



English Language Acquisition

2024-2025

Montana Office of Public Instruction

If you have questions please contact Serena Wright, Title III Specialist, serena.wright@mt.gov, 406-410-4098.

District:	Date:	E-mail	Authorized Representative:

Notice to all districts: Due to the wide range of district and school parental notification forms, and the fact that many do not meet federal requirements, beginning with School Year (SY) 2021-22, [TransACT](#) documents must be used. Those sections where [TransACT](#) forms must be used are identified within the Monitoring Tool. The Montana Office of Public Instruction (OPI) pays for a state subscription to TransACT for all Montana districts. *TransACT Parent Notices must be completed with LEA contact information, updated annually, and made available/accessible to parents and families.*

Title I-A and Title III-A provide federal dollars to supplement educational opportunities for students who have been identified as English Learners. English Learners fall under both Title I-A and Title III-A programs. Montana focuses monitoring for Title I-A and Title III-A on reviewing school-level plans and procedures for supporting English Learners, and each school’s process for communicating/partnering with parents and families of English Learners.

Title I, Part A – “The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” (ESSA, Section 1001)

Title III, Part A-English Language Acquisition, Language Enhancement, and Academic Achievement – “The purpose of this subpart is (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English; (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet; (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth; (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and (5) to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.” (ESSA, Sec. 3102)

Item #	Item	Required Evidence	Received by OPI
English Language Acquisition			
IIIA-A	<p style="text-align: center;">Student Identification</p> <ul style="list-style-type: none"> The LEA accurately identifies all potential English Learners using the Statewide Home Language Survey (HLS) for all newly enrolled students. [Title VI of the Civil Rights Act of 1964; ESSA, Section 3113(b)(2)] The LEA uses the state approved English language proficiency screener aligned to the State’s English language proficiency standards and the State’s academic content standards. [Title VI of the Civil Rights Act of 1964] [ESSA, Section 1112(e)(3)(A)] The LEA accurately qualifies and places eligible EL students in a Language Instruction Educational Program (LIEP) within 30 days using the statewide standardized entrance criteria and process. [Title VI of the Civil Rights Act of 1964; ESSA, Section 1112(e)(3)(A); ESSA, Section 3113(b)(2)] Each LEA using funds under this part or title III to provide a language instruction education program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program. [ESSA, Section 1112(e)(3)(A)(i-vii)] 	<ul style="list-style-type: none"> Submit a copy of the Home Language Survey that is given to ALL students upon enrollment. (It can be a blank copy) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Written procedures for identifying potential English Learners which may include: <ul style="list-style-type: none"> Written procedures for identifying potential English Learners in participating non-public schools, if applicable Written procedures for identifying potential English Learners in facilities for neglected and/or delinquent children, if applicable List of students (use initials, or numbers, not names) who took the WIDA Screener, indicating the date when students enrolled in school and the date when the test was administered. List of all personnel administering state ELP testing (including proof of WIDA certification). Sample parent notification letter of an identified English Learner explaining the reasons for identification, level of proficiency (score report and explanation), methods of instruction, and specific exit requirements. <ul style="list-style-type: none"> This letter shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (if applicable). <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> N/A District did not have any students potentially identified as English Learners through the Home Language Survey in SY 2023-2024 	
IIIA-B	<p style="text-align: center;">Services and Programs</p> <ul style="list-style-type: none"> Each student identified for EL Services receives a high-quality program of instruction that uses approaches, methodologies, and curricular materials/resources that are evidence based and proven effective with English Learners. EL programming and services are provided in comparable facilities that do not unreasonably segregate EL students. [Title VI of the Civil Rights Act of 1964; Castañeda v Pickard [648 F.2d 989 (5th Cir. 1981)], [Lau v. Nichols (1974)] The LEA demonstrates that the Core EL program and academic courses indicate that English Learners 	<ul style="list-style-type: none"> N/A District did not have any students identified as English Learners in SY 2023-2024. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Written descriptions of EL services and curricular resources/materials provided by the Language Instruction Educational Program (LIEP) core program (e.g., course descriptions, curriculum map, scope and sequence, interventions.) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Written procedures for intervention in the absence of progress towards English language proficiency or when that progress does not correlate with overall academic achievement. Documentation or written description of in EL personnel’s collaboration in IEP meetings for EL students who are also qualified for special programs such as, Title I, Special Education, Gifted and Talented. (i.e., agenda, sign-in sheet, brief narrative) 	

	<p>are achieving and sustaining parity of linguistic and academic achievement with students who entered the LEA’s school system already proficient in English. [Title VI of the Civil Rights Act of 1964, [648 F. 2d 989 (5th Circuit, 1981)]</p> <ul style="list-style-type: none"> • EL students are identified and qualified for special programs (Title I, Special Ed, Gifted and Talented) in a timely manner as compared with their English-only peers. EL staff are involved in the placement/programming for ELs participating in special programs. [Title VI of the Civil Rights Act of 1964] • The LEA accurately exits eligible EL students from a Language Instruction Education Program (LIEP) within the school year, using the statewide-standardized exit criteria and process. [ESSA, Section 3113(b)(2)] • The LEA monitors, for a minimum of two years, up to four years, the progress of students exited from the program. [Title VI of the Civil Rights Act of 1964] 	<ul style="list-style-type: none"> • Evidence or a description of former EL student monitoring of continued progress, meeting academic standards. (e.g. EL student information system reports, EL monitoring form, etc., including the date of obtaining a proficient score on the ELP assessment). 	
<p>IIIA-C</p>	<p>Parent and Family Engagement</p> <ul style="list-style-type: none"> • A school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student information on the level of achievement and academic growth of the student. [ESSA, Section 1112(e)(1)(B)(i)] • The LEA ensures that it implements effective means of outreach to parents of English Learners regarding their education. [ESSA, Section 1112(e)(3)(C)] • LEA shall use the funds to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community engagement activities. [ESSA, Section 3115(c)(3)(A)] 	<ul style="list-style-type: none"> • N/A District did not have any students identified as English Learners in SY 2023-2024. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Evidence of informing the parents on the level of achievement and academic growth of their student on State approved EL assessment (ACCESS). <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Evidence of Parent and Family Engagement educational activities and outreach 	

<p>IIIA-D</p>	<p style="text-align: center;">Evaluations</p> <ul style="list-style-type: none"> • Language Proficiency (ELP) using the state approved English Language Proficiency assessment (WIDA) aligned to the state’s English Language Proficiency standards and the State’s academic content standards. [ESSA, Section 1111(b)(2)(G)]; [ESSA, Section 3113(b)(3)(B)] • The LEA assesses all qualified ELs on annual academic achievement assessments in appropriate grades. [ESSA, Section 1111(b)(2)(B)(vii)(III); 1111(b)(3)] • The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are [...] consistent with the assessment accommodations identified by a student’s IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA.[cf. ESSA, Section 1111(b)(2)(G); 34 CFR 200.6(h)(1), (5)] 	<ul style="list-style-type: none"> • N/A District did not have any students identified as English Learners in SY 2023-2024. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • <u>No submission required</u> <ul style="list-style-type: none"> ○ OPI will pull WIDA ACCESS data to determine completeness of test administration 	
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<p>IIIA-E</p>	<p>Title III Grant Recipients ONLY – PD LEAs must use Title III funds to provide effective professional development for teachers and principals of ELs that is:</p> <ul style="list-style-type: none"> ○ Designed to improve the instruction and assessment of ELs; Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, 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 teachers of ELs; and ○ Of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher’s comprehensive professional development plan that is based on a needs assessment. [ESSA, Section 3115(c)(2)] 	<ul style="list-style-type: none"> • N/A District was not a Title III Grant Recipient <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Evidence of EL professional development (PD) for teachers and principals (e.g., agendas and sign-in sheets, provider invoices, training descriptions, etc.). <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Evidence of EL professional development (PD) for personnel working in participating non-public schools (if applicable). • Evidence of EL professional development (PD) for personnel working in facilities for neglected and/or delinquent children (if applicable). 	
<p>IIIA-F</p>	<p>Title III AND Emergency Immigrant Grant Recipients ONLY – Parent and Family Engagement</p> <ul style="list-style-type: none"> • An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for English Learner and 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. [ESSA, Section 3115(e)(1)(A)] • An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include family activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other 	<ul style="list-style-type: none"> • N/A District was not a Title III or an Emergency Immigrant Grant Recipient <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Evidence of Parent and Family Engagement educational activities for parents of English Learner and immigrant students (PowerPoints, handouts, etc.) • Evidence of outreach invitations and activities coordinated between the LEA and community-based organizations to assist parents of immigrant children (e.g., agendas, flyers, emails). 	

	<p>entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community service [ESSA, Section 3115(e)(1)(G)]</p>		
<p>IIIA-G</p>	<p>Emergency Immigrant Grant Recipients ONLY</p> <ul style="list-style-type: none"> • The LEA uses Immigrant funds to serve immigrant children and youth as required by Section 3115(e) • The term “immigrant children and youth” as defined in section 3201(5) of Elementary and Secondary Education Act (ESEA), means individuals who- <ul style="list-style-type: none"> 1. Are aged 3 through 21; 2. Were not born in any State; and 3. Have not been attending one or more schools in any one or more States for more than 3 full academic years. <p>*An immigrant student may or may not also be EL, and an EL student may or may not also be immigrant.</p>	<ul style="list-style-type: none"> • N/A District was not an Emergency Immigrant Grant Recipient <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Sample of documentation (e.g., flyers, newsletter announcements, agendas, sign-in sheets, etc. for FY22 or FY23) that indicates the use of funds to enhance instructional opportunities for immigrant children and youth (if applicable). [ESSA, Section 3115(e)(1)(A)-(G)] 	