

DELAWARE DEPARTMENT OF EDUCATION

2018-2019 TITLE III PROGRAM HIGHLIGHTS



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Program Contact Information for Title III

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Program Resources

The following resources are available on DDOE's Consolidated Grant Application website at <http://www.doe.k12.de.us/Page/2340>:

- Title III Legislation: <http://www2.ed.gov/programs/sfgp/legislation.html>
- US Department of Education (USED) Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents: <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>

Major Challenges/Obstacles During the 2017–2018 Grant Process

- Title III funds may not be used to:
 - Purchase iPads, Chromebooks, laptops, headphones, or any other equipment for the ACCESS for English Learners (ELs) 2.0 online assessment.
 - Support any required federal or state testing, which includes but is not limited to the Smarter Assessments, DCAS, DCAS Alternate, ACCESS for English Learners (ELs) 2.0, and Alternate ACCESS for ELs 2.0.
 - Pay contracted vendor services for personnel to administer the ACCESS for ELs 2.0, for retirees or substitutes to administer the test, or for the employment of substitutes during the administration of the test.
- If the local education agency (LEA) is purchasing technology for all students in general education settings using nonfederal funds, the district must also purchase technology for its EL students from nonfederal funds.
- The use of federal funds to purchase materials, supplies, etc., that are currently being purchased or have previously been purchased using nonfederal funds is supplanting. Title III funds may not be used to purchase materials or resources for EL students that are provided using state or local funds to non-EL students attending the same program.

Major Changes/Expectations for the 2018–2019 Grant Process

- The grant application questions have been revised to align with the requirements outlined in ESSA. The following items must be considered when responding to the questions in the application.
 - For each school, the LEA must provide a description of the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under Title III that will help English learners increase their English language proficiency and meet the challenging State academic standards. [Section 3116(b)(1)]
 - The LEA must provide a description of how it will ensure that all schools servicing ELs assist English learners in achieving English proficiency based on the State’s English language proficiency (ELP) assessment (ACCESS), consistent with the State’s long-term goals. [Section 3116(b)(2)(A)].
 - The LEA must describe how it will ensure that all schools assist English learners in meeting the challenging State academic standards (SBAC/DCAS/SAT). [Section 3116(b)(2)(B)]
 - The LEA must describe how it will promote parent and family engagement in the education of English learners. [Section 3116(b)(3)]
 - The LEA must describe how it will promote community engagement in the education of English learners. [Section 3116(b)(3)]
- The following items apply to the Budget Section of the consolidated grant application:
 - Indicating just EPER does not provide enough details to determine if the budgeted item is allowable. For the 2018-2019 application, also indicate the activity and position of the person who is performing the activity if budgeting EPER.
 - Indicating solely substitutes does not provide enough details to determine if the budgeted item is allowable. For the 2018-2019 application, also indicate the purpose of the substitute.
 - For travel budgeted items:
 - ♦ Membership fees cannot be paid from Title III EL or Title III Immigrant Increase funds; and
 - ♦ Indicate the number of staff traveling.
 - Title III budgets **must** also include the three required program activities: 1) to provide language instruction education programs; 2) to provide professional development to classroom teachers; 3) to provide and implement other effective strategies that enhance or supplement the language instruction education program for ELs. If these required program activities are not funded by Title III, please provide an explanation as to what section of the budget and from which funding source these activities will be provided—for example, if Title I funds are used to provide parent, family, and community engagement activities.
- For LEAs that receive Title III Immigrant Increase funds, this separate funding stream must be used for services directed to EL immigrant students. The immigrant increase funds must be for services beyond the general Title III allocation and that are directed to immigrant students. LEAs must maintain a list of the students served with this separate allocation for federal reporting requirements.
- LEAs should expend old funds prior to using newer funds.

Equitable Services

A geographic district who receives either a Title III regular and/or Title III immigrant increase subgrant must provide equitable Title III services to: 1) eligible private school students, 2) their teachers, and (3) other educational personnel consistent with the number of eligible students enrolled in private elementary

and secondary schools in the geographic area served by the LEA. These services and other benefits must be equitable in comparison to those provided to: 1) public school students, 2) their teachers, and 3) other educational personnel participating in the program.

To ensure equitable participation, a district:

- Engage in timely and meaningful consultation with private school officials;
- Assess, address, and evaluate the needs of private school ELs, their teachers, and other educational personnel;
- Spend an amount of funds on a per-pupil basis equal to those funds expended for participating public school students.
- **Note:** The district retains control of the Title III funding set-aside for this purpose. There is no allocation or transfer of Title III funds required from the LEA to the private school—only the provision of services.

As part of timely and meaningful consultation, the district and private school officials should discuss whether the private school wishes to have its eligible ELs, their teachers, and other educational personnel receive Title III services, and, if so, **how its students will be identified as ELs**. ELs attending private schools are not required to take the annual ACCESS for ELs 2.0 assessment, but for purposes of determining exit-level status may be assessed through portfolios or other measures.

As appropriate, the district and private school officials should also discuss how the private school teachers and other educational personnel will be identified to receive services.