

**SEC. 3115. [20 U.S.C. 6825] SUBGRANTS TO ELIGIBLE ENTITIES.**

(a) PURPOSES OF SUBGRANTS.—A State educational agency may make a subgrant to an eligible entity from funds received by the agency under this subpart only if the entity agrees to expend the funds to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards. In carrying out activities with such funds, the eligible entity shall use effective approaches and methodologies for teaching English learners and immigrant children and youth

(c) **REQUIRED SUBGRANTEE ACTIVITIES.** An eligible entity receiving funds under section 3114(a) shall use the funds—

Federal Statute Every Student Succeeds Act (ESSA)	What does that mean for LEAs?	How can LEAs ensure they meet these requirements?						
<p>(1) to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing— (A) English language proficiency; and (B) student academic achievement;</p>	<p>Provide effective language instruction educational programs to increase English proficiency and student academic achievement of English learners; and</p>	<p>The Texas Education Code (TEC), Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the TEC, §1.002(a), each school district shall: (1) identify English language learners based on criteria established by the state; (2) provide bilingual education and ESL programs, as integral parts of the regular program as described in the TEC, §4.002;</p> <table border="1" data-bbox="1512 511 1953 706"> <tr> <td align="center"><b>Title III, Part A: Supportive Activities</b></td> </tr> <tr> <td>PS3106- Part 1 (A) Question 1</td> </tr> <tr> <td>PS3106- Part 1 (A) Question 2</td> </tr> <tr> <td>PS3106- Part 1 (A) Question 3</td> </tr> <tr> <td>PS3106- Part 1 (A) Question 4</td> </tr> <tr> <td>PS3106- Part 1 (A) Question 6</td> </tr> </table>	<b>Title III, Part A: Supportive Activities</b>	PS3106- Part 1 (A) Question 1	PS3106- Part 1 (A) Question 2	PS3106- Part 1 (A) Question 3	PS3106- Part 1 (A) Question 4	PS3106- Part 1 (A) Question 6
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<p>(2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is— (A) designed to improve the instruction and assessment of English learners; (B) 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 English learners; (C) effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and (D) 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</p>	<p>Provide effective professional development for A. improving the instruction and assessment of ELs; B. enhancing the ability of teachers, principals, other school leaders of the understanding and implementation of curricula, assessment practices and measures, and instructional strategies for ELs; C. increasing proficiency of ELs by increasing the teacher’s subject matter knowledge and skills; and D. teachers which is of intensity and duration that has a positive and lasting impact on the teachers’ performance in the classroom (shall not include 1-day or short-term workshops and conferences, unless a <b>comprehensive professional development plan</b> has been established); and</p>	<p>LEAs need to establish a <b>Comprehensive Professional Development Plan</b> to capture 1-day or short-term workshops and conferences to use Title III funds. These opportunities may be a component of a long-term plan established by a teacher and the teacher’s supervisor.</p> <table border="1" data-bbox="1417 885 2047 950"> <tr> <td align="center"><b>Title III, Part A: Supportive Activities</b></td> </tr> <tr> <td>PS3106- Part 1 (B) Professional Development Activities</td> </tr> </table>	<b>Title III, Part A: Supportive Activities</b>	PS3106- Part 1 (B) Professional Development Activities				
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<p>(3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which— (A) shall include parent, family, and community engagement activities; and (B) may include strategies that serve to coordinate and align related programs</p>	<p>LEA will provide and implement other effective activities and strategies for ELs which shall include 1. parent engagement activities; 2. family engagement activities; and 3. community engagement activities 4. may include strategies that serve to coordinate and align related programs.</p>	<p>In addition to annually validating parental outreach, the <b>2018-2019 Compliance Report</b> will also address family and community engagement activities.</p> <table border="1" data-bbox="1417 1404 2047 1469"> <tr> <td align="center"><b>Title III, Part A: Supportive Activities</b></td> </tr> <tr> <td>PS3106- Part 1 (A) Question 5</td> </tr> </table>	<b>Title III, Part A: Supportive Activities</b>	PS3106- Part 1 (A) Question 5				
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