

## **Title III Allowable Uses**

### **Use of this Document**

This document is designed to support LEAs, schools, and sub-grantees in identifying potential allowable uses of Title III Part A funds. It is important to note that while this document lists strategies and activities commonly funded, 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 of Title III Part A**

General Purpose of Title III: 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:

1. Ensuring that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. Ensuring that LEAs are assisting all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

### **General Considerations**

Programs and activities supported by Title III funds must:

Required Uses of Title III EL Funds at the LEA Level

LEAs must use Title III EL funds for three activities:

1. Providing effective language instruction educational programs (LIEPs) that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement.
2. Providing effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
  - 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, and
  - Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom.
3. Providing and implementing other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which must include parent, family, and community engagement activities, and may include strategies that serve to coordinate and align related programs.

As with all Title III costs, these three required Title III EL activities—effective Language Instruction Education Programs (LIEPs), effective professional development, and effective parent, family, and community engagement activities—are supplemental to state and locally funded programming the school or district is delivering to meet its civil rights obligations to EL students. Districts receiving Title III funds should use funds for these three required activities or indicate if other state and local funds will be used to meet this Title III obligation.

**Title III may NOT supplant any other federal, state, or local funds.**

## Allowable and Unallowable Uses

Category	Allowable Uses	Unallowable Uses
<b>District Set Asides</b>	Administrative and Indirect costs (total) of III/Immigrant may NOT exceed 2% of the total allocation	Replace a cost that was previously funded by general funds
<b>Professional Development</b>	<ol style="list-style-type: none"> <li>1. Hiring bilingual/ESL coaches whose role is to acquire research-based practices, provide professional development, mentor and coach teachers who are working directly with ELs.</li> <li>2. Provide stipends to teachers to assist them in completing and obtaining bilingual/ESL endorsements</li> <li>3. Professional development that is planned based on student achievement data and provided in a systemic and sustained manner to improve instruction and assessment of ELs. Staff training could include bilingual/ESL classroom teachers, bilingual/ESL teacher coaches, paraprofessionals, regular education teachers, administrators, and other school based or community-based organizational personnel who serve Els</li> </ol>	<ol style="list-style-type: none"> <li>1. Regular Instructional Coaches</li> <li>2. Stipends for regular endorsements</li> <li>3. PD costs related to training teachers to administer the state-required English language proficiency assessment (ACCESS for ELs) or a proficiency screener, including stipends and/or substitutes.</li> <li>4. Professional Development planned for any title other than Title III</li> </ol>
Category	Allowable Uses	Unallowable Uses

<p><b>Parent &amp; Family Engagement</b></p>	<ol style="list-style-type: none"> <li>1. Family literacy (ESL) and parenting classes</li> <li>2. Parent Liaison</li> <li>3. Newsletters for parents of EL students only</li> <li>4. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities</li> </ol>	<ol style="list-style-type: none"> <li>1. Translation of documents, parent handbooks, and assessments are funded by general funds or interpretation services due to Supplement, Not Supplant</li> <li>2. Regular parent liaison</li> <li>3. Newsletters cannot be sent to non-EL student families, Title I ESL/EL families or all students in a school</li> <li>4. Regular activities</li> </ol>
<p><b>Category</b></p>	<p><b>Allowable Uses</b></p>	<p><b>Unallowable Uses</b></p>

<p><b>Instruction</b></p>	<ol style="list-style-type: none"> <li>1. Summer school classes,</li> <li>2. English Language Development (ELD) paraprofessional for small group instruction</li> <li>3. Identification and acquisition of bilingual curricular materials</li> <li>4. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth (career exploration and shadowing experiences, college visits, etc.)</li> <li>5. Tutoring, academic assistance, and supplementary instructional materials for English language acquisition as well as for summer school programs for ELs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Credit recovery</li> <li>2. All test administration cost (ELPA and ELPA Screener, other state assessments) must be paid by general fund, including the pay for proctors, assessors, and substitute teachers.</li> <li>3. Intake/Eligibility or Annual progress assessments.</li> <li>4. Entertainment activities</li> </ol>
<p><b>Category</b></p>	<p><b>Allowable Uses</b></p>	<p><b>Unallowable Uses</b></p>

<b>Transportation</b>	Cost for educational field trips if part of high-quality language instruction educational programs/activities (buses and admission).	Transportation initiative already paid for by the school.
<b>Category</b>	<b>Allowable Uses</b>	<b>Unallowable Uses</b>

<b>Technology</b>	<ol style="list-style-type: none"><li>1. Laptops, charging carts and other technology for EL students only (if not purchased through other state, local or federal funds)</li><li>2. Bilingual educational software, and technologies to be used in the program</li></ol>	Technology for English learners in general education settings
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