



New Hampshire

# Department of Education

2024 Spring ESEA Title Programs Conference

## Title III, Part A (English Learners) & Title I, Part C (Migrant Education Program)

NH Department of Education  
Office of ESEA Programs  
Bureau of Instructional Support

*Complete office details at [Office of ESEA Title Programs | Department of Education \(nh.gov\)](#)*



New Hampshire

Department of Education

# *Agenda* | Title III & Title I, Part C

*Part 1* | Title III Overview

*Part 2* | Title III Federal Funding Allocation Overview

*Part 3* | Title III Responsibilities & Allowable Expenses

*Part 4* | Title III Compliance Measures Recap & Resources

*Part 5* | Title I, Part C Overview

*Part 6* | Title I, Part C Eligibility

*Part 7* | Title I, Part C Referral Process

*Part 8* | Title I, Part C Resources



# *Part 1* | Title III: Language Instruction For English Learners And Immigrant Students

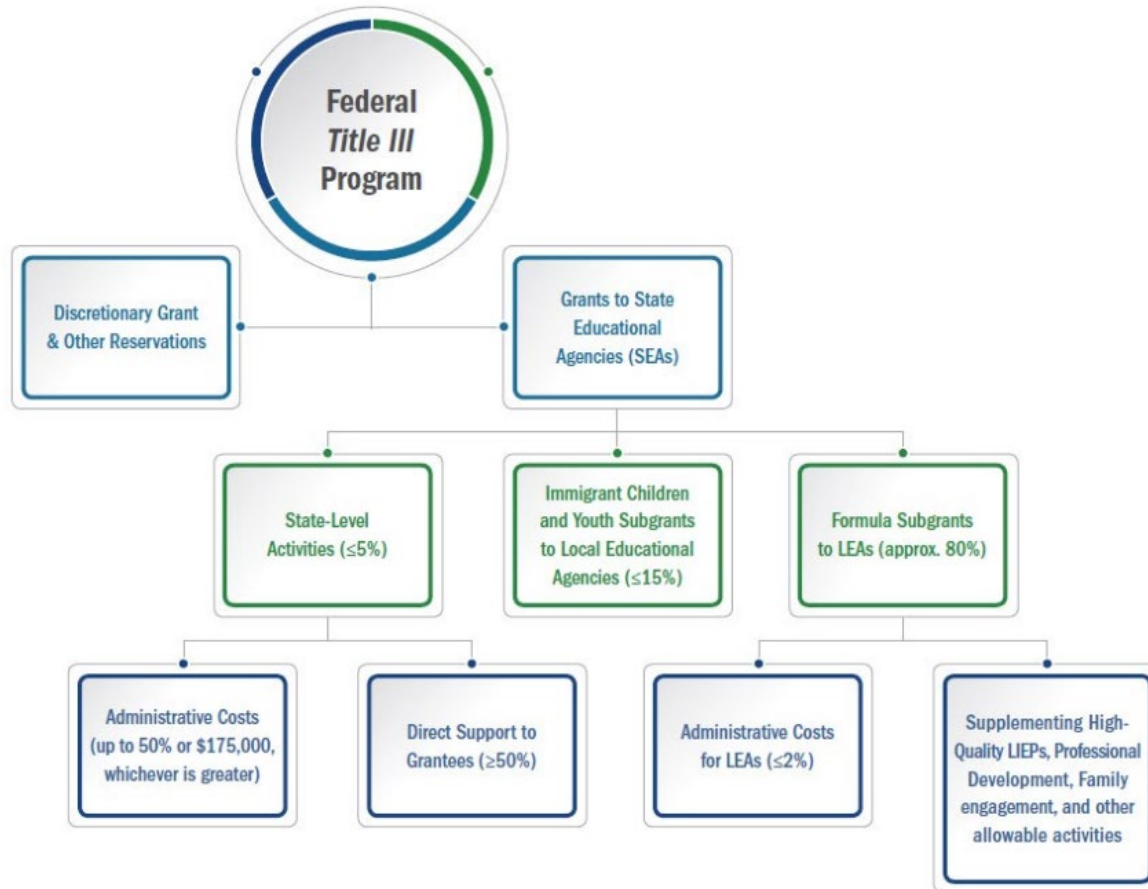
## ***PART A—ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT ACT***

to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;

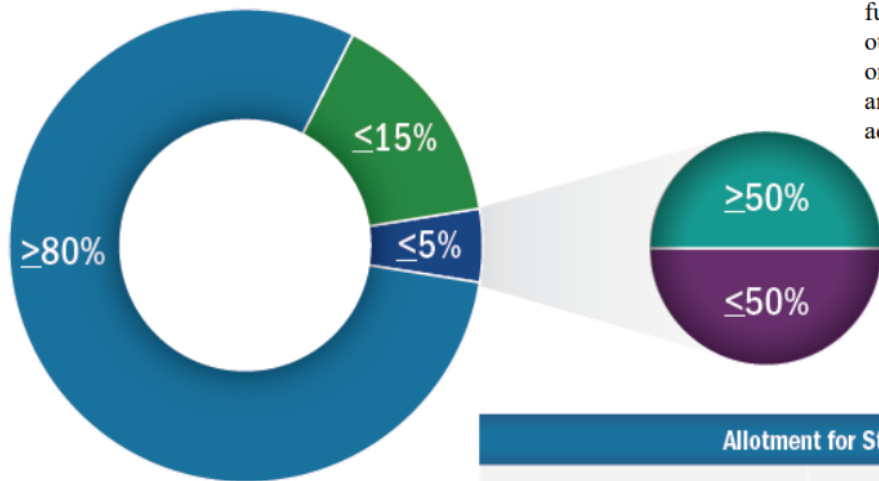
*ESEA Section 3102(1)*



## Part 2 | Title III Funding Breakdown (ESEA, Sect. 3111)



The charts below illustrate how Title III funds are allotted within a state.



Some states consolidate the administrative portion of their *Title III* state-level activity funds with the administrative portions of other funds. This is permissible as long as only administrative funds are consolidated and no other *Title III* funds are used for administrative purposes.

- Title III EL formula subgrants to LEAs
- Title III immigrant subgrants
- Reserved for state-level activities
- SEA administrative costs
- SEA direct support to subgrantees

Allotment for State <i>Title III</i> Funds	
Formula subgrants to LEAs	≥80%
	SEA's direct support to subgrantees 2.5%*
	SEA's administrative costs not more than 2.5%**
Reserved for state level	≤5% state-level direct support to subgrantees
Immigrant subgrants	≤ 15%

\*To carry out one or more activities: standardized statewide entrance and exit procedures, professional development, planning and administration, technical assistance, and recognition.

\*\*Exception: If an SEA reserves \$175,000 or less for state-level activities, the agency can use all of these funds for administrative expenses. The SEA would not need to abide by the 50% limit mentioned above, although the agency would still need to carry out state-level activities.

## *Part 3* | Title III Responsibilities

***All schools must follow state procedures*** (ESEA, Section 1111(b)(2)(B)):

- Home Language Survey (HLS) & Follow-up Procedure
- WIDA Screener Procedures
- Notification to Families and Opt Out/In Form
- Language Program & Services Aligned to Proficiency
- ESOL Certified Instructor Providing Services
- ACCESS Testing

**If Title III Subgrantee**, Plan w/ 3 Required Activities & Report on Program Efficacy

- ***Allocating Funds for Equitable Services*** Subgrantees must offer eligible private school children/educators access to services *ESEA section 8501(a)(4); 34 C.F.R. § 299.7(a)*.



## Title III Grant Writing: Grant Overview

*The primary goal of Title III services is to ensure that all English learners (ELs) attain English language proficiency and meet the State's challenging academic standards.*

Title III funds can be used to **supplement** the LEA's EL Program in the following ways:



1. Providing effective language instruction educational programs (LIEPs) that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement.



2. Providing effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals and other school leaders, administrators, and school or community-based organizational personnel



3. Providing and implementing other activities and strategies that enhance or supplement language instruction educational programs for ELs, which must include parent, family and community engagement activities, and may include strategies that serve to coordinate and align related programs.

ESEA, Sect. 3115



## *Part 3 Contd.* | Title III Immigrant Children and Youth Subgrants

SEA to LEAs: In awarding immigrant children and youth subgrants, the SEA must do the following:

- Give equal consideration to entities that have limited or no experience in serving immigrant children and youth.
- Consider the quality of each local plan under ESEA § 3116.
- Ensure that each subgrant is of sufficient size and scope to achieve its intended purpose. ESEA § 3114(d)(2)
- In addition, the SEA must use an increase in either the percentage or number of immigrant children and youth in determining a “significant increase” in awarding funds. (ESEA Section 3114(d))(1) (Non-Regulatory Guidance: English Learners and Title III § A-16, G-2)



# Part 4 | Title III Compliance Measures Resources

## ***State Compliance Resources:***

- [Identification and Placement Guidance \(nh.gov\)](#)
- [ACCESS, Alternate ACCESS and WIDA Screener for English Learners | Department of Education \(nh.gov\)](#)
- [el-exit-criteria-reclass\\_2023.pdf \(nh.gov\)](#)

## ***Federal Compliance Resources:***

- [NHED Guide on Allowable Expenses](#)
- [Title III Language Instruction For English Learners And Immigrant Students - Office of Elementary and Secondary Education](#)
- [ESSA Title III Guidance – English Learners September 23, 2016 \(PDF\) \(ed.gov\)](#)



# *Part 5 | Title 1, Part C: New Hampshire Migrant Education Program (NH - MEP)*

## ***What is NH-MEP?***

- The New Hampshire Migrant Education Program is a federally-funded program that provides educational and support services for eligible children of mobile farm workers under the age of 22.

## ***Purpose of the NH-MEP Program***

- To support the children of mobile farm workers year round.
- Ensure consistency in curriculum, graduation requirements and academic standards across states.
- Provide equal opportunities for these students to meet challenging academic standards like their peers.
- Children that move often fall behind in school. Our program is designed to help these students overcome any gaps in education and help more students **graduate**.

## **Part 6 | Title I, Part C Program Eligibility**

***An eligible student (birth to 22) who has not graduated high school and has moved to obtain or seek, or so that a family member could obtain or seek employment agriculture, forestry, or fishing. This move from one school district to another must have occurred within the last 3 years.***

***Specific industries that may employ migrant workers are:***

- ***Dairy Farms***
- ***Poultry or livestock farms***
- ***Vegetable or fruit farms***
- ***Sod farms or Nurseries***
- ***Lumbering operations***
- ***Food processing plants***
- ***Fishing Operations***



## *Part 6* | Title I, Part C Program Eligibility

### ***What workers may qualify?***

- *Workers can be from anywhere even the United States.*
- *They need to have made a move for agriculture in the last 36 months.*
- *The move needs to be to a new school district from their previous residence.*

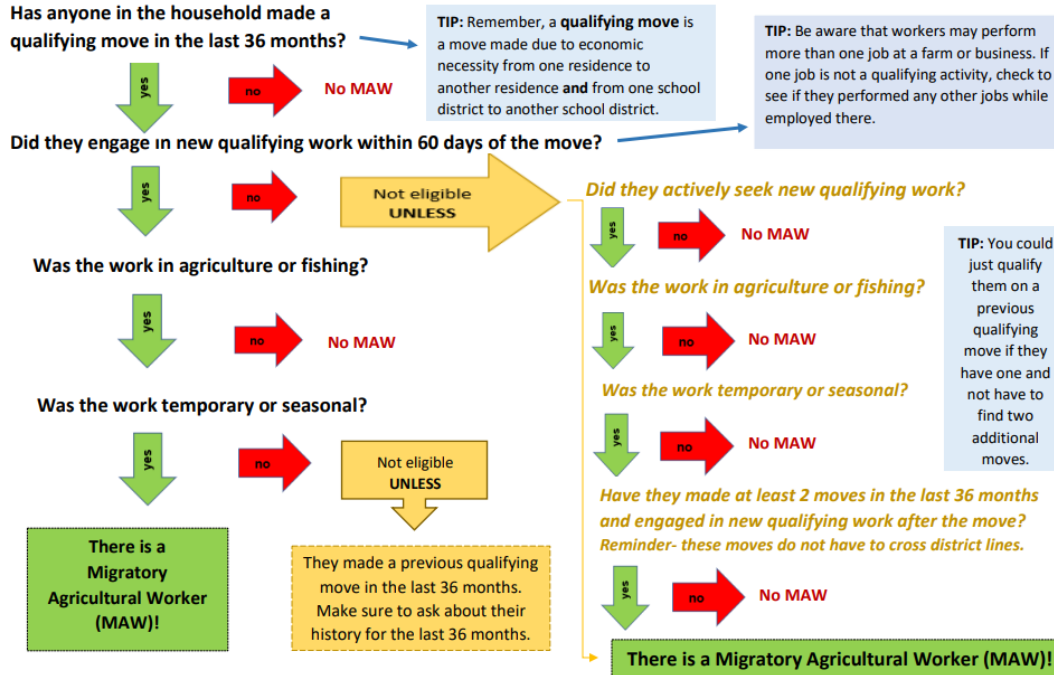


# Part 6 | Program Eligibility



## DETERMINING IF THERE IS A MIGRATORY AGRICULTURAL WORKER/FISHER (MAW) FLOWCHART

**Reminder:** Always begin with the most recent **Qualifying Move** and work your way backwards 36 months. You are looking for the most recent date that makes them a Migratory Agricultural Worker. If the first move doesn't qualify, continue to ask for previous dates back 36 months.



# Part 6 | Title I, Part C Program Eligibility

## DETERMINING IF THERE ARE CHILDREN ELIGIBLE FOR THE MIGRANT EDUCATION PROGRAM

**Reminder:** Always begin with the most recent move and work your way backwards 36 months. You are looking for the most recent date that makes the children eligible. If the first move doesn't qualify, continue to ask for previous dates back 36 months.

Is the child under the age of 22?



Has the child finished high school or completed an equivalent program such as GED or HSED?



Has the child moved in the last 36 months as a migratory worker, or with or to join or precede a parent/spouse or guardian who is a Migratory Agricultural Worker (MAW)?



If it was to join or precede a MAW, was it within 12 months?



Was the move due to economic necessity from one residence to another across school district lines?



If you said yes to all these questions, then this child is eligible for the Migrant Education Program.

Remember before you fully determine a child is not eligible for MEP, make sure to check any other previous moves in the past 36 months. Always ask thorough questions to review their last 3 years of moves and family work history.



## Part 6 | Title I, Part C Program Referral Process

***We count on You!***

- ***You are the eyes and the ears of your community. Many referrals come from local teachers or school personnel. You know your students and community best. Please refer any student that you may think is eligible.***



**SCAN ME**

[www.idrreferrals.net](http://www.idrreferrals.net):

The MEP Referral system is fully compliant with the Family Educational Rights and Privacy Act ensuring the confidentiality and security of student information. By utilizing this online platform, Districts can easily provide additional details regarding potential eligibility for NH-MEP. **This is a 1-2 minute process for the school district**, and NH-MEP take over the process afterwards/



## *Part 8* | Title I, Part C Program Resources

### **For Districts:**

**MEP Official Website:** <https://results.ed.gov/>

- provides tools, curriculum, and webinars for schools.

**U.S. Department of Education- Office of Migrant Education:**

<https://oese.ed.gov/offices/office-of-migrant-education/>

- *Provides regulations for Title I C & resources for districts to be in compliance.*

### **For Families:**

**IDRC Student & Family Learning Portal:** <https://www.idr-consortium.net/portal/portalstart.html>

- *A bank of educational resources organized by grade level. Available in all languages.*

