Title III Program Budgeting and Planning for the LIPLPS and Immigrant Education Programs

Division of English Language Learning

July 17, 2013
Today’s Webinar

• Objectives
  – This webinar will review specific Title III funding requirements, particularly as they apply to planning and budgeting

• Presenters
  David Gonzalez Nieto
  Beth Robinson
  Anna Szuber
Agenda

- Overview: Title III programs
- Title III Funding Requirements
- Private School Participation
- Accountability
- Questions from participants
Legislation

• Elementary and Secondary Education Act (No Child Left Behind, 2001):
  Title III—Language Instruction for Limited English Proficient and Immigrant Students
Title III Programs

• LIYPEPS: Language Instruction Programs for Limited English Proficient Students
  Improve the education of ELLs by assisting them to learn English and meet challenging State academic content and standards

• IEP: Immigrant Education Program
  Enhanced instruction opportunities for immigrant youth and children
LIPEPS

• Grant Period: Sept. 1 – Aug. 31
• Formula funding based Enrollment Summary and Ceiling Calculator:
  – ELLs receiving some level of ELL services in public schools
  – ELLs identified in private schools in district
• FY13 initial funding per ELL was $150; final funding allotment was $164 per ELL
• Must generate at least $10,000 in funding to be eligible for funding
LIPLEPS

• Districts applying as individual entities
• Districts forming a consortium to meet the $10,000 minimum requirement
  – Two or more districts
  – One acts as administrative agent
  – Treated as one entity for funding and accountability
Title III LIPLEPS Funding Requirements

- Budget must include funding for:
  - Instructional activities
  - Professional development

- Budget may include funding for
  - Parent outreach and training activities
  - Other subgrantee activities (Sec. 3115 (d))
LIPLEPS

• Required Activities - Instruction
  – To increase the English proficiency of ELLs by providing high-quality language instructional education programs based on scientifically based research demonstrating the effectiveness of the program in increasing English proficiency and academic achievement in core subjects
LIPLEPS

• Required Activities – Professional Development
  – To provide high-quality professional development to teachers, principals, administrators, and other school or community-based organizational personnel
    • To improve instruction and assessment of ELL students
    • To enhance ability to use curriculum, assessment and instructional strategies for ELLs
    • Research based, effective professional development
    • Of sufficient intensity and duration to have a positive and lasting impact
Title III LIPILEPS Funding Requirements

• No more than 2% for administration
  – Administration (Function 2300) plus any Indirect
    • Administrative costs are associated with the overall project management and administration and which are not directly related to the provision of services
    • Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs.
  – 2% of current year allotment only. Any carryover is excluded from the calculation.
Immigrant Education Program (IEP)

- Grant Period: Sept. 1 – Aug. 31
- Eligible students include public school (SIS) and private school (Ceiling Calculator in IWAS)
  - Born outside of the U.S.
  - In U.S. schools for fewer than 3 years
Immigrant Education Program (IEP)

- ISBE calculates district eligibility based on data submitted
  - At least 10 IEP eligible students
  - # Immigrant Program eligible students increased by at least 3% or 50 (whichever is less) as compared to previous year

- Formula funding based on total number of students eligible for the IEP in the reporting year

- In FY13 funding level was $150 per student
Title III Immigrant Education Program Funding Requirements

• Activities that provide enhanced instructional opportunities for immigrant children and youth, which may include:
  – Family literacy and parent outreach
  – Support for personnel specifically trained to support immigrant youth
  – Tutorials, mentoring, and academic and career counseling
  – Basic instructional services
  – Activities coordinated with community-based organizations, institutions of higher education, or private sector entities
Federal Title III Funding Requirements

• **Reasonable Cost** – In its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

• **Allocable to a Cost Objective** – The goods or services involved are chargeable or assignable to the cost objective in accordance with the relative benefits received.

• **Allowable Cost** – Necessary and reasonable for proper and efficient performance of the award and allocable to the award
Federal Title III Funding Requirements

Examples of Unallowable Costs

- Alcoholic beverages
- Donations and contributions
- Entertainment costs
Federal Title III Funding Requirements

- May be allowable –
  - Reasonable lunch for participants at professional development activity if there is not other opportunity to eat, and the activity is all day
  - Reasonable snacks for students for Title III-funded summer or after school programs, and transportation for these programs, if needed and not provided by the district
  - Tickets and transportation for educational field trips, if part of high-quality language instruction educational program
  - Reasonable refreshments for parent outreach activities
Federal Title III Funding Requirements

Funds must Supplement, and not Supplant other Federal, State, and Local Funds.

- Cake – State/local
- Icing – Other Federal
- Raspberries – Title III
Federal Title III Funding Requirements

• Funds must Supplement, and not Supplant other Federal, State, and Local Funds.

• Would the proposed funds be used to provide an instructional program/service that is in addition to or supplemental to an instructional program/service that would otherwise be provided to LEP students (or be required to be provided by other laws/regulations) in the absence of a Title III grant?
Federal Title III Funding Requirements

• Questions to ask to determine whether funds Supplement, and not Supplant other Federal, State, and Local Funds:
  1. What is the instructional program/service provided to all students?
  2. What does the LEA do to meet the Lau requirements?
  3. What services is the LEA required by other Federal, State, and local laws or regulations to provide?

*We assume supplanting exists if Title III funds are used to provide services that the district is required to make available under state, local or other federal laws.*
Federal Title III Funding Requirements

• Questions to ask to determine whether funds Supplement, and not Supplant other Federal, State, and Local Funds:

  4. Was the program/service previously provided with State, local, and Federal funds?

  *We assume supplanting exists if Title III funds are used to provide services that the district provided in the prior year with state, local or other federal laws. (This assumption can be rebutted.*)
Federal Title III Funding Requirements

To refute a prior year supplanting, a district must have records to confirm:

• Budget cuts were made in a number of areas, not just services for LEP students; and,

• There was in fact a reduced amount of State or local funds to pay for this activity/position; and

• The LEA made the decision to eliminate the position/activity without taking into consideration Federal funds.
Federal Title III Funding Examples

Question

A school district has faced budget cuts that includes the loss of three English as a second language (ESL) teachers. Can this district use Title III funds to pay all or any part of the salary to keep one of the ESL teachers employed in the district as an ESL teacher?

In most cases no. The LEA would need to determine whether this teacher provides services that are required by Lau, and also apply the second test of supplement, not supplant – prior year – to determine whether this would be an allowable cost.
Federal Title III Funding Examples

Question

Can Title III be used to purchase textbooks that serve as a child’s primary math or language arts textbook?

No. The LEA is responsible to provide this as part of the core educational program for all students.
Federal Title III Funding Examples

Question
Can Title III be used to purchase supplementary textbooks or reference guides that supplement the LEA-provided textbook?

Yes, if the LEA can demonstrate that they are supplemental.
Federal Title III Funding Examples

Question

Can Title III funds be used to purchase a laptop for immigrant students to use a language development software program?

*If the laptop in question is something the district would not purchase unless it had received a Title III grant, i.e., is not something they are otherwise be required purchase or have been purchasing, then it would not violate the non-supplanting requirement to make such a purchase. The LEA would need to have checks in place to ensure that the laptop is being utilized for the Title III or the immigrant children and youth program, however.*
Federal Title III Funding Examples

Question
Can Title III funds be used to pay for costs associated with administration of the ACCESS for ELLs, W-APT or MODEL?

No. These assessments are required under state rules.
Federal Title III Funding Examples

Question

Can Title III funds be used to pay for costs associated with administration of non-state required assessments, i.e. native language assessment for EL students?

Yes. Title III funding can be used for administering assessments not required under other state or federal laws.
Federal Title III Funding Examples

Question

Can Title III funds be used to pay for translating announcements to parents about school activities?

No. These costs are associated with meeting a district’s responsibility under Title VI of the Civil Rights Act of 1964 to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.
Federal Title III Funding Examples

Question

Can Title III funds be used to pay for an interpreter for a parent meeting at the school on a topic such as AMAOs?

Yes. *Costs associated with meeting specific Title III requirements such as meeting with parents to explain AMAOs are allowed.*
Private School Participation

• Consultation Process
  – Annual
  – Timely and meaningful consultation during the design and development of services
  – Topics for consultation
    • how the children’s needs will be identified;
    • what services will be offered;
    • how and where the services will be provided;
    • how services will be assessed; and
    • how the results of the assessment will be used to improve those services.
Private School Participation

• Participation in Title III program
  – LEP/ELL and/or immigrant children enrolled in private elementary and secondary schools located within the area served by the district
  – Services to teachers and educational personal serving those children
  – Public school district obligates and expends funds
Accountability—AMAOs: Annual Measurable Achievement Objectives

• Meeting yearly targets for:
  – I: Progress
    • Students have made progress if their ACCESS for ELLs® composite score has increased a .5 level (or student achieved the maximum score of 6.0)
  – II: Proficiency
    • Percentage of students who have attained scores identified by ISBE as demonstrating English language proficiency
  – III: Adequate Yearly Progress
    • Percentage of LEP students meeting/exceeding standards on state assessments (ISAT and PSAE)
District Improvement Plans

• If district fails to meet AMAOs for 2 or 3 consecutive years
  – Submit a District Improvement Plan to ensure AMAOs are met in the future

• If district fails to meet AMAOs for 4 consecutive years
  – Submit a District Improvement Plan to ensure AMAOs are met in the future
  – Submit an ELL Template: Plan to modify curriculum, program, and methods of instruction
Accountability—Monitoring

• Monitoring Visits
• Annual grant application: Title III section
  – questions about ways in which the district addresses various requirements of Title III
  – LIPEPS budget
  – IEP (Immigrant Education Program) budget
Questions?

Contact Information:
DELL: dell@isbe.net