



New Hampshire

Department of Education

Title III, Part A Program Overview

Title III, Part A is a supplemental grant under the Elementary and Secondary Education Act (ESEA) that is designed to improve and enhance the education of English learners (ELs). The purpose of Title III is to help ensure that ELs attain English language proficiency and meet state academic standards.

Program Requirements and Eligibility

New Hampshire's Title III allocation is based on the number of ELs reported through the American Community Survey and U.S. Census data. NHDOE reserves 5% of the State allocation for the Immigrant Children & Youth set-aside grant. The annual allocations to local educational agencies (LEAs) are based on the number of English learners reported on the October 1st Beginning of Year (BOY) enrollment report completed by LEAs through the NHDOE, i4see ESOL data collection procedures.

Under Section 3114(b) of Every Student Succeeds Act (ESSA), a State educational agency shall not award a subgrant from an allocation made under subsection (a) if the amount of such sub-grant is less than \$10,000. Therefore, LEAs who would not otherwise qualify for a subgrant because they do not qualify for an award of at least \$10,000 may submit a joint application with one or more LEAs to qualify. The Office of ESEA programs provides the [Title III Guidance-Forming a Consortium](#) to support LEAs and Charters in this process.

Required Uses of Title III EL Funds at the LEA Level

LEAs must use Title III funds for three activities:

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, that is:
 - Designed to improve the instruction and assessment of ELs.
 - Designed to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs.
 - Effective in increasing student's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers.
 - Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.
3. Providing and implementing other effective 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.

Title III grantees must implement an effective means of outreach to parents of English learner students to inform them of how they can be involved in the education of their children, and active participants in helping their children learn English, achieve at high academic levels, and meet the same challenging State academic and achievement standards all children are expected to meet.

Notifications must be understandable and, to the extent practicable, in a language the parent can understand. Detailed notification requirements are covered in the U.S. Department of Education, English Learner Toolkit for State and Local Agencies, Chapter 10.

Supplement, Not Supplant

Title III funds must only be used to provide additional services, staff, programs, or materials that are not provided with State or local resources absent federal funds; federal funds cannot pay for resources that would otherwise be purchased with State and/or local funds.

Equitable Services

Eligible private school students attending a non-public school may receive equitable services under Title III, Part A. LEAs must ensure that timely and meaningful consultation occurs with appropriate private school officials with the goal of reaching agreement on how to provide equitable and effective programs for eligible students.

Monitoring and Evaluation

Monitoring of federal programs is conducted to ensure that: (1) every child has a fair, equal, and significant opportunity to obtain a high-quality education; (2) programs comply with federal requirements that are most closely related to positive outcomes for students; (3) taxpayer dollars are administered and used in accordance with how Congress and the United States Department of Education intended and (4) to improve the Technical Assistance offered to LEAs by the NH Department of Education.

Guiding Questions:

- How are instructional programs/services provided and/or funded for all English learners?
- What programs/services does the LEA offer to meet Lau requirements?
Lau v. Nichols, 414 U.S. 563 (1974)
What services is the LEA required to provide by other Federal, State, and local laws or regulations, including guidance from the Office for Civil Rights and Department of Justice?
Were the EL programs/services previously provided with State or local funds?
How will Title III funds be:
 - o Coordinated with other ESEA programs to enhance or improve content and English language development programming for English learners?
 - o Spent to ensure English learners achieve at the same academic level as English-speaking peers?
 - o Used to develop innovative programming for English learners?

NHED Title III Application Information & Timeline:

1. Notice of preliminary allocations are released by July 15. An allocation list is made publicly available on the NHED Office of ESEA Programs webpage and direct notices are sent to all superintendents and charter school leaders.
2. LEAs must submit an [Intent to Participate form](#) to NHED by August 15.
3. Initial Application Sections: Sections A-D should be submitted through NHED Grants Management System (GMS) on or before August 30.

4. Budget Narrative, Activity Summaries, Performance Measures & Outcomes are due in GMS by September 30.
5. All applications will be reviewed within 14 days of submission. Funds will be made immediately available to applicants once an application is approved.

Note for Consortiums: LEAs who are part of a Title III Consortium, must submit Sections C-E of the Title III Application to the designated Fiscal Agent (FA) of the consortium by September 15. This will allow the FA adequate time to compile and submit all LEA information in GMS before the September 30 deadline.

For Additional Information or Technical Assistance, please contact:

NH Department of Education
Office of ESEA Programs
EL & Title III Education Consultant



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The NHED Title III office hosts 1-2 virtual office hours each month. To find get the meeting code and to find out when the next session is, please visit [NHED ESOL Program webpage](#) > Professional Learning & Technical Assistance.