**Tool #21: Overview of Title III- Language Instruction for English Learners and Immigrant Students**

**What does the Title III Program Do?**

The Title III program helps ensure that English learners (EL), including immigrants, attain English proficiency. Tool 22 offers the ESSA definition of English learners and immigrant children and youth.

**How are Title III funds generated?**

Funds are generated by counting the number of EL and immigrant students attending the private school located in a participating public school district, regardless of where a child resides. Private schools receive a per pupil allocation for every student who is considered EL or immigrant.

**How can my school generate Title III funds?**

Please note that your school is only eligible to participate in Title III if it is located within a public school district that participates in the Title III program. Participating public school districts can vary from year to year.

Your school should identify students as EL or immigrant by administering a home language survey. Tools 23 and 24 are home language surveys in English and Spanish. Surveys are available in multiple other languages at [*http://www.k12.wa.us/MigrantBilingual/HomeLanguage.aspx*](http://www.k12.wa.us/MigrantBilingual/HomeLanguage.aspx)

**How do I determine which students are eligible to participate in Title III?**

1. Identify students’ primary language. Use a home language survey or registration data.
2. If your data indicates that the child’s first language is not English or that the child does not use English most often at home, refer the student for testing with the state-approved language proficiency placement test. The district can assess students for you, or you may choose to have the district train your own teachers to administer the test (often times this is more cost effective). The district has the responsibility to assess students *within 30 calendar school days* of referral.

**What types of services can my school access through the Title III program?**

1. **Assessment**- to identify and evaluate student eligibility and effectiveness of services
2. **Professional development**- for teachers working with children who need language acquisition support (including materials/training for administering the English Language Proficiency assessment if not administered by the district).
3. **Materials-** Supplemental instructional materials and supplies to support language development
4. **Student support-** Tutoring, summer school, weekend language development programs, etc. for eligible students
5. **Family engagement**- to help empower parents of eligible students to support their children’s learning

**Who provides Title III services?**

1. LEA/ school district employees
2. Outside contractors

*\*If you express during consultation that you prefer an outside contractor to provide Title III services and the LEA disagrees with you, the LEA is obligated under law to provide a written analysis of the reasons it has decided not to adopt your request.*

**Are there any important changes to the Title III program under *ESSA*?**

**Written Analysis:** If the district disagrees with your request for provision of services through a third party, it must provide a written analysis of the reasons for its decision. This was not required in the past.

**Written affirmation:** During consultation, the public school district must obtain a written affirmation from you indicating whether or not consultation occurred in a timely and meaningful way. In the past this affirmation was only required for the Title IA program, and did not give you the opportunity to state that consultation was NOT timely and meaningful.

**Fiscal obligation:** Funds are now obligated in the fiscal year in which they were received by the public school district. The purpose of this requirement is to ensure that school districts use the funds available in the fiscal year for which they were appropriated. If there are extenuating circumstances in which a district is unable to obligate all funds within this timeframe in a responsible manner, agreed upon services were not provided, or no private school students were eligible for a program during the fiscal year, the funds may remain available during the subsequent school year.