ESEA Monitoring FACTSHEET

(A8) Title III: Family Engagement

As a pass-through entity for Federal education funds, the Maine Department of Education (Maine DOE) has prepared this guidance document to assist Federal program subrecipients in adhering to the statutory requirements for the Title III, Part A program.

The information provided in this document serves as general guidance being provided by the Maine DOE. Subrecipients under the Title III, Part A program should refer to the full text of the regulations which govern the use of these federal funds, which can be found at under the Elementary and Secondary Education Act and within the Code of Federal Regulations.

Subrecipients of Federal funds are solely responsible for meeting all applicable Federal regulations.

Definitions:

Language Instruction Education Program**:** The term "language instruction educational program" means an instruction course— (A) in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

Statutory Requirements:

ESEA Sec. 3115(c)(3)

State Guidance:

Provide evidence of parent, family, and community engagement activities as well as a narrative of how those activities enhanced or supplemented the language instruction education program.

Relevant Documentation:

Attendance sheets, exit slips, feedback forms, survey results, etc.

Technical Assistance:

Please feel free to contact your ESEA Regional Program Manager at the Maine DOE if you have any questions relative to the contents of this document or the requirements for leveraging these Federal funds.