	
Uses of Funds	3115(c)(3)	Describe how the LEA carries out the required activity of parent, family, and community engagement using Title III funds?	<i>Enter brief response here</i>	
Uses of Funds	3115(d)	Does the LEA use Title III funds for other authorized activities described under the ESEA, such as upgrading instructional strategies, acquiring educational technology, and other activities as it is permitted, but not required, to do? If so, please list and describe.	<i>Enter brief response here.</i>	
Parental notification	§1112(e)(3)(A)-(B)	If the LEA uses Title I, Part A or Title III funds to provide an LIEP, how does it provide the required notification to parents of an English learner no more than 30 days after the beginning of the school year or within 2 weeks of the child being placed in a language instruction educational program if such occurs after the start of the school year?	<i>Enter brief response here.</i>	Sample notifications to parents of ELs regarding the program in which their children participate, how such program will help a student learn English, the exit requirements from the program, and parental rights to remove a student from a language program or select another program or method of instruction, if available
Parental Participation	§1112(e)(3)(C)	If it receives Title I, Part A funds, describe the LEA's outreach to parents of English learners to inform the parents of how they can be involved in their children's	<i>Enter brief response here.</i>	Sample notices regarding regular meetings for such parents

		education and be active participants in assisting their children to attain English proficiency is effective, including by holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A and Title III?		Evidence that the LEA responds to parent recommendations
Activities By Agencies Experiencing Significant Increases in Immigrant Children and Youth	3114(d)	Does your LEA receive a Title III subgrant for immigrant children and youth? If not, skip to the next section.	<i>Yes/No</i>	
Activities By Agencies Experiencing Significant Increases in Immigrant Children and Youth	3114(e)	Please describe how the LEA uses the subgrant to serve immigrant children and youth.	<i>Enter brief response here</i>	LEA plan or application Guidance from the SEA on grants for immigrant children and youth
Additional Documentation		For all subtopics, provide any additional documentation that would serve as evidence for the questions asked.	<i>(Enter list of documents response here)</i>	Other documentation that would serve as evidence for the questions asked

On-site/Desk Review Questions

Subtopic	Citation	Question	LEA Response
Uses of Funds	3115(c)(1)	Describe the types of LIEPs and services to ELs in your LEA, including program methodology (e.g. ESL, bilingual, or other).	
Uses of Funds	3115(c)(1) 3115(c)(2)	How does the LEA assess whether professional development and LIEPs are effective?	

Uses of Funds	<u>3115(c)(1):</u> <u>3111(b)(2)(D)</u>	What steps, if any, does the SEA take to assist your LEA if an LIEP is not effective?	
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