#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

4 – Title III Compliance Survey

Obligations to English Learners



Federal and State Requirements

Federal and 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

Guidelines for Identifying English Learners in Ohio



Guidelines available on Lau webpage.

Parent Notification Procedures for English Learner Identification and Services | Ohio Department of Education

Timely English Learner (EL) Identification

The notification must be provided no later than 30 calendar days after the beginning of the school year or within the first two weeks of placement in an LIEP for students who enroll after the start of the school year. (ESEA Section 1112(e)(3)(A), 1112(e)(3)(B)).

Survey language use → Assess English proficiency → Notify parents of EL identification

Ohio's Language Usage Survey

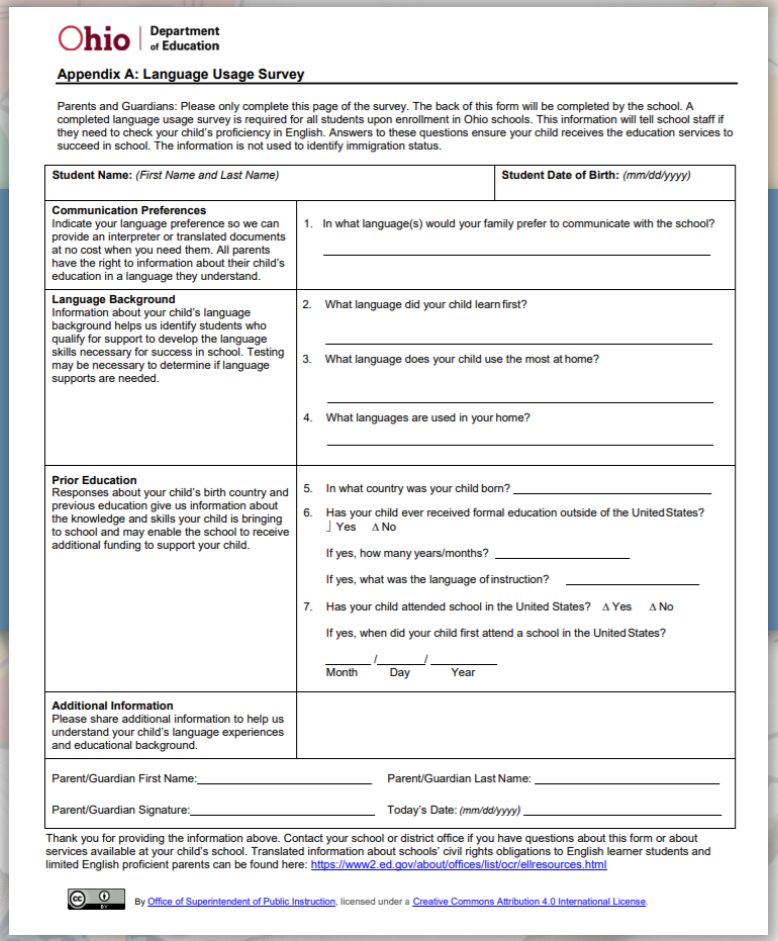
For all students

Family preferences

Language background

Prior education

Language Usage Survey FAQ



Ohio | Department of Education

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

- 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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Title III allocations

Supplement not supplant

Title III Allocations

- Ohio's FY22 Title III Allocations: $11.2 million

- Ohio's EL PPA (public and nonpublic EL included): $159.34 (63,847 ELs)

- Ohio's PPA for Immigrants: $51.64 (9850 Immigrants)

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

- FY20 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

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?*

Title III Compliance Review

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Preparing for Review

Compliance Survey

Title III Consortium Participants

- LEAs in Title III consortia comply with the same requirements as other Title III grantees. Therefore, consortium members and the fiscal agent must have on hand the required documentation for Title III compliance.

- Title III consortium desk survey coming in Spring 2022.

Providing an Effective Program

The LEA has a local program plan or handbook describing its effective English learner program(s) and activities undertaken by the LEA to assist English learners.

Identification of ELs

The LEA adheres to Ohio's standardized procedures for identifying English learners (Language Usage Survey and the Ohio English Language Proficiency Screener (OELPS)).

Home language survey (available on ODE website) should be included in enrollment packet.

Assessment and Exit of ELs

- The LEA administers annually the Ohio English Language Proficiency Assessment (OELPA) to all English learners.
- Parents are notified of student status and progress.
- Students who assert proficiency (score 4 or 5) on the OELPA are exited from the English learner program.

Students access to all programs

No student is denied access to any course of activity because of his/her language or cultural background. ELs and immigrant youth have access to grade-level curricula and have equal opportunities to participate in all programs

Communications to ELs and their parents/guardians is in an understandable format about the available programs and activities in the district/school.

Monitoring Former ELs

LEA has a process for monitoring the academic progress of former ELs for at least two years after exiting to ensure that

1) students have not been prematurely exited;
2) any academic deficits they incurred resulting from the EL program have been remedied; and
3) they are meaningfully participating in the educational programs comparable to their peers who were never EL students.

Required Subgrantee Activities

LEAs receiving Title III funds shall use the funds across the three required Title III activities as planned in the Title III budget details:

1) to increase the English language proficiency of English learners by providing a more effective programs and services;
2) to provide effective professional development that improves the education of ELs and enhances the ability of school staff to understand and implement curricula;
3) to promote engagement with the parents, family and community of ELs in their education.

Professional Development

Title III funds must provide effective professional development

Include teachers of EL students who work outside the EL program

Include principals, school leaders, administrators, community-based organizational personnel

Supplement, Not Supplant

Federal funds shall be used to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Parents Right to Know (Initial identification and annual)

The notification of the child's identification and placement as an English learner and eligibility or participation in the language instruction educational program must be provided no later than 30 calendar days after the beginning of the school year or within the first two weeks of placement in an LIEP for students who enroll after the start of the school year.

(ESEA Section 1112(e)(3)(A), 1112(e)(3)(B)).

Teacher Qualification

Teachers in the EL program are properly certified or licensed and are fluent in English and other language(s) used for instruction, including written and oral communication skills.

Qualification for Teachers of English Learners

Program Evaluation

Each LEA provides the Ohio Department of Education, at the conclusion of every second fiscal year (odd fiscal years) during which the Title III funds are received, with a report on the activities conducted and children served by the EL program, which will include the seven required criteria of §3121(a) and is used by the LEA to inform program improvement.

Immigrant Children & Youth

LEAs receiving a Title III Immigrant award use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth.

Department Contacts

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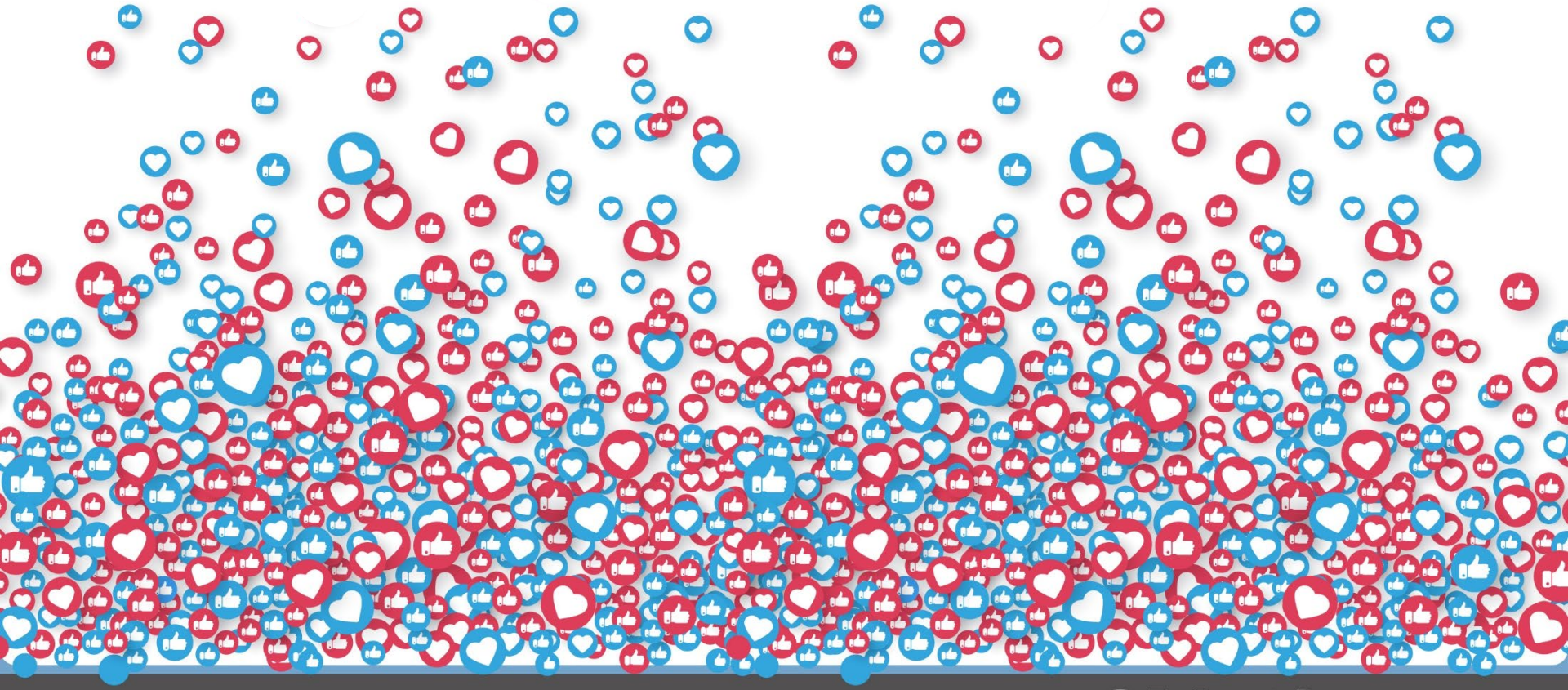
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