July 2026

Title III, Part A Guidelines

English Language Acquisition, Language Enhancement, and Academic Achievement Act

Introduction

In 2015, the Every Student Succeeds Act (ESSA) was signed into law, which reauthorized the Title III, Part A (Title III) grant program under the Elementary and Secondary Education Act (ESEA). Title III is officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. Its overarching purpose is to ensure that English learners (ELs), including immigrant children and youth, attain English language proficiency and meet the same challenging State academic standards that all students are expected to meet. Title III consists of two subgrant programs: Title III-EL and Title III-Immigrant Students.

Purposes (ESEA § 3115(a))

In carrying out activities with Title III funds, the eligible entity shall use effective approaches and methodologies for teaching ELs and immigrant children and youth for the following purposes:

- Developing and implementing new language instruction educational programs (LIEPS) and academic content instructional programs for ELs and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.
- Carrying out highly focused, innovative, locally designed activities to expand or enhance existing LIEPs and academic content instructional programs for ELs and immigrant children and youth.
- Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to LIEPs and academic content instruction for ELs and immigrant children and youth.
- Implementing, within the entire jurisdiction of a local educational agency (LEA), agencywide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to LIEPs and academic content instruction for ELs and immigrant children and youth.

Subgrants (ESEA § 3111(b)(1))

The Iowa Department of Education (Department) allocates Title III funds to eligible entities based on the number of ELs and immigrant students in Iowa and by the number tested on the annual English language proficiency assessment (ELPA21). Ninety-five percent of Iowa's total Title III award is allocated to eligible entities serving ELs and immigrant students. All eligible entities must annually complete, submit, and have approved their Title III program application(s) in the consolidated application (CASA) to access Title III funds.

Allocations for Title III, Part A—English Learners (ESEA §§ 3114(a)-(b), 3115(a), & 3121(a)-(b))

To qualify for a subgrant for Title III—EL, eligible entities must generate a minimum of $10,000 and meet evaluation and reporting requirements. LEAs generating less than $10,000 must access Title III—EL funds by participating in a Title III consortium, either with an AEA or with other LEAs generating at least $10,000.

Allocations for Title III, Part A—Immigrant Students (ESEA §§ 3111(3)(b) & 3201(5))

To qualify for a subgrant for Title III—Immigrant Students, eligible entities must show substantial increase in both the number and percentage of immigrant students compared to the average from the previous two years. LEAs experiencing the most significant increases in immigrant student counts are awarded allocations for Title III-Immigrant Students. These subgrants are not guaranteed annually as the areas experiencing the greatest growth across Iowa fluctuate. Immigrant students were not born in any state and have not been attending one or more schools in any one or more states for more than three full academic years.

Statutory Requirements

Requirements of All LEAs in Iowa

ESEA Citation	Action(s)
§ 3125 § 3126	Submit cross-program assurances that the **EL provision of services plan** (e.g., **Lau Plan**) is maintained and annually reviewed to **ensure ELs can participate meaningfully and equally in educational programs**. Comply with Iowa Administrative Code (IAC): • IAC 281.60: Programs for Students Who Are English Learners; • IAC 216.9: Unfair or discriminatory practices — education; and • IAC 280.4: English learners — weighting.
State ESSA Plan § 1112(e)(3) § 3113(b)(2)	Designate an **EL liaison** under Title I, Part A to ensure districtwide implementation of the Standardized Entrance and Exit Procedures for Iowa's English Learners: • Identifying potential ELs through Iowa's Home Language Survey; • Assessing all potential ELs within 30 days of enrollment in an Iowa school; and • Notifying parents of ELs in a language they understand of their child's initial or ongoing placement in an EL program; • Monitoring or keeping track of the annual progress ELs make in acquiring English; • Reclassifying (exiting) proficient students between July 1 and September 30; and • Monitoring former ELs in acquiring academic content knowledge and taking appropriate steps to assist students who are not adequately progressing toward those goals.
§ 1111(f) § 3116(c)	Ensure that all LIEP EL teachers are properly trained to implement Iowa's adopted **ELP Standards**: • CCSSO English Language Proficiency Standards • English Language Proficiency Standards for ELs with Significant Cognitive Disabilities *AEA PD online training, ELPA21 standards training, or a group-wide PD approach will suffice.*
§ 1111(b)(2)(G)	**Ensure all ELs participate in the State's adopted ELP assessment, including ELs with disabilities.** Iowa has adopted the ELPA21 as its annual ELP assessment. The ELPA21 summative assessment is required for ALL identified ELs regardless of participation in the EL program or special education programs. ELs with the most significant cognitive disabilities may be eligible to take the Alt ELPA.
§ 1111(h)(1)(C)(iv)	**Provide information by subgroup, including ELs, on the State academic content assessments (e.g., Iowa Statewide Assessment of Student Progress [ISASP]) for the state and local accountability report cards.** All ELs must participate in not only ELP assessments (ELPA21) but also state academic content assessments (ISASP), regardless of time in a US school. For academic content accountability: • Year 1: Only participation is included. • Year 2: Only participation and the measure of growth are included. • Year 3 and beyond: Assessment scores count for all accountability measures: participation, growth, proficiency, and average scale score Like all students. *Former ELs are included in the EL subgroup for academic indicator accountability purposes for two years after reclassifying (exiting).*
§ 1112(c)(4)	**Coordinate and integrate Title I, Part A services with other educational services** at the LEA or individual school level, **such as services for English learners**, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, **in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.**

Additional Requirements of Title III Subgrantees

ESEA Citation	Action(s)
§ 3116	Submit the **program application(s)** in the Consolidated Application for ESEA Title Programs system (CASA) for Title III-EL and/or Title III-Immigrant Students: • Program Assurances; • Program Questions; and • Program Budget. Submit the year-to-date (YTD) reimbursement **claims in CASA quarterly** for Title III, Part A—English Learners and/or Title III, Part A—Immigrant Students: • 1st Quarter claims between November 1 and November 30; • 2nd Quarter claims between January 1 and January 31; • 3rd Quarter claims between April 1 and April 30; and • 4th Quarter claims between June 1 and July 15. *Additional information can be found on the Department's ESSA Guidance and Allocations page under Title III, Part A—English Learners and Title III, Part A—Immigrant Students.*
§ 8501(c)(1)	Engage in **meaningful consultation with the appropriate nonpublic school administrators** within the boundaries of the eligible entity. • Complete the nonpublic consultation agreements **by March 15** for the next school year. • Reach out to each nonpublic school again to arrange for a time and place for consultation to revisit the identified needs of nonpublic ELs and to clarify what services the subgrantee (or a third-party contractor) can provide based on the prioritized needs and the amount available to provide those equitable services. • Before completing the Allocations and Transfers screen, subgrantees must complete and submit the reopened nonpublic consultation agreement. The appropriate nonpublic school administrator must confirm the accuracy of the agreement **by October 1**. • Continue to engage in meaningful consultation with the appropriate nonpublic school administrators throughout implementation and assessment of the Title III activities to ensure effective implementation and service delivery. *Additional information can be found on the Department's ESSA Guidance and Allocations page under Equitable Services for Nonpublic School Students.*
§ 3115(a); (f)	Conduct an **assessment of the needs of ELs** across the eligible entity receiving Title III funds. Select one or more **methods or forms of effective instruction** to be used in the programs and activities undertaken by the eligible entity to assist ELs in attaining English language proficiency and meeting challenging State academic standards.
§ 3115(b)-(c)	Expend Title III funds by undertaking **programs and activities to meet the needs of ELs** that are aligned with the three required subgrantee activities. Remain within the 2% limitation of the current year allocation for direct administrative expenses.
§ 3121(a)	Report on the activities conducted and ELs served through Title III funds, including: • A description of the programs and activities conducted by the entity with funds received under Title III; • The number and percentage of ELs in the programs and activities who are making progress in achieving English language proficiency, including ELs with a disability; • The number and percent of ELs attaining English proficiency based on ELPA21 summative results; and will exit the LIEP(s) based on attainment of English proficiency; • The number and percentage of ELs meeting State academic standards for each of the four years after they have exited and are no longer receiving services, including ELs with a disability; • The number and percentage of ELs who have not attained English language proficiency within five years of initial classification as an EL and first enrollment in the LEA; and • Any other information the Department may require.

Program Application (ESEA § 3116)

Each eligible entity desiring a Title III subgrant must submit a program application plan to the Department:

1. Describe effective programs and activities, including LIEPs, proposed to be developed, implemented, and administered under the subgrant that will help ELs increase their English language proficiency and meet the challenging State academic standards;
2. Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under this subpart assist ELs in—
    - Achieving English proficiency [based on the ELPA21 or Alt ELPA Summative Assessment]; and
    - Meeting the challenging State academic standards;
3. Describe how the eligible entity will promote parent, family, and community engagement in the education of ELs.
4. Assure that—
    - Each LEA included in the eligible entity is complying with section 1112(e) [Parents Right-to-Know] prior to, and throughout, each school year as of the date of application;
    - The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of ELs, consistent with sections 3125 [State Law] and 3126 [Civil Rights Laws];
    - The eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
    - The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
5. Include a certification that all teachers in any LIEP for ELs that is, or will be, funded under Title III are fluent in English and any other language used for instruction, including having written and oral communications skills.

Three Required Subgrantee Activities (ESEA § 3115(c))

An eligible entity receiving Title III funds must use the funds to:

1. Increase the English language proficiency of ELs by providing effective LIEPs that meet the needs of ELs and demonstrate success in increasing—
    - English language proficiency and
    - Student academic achievement;
2. Provide 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 other school or community-based organizational personnel, that is—
    - Designed to improve the instruction and assessment of ELs;
    - Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
    - Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
    - Of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and

3. Provide and implement other effective activities and strategies that enhance or supplement LIEPs for ELs, which:
    - Must include parent, family, and community engagement activities; and
    - May include strategies that serve to coordinate and align related programs.

Authorized Subgrantee Activities

Title III Program	Authorized Activities

Title III, Part A—English Learners (ESEA § 3115(d))
 	
Subject to the required activities, the eligible entity may use Title III—EL funds to achieve any of the purposes previously described by undertaking one or more of the following activities:
	• Upgrading program objectives and effective instructional strategies.
	• Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
	• Providing to ELs—
	  ○ Tutorials and academic or career and technical education; and
	  ○ Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators.
	• Developing and implementing effective preschool, elementary, or secondary school LIEPs that are coordinated with other relevant programs and services.
	• Improving the English language proficiency and academic achievement of ELs.
	• Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families—
	  ○ To improve the English language skills of ELs; and
	  ○ To assist parents and families in helping their children improve their academic achievement and becoming active participants in the education of their children.
	• Improving the instruction of ELs, which may include ELs with a disability, by providing for—
	  ○ The acquisition or development of educational technology or instructional materials;
	  ○ Access to and participation in electronic networks for materials, training, and communication; and
	  ○ Incorporation of the resources described above into curricula and programs such as those funded under Title III.
	• Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs succeed in postsecondary education.
	• Carrying out other activities that are consistent with the purposes of Title III.
	• Direct administrative costs of not more than 2% of the current year's allocation.

Title III, Part A—Immigrant Students (ESEA § 3115(e)) An eligible entity receiving funds under Title III—Immigrant Students shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include:	• Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children; • Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth; • Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; • identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds; • Basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services; • Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and • Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

Supplement, Not Supplant (ESEA § 3115(g))

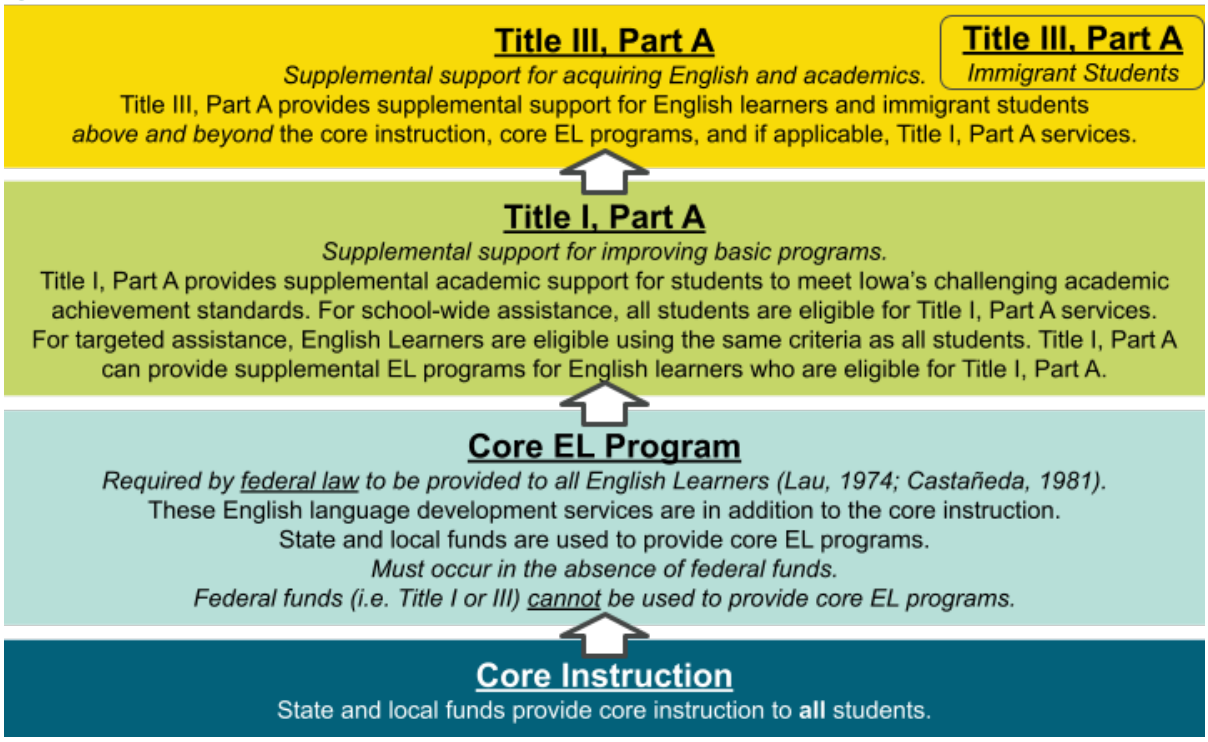
The supplement not supplant provision requires that federal funds be used to enhance the regular educational program. This means that federal funds cannot be used to supplant, or take the place of, funds that would have been spent if these federal Title funds were not available. Using federal funds to fund (in total or in part) a program or service that is required to be provided or was previously funded by other federal, state, and/or local funds.

Use CARE Not to Supplant

If the answer to any of these questions is yes, it is supplanting and NOT an allowable use of Title III funds.

CARE	Test of Supplanting
Civil Rights	Is it already required under civil rights laws?
All Students	Is it provided to all students?
Regulations	Is it required under State and local regulations?
Existed Previously	Did it exist previously under a different funding stream?

Funding Distinctions



This graphic has been adapted from a resource produced by the Indiana Department of Education.

Contact Information and Additional Resources

For program contact information and additional resources, please refer to the following pages on the Department's website: Consolidated Application for ESEA Title Programs, ESSA Guidance and Allocations, Title III, Part A—English Learners, Title III, Part A—Immigrant Students, English Learners, and ELPA21.