



Office of English Language Acquisition

English Learners Identified and Served in State-Administered Title III Programs

Definition and Purposes of State-Administered Title III, Part A Programs

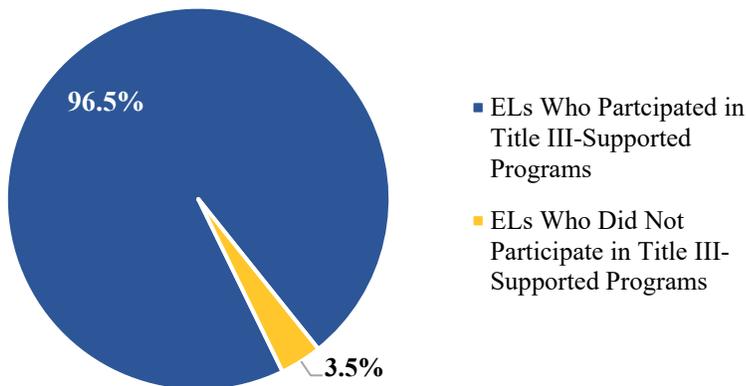
What is Title III, Part A?

Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III, Part A is to help ensure that English learners (ELs) attain English proficiency and meet state academic standards. Generally, Part A of Title III provides federal funding to assist state educational agencies (SEAs) and local educational agencies (LEAs) in accomplishing this.

The Purpose of Title III, Part A¹

1. To help ensure that ELs attain English proficiency and develop high levels of academic achievement in English
2. To assist all ELs to achieve at high levels in academic subjects so that they can meet the same challenging state academic standards that all children are expected to meet
3. To assist teachers, principals, other school leaders, SEAs, LEAs, and schools in establishing, implementing, and sustaining effective language instruction educational programs (LIEPs)
4. To assist teachers, principals, other school leaders, SEAs, and LEAs to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs to enter all-English instructional settings
5. To promote parental, family, and community participation in LIEPs

National Percentages of English Learners Identified² and Participating in Title III-Supported Language Instruction Educational Programs³: School Year 2015–16



During the 2015–16 school year (SY), over **4.8 million** ELs were identified nationwide. Nearly **4.7 million** of those ELs were participating in Title III-supported LIEPs. This constitutes almost **96.5%** of all identified ELs.

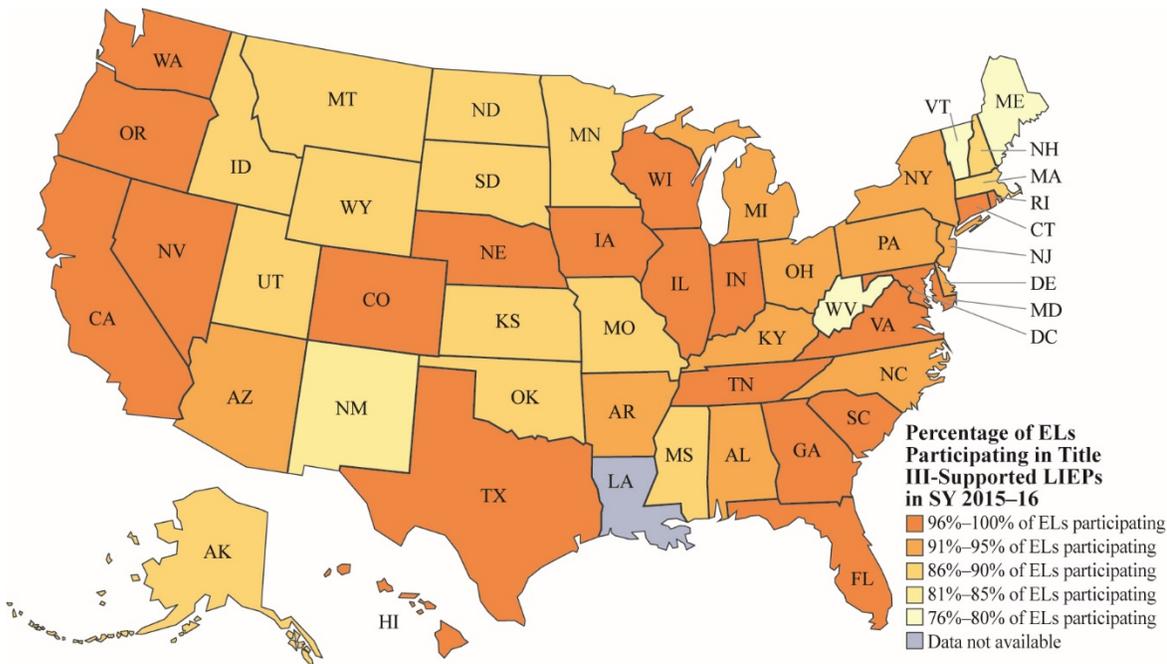
Source: U.S. Department of Education. (2018). Consolidated State Performance Report (CSPR): Part I: SY 2015–16 (OMB #1810-0724). The data used for this document were reported by SEAs from the 50 states and the District of Columbia. Data were accessed in Fall 2018.

¹ Section 3102 of the ESEA. United States. (1965). Elementary and Secondary Education Act of 1965: H. R. 2362, 89th Cong., 1st sess., Public law 89-10. Reports, bills, debate and act. [Washington]: [U.S. Govt. Print. Off.] Retrieved from <https://www2.ed.gov/policy/elsec/leg/esea02/pg40.html>

² To identify ELs, most states provide a home language survey (HLS) to parents or guardians that helps schools and LEAs identify which students are potential ELs and who will require an assessment of their English language proficiency to determine if they are eligible for services in Title III-supported LIEPs. If the results of a valid and reliable assessment show that a student is an EL, that student must receive language services and may receive supplemental services funded by Title III. Under ESEA §3302(a)(8), parents have the right to remove their children from Title III-supported LIEPs.

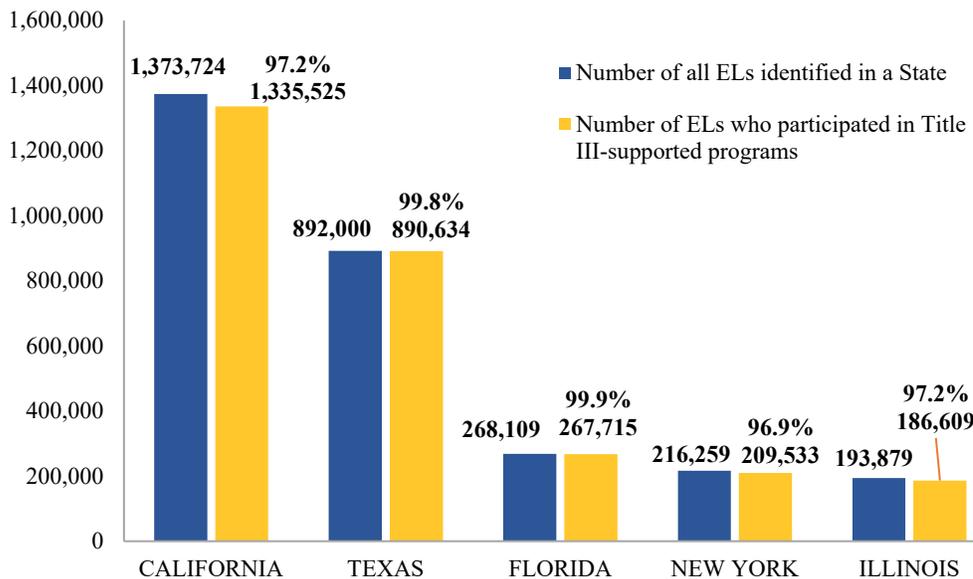
³ If parents do not choose to have their child participate in the LIEP, the LEA still has the obligation under Title VI and EEOA to take “affirmative steps” and “appropriate action” to provide the student with access to its educational programs. The English language and other academic needs of such an EL student must still be met.’ Quoted from U.S. Department of Education. (2016). Non-Regulatory Guidance: English Learners and Title III of the ESEA, as amended by the ESSA.

Percentages of Identified English Learners Participating in Title III-Supported Programs, by State: School Year 2015–16



During SY 2015–16, states⁴ served between 77% and 100% of ELs under Title III-supported programs.

English Learners Identified and Participating in Title III-Supported Programs in Five States With the Highest English Learner Populations: School Year 2015–16



During SY 2015–16, the five states with the highest numbers of ELs identified and served in Title III-supported LIEPs were California, Texas, Florida, New York, and Illinois.

While California had the highest numbers of ELs who were identified and served under Title III-supported LIEPs, it ranked third in terms of percentages of identified ELs who were served among the five states with the highest numbers of ELs identified and served under Title III programs. Nationwide, California ranked 18th in the same category.

Source: U.S. Department of Education. (2018). Consolidated State Performance Report (CSPR): Part I: SY 2015–16 (OMB #1810-0724). The data used for this document were reported by SEAs from the 50 states and the District of Columbia. Data were accessed in Fall 2018.

⁴ Data for Louisiana were not available for SY 2015–16.