

Under Title III, Part A, funds are set aside to provide subgrant awards to school systems that meet eligibility requirements for participation in the Title III Immigrant Student Education Subgrant Program.¹

The term "eligible immigrant student" is defined as an individual student who

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years.²

Title III Immigrant funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students.

School systems may choose to use these funds to provide activities such as:

Activity Description	Examples
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	<ul style="list-style-type: none"> ● Parenting classes to help parents become effective partners in their child’s education ● Introduction to U.S. School Systems ● Civics education for immigrant students and their families ● Education Fairs ● Newcomer Family Nights/Meetings ● Newcomer Resources ● Newcomer Parent Handbooks ● Newcomer Kits
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	<ul style="list-style-type: none"> ● Newcomer family liaison ● Professional Development for teachers/staff on new arrivals, immigrant education, or related topics, including diversity training ● Materials for teacher/staff providing this support
Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth	<ul style="list-style-type: none"> ● After school/lunchtime language or related tutorials ● Peer mentoring programs ● Counseling on graduation pathways ● Access to dual enrollment classes ● CLEP/AP assessments

¹ 20 United States Code [U.S.C] § 6824

² 20 U.S.C. § 7011[5]

<p>Basic instructional services that are directly attributable to the presence of immigrant children and youth in the school system involved, including the payment of costs directly attributable to such additional basic instruction services</p>	<ul style="list-style-type: none"> ● Tutorials ● Newcomer classes/programs ● After/Before school tutoring ● Language classes for native speakers ● After school English classes
<p>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</p>	<ul style="list-style-type: none"> ● Pre-K programs ● Extended day school programs ● Summer programs
<p>Activities, coordinated with community-based organizations, institutions of higher education, and families of immigrant children and youth by offering comprehensive community services</p>	<ul style="list-style-type: none"> ● Translation services ● Language line ● Translated handbooks ● Cultural awareness PD for faculty/staff ● Partnerships with community organizations ● Partnerships with universities or colleges ● Trauma informed education ● Social/Emotional Learning for families
<p>Other activities that are consistent with the purpose of the program</p>	<p>If your school system has an idea for a program or support service you would like to provide to your immigrant students, let us know: LDOE.grantshelpdesk@la.gov.</p>

FAQ

1. Are all immigrant students English Learners (ELs)?

No. ELs are identified under a set criteria as described in the [EL Program Handbook](#). Many immigrants are additionally identified as EL, but not all ELs are immigrants.

2. Why would immigrant students need separate programming?

Since these students and possibly their families are new to the U.S. school system, they may need programs and supports that take this into account and cover many of the nuances of education in the United States. Also, these programs can help create a more welcoming and inclusive environment at schools that will then lead to more active parent engagement in the future.

3. How are these funds distributed?

For 2021-2022, the funds are distributed in December to school systems that have demonstrated a significant increase (5% or more) in the average over the previous 2 years in their immigrant population when compared to October 1, 2021 counts.

4. Can these funds be used for related professional development for teachers/staff?

Yes. Be sure that this PD is appropriate for working with students who are identified as immigrants and addresses their unique needs.

5. How is this program different from an EL program?

The programs to support students identified as immigrants are designed to help with the transition to a U.S. based school. While these programs may also include English language development, the focus should be broader in reach and address issues that immigrant students may face.