



NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

Guidance on Title III Immigrant Subgrants

English Language Learners in North Dakota
Office of Indian/Multicultural Education
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Purpose

Purposes of Title III Act

- 1) Ensure children who are English learners (EL), including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- 2) Assist all ELs, including immigrant children and youth, to achieve at high levels in academic subjects so all ELs can meet the same challenging state academic standards all children are expected to meet;
- 3) Assist teachers (including preschool teachers), principals, other school leaders, and state educational agencies (SEAs) and local educational agencies (LEAs), and schools in establishing, implementing, and sustaining effective language instruction educational programs (LIEP) designed to assist in teaching ELs, including immigrant children and youth;
- 4) Assist SEAs and LEAs to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs, including immigrant children and youth, to enter all-English instructional settings; and
- 5) Promote parental, family, and community participation in LIEPs for the parents, families, and communities of ELs.

Purposes of the Title III Subgrants

- 1) Developing and implementing new LIEPs and academic content instructional programs for ELs and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs;
- 2) Carrying out highly focused, innovative, locally designed activities to expand or enhance existing LIEPs and academic content instructional programs for EL's and immigrant children and youth;
- 3) Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to LIEPs and academic content instruction for ELs and immigrant children and youth; and
- 4) Implementing, within the entire jurisdiction of LEA, agencywide programs for restructuring, reforming, and upgrading all relevant programs, activities and operations relating to LIEPs and academic content instruction for ELs and immigrant children and youth.

Allocations for Title III Immigrant Funding

There is no real minimum Title III Immigrant grant award for each applicant, but the allocation criteria has been determined by Title III law and the state EL Advisory Committee (ELPAC). The ELPAC determined new grantee districts who have not received previous Title III Immigrant funds would receive a one-time \$4,000 allocation. This award is meant to help new districts establish their LIEP programs. In subsequent years, allocations are determined by the number of enrolled immigrant students in districts that have experienced a significant increase of new immigrant students compared to the average of the previous two years. Districts are awarded the greater of \$1,000 or their calculated allocation. Immigrant funds are not awarded to co-ops or consortia as there is no minimum enrollment number or allocation required.

Application Process

The North Dakota Department of Public Instruction (NDDPI) will send out an invitation to apply notice each year to LEAs eligible to apply for Federal Title III Immigrant funds. The invitation notice is sent after the fall enrollment process is complete, as the immigrant calculation uses the current year enrollment compared to the average of the previous two years.

Grant Period and Carryover Policy

Under the Tydings Amendment, Section 421(B) of the General Education Provisions Act, Title III Immigrant funds are available for obligation for 27 months. For example, the 2021-2022 funds (that became available on July 1, 2021) must be obligated no later than September 30, 2023. Please note:

- Any funds not spent or requested for reimbursement at the end of the 27-month period will be forfeited.
- LEAs will be notified of any unspent funds that are no longer available.
- The unspent funds will be reallocated to other Title III LEAs based on the federal formula.
- Grantees that forfeit funds will not be included in the reallocation of old funds during that grant period.

Title III does not have a limit on the amount or percentage of funds that can be carried over from one school year to the next.

Required Subgrantee Activities

An eligible entity must use Title III funds:

- 1) To increase the English language proficiency (ELP) of ELs by providing effective LIEPs that meet the needs of ELs and demonstrate successes in increasing ELP and student academic achievement;
- 2) To provide effective professional development to classroom teachers, principals, other school leaders, administrators, and other school or community-based organizational personnel that is -
 - A. designed to improve the instruction and assessment of ELs;
 - B. 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 ELs;
 - C. effective in increasing children's ELP or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - D. of sufficient intensity and duration (which shall not include activities such as one day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established 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 LEA employing the teacher, as appropriate; and
- 3) To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which -
 - A. shall include parent, family, and community engagement activities; and

B. may include strategies that serve to coordinate and align related programs.

Priorities for Immigrant Funds

LEAs must provide enhanced instructional opportunities for immigrant children and youth, which may include:

- 1) Family literacy, parent and family outreach, and training activities designed to assist parents to become active participants in the education of their children;
- 2) Recruitment of and support for personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- 3) Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- 4) Identification, development and acquisition of curricular materials, educational software, and technologies to be used in the program;
- 5) Instruction services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- 6) Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- 7) Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

Allowable Immigrant Activities

An eligible entity may also use Title III Immigrant funds for any of the following activities as they relate to immigrant children and youth:

- 1) Upgrading program objectives and effective instructional strategies.
- 2) Improving the instructional program for immigrant children and youth by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
- 3) Providing -
 - a) tutorials and academic or career and technical education; and
 - b) intensified instruction, which may include materials in a language the student can understand, interpreters and translators.
- 4) Developing and implementing effective pre-school, elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- 5) Improving the English language proficiency and academic achievement of immigrant children and youth.
- 6) Providing community participating programs, family literacy services and parent and family outreach and training activities to immigrant children and youth and their families -
 - a) to improve the English language skills of immigrant children and youth; and

- b) to assist parents and families in helping their children improve their academic achievement and becoming active participants in the education of their children.
- 7) Improving the instruction of immigrant children and youth, which may include students with a disability by providing for -
 - a) the acquisition or development of educational technology or instructional materials;
 - b) access to, and participation in, electronic networks for materials, training, and communication; and
 - c) incorporation of such materials into curricula and programs funded by Title III Immigrant.
- 8) Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

Assurances

Grantees must assure Title III Immigrant funds are used to supplement activities that are the responsibility of the SEA and LEA and not supplant.

Specifically, providing a core English language instruction educational program is the responsibility of the school district. Only school districts with a core EL program are eligible for Title III Immigrant funds. Further EL guidance is available through the Office of English Language Acquisition within the USDE at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

Private School Participation

Schools must conduct a **timely** and **meaningful** consultation with the private schools within their school district boundaries. They must work together to determine how they will provide support to immigrant children and youth and/or staff working with these students in the private school. All services (consultation, professional development, and student services) must be agreed upon and funded directly by the grantee (funds cannot be transferred to the private school).

Funds may be spent to identify, screen, and annually assess the English language proficiency of private school students (funds may not be spent for identification, screening, and the annual English language proficiency assessment for public school students).

Allowable Activities

Instructional Services (these MUST be in addition to the CORE EL INSTRUCTION already occurring in the school)

- Licensed EL or bilingual teachers that provide supplementary services
- Para-educators that provide supplementary services
- Travel costs for itinerant teachers/consultants to provide **supplementary** services

Professional Development

- Cost to bring in a trainer(consultant) to train or coach district faculty and staff
- Travel for EL personnel and teachers to attend trainings
- Online or virtual training opportunities

- Training materials such as books for book studies

Parent Involvement

- Parent meetings

Title III Immigrant funding may be used for a home-school liaison or parental involvement activities as long as the activities support the required activities as mentioned above. These activities must play a supportive role in the program plan and budget and not be the primary focus.

Examples of allowable Title III Immigrant activities include the following:

- Training for all staff on effective classroom strategies to support ELs
- Parent training and parental involvement activities
- EL curriculum material to enhance the core curriculum
- Computer assisted EL instructional material to enhance the core curriculum
- EL para-professionals providing supplementary, follow through instruction

Activities Not Allowable Under Title III Immigrant

Activities not allowable under Title III Immigrant include those that are the responsibility of the school district in providing a core language instruction education program. For example, a district must demonstrate that all EL students are on the caseload of a locally-funded EL or bilingual teacher. Teachers providing basic instructional services, plan management, and student assessment are not allowable expenditures for Title III Immigrant funds.

Likewise, the basic curricular materials are not allowable expenses. Non-instructional based activities that have the primary intention of providing social or psychological treatment for students and families are not allowable. Costs associated with the English language proficiency assessment are not allowable for public school students.

Contact Information

For clarification or more information about the EL Program, please refer to one of the contacts:

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