



800 Governors Drive
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1) Q: What is the purpose of the Title III, English Language Acquisition Program?

The purpose of Title III is to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Schools use Title III funds to implement language instruction educational programs designed to help LEP students achieve these standards. State educational agencies (SEAs), local educational agencies (LEAs), and schools are accountable for increasing the English proficiency and core academic content knowledge of LEP students.

2) Q: What achievement standards apply to limited English proficient (LEP) students?

States, LEAs and schools are required to hold LEP students to the State academic content and academic achievement standards established for all children.

3) Q: Who is responsible for providing direct services to LEP students?

LEAs and schools are responsible for providing a language instruction educational program that increases the English proficiency and academic achievement of LEP students.

4) Q: Do LEAs and SEAs have the authority to select which language instruction educational program to implement?

An LEA may select one or more methods of instruction – consistent with the requirements of State law – to be used in assisting LEP students to attain English proficiency and meet State content and student academic achievement standards. However, the language instruction curriculum used must be tied to scientifically based research on teaching LEP students and must have demonstrated effectiveness.



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5) Q: What types of subgrants will the SEA distribute to LEAs?

Under section 3114 of Title III, there are two types of subgrants that SEAs can make to LEAs. Under section 3114(a), LEAs are eligible for subgrants based on the number of LEP students enrolled in schools served by the LEA. Under section 3114(d), SEAs reserve up to 15% of their Title III grants to award subgrants to LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth enrolled in public and non-public elementary and secondary schools in their jurisdiction.

6) Q: What portion of an LEA subgrant under section 3114(a) may be used for administrative expenses?

An LEA may use no more than 2% of its section 3114(a) subgrant for administrative costs.

7) Q: May two or more LEAs apply together if they would individually be unable to qualify for the minimum subgrant of \$10,000.00?

Yes. An LEA that would not otherwise qualify for a subgrant under section 3114(a) because it does not qualify for an award of at least \$10,000 may submit a joint application with one or more other LEAs in order to qualify.



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8) Q: What are the purposes of Title III subgrants to LEAs?

Title III subgrants support the efforts of LEAs to assist limited English proficient students to learn English and meet challenging State academic content and student academic achievement standards. LEAs must use Title III subgrants to carry out activities that use approaches and methodologies that are based on scientifically based research on teaching limited English proficient children and immigrant children for the following purposes:

1. Developing and implementing new language instruction educational programs and academic content instructional programs for limited English proficient students in early childhood, elementary and secondary programs.
2. Expanding or enhancing existing language instruction educational programs and academic content instruction programs.
3. Implementing schoolwide programs within individual schools to restructure, reform, and upgrade all programs, activities and operations related to language instruction educational programs and academic content instruction for limited English proficient students.
4. Implementing in a local educational agency systemwide programs designed to restructure, reform, and upgrade all programs, activities and operations related to the education of limited English proficient students.

9) Q: What entities are eligible to apply to and SEA for a Title III subgrant?

LEAs may apply on their own or jointly with other LEAs. In addition, an individual LEA or group of LEAs may apply in collaboration with a college or IHE, community-based organization, or a State educational agency. However, LEAs are the lead applicants for a subgrant in all cases and may, if they choose, include collaborative activities with colleges and universities and community-based organizations in their applications.

10) Q: How does an LEA apply for a Title III subgrant?

An LEA must submit a plan or application for a Title III subgrant to the SEA as part of the LEA Consolidated Application for Title Programs.



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11) Q: What must an LEA include in its application?

The statute requires an LEA to submit an application to the SEA that, at a minimum, describes the following:

1. The programs and activities that will be developed, implemented and administered;
2. How the LEA will use the funds to meet all the annual measurable achievement objectives;
3. How the LEA will hold elementary schools and secondary schools accountable for: (A) meeting the annual measurable achievement objectives; (B) making adequate yearly progress for LEP students; and (C) annually measuring the English proficiency of LEP students so that children served by the programs develop proficiency in English while meeting State academic content and student academic achievement standards;
4. How the LEA will promote parental and community participation in programs for LEP students;
5. How language instruction educational programs will ensure that LEP students develop English proficiency;
6. Other requirements, at the State's discretion.

12) Q: What instructional programs must LEAs receiving section 3114(a) subgrants provide?

LEAs must use Title III funds to provide high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness in increasing English proficiency and student academic achievement in the core academic subjects. An LEA must select one or more methods of instruction to be used in the programs and activities and provide evidence that the programs chosen are based on scientific research in teaching LEP students.



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13) Q: What is scientifically based research?

The statute defines scientifically based research as research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs.

14) Q: What professional development activities must LEAs who receive section 3114(a) subgrants provide for teachers, administrators and others involved in language instruction educational programs?

LEAs are required to provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel that is:

- Designed to improve the instruction and assessment of LEP students;
- Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for LEP children;
- Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency, or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers;
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom (excluding activities such as one-day or short-term workshops and conferences unless the activity is a component of an established comprehensive professional development program for an individual teacher).

15) Q: What are the requirements regarding the role of parents of LEP students?

Each LEA using Title III funds to provide a language instruction educational program must implement an effective means of outreach to parents of limited English proficient children. LEAs must inform such parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content and student academic achievement standards as all other children are expected to meet.



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16) Q: How quickly must an LEA inform parents that their child has been identified for participation in a language instruction educational program for LEP students?

An LEA must inform parents of a child identified for participation in a language instruction educational program supported by Title III not later than 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the LEA must inform parents within two weeks of the child's placement in such a program?

16) Q: What kind of information must an LEA provide to parents regarding their child's participation in a language instruction educational program?

School districts using Title III funds must inform parents of:

1. the reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for LEP students;
2. the child's level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
3. the method of instruction that will be used in the program, including a description of other alternative programs;
4. how the program will meet the educational strengths and needs of the child;
5. how the program will help the child learn English and meet academic achievement standards;
6. the program exit requirements, including the expected rate of transition, and the expected rate of graduation from secondary school;
7. how the program will meet the objectives of an individualized education program for a child with a disability; and
8. their rights, including written guidance that (A) specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request; (B) describes the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered.



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17) Q: What is South Dakota 's definition of proficient?

English language proficiency for South Dakota English language learners is defined as attaining a proficient achievement level for two consecutive years on the overall composite score of the Dakota ELP assessment. The Dakota ELP assessment composite score incorporates the 5 domains (listening, speaking, reading, writing, and comprehension) which are naturally weighted.

18) Q: What is South Dakota 's definition of making progress?

Making progress is defined as advancing at least one-half of a performance level (meet or exceed the midpoint scaled score between the cut scores for the performance levels for the grade assessed), or by maintaining a level 5 as measured by the Stanford ELP.

A student is given credit for advancing one-half of a performance level if the student's scaled score meets or exceeds the midpoint scaled score between the performance levels for the grade assessed. If a student scored above the midpoint for that performance level the prior year but does not advance to the next performance level during the year assessed, the student is determined not to have made progress.

19) Q: What are AMAOs?

AMAOs are performance targets that include:

1. Making progress toward English language proficiency as measured by the state English language proficiency (ELP) assessment; and
2. Attaining English language proficiency as measured by the ELP assessment; and
3. Meeting AYP as measured by the state content assessment (Dakota STEP).