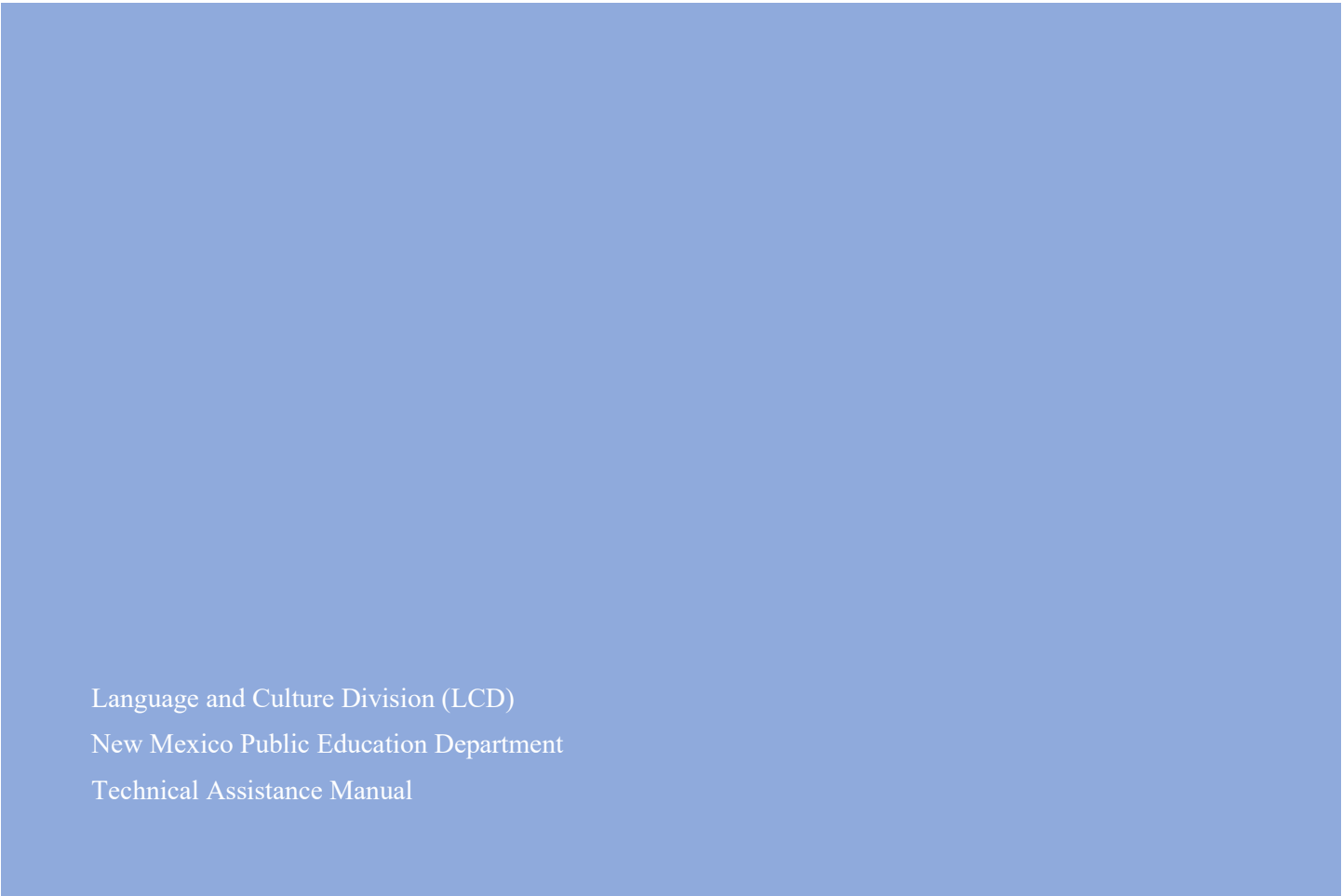




# TITLE III: SUPPLEMENTAL SUPPORT FOR ENGLISH LEARNER PROGRAMS AND SERVICES



Language and Culture Division (LCD)  
New Mexico Public Education Department  
Technical Assistance Manual



**The State of New Mexico**  
**Title III: Supplemental Support for English Learner Programs and Services**

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**Required Notice**

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## Purpose of the Technical Assistance Manual

The Title III: Supplemental support for EL programs and services Technical Assistance Manual (TAM) provides guidance to districts and state charter schools otherwise known as Local Educational Agencies (LEAs), regarding the policies and requirements of the U.S. ED Office for Civil Rights (OCR), specifically relating to the provision of equal education opportunity for English Learner (EL) student, and those of Title III of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA). State educational agencies (SEAs), and LEAs are accountable for increasing the English Language Proficiency (ELP) and core academic content knowledge of EL students.

The Title III TAM and other LCD TAMs are available on the [LCD Website](#). The PED encourages the following school personnel to explore the table below and the following links according to the program carefully to ensure compliance with state and/or federal law that meets the needs of students they serve:

<b>Bilingual Multicultural Education Program (BMEP):</b>				
• <a href="#">BMEP State Law</a>	• <a href="#">BMEP Regulation</a>	• <a href="#">BMEP PD Guidance</a>	• <a href="#">BMEP Reports</a>	
• <a href="#">BMEP Resources (forms)</a>	• <a href="#">BMEP TAM</a>		• <a href="#">SLD Standards</a>	
<i>Who should utilize these resources:</i> BMEP Coordinators, Curriculum, Instructional Leaders, and Education Assistants; Directors, and Educators; District Test Coordinators (DTC); Literacy Coach; Native American Language & Culture (NALC) Educators; NOVA Coordinators (Data/Program Reporting); PED Staff as Appropriate; Principals/Charter School Directors; Special Education Directors; Superintendents; Tribal Education Leaders/Directors;				
<b>Culturally and Linguistically Responsive (CLR) Instruction:</b>				
• <a href="#">CLR Handbook</a>	• <a href="#">CLR Framework Resources</a>		• <a href="#">CLR PD Pathways</a>	
• <a href="#">Equity Council</a>	• <a href="#">Equity Council Resources</a>		• <a href="#">M/Y Resources</a>	
<i>Who should utilize these resources:</i> Administrators/Front office staff; ALL Educators; Counselors/Social-emotional Liaisons; Curriculum, Instructional Leaders, and Education Assistants; Equity Council members; Native American Language & Culture (NALC) Educators; Nurse; Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteer; PED Staff as Appropriate; Principals/Charter School Directors; School Boards/Governing Boards; School Psychologist, Diagnostician; Student Assistance Team (SAT) Leaders/Coordinators; Special Education Directors; Superintendents; Tribal Education Leaders/Directors;				
<b>English Learner (EL) Programs:</b>				
• <a href="#">EL Resources</a>	• <a href="#">EL Identification</a>	• <a href="#">ELDIF</a>	• <a href="#">ELD Standards</a>	• <a href="#">LUS Handbook</a>
• <a href="#">Serving ELs TAM</a>	• <a href="#">Identifying and Serving ELs with Disabilities Guidance Handbook</a>			
<i>Who should utilize these resources:</i> Administrators/Front office staff; Curriculum, Instructional Leaders, and Education Assistants; English Language Development (ELD) Coordinators, and Educators; District Test Coordinators (DTC); Individualized Education Program (IEP) Team; Literacy Coach; NOVA Coordinators (Data/Program Reporting); Nurse; Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteers; PED Staff as Appropriate; Principals/Charter School Directors; School Psychologist, Diagnostician; Student Assistance Team (SAT) Leaders/Coordinators; Special Education Directors; Superintendents; Title III Directors; Tribal Education Leaders/Directors;				
<b>State Seal of Bilingualism-Biliteracy (SSBB) Resources:</b>				
• <a href="#">SSBB State Law</a>	• <a href="#">SSBB Regulation</a>	• <a href="#">SSBB Educator Info</a>	• <a href="#">SSBB Resources</a>	
• <a href="#">SSBB One-Pager</a>	• <a href="#">SSBB Handout</a>	• <a href="#">SSBB TAM</a>	• <a href="#">SSBB Power-point</a>	
<i>Who should utilize these resources:</i> Administrators/Front office staff; Counselors/Social-emotional Liaisons; Curriculum, Instructional Leaders, and Education Assistants; High School Administrators; NOVA Coordinators (Data/Program Reporting); Parent Liaison/Volunteer; PED Staff as Appropriate; Registrars, and Counselors; Student Assistance Team (SAT) Leaders/Coordinators; Superintendents; Tribal Education Leaders/Directors;				

Title I Part C: Migrant Education Program (MEP - Federal Subgrants):		
• <a href="#">MEP Federal Law</a>	• <a href="#">Comprehensive Needs Assessment</a>	• <a href="#">ID&amp;R Manual</a>
• <a href="#">National COE</a>	• <a href="#">Service Delivery Plan</a>	
<i>Who should utilize these resources:</i> Administrators/Front office staff; Counselors/Social-emotional Liaisons; NOVA Coordinators (Data/Program Reporting); Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteer; PED Staff as Appropriate; MEP Subgrantees and Directors; MEP Recruiters, and Liaisons;		
Title III: ELA and Immigrant Programs (Federal Subgrants):		
• <a href="#">Title III Federal Law</a>	<a href="#">Title III PD Guidance</a>	
• <a href="#">Title III TAM: Supplemental Support for EL Programs and Services</a>		
<i>Who should utilize these resources:</i> NOVA Coordinators (Data/Program Reporting); Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteer; PED Staff as Appropriate; Title III Subgrantees; EL Coordinators, Directors, and Educators;		
World Language Program Resources:		
• <a href="#">World Languages Regulation</a>	• <a href="#">World Language TAM</a>	
• <a href="#">World Readiness Standards</a>	• <a href="#">World Readiness Standards Crosswalk</a>	
<i>Who should utilize these resources:</i> Curriculum, Instructional Leaders, and Education Assistants; District Test Coordinators (DTC); Literacy Coach; PED Staff as Appropriate; Principals/Charter School Directors; Special Education Directors Superintendents; World Language Coordinators, Directors, and Educators; Tribal Education Leaders/Directors;		

## Supplemental Support for EL Programs and Services

Title III—Part A English Language Acquisition (ELA), Language Enhancement, and Academic Achievement Act of the ESEA, as amended by the ESSA in December 2015, provides for federal subgrants for LEAs to develop effective language instruction educational programs (LIEPs) to improve the ELP and academic achievement of EL students.

Legal obligations under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act of 1974 (EEOA) that include the EL identification process, providing an EL program or service that meets the needs of EL students, and annual ELP assessment, may not be funded using the Title III subgrant.



Rather, Title III is supplemental funding for serving EL students and cannot be used to fulfill legal obligations under civil rights laws and other federal requirements. Additional information about an LEAs legal obligations under Title VI of the Civil Rights Act of 1964 and the EEOA can be found in the 2015 [Dear Colleague Letter](#). For further NM specific information on EL identification, required parent notifications, and EL programs and services, please see the above link to the Serving EL TAM. Title III funds must be used to supplement federal, state, and local funds that, in the absence of Title III funds, would be expended for programs for EL students.

## Supplement, Not Supplant Requirement

Section 3115(g) of ESEA as amended by ESSA requires federal funds made available under Title III be used to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds.

**The following four guiding questions will assist LEAs to determine whether proposed use of funds would be allowable:**

- What is the instructional program/service provided to all students?
- What does the LEA do to meet Lau v. Nichols (1974)<sup>1</sup> requirements?
- What services is the LEA required by other federal, state, and local laws or regulations to provide?
- Was the program/service previously provided with state, local, and federal funds?

Please note, it is difficult to provide general guidelines on the supplement, not supplant requirement without examining the fact-specific details of a given situation. Please contact the LCD for clarification of the specific details of the LEAs situation. The LCD supports by reviewing requests prior to an LEA expending Title III funds for purchases or activities that have yet to be approved in the Title III Local Plan, Title III Preapproval, or Title III Local Plan Amendment Form. Preapproval is required prior to submitting a Request for Reimbursement (RfR).

### Purpose of Title III Subgrants

Title III is supplemental funding awarded to LEAs as subgrants. The subgrant amount is calculated using the average of the previous school year's 80th and 120th day EL count as self-reported to NOVA. To qualify for a Title III subgrant, a district or state charter school must submit a Title III Local Plan to the LCD.

The purpose of a Title III subgrant is to ensure that EL students develop ELP and meet the same academic content and academic achievement standards required of all students. Schools must use Title III funds to implement LIEPs designed to help EL students achieve these standards.

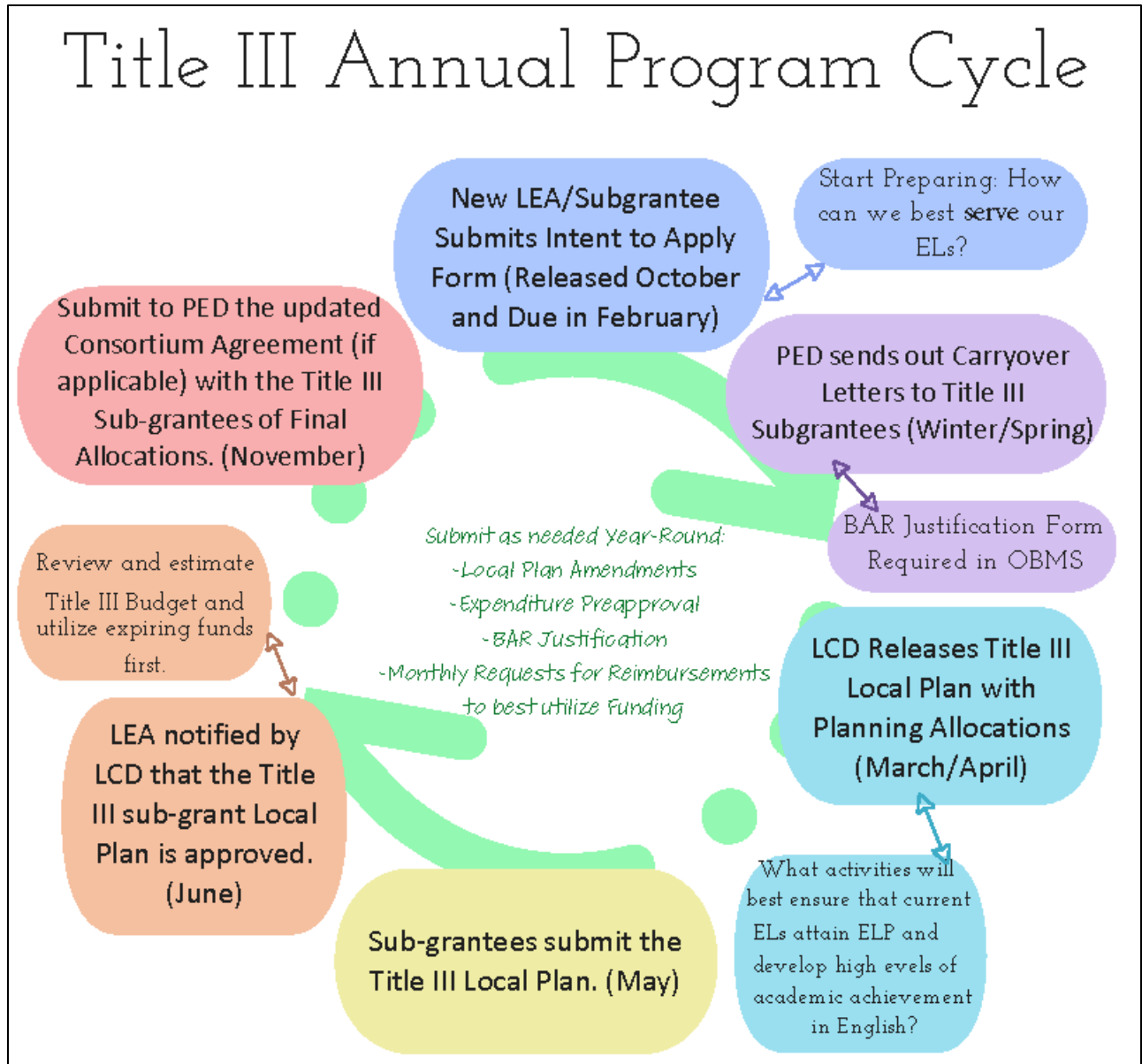
Title III subgrants are meant to support LEAs in assisting EL students learn English and meet challenging state academic content and achievement standards. In carrying out activities with Title III funds, the LEA must use effective approaches and methodologies for teaching EL students. There are four (4) purposes of Title III under ESEA as amended by ESSA, Sec. 3115 (a). Title III subgrants are meant to:

1. Develop and implement new LIEPs and academic content instructional programs for EL students.
2. Carry out highly focused, innovative, locally designed activities to expand or enhance existing LIEPs.
3. Implement school-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to LIEPs.
4. Implement, within the LEA, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to LIEPs.

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<sup>1</sup> In a lawsuit on behalf of the Chinese students in San Francisco public schools, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act by "merely providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." School districts must take 'affirmative steps' to overcome educational barriers faced by non-English speakers. No specific methodology was mandated.

The following graphic shows the Title III Program Cycle:



### Required Activities

ESEA as amended by [ESSA Section 3115 \(c\)](#) of Title III requires that an LEA to use Title III supplemental funding for the following activities that:

1. Increase the ELP of EL students by providing effective language instruction educational programs that meet the needs of EL students and demonstrate success in increasing:
  - a) ELP; and
  - b) Student academic achievement.
2. Provide effective Professional Development (PD) to classroom teachers, 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 EL students.
  - b) designed to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies for EL students.



- c) effectively increase children’s ELP 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.
3. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for EL students, which shall include:
- a) parent, family, and community engagement activities; and
  - b) may include strategies that serve to coordinate and align related programs.

District and charter schools must use at least a portion of its Title III, Part A funds from each Federal fiscal year towards each of the three required activities specified in ESEA section 3115(c). For further effective PD, please see [chapter 3 of the EL Toolkit](#) and the [2016 Title III PD Guidance memorandum](#).

### Authorized Activities

According to [ESEA as amended by ESSA Sec. 3115 \(d\)](#), Title III funds may be used for one or more of the following:

1. Upgrading program objectives and effective instructional strategies.
2. Improving the instructional program for EL students by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
3. Providing to EL students
  - a) tutorials and academic or career and technical education for EL students; and
  - b) intensified instruction—which can include materials in a language that a student can understand, interpreters, and translators.
4. Developing and implementing effective pre-school, elementary, or secondary school LIEPs that are coordinated with other relevant programs and services.
5. Improving the English proficiency and academic achievement of EL students.
6. Providing community participation programs, family literacy services, and parent and family outreach and training activities to EL students and their families to
  - a) improve the English language skills of EL students; and
  - b) assist parents in helping their children to improve their academic achievement and in becoming active participants in the education of their children.
7. Improving instruction of EL students, including EL students with disabilities, by providing for
  - a) the acquisition or development of educational technology or instructional materials.
  - b) access to, participation in, and electronic networks for materials, training, and communication; and
  - c) the incorporation of resources described in subparagraphs 7(a) and (b) into curricula and programs such as those funded under this subpart.
8. Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education.
9. Carrying out other activities that are consistent with the purposes of this section.

Title III subgrantees use the above required and authorized activities as they plan for the improved education of EL students in the Title III Local Plan and its Amendments.

## Intent to Apply for the Title III Subgrant

If an LEA does not have an approved Title III local plan and thus is not a subgrantee in the current school year but is interested and intends to apply for a Title III subgrant for the upcoming school year, the LEA completes an “Intent to Apply” form located on the LCD website under [Title III Supplemental Funding](#).

The Intent to Apply form has all the details for submitting including the due date, which is typically at the end of February. The submitted Intent to Apply Form ensures that a Title III planning allocation is calculated for the LEA. Please note, Title III subgrants have a minimum threshold requirement of \$10,000. LEAs that do not meet this threshold requirement can enter into a Title III consortium agreement with other LEAs. The combined planning allocation of the Title III consortium must meet the Title III subgrant threshold of \$10,000.

## Title III Local Plan

The Title III Local Plan is an annual plan that is completed typically in the spring. LEAs are encouraged to complete and submit their local plan before the deadline, as they are reviewed in the order in which the LCD receives them. Any proposed activities that are not aligned to the federal law will require the LEA to complete necessary adjustments through an iterative process and resubmit for additional review and approval. Title III Local Plans typically receive final approval in June if not sooner. The Title III budget in the Operating Budget Management System (OBMS) is then aligned to the approved Title III Local Plan. The local plan must include:

- Private school participation consultation.
- Federal requirements of an EL program that describes the LEAs EL program and how that program meets the legal obligations to EL students under Title VI of the Civil Rights Act of 1964 and the EEOA.
- Total student and EL student enrollment by school.
- Required activities that support high-quality LIEPs and provide PD (see above activities outlined in ESEA as amended by ESSA Section 3115 (c)).
- Authorized activities - optional (see above activities outlined in ESEA as amended by ESSA Section 3115 (d)).
- Tribal consultation (if applicable)
- Title III consortium agreement (if applicable)
- Signed and dated assurances that include signatures of the Title III director, business manager, superintendent or charter school director, and the school board president or charter school governing body president.

The LCD reviews all submitted Title III Local Plans and budgets and provides feedback through a Title III Checklist uploaded to SharePoint that may include notes, further information requests, and other comments on the proposed activities. A final Checklist is uploaded in SharePoint and sent by email to the Title III Director upon approval of the Title III Local Plan.

Once a Title III Local Plan is approved, it is important that the Title III Director review all feedback on the final Title III Checklist prior to expending funds. Changes to the approved Title III Local Plan can be made by completing the Title III Amendment Form described below.

## Private School Participation

In accordance with Section 8501 of ESEA as amended by ESSA, to ensure timely and meaningful consultation, a LEA must consult with appropriate private school officials in its area. The LEA and the private school official(s) must both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children.

Each LEA maintains in its records and provides to PED a written affirmation signed by officials of each participating private school that the meaningful consultation required by Sec. 8501 has occurred. The written affirmation has to provide the option for private school officials to indicate their belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

If the private school official(s) do not provide such affirmation within a reasonable period of time, the LEA may forward to PED the documentation that the consultation has, or attempts at consultation have, taken place. The documentation may include:

- Copy of sent email(s) with date and time.
- Copy of certified mail receipt(s)

### Tribal Consultation

Section 8538 of the ESEA, as amended by the ESSA, requires affected LEAs to consult with Tribes, Pueblos, Nations, and Tribal organizations prior to submitting a plan or application for covered programs such as the Title III. Further information on affected LEAs can be found on the [Indian Education Division's Website](#). Please note that a Title III Local Plan will not be approved without this required documentation.

### Consortium Agreement

Title III, section 3114(b) of the ESEA as amended by ESSA states, “a SEA shall not award a subgrant from an allocation made under the subsection (a) if the amount of such subgrant would be less than \$10,000.” An LEA that does not meet this requirement can form a [Title III Consortium](#) with another LEA. The Title III consortium chooses a fiscal agent, which can be one of the consortium members or a Regional Education Cooperative (REC). The combined generated funding of the Title III consortium must at least meet the required threshold of \$10,000. To form a Title III Consortium, participating districts, state charter schools, or REC, if applicable, complete a [Title III Consortium Agreement](#). Each consortium member must also complete a Title III Local Plan. The Title III consortium’s fiscal agent is responsible for submitting the consortium’s Title III budget in OBMS.

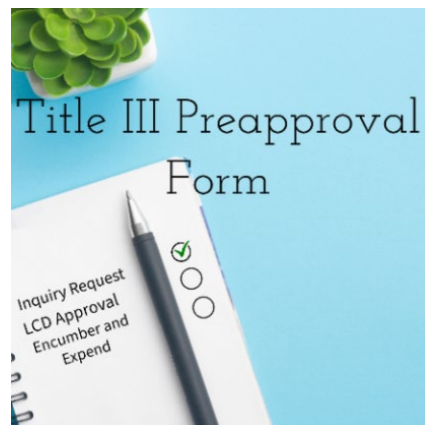
### Title III Local Plan Amendments

In order to amend an approved Title III Local Plan, an LEA submits a [Title III Amendment](#) Form to the LCD. The LCD may request further information or additional details before approving or disapproving the request. If the Title III Amendment Form is approved, the LEA attaches the approved amendment form when submitting an RfR for the expenditures detailed in the Amendment. If the approved Title III Amendment requires funds to be transferred from one line item to another, a BAR in OBMS will be necessary. The approved Title III Amendment Form is then attached to the BAR.

### Title III Preapproval

A [Title III Preapproval](#) Form must be submitted when the final Title III Checklist requires a preapproval for the broad categorical activities listed in the approved Title III Local Plan once further details for the activity are available (such as vendor, product description, etc.).

Title III Preapprovals can be submitted at any time during the duration of the Title III subgrant. The LCD may request further information or additional details before approving or disapproving the request.



The approved Title III Preapproval is part of required documents when submitting an RfR for the expenditure to support timely processing of the RfR. A Title III Preapproval Form is not required for detailed activities or purchases already approved in the Title III Local Plan. Failure to submit a Title III Preapproval Form for an activity or purchase not previously approved could result in a denied RfR for the activity or purchase.

### Significant Increase in the Number of Immigrant Children and Youth

Under Title III—Part A ELA, Language Enhancement, and Academic Achievement Act of the ESEA, as amended by the ESSA, federal subgrants are also awarded to eligible LEAs that both experience significant increases in immigrant children and youth enrollment and propose high-quality programming. The Immigrant subgrant is a competitive grant under Title III. Any immigrant children and youth may benefit from this subgrant, not just those who are ELs (immigrant children and youth may have a home language of English depending on the country of origin).

According to ESEA as amended by ESSA, Title III, Sec. 3114 (d), the PED must make subgrants available to LEAs that have experienced a significant increase, as compared to the average of the two preceding fiscal years, in the percentage or number of immigrant children and youth enrolled during the fiscal year for which the subgrant is made. For information on reporting Immigrant students, please see Immigrant Indicator in the Student Template in the [NOVA Manual](#).

After the PED determines the significant increase threshold required for eligibility, only the LEAs that meet that threshold will be notified and invited to submit a Title III Immigrant application. All eligible LEAs (i.e., those that meet the state’s annual criteria) will be considered whether or not the LEA has previously received Title III Immigrant funding. The Title III Immigrant subgrant(s) are to be used for activities that provide for enhanced instructional opportunities for immigrant children and youth and may include the following:

- a) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.
- b) 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.
- c) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.
- d) identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds.
- e) basic instruction services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, 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 instructional services.
- f) 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; and
- g) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

LCD will review the Title III Immigrant applications, request further information as needed, and make a final decision on the recipients of the Immigrant subgrant(s) based on the merits of the applications.

## Duration of the Title III Subgrant

The period for which the Title III grant was awarded shall span the 27-month performance period, which includes the Tydings Amendment period as granted to the PED by the ED. The Tydings Amendment period refers to the period in which any funds not obligated and expended during the time for which they were awarded become carryover funds and may be obligated and expended during the succeeding fiscal year.

Please note: The OBMS system uses the FIFO method (first in, first out) to ensure the oldest grant is being utilized first to avoid reversions. Administrative Services Division (ASD) posts the current fiscal year planning awards on the website once received from the program bureau, so that the LEAs can build these amounts into their budgets during the budget season (April-June). LEAs may carry over Title III-A funds, including Title III immigrant, from one year to the next. 100% of unspent funding may be carried over to the following year's allocation. The LEAs receive budget authority begins the first day of the fiscal year in which the funds were awarded. Any carryover funds not obligated by the expiration date will be automatically forfeited.

Starting in FY25, allocations include "projected carryover" within the planning awards. In years past it was only the planning awards amounts that the LEAs were able to budget for Title III-A funds. The FY25 planning awards that are posted on the website are estimates for LEAs to build their budgets and have budget authority July 1<sup>st</sup>. Both amounts will change at some point in the next year. At this time the amount in the projected carryover column is an estimate and the final carryover amount will be calculated later in the fall, therefore the actual amount cannot be determined at this time. This use of the "projected carryover" period provides LEAs the opportunity to plan more effectively and make the best use of funds to support EL students and immigrant children and youth. This also allows for the uninterrupted monitoring of the effectiveness of the program and support services.

The program bureaus are to review the budgets to ensure it ties to the approved application. All budgets that are approved by the program bureau, get approved by the fiscal grants management bureau so that the LEAs can have budget authority on July 1st. In the late fall when carryover is calculated, the LEAs are sent an award memo with the completed exhibit to submit an increase BAR (budget adjustment requests) to true up the budget and get credit for the carryover.

## Title III Budget Guidance

Once the Title III Local Plan has been approved, the LEA, or fiscal agent is ready to enter the Title III budget (24153) in OBMS. The Title III budget in OBMS is created by aligning it to the approved Title III Local Plan. For the LEA to have budget authority for its Title III budget in OBMS by July 1st of the upcoming fiscal year, the budget has to be entered and approved in OBMS by the deadline determined by the PED's ASD. The above steps would also apply to the Title III Immigrant application and budget (24163) in OBMS.

### Direct Administrative Costs

- Costs that can be identified specifically with the particular grant.

### Indirect Administrative Costs

- Costs that are not readily identified with a particular grant but are necessary for the general operation of the program.

In the Title III budget (24153 and 24163), the indirect costs must all be coded as follows:

- Function: 1000 for support services—general administration
- Object: 2300
- Program Code: 53713
- Title III Consortium Budget

The fiscal agent of a Title III consortium enters the combined Title III budget of the consortium members into OBMS. The fund codes of the budget are aligned with all the Title III Local Plans of the consortium members. Only the fiscal agent of the Title III consortium has budget authority in OBMS for the Title III consortium budget.

### Budget Adjustment Requests (BARs)

During the fiscal year, the PED informs LEAs that have qualified for Title III funding of their Title III final award and any carryover funds. If an LEA has an increased award amount of funding available under Title III, the LEA will enter an increase BAR in the OBMS. Before the increase BAR can be approved, the intended expenditure(s) must be approved by the LCD. LEAs are asked to attach a [BAR Justification Form](#) for the purpose of submitting intended expenditures to the LCD for approval.

### Requests for Reimbursement (RfRs)

LEAs expend Title III funds in accordance with their approved Title III Local Plan, approved Title III Amendment, or an approved Title III Preapproval Form.

LEA LEVEL	PED LEVEL
1. RfR created	1. LCD Program Manager may request additional documentation
2. Preparer (business office personnel)	2. LCD Program Manager approves or disapproves
3. RfR pending	3. Fund analyst approves or disapproves
4. Submit to business manager	4. Fund supervisor approves or disapproves
5. RfR ready to submit	5. Paid by Department of Finance Administration
6. Business manager approves	6. Submitted into SHARE by Fund Supervisor
7. Business manager submits	
8. RfR submitted to PED	

To receive reimbursement for Title III expenditures, LEAs must submit an RfR in OBMS. The RfR must include an expenditure report as well as other supporting documentation, please see the ASD website for complete list of Supporting Documents. The claim period for an RfR must match the claim period on the expenditure report. The table above describes the RfR process.

RfRs should be submitted regularly and in a timely manner. Please note that Title III funds 24153 and 24163 are on a first in, first out basis, and the amount will be deducted from the remaining funds, if any, from within the 27-month period. Additional questions or documentation may be required for RfRs. Prior to submitting an RfR, it is important to be able to answer the following questions:

- Is the purchase an approved expenditure?
- Has this purchase been made before using another funding source?
- Are all required documents attached? Ex: Approved Title III Preapproval or Amendment Form
- Are all supporting documents provided? Ex: Agendas, sign-in sheets, invoices, purchase orders



## NOVA Reporting Process

The table below describes the general process that districts, state charter schools, and the PED follow to review the data that is submitted to NOVA during the 40th, 80th, and 120th day data snapshots and includes specifics for the T3 Programs Fact. In the Programs Fact Template Specifications Field # 5, the T3 Programs Fact is only for Title III subgrantees for reporting all current EL students.

A current EL student is a student who is reported with English proficiency code 1 (one) in the Student and Student Snapshot templates. The ELL count, which is the total number of students reported with English proficiency code 1, determines the Title III planning allocation of an LEA, since, as mentioned earlier in this TAM, the calculations of the planning allocations are based on the average of the 80th and 120th day ELL counts as reported to NOVA.

Agent	Task
LEA:	<p>In each reporting period, LEAs have 10 business days to submit data to NOVA after the scheduled reporting day.</p> <ul style="list-style-type: none"> <li>• The submission for the reporting window closes after 10 business days following each of the three reporting periods—on the 40th, 80th, and 120th days.</li> <li>• If an LEA has not completed submitting data in a timely way, they must follow the process from the PED NOVA Team to have their reporting window reopened.</li> </ul>
NOVA Team	<ul style="list-style-type: none"> <li>• Daily—determines if LEAs have submitted appropriate templates, marks LEA Submitted on tracking spreadsheet.</li> <li>• Daily—sends status report to PED bureaus and LEAs providing information on submission status.</li> </ul>
LCD Team	<p>Data Validation begins with PED.</p> <ul style="list-style-type: none"> <li>• Reviews Title III and ELL Counts. Compares the student membership in Title III to the ELL counts of the LEA. Title III and ELL counts should be the same for districts and state charter schools receiving Title III funding. Please note: All EL students must be reported under the Program Code T3 by the LEA receiving Title III funding.</li> <li>• Contacts the LEA Title III director to inform them of discrepancies and instructs on how to proceed. If there are no discrepancies, counts are validated.</li> </ul>
LEA:	<p>Data Validation Corrections if discrepancies are found.</p> <ul style="list-style-type: none"> <li>• For any discrepancies related to Title III and ELL Counts, the LEA must update student information system and template data with the correct program codes and resubmit the template; a delete request is not necessary for this type of error (updatable field).</li> <li>• You will have the ability to resubmit data corrections. You will not be closed out for submitting at this point. PED (LCD) will validate that data assuming all discrepancies have been cleared.</li> </ul>
NOVA Team	<p>Daily - monitors the data validation status of all LEAs.</p> <ul style="list-style-type: none"> <li>• Once all program validations have been completed for a LEA the PED NOVA Team will send the LEA to PED School Budget. LEAs will be closed out and cannot make any changes to the data.</li> </ul>
PED School Budget	<p>Reviews data and validates counts, reviews membership report for discrepancies, and sends membership report to the LEA for review. If any discrepancies are found, LEAs must follow the process from the PED NOVA Team to have their reporting window reopened.</p>
NOVA Team	<p>Daily - monitors the school budget certification status of all LEAs.</p>

## Programs Fact T3 (for Title III)

In the Programs Fact Template Specifications Field # 5, the program code T3, which is for Title III subgrantees only, is for reporting all EL students in the LEA. Once this program fact is reported, a participation information code for the T3 Programs Fact must be chosen. Please note, since Title III subgrantees report all EL students in the T3 Programs Fact, there is no need to report the students also in the ELL Programs Fact.

The following are the valid values 6-9 for the Participation Information Code under the T3 Programs Fact:

Value	Title	Description
6	Parents Refusal of Services	Received in writing from parent(s) annually (opt-out form)
7	English Language Development (ELD) Pull-out course and sheltered instruction in content areas	The student is pulled out for instruction in ELD based on the ELP level of the student and provided sheltered instruction in content areas.
8	ELD block and sheltered instruction in content areas (elementary grades only)	The student receives instruction in ELD for a minimum of 45 minutes in a self-contained elementary setting based on the ELP level of the student and provided sheltered instruction in content areas.
9	Integrated ELD - ELA course and sheltered instruction in content areas (secondary grades only)	The student that is nearing proficiency in English receives instruction in an integrated ELD-ELA course at the middle school and high school level and sheltered instruction in content areas.

## Current NOVA Data Collection Templates for Title III (T3)

There are several queries that can be run within NOVA to support LEAs in self-monitoring to increase data quality to accurately report EL counts and program data. For the most current User Guide and Reference Materials, PED contact information, and other resources, including information on upcoming training opportunities, please visit the [NOVA website](#). The following are the templates and fields required for reporting EL students in NOVA.

Template	Field #	Field	Values
Student Template & Student Snapshot	113	English Proficiency Code	0 = IFEP (Initially Fluent English Proficient) 1 = Current EL Student 2 = RFEP1 (Reclassified Fluent English Proficient, year 1) 3 = RFEP2 4 = RFEP3 5 = RFEP4 6 = RFEP5+
Assessment Fact (When applicable)	2	Test Description	LUS = Language Usage Survey NMELPAPT = ELP Screener (WIDA Screener for grades 1-12) ELPKS = WIDA Screener for Kindergarten
Programs Fact	5	Programs Code	ELL— all ELs must be coded to this program, <b><i>or</i></b> T3— if district is a Title III subgrantee
Programs Fact	18	Participation Information Code	ELL/Title 3— 06-Parents Refusal 07-ELD pull-out course and sheltered instruction in content areas 08-ELD block and sheltered instruction in content areas (elementary grades only) 09-Integrated ELD— ELA course and sheltered instruction in content areas (secondary grades only).



Accurate data reporting is necessary so that LEAs can use this data to, for example, to evaluate the success of their EL program through the number and percentage of students that have exited the program. The data also provides information to LEAs on details such as number of EL program parent refusals so that family engagement activities can be planned to inform parents of EL students' rights and improved educational opportunities.

The following are the templates and fields for reporting Immigrant children and youth in NOVA.

Template	Field #	Field	Valid Values
Student Template & Student Snapshot	152	Immigrant Indicator	Y = Immigrant N = Non-immigrant

LEAs must accurately track and report the counts of immigrant children and youth for purposes of eligibility for the ESEA section 3114 (d) subgrant. The Term 'Immigrant children and youth' are individuals who are:

- Ages 3 to 21
- Not born in any state\*; and
- Have not been attending one or more schools in any one or more states for more than 3 full academic years. PreK is not included.

\*Note: the federal definition of "State" is each of the 50 states, the district of Columbia, and the commonwealth of Puerto Rico.

These students can be tracked using at least one of the following and this is part of data review at 40,80-, and 120-Day validations.

- Birth city/County/ State/Province
- Citizenship Status
- Date entered US.

When reporting students in NOVA under Title III it is important to remember which students cannot be reported.

- The use of American Sign Language (ASL) cannot, in and of itself, serve as the basis for determining that a student is an EL and eligible for services funded by Title III.
- Students not served by Title III cannot be reported under Title III
  - o IFEP
  - o RFEP
  - o Parent Optouts (Valid Value/Participation code 6 in NOVA)

Title III funds may not be used to serve students who use ASL and are not from national-origin minority groups or do not otherwise meet the definition of EL in section 8101(20) of the ESEA.

Ultimately, all the above data, along with accountability data as well as other qualitative data available to each LEA, should be considered when submitting the Title III Local Plan.

### Title III Local Plan and EL Program Evaluation

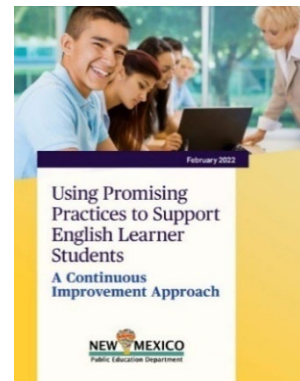
Since Title III subgrants are supplemental funding for an LEAs EL program, it is important to evaluate the effectiveness of the EL program in meeting its goals before applying for the Title III subgrant for the new school year. In addition to the analysis of the NOVA data as described above, meaningful EL program evaluations include

longitudinal data that compares the performance of EL students to the performance of RFEP and IFEP students (EL Toolkit, 2016).

Such longitudinal evaluation and monitoring will help determine whether EL students are:

- meeting college and career readiness standards.
- participating and performing comparably to their IFEP peers
- accessing the same curricular and extracurricular opportunities as their IFEP peers
- exiting EL programs and services at appropriate rates

[Exhibit 1 in Chapter 9 of the EL Toolkit](#) has a comprehensive list of data elements for evaluating an EL program. Please also see the [Serving ELs TAM](#) as well as the [REL Southwest Promising Practices to Support EL Students](#) and the [Promising Practices User Guide](#) for improving the instruction of EL students.



### Technical Assistance and Focused Monitoring (TAFM)

The LCD monitors and evaluates LEAs in two ways. Onsite visits are conducted to assess how LEAs monitor and evaluate the effectiveness of their EL program and services, including the use of Title III supplemental funding. Onsite visits include document review of student cumulative files (including parent notification, parent engagement, evidence of program existence), lesson plans, instructional materials used in classrooms, and other artifacts and documents.

Further, during onsite TAFM visits, district, and school leaders as well as parents or students may be interviewed regarding the LEAs programs. Desktop monitoring and evaluation of the effectiveness of LEAs EL program and services are also conducted through a review of various data sources including the following:

- LEA data as reported to NOVA.
- ELP data from the ACCESS for ELLs and Alternate ACCESS for ELLs annual assessments
- Fiscal documentation from OBMS, BARs, and RfRs
- If applicable, documented concerns of parents, community, and others, including complaints from the OCR.

### Compliance with Federal and State Regulations

The guidance to LEAs regarding the policies and requirements of the ED, OCR and the state, relating to the provision of equal educational opportunity for EL students provided in this manual, is meant to help Title III directors, and LEAs comply with federal and state law and ensure that EL students receive the highest quality of education possible. Title III Directors are encouraged to contact the LCD with questions regarding federal and state laws on serving EL students and implementing the Title III subgrant.

The ESEA, as amended, Title III, Part A parent participation requirements are met in the NMPED's Title I training and monitoring process. Guidance on the Title I parent participation requirements was provided in the updated Title I [Parents Right-to-Know memo](#) dated December 8, 2023.

## Federal Laws, Court Decisions, and OCR Policy Concerning ELs

Legislation, Court Decisions, and OCR Policy (Year)
<b>Civil Rights Act, Title VI (1964)</b> A historic bill passed by Congress in 1964 prohibited discrimination on the basis of race, color, or national origin. Title VI of the Act states, “No person shall, on the grounds of race, color, or national origin, be denied the benefits of, or be subjected to, discrimination under any program or activity receiving federal financing assistance.”
<b>Bilingual Education Act (1968)</b> The ESEA of 1965 was amended to add Title VII, The Bilingual Education Act. This program established federal policy recognizing bilingual education as a viable method for economically disadvantaged, language minority students; allocated funds for innovative programs; and recognized the unique educational disadvantages faced by non-English speaking students.
<b>May 25 Memorandum (1970)</b> Stanley Pottinger, Director of the OCR in the Department of Health, Education, and Welfare (DHEW) sent a memo to all school districts reminding them of their responsibilities under Title VI of the Civil Rights Act of 1964. Pottinger wrote, “the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”
<b>Lau v. Nichols (1974)</b> In suit on behalf of the Chinese students in San Francisco public schools, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act by “merely providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” School districts must take ‘affirmative steps’ to overcome educational barriers faced by non-English speakers. No specific methodology was mandated.
<b>Equal Educational Opportunity Act (EEOA) (1974)</b> Within weeks of Lau v. Nichols, Congress passed the EEOA, mandating that no state shall deny equal education opportunity to any individual “by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program.” This was an important piece of legislation because it defined what constituted the denial of education opportunities. However, no definition/specification of appropriate action was mandated.
<b>Amendments to Title VII (1974)</b> The first reauthorization of ESEA’s Title VII included a new section focusing on teacher and PD and native language instruction. The newly amended law required states to include instruction in students’ native language and culture and to spend at least 15 percent of their money towards training bilingual teachers. Another new amendment was an expansion of eligibility of who could participate in Title VII programs. Any student, regardless of socioeconomic status, who was of “Limited English-Speaking Ability (LESA),” could participate.
<b>Lau Remedies (1975)</b> The DHEW designed a set of education standards that would satisfy the Supreme Court’s ruling on Lau v. Nichols. These standards were named the “Lau Remedies” and gave the federal government influence over educational decisions made by local and state education authorities.
<b>Amendments to Title VII (1978)</b> The 1978 reauthorization of Title VII of the ESEA emphasized the strictly transitional nature of native language instruction, expanded eligibility to students who were LEP, and permitted enrollment of English-speaking students in bilingual education programs.
<b>Notice of Proposed Rulemaking (NPRM) (1980)</b> These regulations sought to replace the “Lau Remedies” with official documentation. NPRM was an attempt to create requirements for EL students. Regulations required that only qualified teachers were to give bilingual instruction. Services to ELLs were required to have four components: identification, assessment, services, and exit for students in these programs.
<b>Castañeda v. Pickard (1981)</b> The 5th District Court of Appeals mandated special help for ELLs. This court case defined criteria for the “appropriate action” schools should take to educate LEP students. Criteria for schools included pedagogically sound plans for LEP students, qualified staff for instruction, effective implementation of programs, and plans for the evaluation of programs.

<p><b>Plyler v. Doe (1982)</b> The US Supreme Court struck down a Texas law that excluded children lacking proof of legal residency or full tuition from attending public schools. Justice Brennan wrote, “It is difficult to understand precisely what the state hopes to achieve by promoting the creation and perpetuation of a subclass of illiterates.” The Plyler v. Doe decision, based on the Fourteenth Amendment, set the precedent that children could not be denied an education based on immigration status.</p>
<p><b>Amendments to Title VII (1984)</b> The 1984 reauthorization of Title VII of the ESEA implemented several new grant programs in the areas of family English literacy, academic excellence, developmental bilingual education, Early Start, and special education students. The reauthorization also emphasized the importance of teacher training and academic goals for LEP students.</p>
<p><b>Amendments to Title VII (1988)</b> The 1988 reauthorization of Title VII of the ESEA included increased funding to state education agencies, expanded funding for “special alternative” programs where only English was used, a three-year limit on participation in most Title VII programs, and the creation of fellowship programs for professional training.</p>
<p><b>Amendments (Improving America’s Schools Act) (1994)</b> The 1994 reauthorization of the ESEA entailed comprehensive educational reforms, including a reconfiguration of Title VII programs. New provisions reinforced PD programs, increased attention to language maintenance and foreign language instruction, improved research and evaluation at state and local levels, supplied additional funds for immigrant education, and allowed participation of some private school students.</p>
<p><b>Executive Order 13166 “Improving Access to Services for persons with Limited English Proficiency” (2000)</b> This presidential order required all federal agencies and federally sponsored projects to “ensure that the programs and activities they normally provide in English are accessible to LEP persons and thus do not discriminate on the basis of national origin in violation of Title VI of the Civil Rights Act of 1964.”</p>
<p><b>Alexander v. Sandoval (2001)</b> This US Supreme Court case dealt with the issues of disparate impact (unintended consequences) and private right of action (whether an individual can sue the state under Title I of Civil Rights Act) with regard to non-native English speakers. Martha Sandoval, native Spanish speaker, had sued the state of Alabama, claiming that the state’s English only driver’s license test discriminated against Spanish speakers, which violated Title VI of the Civil Rights Act. The Supreme Court, in a 5–4 vote, ruled against Sandoval stating that a private citizen cannot sue the federal government under Title VI. The court also ruled that a plaintiff has to prove that the actions taken against them were intentional acts of discrimination. Thirdly, the Supreme Court stated that a language is not considered an act of discrimination protected in the Civil Rights Act, only race, color, and national origin are included.</p>
<p><b>The No Child Left Behind Act (Changes from ESEA, Title VII) (2002)</b> The 2001 reauthorization renamed federal support for education as the No Child Left Behind Act (NCLBA). It replaced the ESEA Title VII competitive grant program with Title III, a formula grant program providing funding to states for ELA programs only, i.e., new provisions focused only on promoting ELA and helping ELs meet challenging content standards by creating aligned systems of standards and assessments. States issued subgrants to school districts; both systems were held accountable for LEP and immigrant students’ academic progress and English attainment. PD programs were also supported.</p>
<p><b>The ESSA (2016)</b> ESSA reauthorizes the ESEA of 1965 and was signed into law by President Obama, December 10, 2015. ESSA replaces the NCLBA of 2001. The transition to full implementation of ESSA took place over school years 2015–2016 and 2016–2017, with full implementation expected in school year 2017–2018.</p>

## Glossary of Terms & Acronyms

The glossary of terms and acronyms included for all LCD TAMs and Guidance handbooks are below:

Acronym/Term	Definition	LCD Guidance Associated
<b>AAPPL</b>	<b>Assessment of Performance toward Proficiency in Languages:</b> Provided by the American Council on the Teaching of Foreign Language’s (ACTFL) which uses the World-Readiness Standards for learning languages. Participants engage in virtual video chats, creating wikis, and emailing, among other tasks. The AAPPL measures interpersonal listening/speaking, writing, and interpretive reading.	SSBB TAM
<b>Academic Conversation / Discourse</b>	Academic Conversations are sustained and purposeful conversations about school topics.	ELDIF Handbook
<b>Academic Language</b>	refers to the language used in academic content found in formal schooling contexts, including specialized or technical language and discourse related to each content area.	SSBB TAM
<b>Academic Vocabulary</b>	Vocabulary used in an academic, school setting and words which are content, skill-based words.	ELDIF Handbook
<b>ACCESS for ELLs</b>	New Mexico’s statewide, standards-based, criterion-referenced English Language Proficiency (ELP) assessment designed to annually measure K–12 English language learners’(ELLs) social and academic proficiency in English. This assessment is computer-based.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; LUS Handbook; SSBB TAM; Title III TAM;
<b>Accommodations</b>	Changes in procedures or materials that do not fundamentally alter the content or performance expectation for a student.	Identifying and Serving ELs w/ Disabilities Handbook
<b>ACT</b>	<b>American College Testing:</b> is a national college admissions examination that consists of subject area tests in English, mathematics, reading, and science. Scores range from 1 (low) to 36 (high).	SSBB TAM
<b>ADA</b>	<b>Americans with Disabilities Act</b> of 1990	LUS Handbook
<b>Agricultural Work</b>	The production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence.	ID & R Manual
<b><u>Alliance Francaise</u></b>	refers to a non-profit. There are well over 100 Alliances Françaises in the USA under the 501(c) 3 non-profit Federation of Alliances Françaises. Each alliance is dedicated to teaching the French language and enjoying the culture of French-speaking countries. The federation makes available cultural offerings—à la carte. These are reasonably priced, local, or national programs that are listed on the Federation's website.	SSBB TAM



Acronym/Term	Definition	LCD Guidance Associated
<b>Alternate ACCESS</b>	The annual large-print ELP assessment that is administered individually to students in grades 1-12 who are identified as English learners with the most significant cognitive disabilities. This assessment is paper based.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>AP</b>	<b>Advanced Placement:</b> is a program of coursework provided by the College Board. Students can take college-level classes taught by their specially prepared teachers. At the end of the course, students can sit for the AP exam that, with a high-enough score, can earn them college credit and even allow them to place out of introductory college coursework.	SSBB TAM
<b>ASL</b>	<b>American Sign Language:</b> ASL is a visual-gestural language used primarily by members of the North American Deaf community and is considered a language other than English.	SSBB TAM
<a href="#"><u>ASLPI</u></a>	<b>ASL Proficiency Interview:</b> is a holistic language evaluation used to determine global ASL proficiency. The basic precept in this type of evaluation is to determine, through a face-to-face interview, what an individual can do with the target language at a given point in time and is a 20–25-minute video-recorded interactive dialogue between the examinee and the interviewer.	SSBB TAM
<b>Asset-Based Approach</b>	Teaching that is grounded in what students can do rather than what they cannot do or areas of weakness. It is an embodiment of growth mindset in instruction.	Identifying and Serving ELs w/ Disabilities Handbook
<b>Asylee</b>	<b>Asylees:</b> are individuals who, on their own, travel to the United States and subsequently apply for or receive a grant of asylum. Asylees do not enter the United States as refugees. They may enter as students, tourists, on business, or with “undocumented” status. U.S. Department of Health and Human Services [HHS], n.d.a	BMEP TAM; Serving ELs TAM; Title III TAM
<b>Avant</b>	is a language proficiency assessment vendor.	SSBB TAM
<b>BAR</b>	<b>Budget Adjustment Request:</b> Requests for net increases and decreases to the budget that may include increases due to new grant funds and decreases due to the need to reduce appropriations to keep spending within available revenues—BARs must be approved by designated authority prior to posting as a budget adjustment.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Bicultural</b>	Identifying with the cultures of two different cultural groups—to be bicultural is not necessarily the same as being bilingual, and vice versa.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Bilingualism</b>	Refers to the ability to command two languages existing on a continuum of language skills.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Biliteracy</b>	The ability to effectively communicate or understand thoughts and ideas through two language systems and vocabularies, using both written symbols.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
<b>Block Scheduling</b>	Method, typically used in secondary schools, to extend instructional periods from a traditional program of shorter sessions to longer class periods that meet fewer times each day and week.	Identifying and Serving ELs w/ Disabilities Handbook
<b>BMEAC</b>	<b>Bilingual Multicultural Education Advisory Council:</b> that has been created in the BME Act to advise the Secretary and NMPED staff on the effective implementation of the BME Act.	BMEP TAM; Serving ELs TAM; Title III TAM
<b>BMEPs</b>	<b>Bilingual Multicultural Education Programs:</b> that provide instruction in, and the study of, English and the home or heritage language of the student. It may also include the delivery of the content areas in the home or heritage language and English, and it incorporates the cultural heritage of the child into specific aspects of the curriculum.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
<b>CAMP</b>	<b>College Assistance Migrant Program:</b> assists migratory students in completing their first year of college and provides follow-up services to help them continue in postsecondary education.	ID & R Manual
<b>CCSS</b>	<b>Common Core State Standards:</b> The state-led effort to develop the Common Core State Standards was launched in 2009 by state leaders— including governors and state commissioners of education from 48 states, two territories, and the District of Columbia— through their membership in the National Governors Association (NGA) Center for Best Practices and the CCSSO.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>CCSSO</b>	<b>Council of Chief State School Officers</b>	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
<b>CEFR</b>	<b>Common European Framework of Reference:</b> is a learning, teaching, and assessment that acts as a framework of reference for Languages used in Europe but also on other continents. It was designed to provide a transparent, coherent, and comprehensive basis for the elaboration of curriculum guidelines and language syllabi, the design of teaching and learning materials, and the assessment of foreign languages. It is now available in 39 languages.	SSBB TAM
<b>COE</b>	<b>Certificate of Eligibility:</b> is a form established by the Secretary of Education that consists of required data elements and required data sections necessary for documenting a child’s eligibility for the MEP. 34 CFR § 200.89(c).	ID & R Manual
<b>Child Count</b>	a “ <b>child count</b> ” is the state’s numeric calculation of the total unduplicated number of eligible migratory students statewide who can be counted for funding purposes. ED collects two separate child counts, known as the Category 1 and Category 2 child counts.	ID & R Manual
<b>CLD</b>	<b>Culturally and Linguistically Diverse:</b> students who are of a different cultural background than the dominant United States culture and who may have inherited a home or heritage language other than English from their family, tribe, or country of origin.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
CLEP	<b>College-Level Examination Program:</b> which is a group of standardized tests that assesses college-level knowledge in several subject areas. These tests, are administered at more than 1,700 colleges and universities across the United States and can earn students credit for, and placement out of, college classes.	SSBB TAM
<a href="#">College Board</a>	This is a mission-driven, not-for-profit organization that assists students to transition from high school to college through programs such as SAT college entry testing and the AP program.	SSBB TAM
Comprehensive Evaluation	Use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist with determining whether the child is a child with a disability under §300.8.	Identifying and Serving ELs w/ Disabilities Handbook
SDP	Also known as a comprehensive state <b>Service Delivery Plan</b> , describes the services the SEA will provide on a statewide basis to address the unique educational needs of migratory students.	ID & R Manual
Content Areas	All subject matter areas of the school’s curriculum, as defined in the New Mexico standards for Excellence, 6.29.1-11 NMAC, Content Standards and Benchmarks. It especially refers to the core content areas— language arts, math, science, and social studies.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Continuation of Service	The statute provides three circumstances in which a LOA may continue to provide services to children whose eligibility has ended: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. [Note: Before the agency provides services under these provisions, it should consider whether the child’s unmet unique educational needs are addressed by the general school program and whether migratory children who have a priority for services have already been served.]	ID & R Manual
CES	Each state has a “land grant” college or university that addresses agricultural issues and supports a statewide system of <b>Cooperative Extension Service</b> offices. The county agents for each CES office often have in-depth knowledge of local farms and crops and have many contacts in the farming community. The CES may also offer annual statewide activities such as farm shows or agricultural days that are good places to meet employers.	ID & R Manual
CSPR	<b>Consolidated State Performance Report:</b> Is the instrument SEAs use to report to ED on the performance of many ESEA formula grant programs, including the MEP.	ID & R Manual
Crop	Is a plant that is harvested for use by people or by livestock.	ID & R Manual



Acronym/Term	Definition	LCD Guidance Associated
CRT	<b>Culturally Responsive Teaching:</b> is the validation and affirmation of home culture and language for the purpose of building and bridging the student to success in the culture of academia.	ELDIF Handbook
Culture	Deep patterns of values, beliefs, practices, and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected. This socially acquired knowledge may be learned and is shared among individuals in the home, community, and/or institutions.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<a href="#"><u>DELE</u></a>	<b>Diplomas of Spanish as a Foreign Language:</b> is the official accreditation of the degree of fluency of the Spanish language. It is issued and recognized by the Ministry of Education, Culture and Sport of Spain. The Instituto Cervantes is the institution in charge of organizing the exams, while the University of Salamanca oversees the preparation, correction, and final evaluation of all tests.	SSBB TAM
DELF	<b>Diplôme d'Etudes en Langue Française:</b> is an official qualification awarded by the French Ministry of Education to certify the competency of candidates from outside France in the French language. These diplomas are valid for life. DELF is composed of four independent diplomas that correspond to the levels of the CEFR mentioned above.	SSBB TAM
Designated ELD	Instruction to develop the ELP of EL students based on the student's ELP level and grade level; instruction shall be distinct from content-area instruction.	Identifying and Serving ELs w/ Disabilities Handbook
DFA	<b>Department of Finance Administration</b>	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
DHEW	<b>Department of Health, Education, and Welfare</b>	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Differentiated Instruction	An approach that teachers can use to make grade level content comprehensible to all students with specific attention to the diverse language and learning needs of their ELs.	ELDIF Handbook
Diploma of Excellence	refers to a New Mexico high school diploma. Diploma of excellence is the terminology used in NMSA 22-1-9.1 and 6.32.3.5 NMAC.	SSBB TAM
Discussion Etiquette	The outlined decorum and good form a student must project during Academic Discourse and/or all class discussion.	ELDIF Handbook
District	A unit for administration of a public-school system often comprising several towns within a state—excluding state charter schools (each its own district), there are 89 school districts in NM, with Albuquerque Public Schools being the largest and Mosquero Municipal Schools being the least populated.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
<b>DOK</b>	<b>Depth of Knowledge:</b> the depth of understanding required to answer or explain an assessment-related item or a classroom activity. The concept of depth of knowledge was developed in the 1990s through research by Norman L. Webb, a scientist at the Wisconsin Center for Education Research.	ELDIF Handbook
<b>DTA/DTC</b>	<b>District (or Charter) Test Administrator/Coordinator:</b> who is a licensed school instructor, counselor, student success advisor, or administrator in a school district, charter school, state educational institution, or bureau of Indian education school (BIE) designated by the district superintendent, charter administrator, or governing authority of a state educational institution or BIE school with the overall responsibility for distributing and administering standardized tests, training school personnel in test security matters, etc.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>DLI</b>	<b>Dual Language Immersion:</b> A BMEP model designed to develop proficiency in two languages	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Economic Necessity</b>	Means that the child and the worker (if the child is not the worker) moved because they could not afford to stay in the current location. The MEP is premised on the understanding that migratory children have unique needs in view of their mobility, and generally are in low-income families. The statutory requirement that a qualifying move be made due to “economic necessity” clarifies that, under the ESEA, it is integral to a move that makes a child a “migratory” child.	ID & R Manual
<b>ED</b>	The <b>U.S Department of Education:</b> This is the agency of the federal government that establishes policy for and administers and coordinates most federal assistance to education. It assists the president in executing his education policies for the nation and in implementing education laws enacted by Congress.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
<b>EEOA</b>	The <b>Equal Educational Opportunities Act</b> of 1974. It is a U.S. federal law that prohibits discrimination against faculty, staff, and students—including racial segregation of students—and requires school districts to take action to overcome barriers to students' equal participation.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>ELA</b>	<b>English Language Arts</b>	BMEP TAM; SSBB TAM
<b>ELA Program</b>	<b>English Language Acquisition Program:</b> See Title III and LIEP	ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>EL</b>	<b>English learners:</b> These are students whose home or heritage language influence is not English, and who are unable to speak, read, write, and understand English at a level comparable to their grade-level English proficient peers, as determined by objective measures of proficiency. The term EL replaces ELL.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM; SSBB TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
<b>ELD</b>	<b>English Language Development:</b> refers to instruction designed specifically for ELs to further develop their listening, speaking, reading, and writing skills to achieve English language proficiency.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
<b>ELD Standards</b>	State-adopted <b>English language development standards</b> under 6.29.5 NMAC.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
<b>Eligibility Determination Team</b>	Group of people who determine whether the student is eligible for and in need of special education and related services under one or more of the eligibility categories defined by IDEA (2004). This group must include the student’s parents, general education teacher(s), special education teacher(s), a representative of the public agency, an individual who can interpret evaluation results, other individuals who have knowledge and expertise, and the student (as appropriate).	Identifying and Serving ELs w/ Disabilities Handbook
<b>ELL</b>	<b>English Language Learner:</b> See EL above.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; SSBB TAM; Title III TAM;
<b>ELP</b>	<b>English language proficiency.</b>	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
<b>ELP Screeners</b>	<b>WIDA Screener online (grades 1-12)</b> and <b>WIDA Screener for Kindergarten</b> are tests approved by the NMPED to measure ELP as part of the EL identification process.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM;
<b>Emancipated Youth</b>	Are children who have not reached adult age (in accordance with state law) who are no longer under the control of a parent/guardian and who are solely responsible for their own welfare.	ID & R Manual
<b>Engaged in New Qualifying Work</b>	Soon after a qualifying move, is one of the criteria for determining whether a worker is a migratory agricultural worker or migratory fisher. In this context, engaged in new qualifying work means that the worker began temporary or seasonal employment in agriculture or fishing (e.g., picking strawberries).	ID & R Manual
<b>Enrichment</b>	A BMEP model designed to further develop the home language of fully English proficient students.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
EoC	<b>End-of-Course</b> exams are intended to be final exams for specific courses. They measure student proficiency of a subset of the Common Core State Standards (CCSS) for language arts and mathematics and the New Mexico State Standards (NMSS) for other courses.	SSBB TAM
EOY	<b>End of Year:</b> The acronym is often used by the New Mexico Public Education Department to describe EOY reporting.	SSBB TAM
EPSS	<b>Educational Plan for Student Success:</b> a long-range plan for improvement that is developed by individual schools and districts	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
ESEA	<b>Elementary and Secondary Education Act</b> of 1965. The act is an extensive federal statute that funds primary and secondary education. It also emphasizes equal access to education and establishes high standards and accountability. In addition, it aims to shorten the achievement gaps between students by providing each child with fair and equal opportunities to achieve an exceptional education. As mandated in the act, the funds are authorized for PD, instructional materials, resources to support educational programs, and parental involvement promotion.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM; Title III TAM;
ESL	<b>English as a Second Language:</b> It is an educational approach in which EL students are provided explicit instruction in the use of the English language. Instruction is based on a targeted curriculum that focuses on English language learning (not subject matter content). ESL is traditionally taught as a separate course for ELs only.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; SSBB TAM; Title III TAM;
ESSA	<b>Every Student Succeeds Act</b> reauthorizes the ESEA of 1965 and was signed into law by President Obama December 10, 2015. ESSA will replace the NCLB Act of 2001. The transition to full implementation of ESSA will take place over SY15–16 and SY16–17, with full implementation expected in SY17–18.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
Ethnographic Interviews	Open-ended interviews that allow the interviewer to gain deep understanding of an interviewee’s perspectives, beliefs, and understandings.	Identifying and Serving ELs w/ Disabilities Handbook
Expressive Language	using language to express information, ideas, or concepts in either oral, signed, or written communication.	SSBB TAM
Extrinsic Factors	Variables including the quality of classroom instruction, designated and integrated ELD instruction, physical and psychological factors (personal and cultural), language factors, and previous and current learning environment factors that affect learning and are external to disability.	Identifying and Serving ELs w/ Disabilities Handbook
FEP	<b>Fluent English Proficient:</b> See IFEP and/or RFEP.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
<b>Fish Farm</b>	Is a tract of water, such as a pond, a floating net pen, a tank, or a raceway reserved for the raising or harvesting of fish or shellfish. Large fish farms sometimes cultivate fish in the sea, relatively close to shore. The fish are artificially cultivated, rather than caught, as they would be in “fishing.” Fish species raised on fish farms include, but are not limited to, catfish, tilapia, salmon, cod, carp, eels, oysters, and clams.	ID & R Manual
<b>Fishing Work</b>	Is the catching or initial processing of fish or shellfish, as well as the raising or harvesting of fish or shellfish at fish farms, that is performed for wages or personal subsistence.	ID & R Manual
<b>Formal Education</b>	<b>Formal Education</b> is institutionalized, intentional and planned through public organizations and recognized private bodies and – in their totality – constitute the formal education system of a country. Formal education programs are thus recognized as such by the relevant national education authorities or equivalent authorities, e.g., any other institution in cooperation with the national or sub-national education authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system.	BMEP TAM; Serving ELs TAM; Title III TAM
<b>FAPE</b>	<b>Free &amp; Appropriate Public Education:</b> Under IDEA (2004), public schools are required to provide each student with a free and appropriate public education in the student’s least restrictive environment, at no cost to the student’s family.	Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook;
<b>Guardian</b>	A “ <b>guardian</b> ” is any person who stands in the place of the child’s parent (in “ <i>loco parentis</i> ”), whether by voluntarily accepting responsibility for the child’s welfare or by a court order.	ID & R Manual
<b>Heritage Language program</b>	A BMEP model designed to support and revitalize a student’s heritage language and culture through oral and written communication; for Native American languages that are oral only, the literacy component shall be measured only in the skill areas or domains of listening, speaking and comprehension.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Heritage Language</b>	The language other than English that is inherited from a family, tribe, community, or country of origin—whether the student is proficient in the language	BMEP TAM; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
<b>Heritage Speaker</b>	A student whose first (dominant) language is English and home/heritage language(s) include both English and a language(s) other than English. Heritage speakers may be initially classified as either IFEP or EL as a result of the ELP screening.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>HEP</b>	<b>High-School Equivalency Program:</b> assists migratory students who are 16 years or older in obtaining a High School Equivalency (HSE) certificate or the equivalent of a high school diploma.	ID & R Manual

Acronym/Term	Definition	LCD Guidance Associated
<b>Holistic Observation</b>	Framework for gathering information on a student before a referral is made to have the student evaluated for special education eligibility.	Identifying and Serving ELs w/ Disabilities Handbook
<b>Home Base</b>	Many migratory families have a <b>home base or hometown</b> where they live for much of the year, then travel or migrate to other places to work for temporary or seasonal work out of economic necessity. For example, a migratory family might consider Florida to be their home base work through the citrus harvest in the spring, and then they move to South Carolina to work during the peach harvest, and then return to their home base in the fall.	ID & R Manual
<b>Home Language</b>	Language other than English that is the primary or heritage language spoken at home or in the community.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
<b><u>IB</u></b>	<b>International Baccalaureate:</b> which is a non-profit, educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly globalizing world.	SSBB TAM
<b>IDEA</b>	The <b>Individuals with Disabilities in Education Act</b> of 1975	Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook;
<b>Identification &amp; Recruitment</b>	<b>“Identification”</b> means determining the location and presence of migratory children. <b>“Recruitment”</b> means contacting migratory families, explaining the MEP, securing the necessary information to determination that the child is eligible for the MEP, and recording the basis of the child’s eligibility on a COE or like form.	ID & R Manual
<b>IEP</b>	<b>Individualized Education Program</b> as required by the Individuals with Disabilities Education Act. An IEP is a legal document that spells out a child’s learning needs, the services and accommodations the school will provide, and how progress will be measured.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
<b>IEP Team</b>	Group responsible for reviewing, developing, or revising the IEP for a student with a disability. The team must include the student’s parents, general education teacher(s), special education teacher(s), a representative of the public agency, an individual who can interpret evaluation results, other individuals who have knowledge and expertise, and the child (as appropriate).	Identifying and Serving ELs w/ Disabilities Handbook
<b>IFEP</b>	<b>Initial Fluent English Proficient:</b> formerly known as “never ELL”. May refer to a student whose language usage survey indicated that there is no influence of languages other than English in the student’s home (Native English speaker) OR it may refer to a student who scored proficient on the ELP screener (WIDA Screener for Kindergarten or Grades 1-12).	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;



Acronym/Term	Definition	LCD Guidance Associated
<b>Immigrant Children/Youth</b>	Children and Youth Individuals who are aged 3 through 21, were not born in any U.S. state (including District of Columbia and the Commonwealth of Puerto Rico) and have not been attending one or more schools in any one or more states for more than three full academic years.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Initial Processing</b>	Is work that (1) is beyond the production stage of agricultural work and (2) precedes the transformation of the raw product into something more refined. It means working with a raw agricultural or fishing product.	ID & R Manual
<b>Integrated ELD</b>	Integrated instruction to attain ELP and meet content standards and benchmarks; it shall occur in all content-area instruction.	Identifying and Serving ELs w/ Disabilities Handbook
<b>Interstate Coordination</b>	Refers to collaborative activities undertaken by two or more states to improve the education of migratory children in those states. Ideally, this term refers to the collaborative activities that two or more states assume to improve the education of migratory children who move between those states.	ID & R Manual
<b>Intrastate Coordination</b>	Refers to efforts involving two or more LOAs within a state to improve educational services to migratory children in that state. The SEA may facilitate these efforts among LOAs or the LOAs may conduct them directly.	ID & R Manual
<b>Join Date</b>	<p>Also referred to as “<b>to join</b>” date, refers to situations where the child and parent do not move together. The “to join” date is the day that the child and worker complete the move to be together. If the child’s move precedes the worker’s move, the QAD is the date that the worker arrived. If the child’s move followed the worker’s move, the QAD is the date the child arrived.</p> <p>The SEA should establish a reasonable time limit for “to join” moves. If the SEA has not established a time limit, the recruiter should determine what is reasonable based on the circumstances. ED believes that, as a best and safe practice, the child’s move should generally occur within 12 months of the worker’s move, and that after one year, it is difficult to link the child’s move to the worker’s move. Nonetheless, there may be unusual circumstances that prevent a child from moving within 12 months of the worker’s move, or vice versa. In these cases, the SEA should document in the Comments section of the COE the basis for determining that the child moved to “join” a worker after such a prolonged period of time between the two moves, or that the worker moved to join the child after a similarly prolonged period.</p>	ID & R Manual
<b>L1</b>	Home or Primary Language is the language, other than English, spoken at home. The following terms are interchangeable: first language (L1), native language, primary language, mother tongue and/or home language. May include heritage language.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
<b>L2</b>	Second Language is used in several ways and can refer to the second language learned.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>LA</b>	<b>Language Acquisition:</b> The process of acquiring a language.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>LAS</b>	<b>Language Assessment Scales:</b> An approved Spanish language proficiency assessment option used in the state of New Mexico for students participating in state funded, BMEPs.	ELDIF Handbook
<b>Language Majority</b>	A person or language community that is associated with the dominant language of the country.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Language Proficiency</b>	A measure of how well an individual can speak, read, write, and comprehend a language comparable to the standard expected for native speakers of the language. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components, as well as academic and non-academic language and comprehension of said language. The methods and assessments used for measuring language proficiency are varied. Language proficiency is an agreed-upon construct dependent on tribes, communities, and/or institutions.	BMEP TAM; ELDIF Handbook; Identifying, and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
<b>LCD</b>	<b>Language and Culture Division</b> of the NMPED works too, meet federal obligations to ELs by providing policy and guidance on EL programs, leveraging Title III English Language Acquisition Subgrants to maximize positive outcomes for ELs and Immigrant students, implementing state-funded BMEPs, providing effective World Language instruction, provide guidance on the Seal of Bilingualism-Biliteracy on the NM Diploma of Excellence, and implement Culturally and Linguistically Responsive Instruction.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
<b>LEA</b>	<b>Local Education Agency:</b> Synonymous with a local school system—usually a local school district or a state charter school—indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.	BMEP TAM; ELDIF Handbook; LUS handbook; Serving ELs TAM; Title III TAM
<b>Leading Questions</b>	<b>Leading questions</b> can often be answered by “yes” or “no” responses and prompt the interviewee to give a particular answer. On the other hand, <b>open-ended questions</b> prompt the interviewee to provide more information than simply “yes” or “no.” In the example below, “you moved here to work in agriculture, right?” makes it appear that “yes” is the “correct” response. Rephrasing the question to “Why did you move here?” allows the interviewee to provide various reasons without having a predetermined answer in mind.	ID & R Manual
<b>Least Restrictive Environment</b>	Requirement in federal and state law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers. Special education students should	Identifying, and Serving ELs w/ Disabilities Handbook



Acronym/Term	Definition	LCD Guidance Associated
	not be removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily.	
<b>LEP</b>	<b>Limited English Proficient</b> is the term previously used by the federal government to identify those students who have insufficient English to succeed in English-only classrooms. The term EL replaces LEP.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>LESA</b>	<b>Limited English-Speaking Ability</b>	ELDIF Handbook
<b>Lessons Learned</b>	In recognition of the experience of the ID&R community, OME has interspersed “ <b>lessons learned</b> ” from veteran ID&R staff throughout the National ID&R Manual. Lessons learned reflect advice from veteran ID&R staff regarding both strategies to adopt and pitfalls to avoid. These lessons learned help new and veteran recruiters alike benefit from the experience of others.	ID & R Manual
<b>LIEP</b>	<b>Language Instruction Educational Programs</b> refers to instructional programs that assist ELs and immigrant students to attain English language proficiency, develop high levels of academic attainment in core academic subjects, and meet the same challenging, state academic standards as all children are expected to meet.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Livestock</b>	Refers to any animal produced or kept primarily for breeding or slaughter purposes, including, but not limited to, beef cattle, hogs, sheep, goats, and horses. For purposes of the MEP, livestock does not include animals that are raised for sport, recreation, research, or pets. ED does not consider the term “livestock” to include animals hunted or captured in the wild.	ID & R Manual
<b>LOA</b>	<b>Local Operating Agency</b>	ID & R Manual
<b>LOTE</b>	<b>Language Other Than English</b>	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; SSBB TAM; Title III TAM;
<b>LUS</b>	<b>Language Usage Survey:</b> a survey designed to identify a LOTE in a student’s background to determine if language screening is necessary, as federally required.	BMEP TAM; ELDIF Handbook; Identifying, and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM; Title III TAM;
<b>Maintenance</b>	A BMEP model designed to develop and maintain proficiency and literacy in the home language while developing a student’s literacy and oral skills in English.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
<b>MCNL Endorsement</b>	<b>Modern, Classical, and Native Language Endorsement:</b> available to licensed New Mexico teachers	BMEP TAM; ELDIF Handbook; Serving ELs TAM: Title III TAM
<b>MEP</b>	<p><b>Migrant Education Program:</b> is authorized by Part C of Title I of the ESEA, as amended. The MEP provides formula grants to SEAs to establish or improve education programs for migratory children. The purpose of the grants is:</p> <ul style="list-style-type: none"> <li>• to assist states in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.</li> <li>• to ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging State academic standards.</li> <li>• ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.</li> <li>• to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; and</li> <li>• to help migratory children benefit from state and local systemic reforms.</li> </ul>	ID & R Manual
<b>Migratory Agricultural Worker</b>	An individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of temporary or seasonal agricultural employment.	ID & R Manual
<b>Migratory Child</b>	<p>According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a) of ED’s Title I regulations) a child is a “migratory child” and is eligible for MEP services if all of the following conditions are met:</p> <ol style="list-style-type: none"> <li>1) The child is not older than 21 years of age; and <ol style="list-style-type: none"> <li>a) The child is entitled to a free public education (through grade 12) under state law, or</li> <li>b) The child is not yet at a grade level at which the LEA provides a free public education, and</li> </ol> </li> </ol>	ID & R Manual

Acronym/Term	Definition	LCD Guidance Associated
	<p>2) The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and</p> <p>3) With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and</p> <p>a) From one school district to another; or</p> <p>b) In a state that is comprised of a single school district, has moved from one administrative area to another with such district; or</p> <p>c) Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.</p>	
<b>Migratory Fisher</b>	An individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.	ID & R Manual
<b>MLSS</b>	<b>Multi-Layered System of Supports</b> Comprehensive instructional framework that aims to provide support to all students. It is a research-based framework for effective teaching and learning.	Identifying, and Serving ELs w/ Disabilities Handbook
<b>Modifications</b>	Changes in procedures or materials that fundamentally alters the content or performance expectation for a student.	Identifying, and Serving ELs w/ Disabilities Handbook
<b>Move</b>	A change from one residence to another residence that occurs due to economic necessity.	ID & R Manual
<b>MSIX</b>	The <b>Migrant Student Information Exchange</b> system is the technology that allows states to share educational and health information on migratory children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migratory student information systems that states currently use to manage their migratory student data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.	ID & R Manual
<b>Multilingualism</b>	The ability to command three or more languages existing on a continuum of language skills.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>NALC Certificate</b>	<b>Native American Language and Culture Certificate</b> available to tribally approved proficient speakers of the tribe's language and/or licensed New Mexico teachers	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
<b>Native English speaker</b>	A student whose first and home language is English OR a student whose first (dominant) language is English and home/heritage language(s) include both English and a language(s) other than English. See related entries: heritage language, heritage speaker, home language.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Native Language</b>	See home language and L1.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>NCLB</b>	<b>No Child Left Behind Act:</b> This act authorized several federal education programs that are administered by the states. The law was a reauthorization of ESEA. Under the 2002 law, states were required to test students in reading and math in grades 3–8 and once in high school. This law required data disaggregation by sub-groups, including ELs and Students with Disabilities for the first time since the ESEA was enacted in 1965.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Network</b>	Is a supportive system of sharing information and services among individuals and groups having a common interest. The five most common information sources when building a recruitment network are: (1) employers; (2) local school staff; (3) community contacts, organizations, and commercial establishments; (4) other government agencies; and (5) migratory families or youth themselves. Although the recruiter wants to encourage the recruiting network to refer children who might be eligible for the MEP, the recruiter should let network members know that while referrals are appreciated, only those who work for the MEP can determine if a child is eligible to receive services.	ID & R Manual
<b>Newcomer</b>	<b>Newcomers:</b> refers to any foreign-born students and their families who have recently arrived in the United States. Throughout our country’s history, people from around the world have immigrated to the United States to start a new life, bringing their customs, religions, and languages with them. The United States is, to a great extent, a nation of immigrants. Newcomers play an important role in weaving our nation’s social and economic fabric, and U.S. schools play an important role in helping newcomers adapt and contribute as they integrate into American society.	BMEP TAM; Serving ELs TAM; Title III TAM
<b>NMAC</b>	<b>New Mexico Administrative Code</b>	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>NMPED</b>	<b>New Mexico Public Education Department</b>	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>NMSBA</b>	<b>New Mexico Standards-Based Assessment</b>	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
NMTeach	NMTEACH is an educator effectiveness system designed to establish a framework for continuous improvement and professional growth for teachers and principals, which, in turn, promotes student success.	ELDIF Handbook;
NOVA	The new state reporting system used by LEAs to report data to the NMPED.	BMEP TAM; Serving ELs TAM; Title III TAM;
OBMS	<b>Operating Budget Management System:</b> This is the required on-line system for data entry of accounting and budgeting information to be used by New Mexico public and charter school districts using the Uniform Chart of Accounts (UCOA).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
OCR	The U.S. Department of Education's <b>Office for Civil Rights</b> has responsibility for enforcing Title VI of the Civil Rights Act of 1964.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
OELA	The U.S. Department of Education's <b>Office of English Language Acquisition</b> provides national leadership to help ensure that ELs and immigrant students attain English proficiency and achieve academic success.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
OIG	<b>Office of the Inspector General:</b> Congress created the OIG and authorizing statute through the Inspector General Act of 1978. Although it reports to the Secretary, it is separate and distinct from the program office units in the ED, as an independent and objective unit that: <ul style="list-style-type: none"> <li>• conducts and supervises audits and investigations relating to the programs and operations of the ED;</li> <li>• provides leadership, coordination, and recommendations on activities that (1) promote economy, efficiency, and effectiveness and (2) reduce or detect fraud and abuse in the administration of programs; and</li> <li>• provides a means of keeping the Secretary and Congress informed about problems and deficiencies relating to the administration of the ED's programs and the necessity for corrective action.</li> </ul>	ID & R Manual
OPI	<b>Oral Proficiency Interview:</b> Takes place over the phone between a trained, certified, ACTFL tester and the candidate in a live, 30–45-minute conversation. It is a test that measures how well a person speaks a language.	SSBB TAM
Opt-Out	A parent's right to refuse services or program participation. A parent CANNOT refuse or opt out of EL status or the ACCESS for ELLs© (ELP assessment) conducted annually.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
PAC	A <b>Parent Advisory Committee</b> , required by Bilingual Multicultural Education statute (NMSA 22-23) and regulation (6.32.2 NMAC), is a group of parent representatives of the	BMEP TAM; ELDIF Handbook; ID & R Manual; Serving ELs TAM; Title III TAM;

Acronym/Term	Definition	LCD Guidance Associated
	<p>language and cultural of the students to assist and advise in the development, implementation, and evaluation of the program.</p> <p>In the planning and operation of MEP programs and projects, SEAs and LOAs must consult with parents of migratory children, including a <b>PAC</b>, for programs not less than one school year in duration. The SEA must develop its comprehensive State plan in consultation with the State PAC or, for SEAs not operating programs for one school year in duration, in consultation with the parents of migratory children. This consultation must be in a format and language that the parents understand.</p>	
<b>Parent</b>	parent, foster parent, or legal guardian.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
<b>PARCC</b>	<b>Partnership for Assessment of Readiness for College and Career</b> and is a consortium of states and the District of Columbia that have worked to create and implement uniform K–12 assessments in mathematics and English language arts.	ELDIF Handbook;
<b>PD</b>	<b>Professional Development:</b> It is the continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities, or work environment.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>PED</b>	<b>Public Education Department:</b> see also NMPED	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Personal Subsistence</b>	“ <b>Personal Subsistence</b> ” means that the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.	ID & R Manual
<b>PLC</b>	<b>Professional Learning Community:</b> Group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and students’ academic performance.	ELDIF Handbook; Identifying, and Serving ELs w/ Disabilities Handbook
<b>PPT</b>	PowerPoint Software	LUS Handbook
<b>Priority for Services</b>	“ <b>Priority for services</b> ” children, are migratory children who have made a qualifying move within the previous one-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.	ID & R Manual
<b>Proficiency</b>	The ability to express oneself in a language with sufficient structural accuracy and vocabulary to participate effectively in most social and academic situations.	SSBB TAM
<b>Purview</b>	Range of operation, authority, control, concern, vision, insight, or understanding.	SSBB TAM

Acronym/Term	Definition	LCD Guidance Associated
<b>Q &amp; A</b>	<b>Question &amp; Answer</b>	LUS handbook
<b>QAD</b>	<b>Qualifying Arrival Date:</b> A child’s eligibility for the MEP begins when the child completes a qualifying move. In situations where the child and parent do not move together, the “to join” date is the day that the child and worker complete the move to be together. If the child’s move precedes the worker’s move, the QAD is the date that the worker arrived. If the child’s move followed the worker’s move, the QAD is the date the child arrived. The reason for this is that the child does not establish eligibility as a migratory child until he or she physically arrives in the receiving school district.	ID & R Manual
<b>Qualifying Move</b>	A move due to economic necessity (A) from one residence to another residence; and (B) from one school district to another school district, except (i) in the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or (ii) in the case of a school district of more than 15,000 square miles, where a qualifying move is a distance of 20 miles or more.	ID & R Manual
<b>Qualifying Work</b>	Temporary or seasonal employment or personal subsistence in agriculture or fishing work.	ID & R Manual
<b>Quality Control</b>	<p>An SEA must establish and implement a system of quality controls for the proper ID&amp;R of eligible migratory children on a statewide basis. At a minimum, this system of quality controls must include the following components:</p> <ul style="list-style-type: none"> <li>• training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP.</li> <li>• supervision and annual review and evaluation of the ID&amp;R practices of individual recruiters</li> <li>• a formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LOAs.</li> <li>• an examination by qualified individuals at the SEA or LOA level of each COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services.</li> <li>• a process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing.</li> <li>• documentation that supports the SEA's implementation of this quality-control system and of a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so.</li> </ul>	ID & R Manual



Acronym/Term	Definition	LCD Guidance Associated
	<ul style="list-style-type: none"> <li>• a process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal state audit findings and recommendations, or monitoring, or audit findings of the Secretary.</li> </ul>	
<b>Receptive Language</b>	Processing language to comprehend information, ideas, or concepts in either oral, signed or written communication.	SSBB TAM
<b>Refugee</b>	A refugee is a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group.	BMEP TAM; Serving ELs TAM; Title III TAM
<b>RFEP</b>	<b>Reclassified Fluent English Proficient:</b> formerly known as exited ELL. It refers to a student who has reached proficiency in the annual ELP assessment and is thus no longer classified as an EL.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Re-interviewing</b>	Is the process of checking the eligibility determinations recorded on a State's COEs. It involves independently interviewing families and checking each criterion that makes children eligible for the MEP. States can use prospective re-interviewing for quality control before submission of annual child counts. Or states can use retrospective re-interviewing, which establishes valid and reliable defect rates that measure the quality of a state's eligibility determinations for an entire child count year (i.e., eligibility determinations made over the course of a three-year period).	ID & R Manual
<b>RfR</b>	<b>Request for Reimbursement:</b> is a method where districts, state charter schools, fiscal agents, etc. are reimbursed through the NMPED for allowable expenses charged to a certain program/fund and that do not exceed the limitations of their approved budgets for that program/fund.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>SAT</b>	<b>Student Assistance Team:</b> It is a school-based group of people whose purpose is to provide additional support to students who are experiencing academic or behavioral difficulties that are preventing them from benefiting from general education, because they are either performing below or above expectations.	BMEP TAM; ELDIF Handbook; Identifying, and Serving ELS w/Disabilities Handbook; LUS Handbook; Serving ELs TAM; Title III TAM;
<b>SAT</b>	The <b>Scholastic Aptitude Test</b> is a globally recognized college admission test that provides students the opportunity to demonstrate to colleges their knowledge and their ability to apply that knowledge. The SAT tests knowledge of reading, writing, and math—subjects that are taught every day in high school classrooms.	SSBB TAM;
<b>SBAC</b>	<b>State Bilingual Advisory Council:</b> It was an ad hoc group that advised the NMPED through the LCD on all matters pertaining to bilingual multicultural education. Please see BMEAC.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM



Acronym/Term	Definition	LCD Guidance Associated
<b>Scaffold</b>	An educator’s intentional act of building upon students’ already acquired skills and knowledge to teach new skills (WIDA, 2012).	ELDIF Handbook;
<b>School Board</b>	A local school board means the locally elected, policy-setting body of a school district. Its members serve four-year terms and can be re-elected indefinitely.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>SDAIE</b>	<b>Specifically Designed Academic Instruction delivered in English:</b> It is a teaching approach intended for teaching various academic content to students who are still learning English.	ELDIF Handbook;
<b>SEA</b>	<b>State Education Agency:</b> It is the state-level government agency within each state responsible for providing information, resources, and technical assistance on educational matters to schools and residents.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
<b>Seasonal Employment</b>	Employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.	ID & R Manual;
<b>Section 504</b>	Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.	LUS Handbook;
<b>SEG</b>	<b>State Equalization and Guarantee:</b> which is also known as the New Mexico public school funding formula. This applied school funding formula determines an equitable distribution of funds that are allocated state-wide in order to equalize educational opportunity for all children in New Mexico.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>SEI</b>	<b>Structured English Immersion</b>	ELDIF Handbook;
<b>SGTs</b>	<b>School Growth Targets</b> and refers to the state academic proficiency annual targets based on student performance on standards-based assessments.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>SHARE</b>	<b>Statewide Human Resources, Accounting, and Financial Management Reporting System.</b> The New Mexico State employee platform for managing processes and procedures related to human resources, accounting, and finances.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>SharePoint®</b>	The NMPED’s electronic database platform for completing and submitting Program Applications, Annual Reporting, as well as Local Plans submissions.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Sheltered Instruction</b>	This approach integrates the development of English language proficiency and the acquisition of grade-level academic content area knowledge and academic skills.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>SIFE</b>	<b>Students with Interrupted Formal Education.</b>	ELDIF Handbook;

Acronym/Term	Definition	LCD Guidance Associated
<a href="#"><u>SLPI</u></a>	The <b>Sign Language Proficiency Interview</b> involves a one-on-one conversation in sign language between an interviewer and candidate/interviewee. Interview content varies according to the background, job responsibilities, schooling, and other interests of each SLPI candidate/ interviewee.	SSBB TAM
<b>Soon after the Move</b>	“ <b>Soon after the move</b> ” be within 60 days of the worker’s move. A 60-day window allows for extenuating circumstances that would delay an individual’s engagement in new qualifying work immediately after the move (e.g., local conditions in agricultural or fishing operations, illness, or other personal circumstances), while still providing a reasonable temporal connection between the move and the worker’s engagement in qualifying work. The ESEA, as amended by the ESSA, establishes that whether one may be considered a migratory agricultural worker or fisher depends on whether the individual engaged in qualifying work soon after the move.	ID & R Manual
<b>SPED</b>	<b>Special Education:</b> as part of the Individuals with Disabilities Education Act (IDEA).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>SSBB</b>	<b>State Seal of Bilingualism-Biliteracy</b>	SSBB TAM
<b>Standardized Curriculum</b>	District curriculum that is aligned with the state academic content standards, benchmarks, and performance standards	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>STARS</b>	<b>Student Teacher Accountability Reporting System</b> is a state reporting system used by New Mexico Public Schools to report data to the NMPED. A comprehensive student and staff information system that provides a standard data set for each student served by New Mexico’s 3Y–12 public education system. Now changing to NOVA.	ELDIF Handbook; Title III TAM
<b>Student Outside Texts</b>	This refers to any text that is currently not being read in class. For example, if a class is reading To Kill A Mockingbird and the teacher requests that a comparison be made from an outside text, this text must be something that the student has already read either in or outside of class.	ELDIF Handbook;
<b>Support(s)</b>	Use of instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from language.	ELDIF Handbook;
<b>SY</b>	<b>School Year:</b> The abbreviation is used when discussing specific school years.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
TA	A licensed school instructor, counselor, student success advisor, administrator, or instructional support provider in a school district, charter school, state educational institution, or BIE education school with the responsibility of administering tests under the guidelines outlined in 6.10.7 NMAC	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
TAFM	<b>Technical Assistance and Focused Monitoring:</b> This is the approach of the LCD to support district/state charters conduct required self-monitoring to evaluate whether their EL Program, use of Title III Funding, and BMEP are producing results.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Temporary Employment	It typically includes employment where the employer states that the worker was hired for a limited time frame (usually a few months, but no longer than 12 months); the worker states that the worker does not intend to remain in that employment indefinitely; or the SEA has determined on some other reasonable basis that the employment is temporary.	ID & R Manual
TESOL Endorsement	<b>Teachers of English to Speakers of Other Languages:</b> is an endorsement given to elementary- and secondary-licensed teachers qualified to teach ESL classes.	BMEP TAM; ELDIF Handbook; Identifying, and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
Title I	Title I is supplemental federal funding provided to local school districts to improve the academic achievement of disadvantaged students. It is part of the ESEA first passed in 1965.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
Title II	Title II is supplemental federal funding provided to local school districts to improve educator quality and for teacher development (PD).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Title III	Title III is supplemental federal funding provided through formula-based subgrants for eligible districts/state charters to assist in increasing the ELP and academic achievement of its current ELs.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
Title III-Immigrant	Competitive subgrants used to enhance instructional opportunities for districts experiencing significant increases in immigrant children and youth	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Title VI	Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Transitional	A BMEP model designed to develop skills in the home language and culture while developing continued skills and proficiency in English.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
<b>Tribal Language</b>	This is a language specific to a particular Native American community or Tribe; it may include dialect spoken by members of a particular Native American community.	SSBB TAM
<b>Two-Way, Programs</b>	See BMEP Model - Dual Language Immersion (DLI).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>Tydings Amendment</b>	The statutory authority for the period for obligating and expending carryover funds is the Tydings Amendment, section 412(b) of the General Education Provisions Act (GEPA), 20 U.S.C. 1225(b).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<b>UDL</b>	<b>Universal Design for Learning:</b> Teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. The four principles are engagement, representation, action, and expression.	Identifying, and Serving ELs w/ Disabilities Handbook
<b>W-APT</b>	The state-approved ELP screening test used in the EL identification process.	ELDIF Handbook;
<b><u>WIDA</u></b>	This is a consortium of states whose mission is to advance academic language development and academic achievement for linguistically diverse students through the promotion of high-quality standards and assessments, research, and educator PD. WIDA is the acronym for the consortium of original member states.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM; SSBB TAM; Title III TAM;
<b>World Language</b>	<b>World Language:</b> is used to distinguish English from languages other than English.	SSBB TAM
<b>WPT</b>	<b>Writing Proficiency Tests</b> are standardized tests for the global assessment of functional writing ability in a language. There are four prompts (i.e., descriptive, informative, narrative, and persuasive) to which the participant must respond in writing.	SSBB TAM

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