



Elementary and Secondary Education Act (ESEA) English Language Acquisition, Language Enhancement, and Academic Achievement Act Title III, Part A

The purpose of this document is to provide an overview of the Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Act awarded under ESEA to the Oklahoma State Department of Education (OSDE).

Funding

Title III, Part A provides federal formula-based funds to support English learners (ELs) and immigrant students. These funds are first allocated states by the United States Department of Education (USDE). States use federal law to distribute funds to eligible LEAs.

Allocation to States

USDE distributes Title III, Part A funds to states based on a proportionate share formula:

- 80% of the allocation is determined by the state's number of English learners compared to all other states.
- 20% of the allocation is based on the state's number of immigrant students relative to all states.

Allocation to LEAs

States must distribute at least 95 percent of the Title III, Part A funds they receive to LEAs. Because federal law prohibits OSDE from awarding grants under \$10,000, any LEA that generates less than this amount must join a consortium to receive funding.

English Learner (EL) Allocation to LEAs

An LEA must serve enough students (reported each October) to generate the minimum allocation of \$10,000. To calculate allocations, the state determines a statewide per-pupil amount by dividing the total number of EL students by the portion of the state's allocation designated for ELs. Each LEA's EL count is then multiplied by this per-pupil amount. Because the state's allocation changes each year, the number of EL students required to meet the minimum allocation also changes annually. Oklahoma awards these funds to LEAs as project 572.

Immigrant Allocation to LEAs

LEAs receive an immigrant student allocation only if they have a significant increase in students who meet the federal definition of immigrant. To qualify, an LEA must have at least 20 immigrant students and show a minimum 2 percent increase compared to the average of the previous two years.

**Elementary and Secondary Education Act (ESEA)
English Language Acquisition, Language Enhancement, and
Academic Achievement Act
Title III, Part A**

The allocation is determined by calculating a statewide per-pupil amount: the total number of immigrant students in the state is divided by the portion of the state's allocation designated for immigrant students. Each qualifying LEA's immigrant student count is then multiplied by this per-pupil amount. Oklahoma awards these funds to LEAs as project 571.

Definition of English Learner (EL) Student

The term "English learner" is defined in ESEA Section 8101(20) as an individual who:

- Is between 3 and 21 years old,
- Is enrolled in school or getting ready to enroll, and
- The student comes from a home or background where a language other than English is used and has been screened with the appropriate assessment to determine English learner status.
 - This process begins with a family completing the Home Language Survey (HLS) upon enrollment.
 - Screening is conducted using the appropriate WIDA assessment.
 - The LEA has 30 days to screen a student who enrolls on the first day of school. The LEA has 14 days to screen a student who enrolls after the school year has begun.

Definition of Immigrant Student

The term "immigrant" is defined in ESEA Section 3201 (5) as an individual who:

- is 21 years old,
- Not born in any U.S. state,
- Has not attended schools in any U.S. state for more than three full academic years.

Student Information System (SIS)

Once a student is identified as an English learner or immigrant, the LEA must ensure the student is correctly coded in its student information system, so reporting is accurate. For example, the Office of Title Services (OTS) relies on the October 1 Report to determine each LEA's student counts.

Language Instruction Education Plan (LIEP)

Any LEA with at least one English learner must develop an LEA-level plan that outlines its procedures for providing EL services in compliance with federal laws. A well-written and implemented LIEP helps LEAs meet requirements under ESEA, IDEA, the Civil

**Elementary and Secondary Education Act (ESEA)
English Language Acquisition, Language Enhancement, and
Academic Achievement Act
Title III, Part A**

Rights Act, and the Equal Educational Opportunities Act (EEOA). The LIEP is submitted to the Oklahoma State Department of Education (OSDE) during the ESEA Grant Performance Review, and OSDE may request it at any time if needed.

English Language Academic Plan (ELAP)

The ELAP is a state-required document that must be created for each student identified as EL. A sample of an ELAP is sent to the Oklahoma State Department of Education (OSDE) during the ESEA Grant Performance Review. If necessary, OSDE may request the ELAP at any time.

ESEA Consolidated Budget Application

LEAs that receive an allocation will submit to the Oklahoma State Department of Education (OSDE) a budget application specific to Title III, Part A, as a part of the ESEA Consolidated Budget Application.

Federal law requires that funds awarded under Title III, Part A, be used to supplement all other federal, state, and local funded activities to which the student is entitled.

Title III, Part A funds must be budgeted and expended in one of the following three categories.

1. Provide instruction that increases English proficiency and academic achievement for English learners and immigrant students. This includes direct ESL services or classroom-based ESL support.
2. Offer training for teachers, school level administrators, and instructional staff on evidence-based strategies, data use, and best practices for serving English learners.
3. Support families through outreach, workshops, and other activities that strengthen family - school partnerships for EL success.

Federal law limits administrative costs under Title III, Part A, to no more than 2 percent of an LEA's current-year allocation.

Language Instruction for English Learners and Immigrant Students Annual Performance Report

Each LEA that receives an allocation under Title III, Part A must complete an annual performance report. The report is located as an application on OSDE's Single Sign On (SSO). The report is due on June 30 each year.

**Elementary and Secondary Education Act (ESEA)
English Language Acquisition, Language Enhancement, and
Academic Achievement Act
Title III, Part A**

Office of Title Services (OTS) and Office of English Language Proficiency (OELP)

At OSDE, two offices share responsibility to provide LEAs support services related to the education of our students identified as EL and/or immigrant. The table below provides an overview of the support that each office provides.

Office of Title Services (OTS)	Shared Responsibility	Office of English Language Proficiency (OELP)
ESEA Consolidated Application (GMS) – includes the Title III, Part A Budget	Language Instruction Educational Program (LIEPs)	English Learner (EL) Exiting Process
Title III, Part A Consortium Application (submitted in a .doc or .pdf via email)	Student Identification Process (including coding in the Wave)	English Learner (EL) Misidentification Appeal
ESEA Grant Performance Review Application (monitoring - GMS)	Title III, Part A Handbook	English Language Proficiency Assessment (ELPA)
Language Instruction for English Learners and Immigrant Students Annual Performance Report (SSO)	WIDA Compliance	ELPA Indicator
	English Language Academic Plan (ELAP)	EL Instruction and Professional Development
	English Learner Count October 1 Consolidated Report (Unity)	EL OSTP Accommodations
	Home Language Survey (HLS)	WIDA ELD Standards