

Title III, Part A – English Language Acquisition Program (Title III)

Title III, Part A is authorized under sections 3001–3203 of the Elementary and Secondary Education Act (ESEA) as amended. It is a formula grant allotted to States based on the proportion of English learners (ELs) in the State in comparison to the number of ELs in all States, and the proportion of immigrant students in the State compared with the number of immigrant students in all States.

Program Goals

The goals of this program are to help ELs learn English and meet challenging state academic standards.

Title III funds may be used to provide **supplemental services that improve the English language proficiency and academic achievement of ELs**, including through the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs.

All services provided to ELs using Title III funds **must supplement, and not supplant**, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws. See the [2016 Non-Regulatory Guidance](#) for additional information.

The program also provides enhanced instructional opportunities for immigrant children and youth (see below).

Immigrant Children and Youth (ICY) subgrant

States can allocate up to 15% of their Title III, Part A funds for the ICY subgrant, which goes to districts with a significant increase in immigrant children and youth from one year to the next. Each State must have at least one ICY subgrant award.

Student Population

- ELs make up 10.4% of the total student population in the US. *Source:* OELA Fast Facts, [English Learners: Demographic Trends](#).
- The statutory definition of ELs can be found in ESEA section 8101(20).
- Students experiencing homelessness and the English learner subgroup:
 - In SY2020-21, 193,559 enrolled students experiencing homelessness were English learners. That is 17.8% of all enrolled students experiencing homelessness. *Source:* FS 118, [ED Data Express](#).

Ideas for Cross-Program Collaboration

- Collaboration between staff to support students eligible for or served in both programs
- Find your state contact for Title III and determine which LEAs receive Title III and ICY subgrant(s) in your State
- Participation in parent meetings or community outreach events



Contact our program office team at OESE.titleiii-a@ed.gov.

Useful Links:

Office of Elementary and Secondary Education (OESE), Title III, Part A:

- 2016 Non-Regulatory Guidance and 2019 Addendum: [ESSA Title III Guidance – English Learners September 23, 2016 \(PDF\) \(ed.gov\)](#)

Office of English Language Acquisition (OELA) and the National Clearinghouse for English Language Acquisition (NCELA):

- Fast Facts Sheets: [Fact Sheets | NCELA \(ed.gov\)](#)
 - [English Learners and Homelessness Fact Sheet \(ed.gov\)](#) (NCHE's [Student Homelessness in America Report: School Years 2018-19 to 2020-21](#) posted in 2022 contains more updated school year information regarding numbers of students experiencing homelessness who are English learners)
- English Learner Toolkit: [English Learner Tool Kit for State and Local Education Agencies \(SEAs and LEAs\)](#)
- Newcomer Toolkit: [Newcomer Tool Kit \(PDF\) \(ed.gov\)](#)
- The Family Toolkit: <https://www.ncela.ed.gov/family-toolkit>
- Data Story: [Academic Performance and Outcomes for English Learners \(ed.gov\)](#)

National Center for Education Statistics (NCES) Data:

- [COE - English Learners in Public Schools \(ed.gov\)](#)

Department of Justice (DOJ):

- Dear Colleague Letter on the Rights of all Children to Enroll in Public Schools: [plylerletter.pdf \(justice.gov\)](#)

Office of Civil Rights (OCR):

- Joint DOJ and OCR DCL on English Learner Students and Limited English Proficient Parents: [English Learners DCL \(PDF\) \(ed.gov\)](#)