Title III Update

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Updates

- 2016–17 Local Educational Agency (LEA) Plan Status
- 2017–2018 Title III Transition Plan template
- Review allowable uses for Title III funds to inform plan development
- Inclusion of federal funds in the Local Control and Accountability Plan (LCAP) development

2016–17 LEA Plans Santa Barbara County

- 15 LEAs submitted plans
- 1 plan is pending approval based on required revisions
- 1 plan has not been submitted to CMT

CDE will not consider plans that are submitted to CMT as substantially approvable after March 30th.

2017–18 Title III Transition Plan

- CDE will not be collecting plans for purposes of Title III funding in 2017–18
- Application through Consolidated Application and Reporting System (CARS) and assurances.
- LEAs will keep their plans updated locally and made available upon request (FPM)
  - Optional Title III Transition Plan template for LEA use

2017–18 Title III Transition Plan Template

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Title III CARS Budget Web Page

Required content from Transition Plan

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**EL Consortia**

- LEAs with an eligibility less than $10,000 must apply for the Title III EL program as a member of a consortium.
- One of the members must agree to serve as the consortium lead and will act as the fiscal and program agent.
- The consortium shall develop a Memorandum of Understanding (MOU).

**Title III Plan Elements**

Sections 3115 and 3116 of the Every Student Succeeds Act (ESSA) specifically define the required subgrantee activities and content of the local educational agency (LEA) Plan.

**Allowable Uses of Title III English Learner Funds**

Funds are to be used for the following supplemental services as part of the instruction program for English learner (EL) students:

- Effective professional development for teachers/staff
- Supplemental English language development (ELD) instruction
- Enhanced instruction in the core academic subjects
- Parent Involvement/Engagement

**New LEA Uses Under ESSA**

Improving the instruction of ELs by providing for:

- Acquisition or development of educational technology or instructional materials
- Access to electronic networks for materials and training
- Providing materials in a language that a student can understand

Offering early college high school or dual/concurrent enrollment programs.

**Supplement, Not Supplant Requirement, cont.**

Considering whether use of Title III funds violates the Supplement, Not Supplant Requirement:

**Question #1**

What is the general fund base instructional program/service provided to all students?

**Question #2**

What does the LEA do to meet Lau requirements? (Lau v. Nichols 414 U.S. 563 [1974])

(Take appropriate action to overcome language barriers that impede equal participation in instructional programs).
Supplement, Not Supplant Requirement, cont.

Question #3
What services, required by other federal, state, and local laws or regulations, are to be provided by the LEA?

Supplement, Not Supplant Requirement, cont.

Question #4
Was the program/service previously provided with state, local and/or other federal funds?

Supplement, Not Supplant Requirement, cont.

Based on the answers to the previous questions, 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 EL students (or be required to be provided by other laws/regulations) in the absence of a Title III grant?

Allowable or Not?

- Payment for a consultant to deliver ongoing PD on EL strategies beyond those of standards implementation.
- Yes, if training is above and beyond other training required under State law, and provided by LEA to teachers of ELs for the purposes and conditions of Sections 3115
- ELD curriculum development
- Yes, if the LEA can demonstrate that this curriculum development is above and beyond what is the adopted ELD Program.
- After school and/or summer programs, such as those that offer high intensity language training after hours or during the summer.
- Yes, if LEA can demonstrate that these programs are above and beyond what is provided for by the school, LEA, and State. Take note that students must have access to all programs for which they qualify.

How can an LEA determine if materials are core?

All core materials, defined by LEA, are:
- used on a regular basis
- sufficient for complete instruction (w/out these core pieces, learning is incomplete)

Supplemental materials, defined by LEA, are:
- used as needed to accelerate, remedy, or add to the core, but not sufficient for complete instruction

Supplemental materials purchased with Title III funds can only be used with ELs or immigrant students for the purposes and conditions of the particular Title III source

Allowable Uses of Title III Immigrant Funds

- Family literacy, parent training, and community outreach
- Educational personnel, tutorials, mentoring, and counseling
- Identification and acquisition of educational materials and technology
Allowable Uses of Title III Immigrant Funds, cont.

- Instructional services designed to assist immigrant students to achieve in U.S. elementary and secondary schools
- Activities coordinated with outside organizations that have expertise in working with immigrant students and their families

Federal Funds & LCAP

- ESSA Office working on LCAP Addendum
  - Fall 2017 Pilot
- 2018–19 Title III Guidance Document

Title III Plan Resources

California Department of Education, Title III Accountability

http://www.cde.ca.gov/sp/el/t3/

Kern County Superintendent of Schools Office, Title III
http://kern.org/cia/el/title-iii/