
Title III funds: Language Instruction for English Learners (ELs) and Immigrant Students Allowable Uses

Use of this Document

This document is designed to support LEAs and schools in identifying potential allowable uses of Title III, Part A funds. This should not be considered an exhaustive list, nor does it guarantee that an activity listed will be considered allowable for each sub-grantee; allowability is also based on a data-driven assessment of local needs.

Purpose

The purpose of Title III is to help ensure that English Learners (ELs) including immigrant children and youth, attain English language proficiency, and meet the same challenging State academic standards that all children are expected to meet.

Requirements

If your LEA is eligible for Title III funds, you must have a minimum of three investments, one for each of the following required activities:

- Effective Language Instruction Educational Programs
- Effective Professional Development
- Parent, Family, and Community Engagement

Allowable Uses

Effective Language Instruction Educational Programs (LIEPs)

- Developing and implementing new English language acquisition and content instructional programs
- Improving and enhancing existing English language acquisition and content instructional programs
- Bilingual program development and implementation
- Pre-K, summer, and extended day programs; educational weekend/afterschool/extended day programs
- Bilingual teacher/tutor salaries (when supplemental to core programming)
- Concurrent or dual enrollment programs (tuition, fees, books, and instructional materials)
- Targeted programs for Students with Limited or Interrupted Formal Education (SLIFE), ELs with disabilities, or refugee students

Contact Information:

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- Academic, college, or career counseling
- Educational field trips (buses and admission)
- Equitable services for private school ELs (in cases where the Independent school resides in a Title III participating and eligible LEA)
- Improvement or supplementation of existing EL program objectives and instructional strategies by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- Provision of:
 - tutorials and academic or career and technical education
 - intensified instruction, which may include providing materials in a language that the student can understand, interpreters, and translators
- Improvement of the instruction of ELs, which may include ELs with a disability, by providing for:
 - the acquisition or development of educational technology or instructional materials
 - access to, and participation in, electronic networks for materials, training, and communication
- The offering early college/high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education
- The salary and benefits for *supplemental* – coordinators or liaisons not already in the employ of the LEA.
- Implementation of all or part of a comprehensive support and improvement plan

Effective Professional Development

- ESL instructional coaching
- Courses towards ESL endorsement for staff
- Specialized PD regarding ELs for ESL teachers, general education teachers, administrators, and other school staff
- Stipends and/or substitutes for staff PD
- Educational consultants
- PD supplies and materials
- Conference costs that meet state and federal guidelines
- Travel costs for allowable grant activities, including lodging and meals (out-of-state travel requires prior LEA approval)

Parent, Family, and Community Engagement

LEAs may develop and implement activities that include at least one strategy that will provide ELs and their families Engagement opportunities through:

- Community participation programs
- Literacy Services
- Outreach and training activities
- Parent Universities and Home Language Instruction
- Parent, Family, and Community Engagement Coordinator/Liaison Salary

- Partnerships with community organizations to improve student outcomes and/or supports to families
- Home visits
- Events to seek community input on general education and Title III programming
- ESL classes for parents
- ESL/content instructional materials for home use
- Training activities designed to assist parents and families to become active participants in the education of their children
- Guest speakers for engagement events
- Light refreshments, transportation, and childcare to improve accessibility of engagement events
- Translation/interpretation for Title III-specific engagement events
- Activities and supplies

Prohibited Uses

- 1-day or short-term professional development workshops and conferences (unless part of a larger, comprehensive professional learning plan)
- Core services for ELs, including ESL-endorsed teacher or EL coordinator salaries
- Costs related to the Screening and Intake of ELs in the district to administer the state-required English language proficiency assessment (ACCESS for ELLs) or a proficiency screener, including stipends and/or substitutes
- Entertainment activities
- Minimum, core PD necessary to provide an effective English language acquisition and content instructional program for ELs
- PD costs related to training teachers' meals (when hosting PD events)
- Translation/interpretation of general communications to parents, enrollment documents, parent handbooks, ILAPs, IEPs, assessments, or other documents not directly related to Title III activities
- Food or complete meals for social activities, gatherings, or meetings during non-meal periods (only allowable if provided during parent trainings that occur during a meal period)
- Ceremonies, banquets, and celebrations

Allowability Considerations

Programs and activities supported by Title IIIA funds must:

- Be consistent with the intent and purposes of Title IIIA
 - Does the activity or investment meet one of the three required activities under Title IIIA?
 - Does this activity directly affect ELs in the district and contribute to their success and ability to participate meaningfully in general curricula?

- Be reasonable and necessary to carry out the purpose of the grant
 - What is the identified need that this proposed activity is meeting?
 - How was this need determined? Is there data available to support this identified need? What data sources were consulted and what did those sources reveal?
 - What is the breadth of impact that this activity will have?
 - Are all associated costs reasonable?
 - Do the involved parties (schools, principals, teachers, etc.) have the capacity to engage in and/or implement this activity right now?
- Be allocable to the grant
 - Is the activity chargeable to the grant in proportion to the benefits received as a result of the cost?
- Be used to supplement, not supplant, state and local funds
 - Title IIIA funds may not be used for activities that are required by federal, state, or local law or regulation, or for activities that were previously funded by other state or local funding

Professional Development funded with Title III must be –

- Designed to improve the instruction and assessment of ELs
- Designed to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs
- Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom