

OFFICE OF FEDERAL PROGRAMS

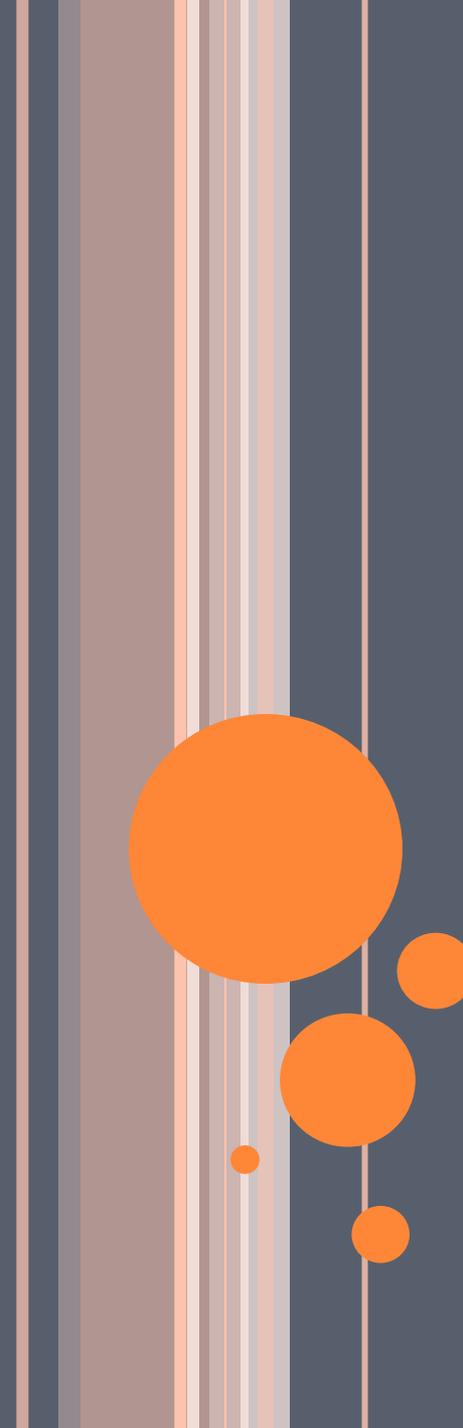
Limited English Proficient (LEP)/Immigrant:
Title IIIA

August 27, 2014

AGENDA

- Subgranting Procedures
- Title III-A Application in the Grants Management System (GMS)
- Title III-A Allowable Expenditures
- Claims Reimbursement Procedures
- Annual Reports and Due Dates





TITLE III-A SUBGRANTING PROCEDURES

Limited English Proficient (LEP)
Immigrant children and youth

STATE SUBGRANTING PROCEDURES: IMMIGRANT CHILDREN AND YOUTH

- Any LEA that enrolled one or more English language learners during the previous school year (13-14) qualifies for an LEP subgrant.
- Under Title III, Part A (Section 3114 [b]), subgrants less than \$10,000 may not be made to individual districts. However, individual districts may join together to form a consortium in order to achieve the Title III, Part A Limited English Proficient (LEP) minimum \$10,000 grant award.
- The **minimum number of students** needed to meet the \$10,000 benchmark is *approximately* 110 (number of LEP students multiplied by per student amount).
- *[Sections 3114 and 3115 of ESEA]*



STATE SUBGRANTING PROCEDURES: IMMIGRANT CHILDREN AND YOUTH

- Districts must meet the requirements for identification and eligibility (annual LEP Survey), must develop a Language Instruction Program Delivery Plan (LIPDP), and must comply with evaluation and reporting requirements
- *[Sections 3116, 3121, and 3123 of ESEA]*



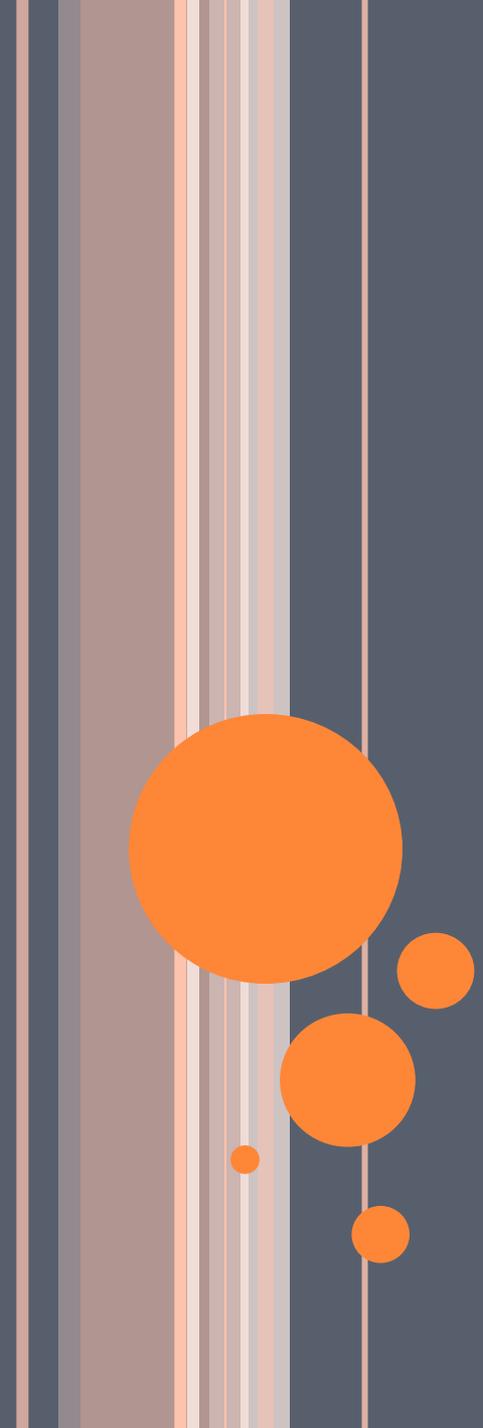
STATE SUBGRANTING PROCEDURES: IMMIGRANT CHILDREN AND YOUTH

- Districts with a “significant increase” of the total immigrant population and at least 20 immigrant students are eligible for an Immigrant grant.
 - A “significant increase” is based upon a minimum 2% increase of the average of a district’s total immigrant population over the previous two academic years (12-13 & 13-14).



STATE SUBGRANTING PROCEDURES: IMMIGRANT CHILDREN AND YOUTH

Number	Key Term	Definition
1	Immigrant Children and Youth	The term immigrant means individuals who: (a) are aged 3 through 21; (b) were not born in any State ² ; and (c) have not been attending one or more schools in any one or more States for more than 3 full academic years ³ .
2	State	This includes each of the 50 States, the District of Columbia, and Puerto Rico. This definition is for Title III-A purposes only and is unlike the definition of “State” in Section 9101 of the Elementary and Secondary Education Act (ESEA), which applies generally to ESEA programs. Section 9101 does not include the outlying areas.
3	Full Academic Year	The Title I definition of Full Academic Year (FAY) does not apply to Title III. Note: Academic years are cumulative and do not start over each time a student re-enrolls in a school in the United States.



TITLE III-A APPLICATIONS IN THE GRANTS MANAGEMENT SYSTEM (GMS)



Applicant: 37-1007 KINGFISHER
Application: 2013-2014 Title III-LEP - 00
Cycle: Original Application

Title III-LEP
Printer-Friendly
Click to Return to Organization Select
Click to Return to Application Select
Click to Return to Menu List / Sign Out

Overview	Contact Information	Program Detail	Budget Pages	Technology Addendum	Program Staff	Supporting Documentation	Submit	Application History	Page Lock Control	Application Print
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Title III - Limited English Proficient Overview

Due Date: September 30, 2014

Program: Title III - LEP

Funding Period: The funds for this grant MUST be encumbered by June 30, 2015.

Funding: Amount is based on a Per Pupil Amount (PPA) multiplied by the number of LEP students reported on the prior year LEP Survey.

Purpose: The Local Education Agency(s) [LEA(s)] shall use Title III, Part A funds to improve the education of LEP children by assisting them to learn English and meet challenging state academic content and student academic achievement standards. Schools will use approaches and methodologies derived from scientifically-based research on teaching LEP and immigrant children for the following purposes:

- 1) Developing and implementing new language instruction educational programs and academic content instruction programs for such children and youth, including programs of early childhood education, elementary school programs, and secondary school programs.
- 2) Carrying out highly-focused, innovative, locally-designed activities to expand or enhance existing language-instruction educational programs and academic content instruction programs for such children and youth.
- 3) Implementing, within an individual school, school-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic-content instruction for such children and youth.
- 4) Implementing, within the entire jurisdiction of a LEA, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language-instruction educational programs and academic-content instruction for such children and youth.

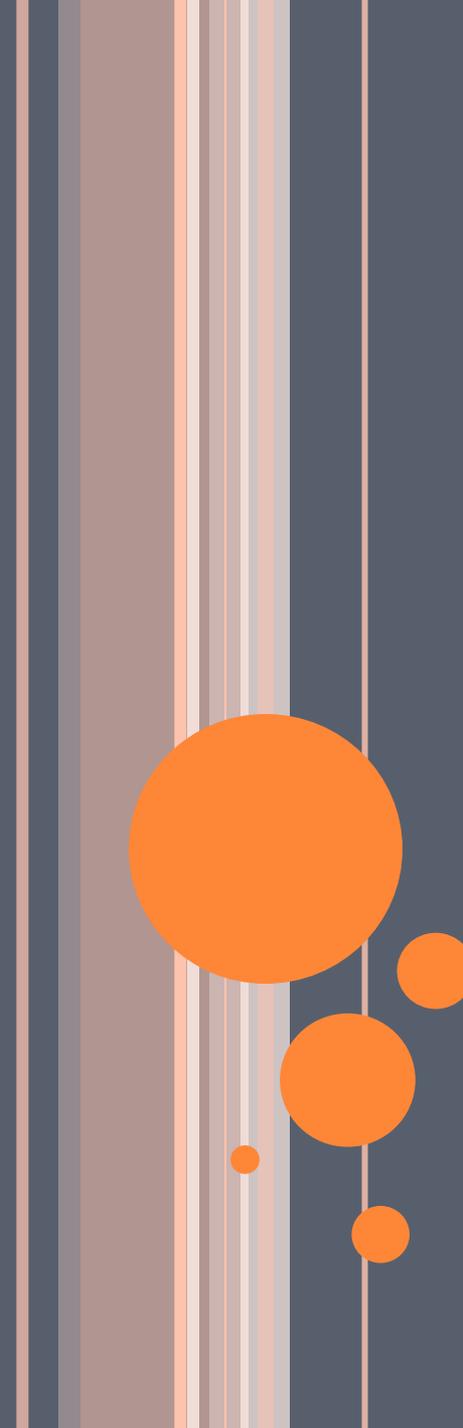
Legislation: [Public Law 107-110: Title III](#)

Guidance: [Guidance for Title III](#)

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PRODvm user ID: Jazmin Madrigal (96216)



ALLOWABLE EXPENDITURES: TITLE III-A

**Limited English Proficient (LEP)
Immigrant children and Youth**

GENERAL GUIDANCE FOR SERVICES/EXPENDITURES

- Elimination of duplicative programs.
 - Any service that is paid for with Title III-A must not already be available through another state or federally funded program.
- LEP and Immigrant Children and Youth funded educational services must use a different curriculum than what is offered for other Title programs.



GENERAL GUIDANCE FOR SERVICES/EXPENDITURES

- What does this mean for program planning?
 - Planned purchases/services must be substantially and obviously different in nature than what is offered throughout the district to non-LEP and non-immigrant students.
 - Examples of planned purchases: Tutoring materials, educational software packages, and subject-specific books.



SUPPLEMENT, NOT SUPPLANT: TITLE III-A

- In general, the Title III supplement not supplant requirement is intended to ensure that services provided with Title III funds are in addition to, and do not replace or supplant, services that students would otherwise receive.
- Title III funds must be used to supplement the level of federal, state, and local funds that, in the absence of Title III funds, would have been expended for programs for LEP children and immigrant children and youth.
- *[Section 3115(g) of ESEA]*



EXAMPLES OF ALLOWABLE EXPENDITURES: **LEP**

- **Requirement #1:** programs that are designed to increase English language proficiency and access to academic content
- **Requirement #2:** professional development designed to improve the instruction and assessment of English language learners (ELLs) and enhance curriculum and instruction for ELL students



EXAMPLES OF ALLOWABLE EXPENDITURES: LEP

- Upgrade of effective instructional strategies for ELL students
- Provision of technology, equipment, and software to improve the instruction of ELL students
- Provision of tutorials for ELLs to improve their English fluency and/or access to academic content



EXAMPLES OF ALLOWABLE EXPENDITURES: **LEP**

- Provision of intensified English instruction for ELL children that will help improve their English fluency and/or access to academic content
- Provision of community participation programs, family literacy services, parent outreach, and training activities to ELL students and their families
- Acquisition of supplemental instructional materials



EXAMPLES OF ALLOWABLE EXPENDITURES: IMMIGRANT

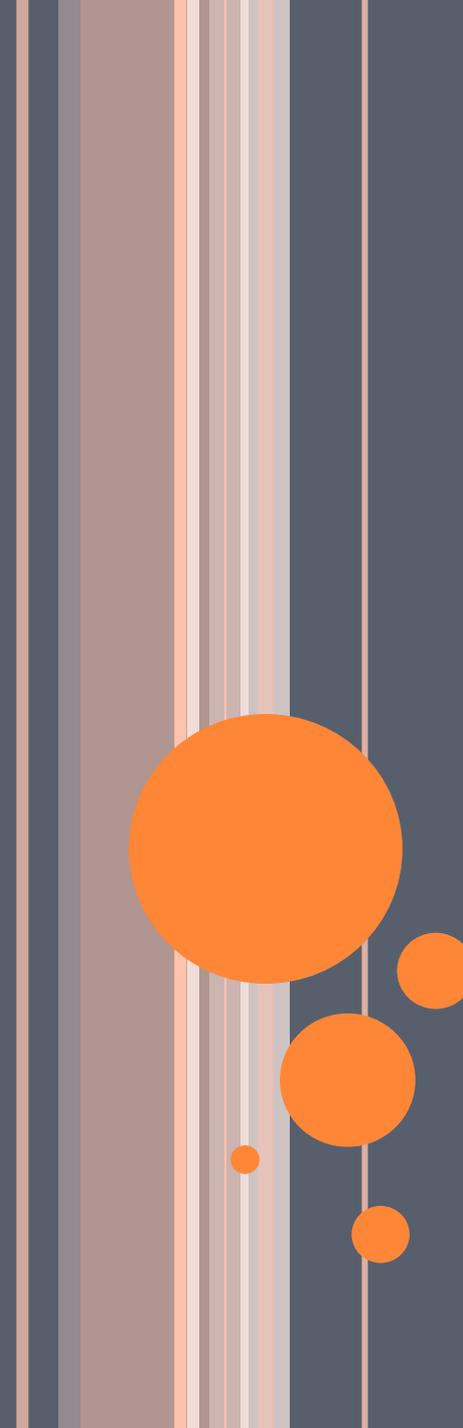
- Provision of family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.
- Supplemental support of personnel, which may include teacher assistants, who have been specially trained, or are being trained, to provide services to immigrant children and youth.
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth



EXAMPLES OF ALLOWABLE EXPENDITURES: IMMIGRANT

- Acquisition of curricular materials, educational software, and technologies for immigrant children and youth
- Provision of supplemental services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the United States, such as orientation to the educational system or civics education
- Capacity building/staff development for educators serving new immigrant children





CLAIM REIMBURSEMENT PROCEDURES: TITLE III-A

Limited English Proficient (LEP)
Immigrant children and Youth

CLAIM REIMBURSEMENT PROCEDURES:

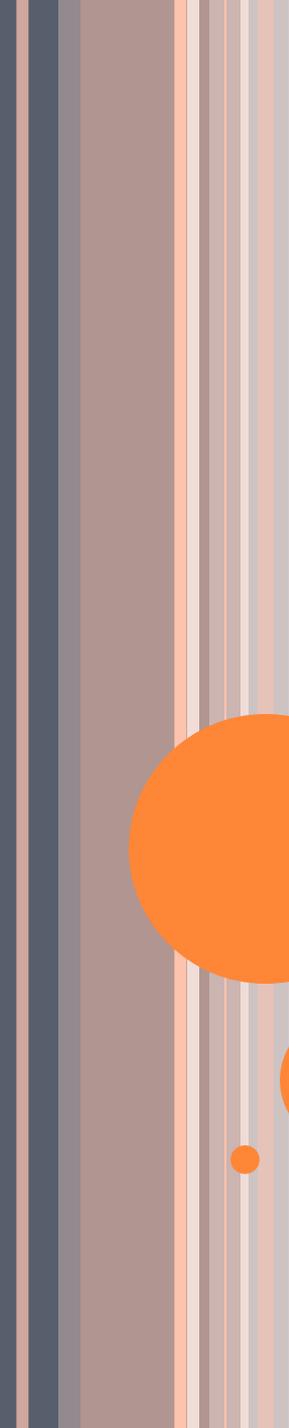
- All personnel must be listed and validated on the application.
- Professional development agendas must be submitted with travel reimbursement forms.



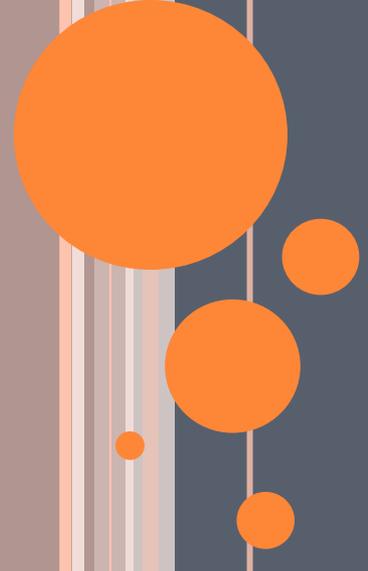
TIME AND EFFORT DOCUMENTATION

- Statewide Time and Effort Sheets.
 - Sheets must be completed for each person paid in whole or in part with Title III-A funds (LEP and/or Immigrant Children and Youth).
 - Completed sheets must be submitted with each claim for each individual on the claim.
 - Per USDE, staff paid 100% with Title III-A funds may not perform any other district duties.





2014-2015



ANNUAL REPORTS AND DUE
DATES

ANNUAL REPORTS AND DUE DATES

1

- Home Language Surveys and English Language Proficiency Placement (ELP) Testing for all potential English language learners
- First 30 days of school

2

- Number of “**bilingual**” students on Annual Application for State Accreditation Report
- October 1, 2014

3

- Annual Limited English Proficient (LEP) Student Survey
- October 2014 (October 1-15)



ANNUAL REPORTS AND DUE DATES

4

- Title III, Part A: Language Instruction for Limited English Proficient (LEP) and Immigrant Student Annual Performance Report
- November 30, 2014

5

- Place order for ACCESS for ELLs Tests and Pre-ID Labels
- January 2015

6

- Annual English Language Proficiency Testing – ACCESS for ELL Tests
- March – May 2015 (approximately)



QUESTIONS?

Please direct your questions to the Office of Bilingual and Migrant Education:

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