#EachChildOurFuture

Title III- Language Instruction for English Learners



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Ohio Department of Education

Overview

1 – Obligations to English Learners/ Standardized procedures for ELs

2 – General Information about Title III

3 – Supplement, Not Supplant

Obligations to English Learners

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Federal and State Requirements

State Obligations

Civil Rights for English Learners

English Learners Dear Colleague Letter

Outlines 10 obligations to English Learners and their families

English Learner Toolkit

A 10-chapter companion guide to support the Dear Colleague Letter. The EL Toolkit provides practical resources to help meet our obligations to English Learners

Obligations to English Learners

1. Identifying and assessing all potential EL students
2. Providing language assistance to EL students
3. Staffing and supporting an EL program
4. Providing meaningful access to all curricular and extracurricular programs
5. Avoiding unnecessary segregation of EL students

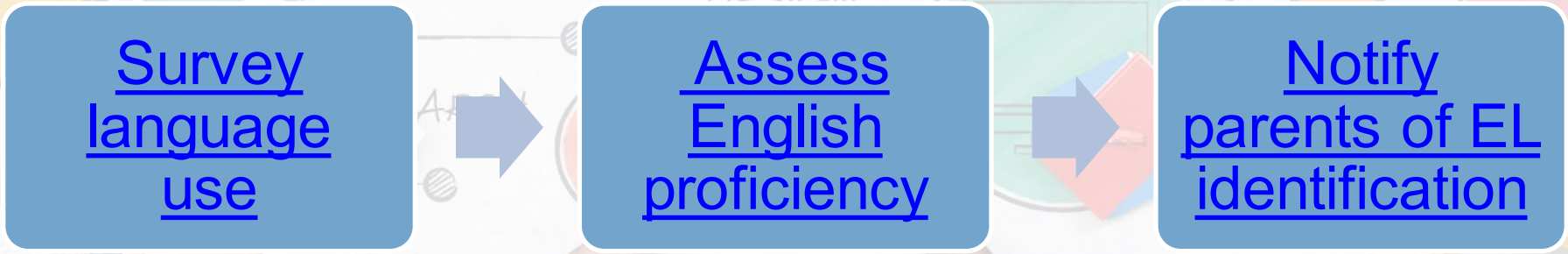
Obligations to English Learners

6. Evaluating EL students for special education and providing dual services
7. Meeting the needs of students who opt out of EL programs or particular services
8. Monitoring and exiting EL students from EL programs and services
9. Evaluating the effectiveness of the EL program(s)
10. Ensuring meaningful communication with limited English proficient parents

Timely English Learner (EL) Identification

If enrolled at the *beginning* of the school year: 30 calendar days to survey, screen, and notify parents

If enrolled *during* the school year: 30 calendar days to survey and screen, plus an additional 15 calendar days to notify parents



Ohio's Language Usage Survey

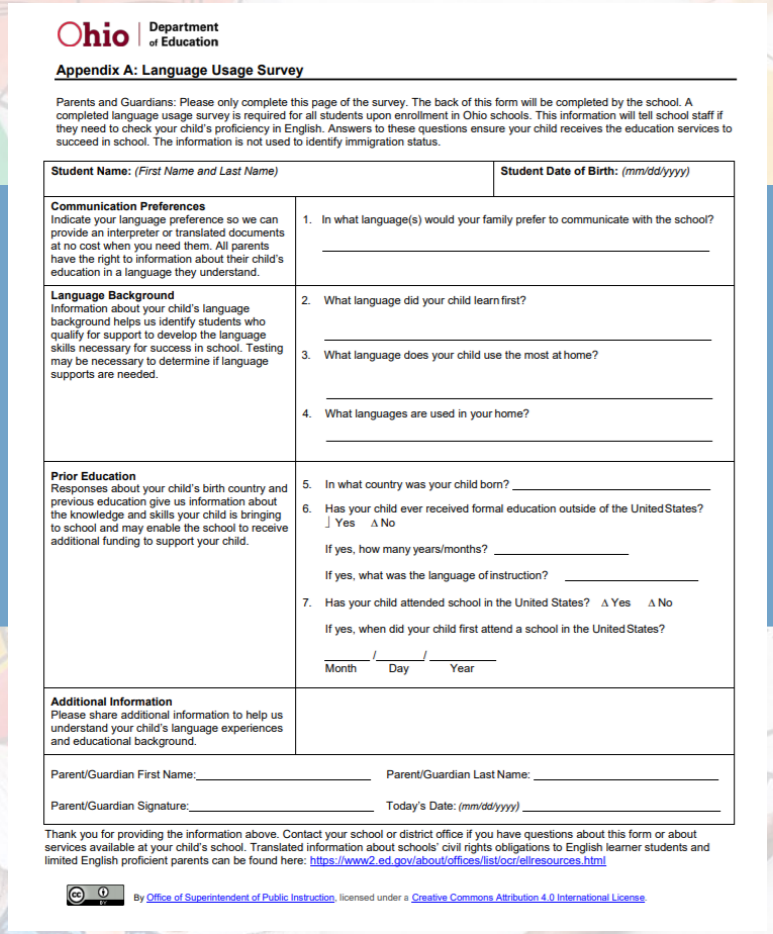
For all students

Family preferences

Language background

Prior education

Language Usage Survey FAQ



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Appendix A: Language Usage Survey

Parents and Guardians: Please only complete this page of the survey. The back of this form will be completed by the school. A completed language usage survey is required for all students upon enrollment in Ohio schools. This information will tell school staff if they need to check your child's proficiency in English. Answers to these questions ensure your child receives the education services to succeed in school. The information is not used to identify immigration status.

Student Name: *(First Name and Last Name)*	**Student Date of Birth:** *(mm/dd/yyyy)*

Communication Preferences Indicate your language preference so we can provide an interpreter or translated documents at no cost when you need them. All parents have the right to information about their child's education in a language they understand.	1. In what language(s) would your family prefer to communicate with the school? _____
Language Background Information about your child's language background helps us identify students who qualify for support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.	2. What language did your child learn first? _____ 3. What language does your child use the most at home? _____ 4. What languages are used in your home? _____
Prior Education Responses about your child's birth country and previous education give us information about the knowledge and skills your child is bringing to school and may enable the school to receive additional funding to support your child.	5. In what country was your child born? _____ 6. Has your child ever received formal education outside of the United States? ⎦ Yes ∆ No If yes, how many years/months? _____ If yes, what was the language of instruction? _____ 7. Has your child attended school in the United States? ∆ Yes ∆ No If yes, when did your child first attend a school in the United States? _____/_____/_____ Month Day Year
Additional Information Please share additional information to help us understand your child's language experiences and educational background.	

Parent/Guardian First Name:_____ Parent/Guardian Last Name: _____

Parent/Guardian Signature:_____ Today's Date: *(mm/dd/yyyy)* _____

Thank you for providing the information above. Contact your school or district office if you have questions about this form or about services available at your child's school. Translated information about schools' civil rights obligations to English learner students and limited English proficient parents can be found here: https://www2.ed.gov/about/offices/list/ocr/ellresources.html

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Ohio Language Usage Survey

Ohio English Language Proficiency Assessment Program

OELPS

- Diagnostic screener
- Identifies English learners

OELPA

- Annual summative assessment
- Assesses progress and readiness to exit

Alt-OELPA

- Annual summative assessment
- ELs with significant cognitive disabilities
- Starts school year 2022-2023

Standardized Exit Procedure

Ohio English Language Proficiency Assessment (OELPA)

- Reading
- Writing
- Listening
- Speaking

Each domain receives score of 1 through 5

Standardized Exit Levels

Emerging	Progressing	Proficient
1s and 2s on all domains	**Any other combination of scores**	**4s and 5s on all domains**

Students are reclassified and exit EL status when they receive a “Proficient” score on the OELPA

General Title III Information

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Purpose of Title III

Ohio's English Learners and Immigrant Children

Allocations and Guidance

Required subgrantee activities

- Increase the English Proficiency of English Learners by providing effective language instruction educational programs offered by properly licensed teachers.

- Provide effective professional development to classroom teachers, principals, and other school leaders;

- Provide effective activities and strategies that enhance language instruction for English Learners, which shall include parent, family and community engagement activities.

Title III Allocations

- Ohio's FY22 Title III Allocations: $11.6 million

- Ohio's EL PPA (public and nonpublic EL included): $170.26 (61,626 Els)

- Ohio's PPA for Immigrants: $126.45 (4149 Immigrants)

Title III Immigrant funds are awarded to districts that have reported at least **30** immigrant students or more

AND

have a **5 percent increase** over the average of the last two school years

Federal Title III Guidance

Non-Regulatory Guidance: English Learners and Title III

Information about using Title III funds to supplement language instruction educational programs.

Title III Supplement, Not Supplant

Guidance on “supplement, not supplant” provision of Title III

State Title III Guidance

Title III Allocations: Current allocations available on the ODE website.

Older allocations available in Comprehensive Continuous Improvement Plan (CCIP) Document Library

- FY22 Title III English Learner Allocations
- Title III Consortia (Districts receiving less than $10,000 must join or form a consortium)

Title III Purposes and Required Uses of Funds

Guidelines for Title III Consortia

Supplement, Not Supplant

3

Title III Considerations

Title III Guiding Questions

General Title III Considerations

Title III expenses must…

- Be allocable
- Be allowable and reasonable
- Supplement, not supplant

Supplement, Not Supplant

Use these questions to decide Title III allowability:

1. *What is the instructional program or service for all students?*
2. *What does the district or school do to meet 10 obligations to English learners?*
3. *What is the district or school required by other federal, state and local regulations to provide?*
4. *Was the program or service previously provided with state, local and federal funds?*

Department Contacts

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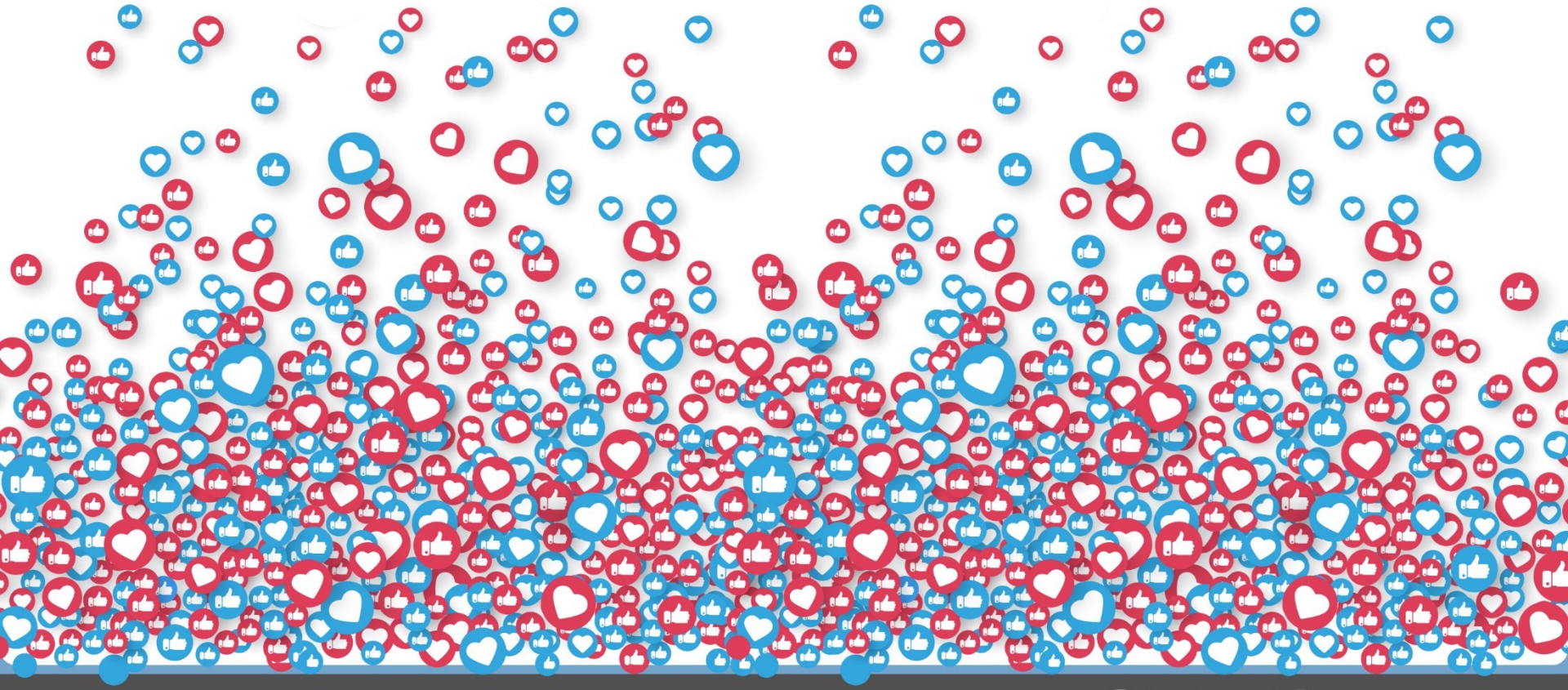
Lau Resource Center for English Learners

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