

Title III Immigrant Set-Aside

Additional Supports for Immigrant Students



The Title III Immigrant Set-Aside grant is designed to support school districts that have experienced a significant increase in immigrant students over the past two years. This program provides enhanced instructional and supplemental support opportunities for immigrant students and their families.



COLORADO
Department of Education

Program Requirements and Eligibility

Colorado’s Title III allocation is based on the number of English learners (ELs) reported through the American Community Survey and U. S. Census data. Before determining local allocations, CDE reserves 5% of its Title III allocation for the Title III Immigrant Set-Aside (ISA) grant. CDE determines local allocations based on the number and average number of immigrant students reported through the annual Student October Count in three school years prior to the current school year.

Immigrant children and youth:

- Are age 3 through 21,
- Were not born in the U.S. or any U.S. Territory, and
- Have not attended U.S. schools for more than three full academic years.*

**To determine the number of “full academic years” a student has been enrolled in U.S. schools, count only the cumulative amount of time a child has been enrolled in U.S. schools. If a student leaves the U.S. and returns, the time out of the country does not count toward the three years.*

Title III ISA Plan

School districts that receive Title III ISA funds are required to submit a narrative describing how they propose to serve immigrant children and youth, and their families, for the school year in which they receive an allocation. The narrative must align to a budget that is also submitted annually.

Use of Funds

Allowable Activities Focused on Immigrant Children and Youth

- Family literacy, parent outreach, and training activities to help parents to participate actively in their children’s education.
- Support for personnel, including teacher aides, specifically trained to serve immigrant children.
- Tutoring, mentoring, and academic or career counseling.
- Identification and acquisition of supplemental curricular materials, and educational software and technologies.
- Basic instruction services directly attributable to their enrollment; classroom supplies, costs of transportation, etc.
- Other instruction services to assist immigrant students: civics education, introduction to educational system, etc.
- Activities coordinated with community-based organizations, institutes of higher education, and private sector entities to assist parents by offering comprehensive services.

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.

Tools and Resources

The following tools and resources are available from CDE

- [Guidebook on Designing, Delivering and Evaluating Services for English Learners](#)
- [ELD Program Rubrics](#)
- [EL Data Dig How to Tool](#)
- [Colorado English Language Proficiency \(CELP\) Standards](#)
- [OELA Toolkit for ELs](#)
- [Title III Year at a Glance](#)
- [ESSA: Dear Colleague letters](#)



Expiration

LEAs have 27 months in which to request allocated Title III funds beginning July 1 of the fiscal year for which the funds are allocated. For example, SY 19-20 funds begin the 27 month countdown on July 1, 2019. Once funds have expired, there is no recourse to recover the funds.

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; and (3) taxpayer dollars are administered and used in accordance with how Congress and the United States Department of Education intended.

Guiding Questions

How will funds:

- Be coordinated with other ESEA programs to enhance or improve content and ELD programming for immigrant students?
- Be used to develop innovative programming for immigrant students?
- Be used to serve immigrant students and their families, including parent outreach and training activities designed to assist parents to become active participants in the education of their children, as well as activities designed to assist parents of immigrant children and youth through comprehensive community services?

How will the LEA identify immigrant students in order to ensure that Title III Immigrant Set-Aside funds are only used to serve this population of students and their families?

Where can I learn more?

- [Title III Overview](https://cde.state.co.us/fedprograms/tiii/index): cde.state.co.us/fedprograms/tiii/index
- To view all [CDE fact sheets](#), visit: cde.state.co.us/Communications/factsheetsandfaqs



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