

DELAWARE DEPARTMENT OF EDUCATION

2017-2018 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/domain/314>:

- 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: <https://www2.ed.gov/about/offices/list/ocr/ellresources.html>
- DDOE Title III Guidebook: <http://www.doe.k12.de.us/Page/2374>

Major Challenges/Obstacles During the 2016–2017 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 serve non-EL students or English-only students who are not eligible under the federal program requirements. 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 2017–2018 Grant Process

- The names of English as a second language (ESL)-certified and noncertified teachers who are employed to provide services throughout the district at each school will still be required as evidence of the LEA's plan to provide services to **all** K-12 EL students. This requirement applies to all EL program models used by the LEA. The information should include which teachers are working under emergency permits, as well as if they are enrolled in either the University of Delaware's Additional Certification in ESOL/Bilingual (ACE) program for the one-year ESL certification pathway or if they are enrolled at another university for a similar program and their expected completion date.
 - LEAs are responsible for employing sufficient numbers of ESL-certified teachers in order to provide the required contact service hours per EL student established in the State Title III/ESL Guidebook.
 - The use of paraprofessionals and tutors in lieu of teachers is approvable only as an interim staffing solution.
- LEAs are required to provide ESL services to all EL students at all grade levels—including kindergarten—until EL students meet the exit/transition criteria from the ESL program.
 - LEAs must list all schools and describe the ESL services provided to EL students at those schools and by whom, including EL students enrolled at one school who are bused to another location to receive the ESL services or who are served by itinerant ESL teachers.
 - LEAs that contract with third-party educational agencies for ESL services must ensure that Title III funds are not used to pay for costs associated with EL assessments. Under the Office of Civil Rights and the Equal Education Opportunity Act (EEOA), LEAs are responsible for the administration of the EL diagnostic screeners W-APT, MODEL, and the annual ACCESS for ELs 2.0. No costs related to any of these tests can be paid for with federal funds. Paying/contracting a third-party agency to administer the diagnostic assessments required for eligibility determinations and the annual ACCESS and Alternate ACCESS assessments from Title III funds is not an allowable expense.
- LEAs that contract with third-party educational agency staff, using non-Title III funds, must ensure that all personnel administering either diagnostic or annual assessments have received the required training to deliver online and/or paper-based assessments. Certificates of World-Class Instructional Design and Assessment (WIDA) training completion should be maintained by the district/charter.
- The following items apply to the Budget Section of the consolidated grant application:
 - If a student is attending regular summer school, then Title III funding cannot be used to fully fund extra pay for extra responsibility (EPER) pay.
 - Indicating just EPER does not provide enough details to determine if the budgeted item is allowable. For the 2017-2018 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 2017-2018 application, also indicate the purpose of the substitute, and when the substitute will be providing services (hours and days per week).
 - 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 to increase English language proficiency; 2) to provide professional development to classroom teachers; 3) to provide parent, family, and community engagement activities. 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.

Note: Districts must upload two separate calculations for Equitable Share if both Title III EL and Title III Immigrant Increase funds are received.