

Office Hour FAQ

Culturally and Linguistically Diverse Education



COLORADO
Department of Education

February 20, 2025 Office Hour Topics:

Intent and Purpose of Title Programs

[Title I, Part A](#) Improving Academic Achievement of the Disadvantaged: Provide resources to schools and districts to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education and close educational achievement gaps.

[Title II, Part A](#) Teachers, Principals, and Other School Leaders: Increase student academic achievement consistent with challenging State academic standards, improve the quality and effectiveness of educators, increase the number of educators who are effective in improving student academic achievement in schools, and provide low-income and minority students with greater access to effective educators.

[Title III, Part A](#) Language Instruction for English Learners and Immigrant Students: Ensure English learners and immigrant students attain English proficiency and develop high levels of academic achievement in English, build teachers/leaders' capacity to teach ELs, reach out to parents/families/communities to support children.

[Title IV, Part A](#) Student Support & Academic Enrichment: Improve students' academic achievement by increasing the capacity of States, Local Educational Agencies (LEAs), schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Title III, Part A: Language Instruction for English Learners and Immigrant Students

Above and Beyond - Supplement, not Supplant Provision: 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.

Required Title III Activity	Example Activities from CO Consolidated Applications
Increase the English language proficiency and academic achievement of ELs	Supplemental instructional support (educational assistant/para) Summer programming opportunities Stipends for tutoring (before/after school)
Effective EL related professional development	Attending conferences (WIDA, La Cosecha, COTESOL) Stipends for attending training after contract hours Contract with a presenter to provide all-staff PD
Parent, family, and community engagement activities	Stipends for staff to participate in Title III Family Night Family liaison Supplies for EL Family Night

Title III Immigrant Set Aside

Allocations are based on the number of Multilingual/English learners (MLs/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.

In addition, allocations are determined by the increase in Immigrant Student counts, as compared to the average of the prior two years. To be eligible for Title III Immigrant Set-Aside funding, LEAs must have experienced an increase in the number of immigrant children and youth enrolled in the district in comparing the most recent October immigrant count with the average immigrant count reported to CDE in the previous two years. If the most recent October immigrant count (2023 for FY24-25 allocations) is greater than the preceding two-year average (October count 2021 and October 2022), an LEA receives a Title III Immigrant Set-aside allocation.

The term “immigrant” as used in Title III is NOT related to an individual’s legal status. Not all immigrants are learning English Immigrant children and youth are those who (A) are aged 3 through 21; (B) were not born in any of the United States; and (C) have not been attending one or more schools in any one or more states for more than 3 full academic years” (ESEA, Section 3201(5)). States are defined as the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

Allowable activities:

- 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
- Basic instruction services that are directly attributable to the presence of immigrant children and youth in the LEA, 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 instruction services
- Other instruction services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the U.S., such as programs of introduction to the educational system and civics education.

For more information, please visit the [Title III Immigrant Set Aside webpage](#).

Newcomer Learning Cohort

This cohort aims to support systems for sharing experiences, resources, and a space for sharing real-world challenges and solutions. Topics from enrollment and identification leading up to graduation have been explored during SY2024-2025 (60+ participants from 25 school districts represented).

- *COHORT GOALS:* Provide a space to reflect on a topic in your context; Develop a network of colleagues; Design and implement systems level change
- *COHORT ACTIVITIES:* Site visits; Resource sharing; Mastermind Problem of Practice / Small group problem solving; Collaborative Learning
- *COHORT RESOURCES:* Experts from CDE and the field; Shared documents, PDs, guidelines around instructional practices, communication, enrollment, grading, grad guidelines, SEL and more
- *COHORT OUTCOME:* Increase conditions for Newcomer student success!

For more information, please visit the [Newcomer Learning Cohort webpage](#).