

Title III FY19 Process and Updates Meeting

Arizona Department of Education
Office of English Language Acquisition Services
February 14, 2018



Agenda



- Welcome
- How to Prepare for March 1, 2018 Opening Date
- Allocations
- Projected Timeline for FY19 Title III
- Fiscal vs. Programmatic Review
- Coding Clarification
- IAP and Budget Alignment
- Supplement vs. Supplant
- Parent and Family Engagement
- Break
- Breakout Session

**Kate Wright, Deputy Associate Superintendent
Arizona Department of Education
Office of English Language Acquisition Services**

How To Prepare For March 1

Nicole von Prisk, Director of Monitoring & Title III
Arizona Department of Education
Office of English Language Acquisition Services



Countdown to March 1



IAP Revisit and Revise



LEA PLAN TAGS

Create unique LEA Tags to use in addition to State Tags

0 to 0 of 0 items					
Sort Order	Color	Short Name	Long Name	Description	Relationships
No records to display.					
0 to 0 of 0 items					

STATE TAGS

? For reference; do not duplicate State Tags as LEA Tags.

TI-LEA
FY19TI-LEA
TI-SW
FY19_TI-SW
TI-SW3
FY19TI-SW3
TI-TA
FY19_TI-TA
TI-C
FY19_TI-C
TI-D
FY19_TI-D
TII
FY19_TII
FY19_TS
TS
Title-III
FY19_TIII



- FY 2019 Title III tags are available to be used with your current IAP.
- Please ensure you use a FY19_TIII tag for those items on which you are spending FY19 Title III monies.
- Change the date range for the action steps that apply in FY19.

IAP Tagging



- For items that benefit ELs, but no FY19 Title III dollars are being spent, please use an ELL tag.



Green tag = Funded by program

Blue tag = Not funded by program

FY19_MOMR
SIG
CS
FY19_CS
PD
CSI
TSI
TI-SW
TI-TA
AP
CTE
ECE
EDTECH
ELL
Foster
Gifted
Homeless

Changes for FY19



- **USFR 2570 Personnel Services—**

Activities concerned with maintaining personnel for the school system. It includes such activities as recruitment and placement, noninstructional personnel training, staff transfers, health services, and staff accounting.

Noninstructional Personnel Training—Activities associated with the professional development and training of noninstructional personnel. These include such activities as in-service training, seminars and conferences, continuing professional education, courses for college credit (tuition reimbursement), and other activities related to the ongoing growth and development of noninstructional personnel.

The incremental costs associated with providing temporary employees to perform job duties while regular employees attend training should be captured in this function code. All costs should be coded here regardless of whether training services are provided internally or purchased from vendors.

- Noninstructional staff attending PD will be coded 2570, which impacts your 2% administrative cap (PELL & Boot Camp also).

Initial Allocations and Emergency Immigrant Information

**Micky Gutier, EL Data Specialist
Arizona Department of Education
Office of English Language Acquisition Services**



FY 2019 Title III Allocation Amount



- The total amount of FY 2019 Title III funds available to the LEAs: **\$12,947,006.**
- The preliminary allocations were calculated by utilizing ninety percent (90%) of these available funds: **\$11,652,305.**

FY 2019 Title III Allocation Amount



- The FY 2019 Title III Allocation Amount for eligible LEAs was calculated using the 100th Day ELL ADM Count from the FY 2018 ELL20 - English Language Learner Program Summary ADM Report as of 01/03/2018.

Reports

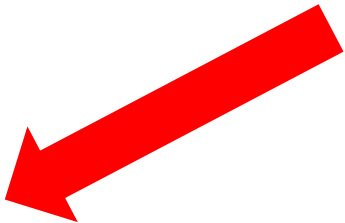


Student Detail
Accountability
English Language Learner
Special Education
Student-Teacher-Course Connection
Support Program
ADM
ADM15 - Student Adjusted ADM Report
ADM20 - Summary Adjusted ADM Report
SPED20 - Special Education Program Summary ADM Report
ELL20 - English Language Learner Average Daily Membership

Reports

Please select a report from the menu.

The **ELL20 – English Language Learner Program Summary ADM Report** provides summary ADM grouped by ELL Program Services. This report contains student data after integrity, aggregation and limiting.



ELL20

Fiscal Year: 2018

School Year: 2017 - 2018

Data Capture Date: 01/03/2018 6:14PM

Resident District: Flagstaff Unified District (4192)

English Language Learner Program Summary ADM Report

CTDS: 03-02-01-000

Page: 1 of 1

Report Date: 02/07/2018 03:18 PM

Aggregation ID: 6592



ELL Program Services	Actual 40th Day ELL ADM	Projected 100th Day ELL ADM
Structured English Immersion (SEI) 4-Hour Model	167.0500	167.3900
Structured English Immersion (SEI) 3-Hour Model	6.0000	6.0000
Structured English Immersion (SEI) 2-Hour Model	12.0000	11.8500
Bilingual/Dual Language with Waiver 1	7.0000	7.3300
Bilingual/Dual Language with Waiver 2	7.5500	6.6200
Bilingual/Dual Language with Waiver 3	4.6250	4.2500
Individual Language Learner Plan (ILLP)	146.3750	158.3500
Total	350.6000	361.7900



FY 2019 Title III Allocations List - Funded at 90% - For OELAS Reporting Purposes



County	Entity ID	CTDS	LEA Name	Type	FY 2018 Total ELL ADM 100th Day Counts	Title III LEA Eligible Allocation Formula Counts	FY 2019 Title III Allocation Amount
Cochise				District	660.403	660.403	\$126,259
Maricopa				District	646.119	646.119	\$123,528
Maricopa				Charter	25.910	25.910	\$4,954
Maricopa				Charter	87.284	87.284	\$16,687
Maricopa				Charter	37.634	37.634	\$7,195
Maricopa				Charter	14.730	14.730	\$2,816
Maricopa				Charter	42.680	42.680	\$8,160
Maricopa				Charter	13.427	13.427	\$2,567
Maricopa				Charter	4.540	4.540	\$868
Maricopa				Charter	11.578	11.578	\$2,213
Maricopa				Charter	146.153	146.153	\$27,942
Maricopa				Charter	47.327	47.327	\$9,048
Maricopa				Charter	21.580	21.580	\$4,126
Yavapai				Charter	26.535	26.535	\$5,073
Maricopa				Charter	0.810	0.810	\$155
Pima				Charter	14.500	0.000	\$0
Maricopa				Charter	31.556	0.000	\$0
Maricopa				Charter	5.140	5.140	\$983
Pinal				District	65.170	65.170	\$12,459
Maricopa				Charter	169.650	169.650	\$32,435
Maricopa				Charter	143.370	143.370	\$27,410
Maricopa				Charter	26.920	26.920	\$5,147
Maricopa				Charter	7.970	7.970	\$1,524
Maricopa				Charter	15.740	15.740	\$3,009
Maricopa				Charter	11.000	11.000	\$2,103
Maricopa				Charter	56.053	56.053	\$10,716
Yuma				Charter	2.000	2.000	\$382
Coconino				Charter	3.960	0.000	\$0
Coconino	4192	030201000	Flagstaff Unified District	District	361.790	361.790	\$69,169



FY 2019 Title III Allocations List - Funded at 90% - For OELAS Reporting Purposes



County	Entity ID	CTDS	LEA Name	Type	FY 2018 Total ELL ADM 100th Day Counts	Title III LEA Eligible Allocation Formula Counts	FY 2019 Title III Allocation Amount
Maricopa				Charter	4.000	4.000	\$765
Maricopa				Charter	10.750	10.750	\$2,055
Apache				District	1.640	1.640	\$314
Maricopa				Charter	0.990	0.990	\$189
Maricopa				District	2757.548	2757.548	\$527,202
Yuma				District	23.500	23.500	\$4,493
LaPaz				District	20.980	20.980	\$4,011
Maricopa				Charter	0.340	0.340	\$65
Maricopa				Charter	0.320	0.320	\$61
Maricopa				Charter	23.464	23.464	\$4,486
Maricopa				Charter	31.331	31.331	\$5,990
Navajo				District	10.910	10.910	\$2,086
Maricopa				District	46.950	46.950	\$8,976
Cochise				District	106.686	106.686	\$20,397
Coconino				District	31.260	31.260	\$5,976
Maricopa				District	231.750	231.750	\$44,307
Apache				District	123.655	123.655	\$23,641
Navajo				District	25.000	25.000	\$4,780
Yavapai				District	3.000	3.000	\$574
Mohave				Charter	9.510	9.510	\$1,818
Yuma				District	964.477	964.477	\$184,394
Yuma				District	848.198	848.198	\$162,163
			Totals:		61381.873	60947.733	\$11,652,305



ELL71 - ELL Program Participation Report



- **VERY IMPORTANT:**

Review and verify that all of the ELL data transactions displayed on the ELL71 - ELL Program Participation Report is **PASSING INTEGRITY** accordingly.

ELL71

ELL Program Participation Report

CTDS:

Fiscal Year: 2018

Page: 1 of 2

School Year: 2017 - 2018

Report Date: 02/06/2018 02:49 PM



School CTDS:

School Name:

Integrity Result: Failed



District Student ID	State Student ID	Last Name	First Name	Middle Name	DOB	Gender	Track	Grade	ELL Program	Service Entry	Service Exit	ELL Program Exit Reason
						F	1	1	IP	07/24/17	10/16/17	Withdrawn from school
						F	1	5	IP	07/24/17	10/16/17	Withdrawn from school
						M	1	6	IP	07/24/17	08/18/17	Transferred to a different program
						M	1	7	IP	07/24/17	05/25/18	End of school year

Section - Total Unduplicated Students: 4

Total Records: 4

4 out of 6 students Failed Integrity



ELL71

ELL Program Participation Report

CTDS:

Fiscal Year: 2018

Page: 2 of 2

School Year: 2017 - 2018

Report Date: 02/06/2018 02:49 PM



School CTDS:

School Name:

Integrity Result: Passed

District Student ID	State Student ID	Last Name	First Name	Middle Name	DOB	Gender	Track	Grade	ELL Program	Service Entry	Service Exit	ELL Program Exit Reason
						M	1	1	IP	07/24/17	05/25/18	End of school year
						F	1	4	IP	07/24/17	05/25/18	End of school year
Section - Total Unduplicated Students: 2												Total Records: 2
School - Total Unduplicated Students: 6												Total Records: 6
District - Total Unduplicated Students: 6												Total Records: 6

NOTES:

- 1) ELL Program - Codes and Descriptions: A4 = Structured English Immersion (SEI) 4-Hour Model; A3 = Structured English Immersion (SEI) 3-Hour Model; A2 = Structured English Immersion (SEI) 2-Hour Model; B1 = Bilingual/Dual Language with Waiver 1; B2 = Bilingual/Dual Language with Waiver 2; B3 = Bilingual/Dual Language with Waiver 3; IP = Individual Language Learner Plan (ILLP); PW = Parent Withdrawn ELL.
- 2) Students will appear without a grade and a track when a program participation record is reported without a corresponding membership record. These cases should only appear in the section of students who have failed ELL integrity.

2 out of 6 students Passed Integrity

Emergency Immigrant Information

Please be aware the definition of immigrant children and youth means individuals who:

- (A) are aged 3 through 21;
- (B) were not born in any State; and
- (C) have not been attending one or more schools in any one or more States for more than three full academic years.

Note: For the definition above, "State" means the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

- Under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), a State must reserve at least enough funds to make one subgrant to an eligible LEA to serve immigrant students that is of sufficient size and scope to carry out a program effective in meeting the purposes of Title III.
- Each State must award these funds to one or more LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth, as compared to the two preceding fiscal years. (ESEA Section 3114(d)(1)).

- The ESEA prior to the ESSA amendments, required a State to consider the preceding fiscal year's data as compared to the average of the two fiscal years preceding that year.
- The ESEA as amended by the ESSA, requires a State to consider the current fiscal year's data as compared to the average of the two preceding fiscal years.

Immigrant Need



VERY IMPORTANT:

Please enter your Immigrant Need data into your Student Information System at the beginning of the school year.

Reports

Fiscal
Year:

2018

Local Education Agency:

Select an Option

Student Detail

Accountability

English Language
Learner

Special Education

Student-Teacher-
Course ConnectionSupport ProgramSUPP10 - Support
Program Data
Verification ReportSUPP11 - Support
Program Need Data
Verification ReportSUPP72 - NCLB1 and
NCLB2 Student
Indicator Report

Reports

Please select a report from the menu.

Go to **ADEConnect**, access the **AzEDS Portal** application, click on the **Reports** tab, select **Support Program** from the menu, and there you will find the **SUPP11 – Support Program Need Data Verification Report**.



District Student ID	State Student ID	Last Name	First Name	Middle Name	Gender	Need Entry	Need Exit
					F	08/02/17	12/14/17
					F	08/02/17	05/23/18
					M	08/02/17	01/09/18
					M	08/02/17	01/10/18
					F	10/30/17	05/23/18
Need - Total Unduplicated Students: 5						Total Records: 5	
School - Total Unduplicated Students: 5						Total Records: 5	
District - Total Unduplicated Students: 5						Total Records: 5	

NOTES:

- 1) The following needs will not be listed: 'Eligible For Reduced Lunch' and 'Eligible For Free Lunch'
- 2) Migrant need data is being reported for fiscal years FY04 forward by COEStar. If you have questions, or need to have changes made to this data, please contact your staff who reports migrant data to COEStar.

SUPP11 – Support Program Need Data Verification Report for Immigrant Need

FY19 Timelines For Applications And Allocations

Mary Ricci-Marriott, Title III Fiscal Specialist
Arizona Department of Education
Office of English Language Acquisition Services



OELAS Preliminary Tasks



January 2018:

☒ application build

February 2018:

☒ allocations calculated and file provided to Grants Team

☒ allocations loaded

☐ required documents added to funding application (consortium funding forms, tribal consultation docs, etc.)

March 1, 2018

☐ open funding applications

FY 2019 Title III Timeline - Original Applications



OELAS		LEA
	February 2018	Revisit and revise FY 2018 Comprehensive Needs Assessment (CNA) and Integrated Action Plan (IAP) to determine FY 2019 needs
Begin review of all submitted applications and IAPs	March 1, 2018	Begin the FY 2019 funding application and IAP
	May 1, 2018	Ensure submission of the FY 2019 Original Application and IAP by this date
Anticipated approval of all FY 2019 Original Applications	July 1, 2018	

FY 2019 Title III Timeline - Reallocations



OELAS		LEA
Allocations recalculated based on actual FY 2109 Federal Award	August 2018	
Reallocation file due to Grants	Mid - October 2018	
	Early November 2018	Begin Application Revisions to adjust funding due to reallocations
	November 30, 2018	Application Revisions for reallocations submission deadline
Target Date for Application Revision Approvals	December 15, 2018	

Fiscal vs. Programmatic Reviews

Mary Ricci-Marriott, Title III Fiscal Specialist
Gerry Haskins, Education Program Specialist
Arizona Department of Education
Office of English Language Acquisition Services



Fiscal Review – Application Sections



Sections

Arizona Department of Education (000111000) Test District - FY 2

Application Status: Not Started

Change Status To: [Draft Started](#)

[View ADE History Log](#)
[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

All
<input type="checkbox"/> History Log
History Log
Create Comment
<input type="checkbox"/> Allocations
Allocations
<input type="checkbox"/> Title III LEP
Budget
Budget Overview
Program Details
Related Documents
<input type="checkbox"/> Contacts

- **HISTORY LOG:** running record of all communication, including feedback from application reviews
- **PROGRAM DETAILS:** contains Title III Program Assurances, GSA and FFATA info
- **RELATED DOCUMENTS:** capital outlay worksheet, required consortium documents, any supporting documents requested from OELAS

Fiscal Review – Required Components



Federal Requirements

- Provide effective language instruction programs for English learners
[Title III, Section 3115 (c) (1)]
- Professional Development
[Title III, Section 3115 (c) (2)]
- Parent, Family and Community Engagement
[Title III, Section 3115 (c) (3)]
- Integrated Action Plan
[Title III, Section 3116 (a) (b)]
- Costs are reasonable, allowable and allocable
[Uniform Grant Guidance UGG]

State Requirements

- Follow USFR Chart of Accounts for accounting codes

<https://www.azauditor.gov/sites/default/files/USFRCOA71117.pdf>

Fiscal Review - Expenditures



- 2% cap on Direct Administration [Title III, Section 3115(b)]
(Administration = admin, clerical and program management)
- Indirect Costs
- Supplement, not Supplant
 - compare with previous year applications
 - verify other legal requirements (Title I, Title VI, SEI Model)
- Math calculations
 - line item totals must match narrative descriptions
 - benefits within customary 25%, or details provided
- Expenditures in application = Title III tag in Integrated Action Plan

Program Review – Required Components



- Ensure the Title III required activities are included in the IAP and the funding application:
 - ✓ to increase English language proficiency and academic achievement of ELs by providing effective language instruction educational programs that meet the needs of ELs,
 - ✓ to provide effective professional development to teachers and school leaders in the area of educational strategies to best meet the academic and language needs of ELs, and
 - ✓ to provide and implement parent, family, and community engagement activities that supplement and enhance the EL program.

Program Review – Supplemental Activities



- Ensure supplement, not supplant:
 - ✓ Activities are only provided for ELs.
 - ✓ Activities are in addition to what is being provided for non- ELs.
 - ✓ Activities are **not** funded with other Federal, State, or local funds.
 - ✓ Activities are supplemental to the LEA's civil rights obligations to ELs under Title VI and the Equal Educational Opportunities Act (EEOA).

Program Review - Expenditures



- Confirm and verify alignment between the Integrated Action Plan (IAP) and the funding application.
- Ensure intent of expenditures is to increase English language proficiency and academic achievement of English learners.
- Ensure narratives in the IAP and/or the funding application fully describe EL programs/services/materials.

Program Review – Integrated Action Plan



- Review comprehensive IAP details to identify programs/services/materials made available with other funds.
- Confirm appropriate tagging in IAP:
 - ✓ Title III tag = expenditures in Title III funding application
 - ✓ ELL tag = EL program support but not Title III funded

Object & Function Code Pitfalls



Salaries & Benefits

Andrea Grabow, Education Program Specialist
Arizona Department of Education
Office of English Language Acquisition Services



6100: Salaries

6200: Benefits



Function Code 1000 includes:

- instructional staff (teachers and paraprofessionals) working directly with students
 - Paraprofessionals must work under the direct supervision of a teacher who is appropriately certified.
 - Teachers must be working outside of contract hours or in supplemental position (push-in interventionist), not teachers of record.
- stipend/salary for a teacher or coach to provide student tutoring, intersession, or summer programs
 - **This is not allowable for high school course credit or credit recovery.**

6100: Salaries

6200: Benefits



Function Codes 2100, 2200, 2600, 2700 include:

- stipend/salary to provide PD, parent tutoring, or other duties outside contract hours,
- translators or interpreters for supplemental Title III approvable activities, if employed by LEA and not vendor or outside contracted service,
- stipend/salary for staff to plan supplemental EL approvable activities or events outside contract hours,
- substitute teachers in the classroom while EL teacher attends training - if not a vendor or outside contracted service, and
- salary for bus driver, nurse, custodian, crossing guard, or security for EL exclusive approvable activities.

6100: Salaries

6200: Benefits



Function Codes 2300, 2400, 2500, 2900 include:

- EL Data Clerks, Research Techs, or other clerical positions,
 - Job descriptions may be requested to ensure coding is correct.
- duties for those who supervise, oversee, or coordinate tutoring programs, interventions, etc., and
- duties associated with managing the EL program.

Purchased Professional Services

Denella Kirkland, Education Program Specialist
Arizona Department of Education
Office of English Language Acquisition Services



6300: Purchased Professional Services



Function Codes 2100, 2200, 2600, 2700 include:

- conference registration fees for instructional staff,
- cost for consultants to come and provide EL specific training for teachers or families of ELs,
- substitute teachers - if from a contracted service, and
- Smart Schools Employee (if in the role of instructional support).

6300: Purchased Professional Services



Function Code 2570 includes:

- conference registration fees for all noninstructional staff.

6500: Other Purchased Services



Function Codes 2100, 2200, 2600, 2700 include:

- conference **travel** fees for instructional staff (mileage, meals, hotel),
- site to site travel for EL staff, such as an interventionist or coach, for approvable activities.

6500: Other Purchased Services



Function Code 2570 includes:

- conference **travel** fees (mileage, meals, and hotel) for all noninstructional personnel.



Supplies



Cindy Bizjak, Education Program Specialist
Arizona Department of Education
Office of English Language Acquisition Services



6600: Supplies



Function Code 1000 includes:

- direct interaction with students
- student supplies
 - textbooks
 - classroom library books
 - instructional aids
 - manipulatives
 - instructional software

6600: Supplies



Function Codes 2100, 2200, 2600, 2700 include:

- supports the EL program
- EL family engagement supplies
- professional development supplies:
 - professional books,
 - technological accessories for hardware and software,
 - materials/supplies used for EL parent/family engagement,
 - materials/supplies used for internal trainings for EL staff, and
 - fuel expenses (student transportation).

6600: Supplies



Function Codes 2300, 2400, 2500, 2900 include:

- supports managing the EL program
- clerical or administrative supplies:
 - supplies used to manage the program including software programs, and
 - supplies used for organization of data.

6700: Capital/Equipment

Capital:

- federal threshold is \$5000 per unit cost
- object codes 6733, 6736, 6739

Equipment:

- State has no dollar threshold
- object codes 6731-32, 6734-35, 6737-38
- specific equipment items are listed on USFR Chart of Accounts
- equipment criteria of items not listed:
 - useful life of at least a year,
 - typically repaired rather than replaced, AND
 - the unit does not lose its identity through incorporation into a different unit.

IAP & GME Budget Alignment



Nicole von Prisk, Director of Monitoring & Title III
Arizona Department of Education
Office of English Language Acquisition Services



Integrated Action Plan



- Action Steps with FY19_TIII tags are present for all budgeted items from the GME application.
- FY19_TIII tags are only present in an action step with another program area or ELL tag, if clear split-funding is described in the narrative.
 - .50 FTE para providing 4 hours of EL support daily (This is a full-time position, other .50 is funded with Title I and M&O.)

Integrated Action Plan



- Tagging should be precise:
 - ✓ FY19_Title III tag = expenditures in Title III funding application for FY19.
 - ✓ ELL tag = EL program support, but **not** Title III funded.
 - ✓ Should **not** have an ELL tag and a FY19_TIII tag on same action step.

Integrated Action Plan

- Detailed fiscal information is not required or recommended in the plan.
- Budget and IAP figures and formulas, if included, would need to be identical.
- Any changes to budget or computation errors would require adjustments to IAP as well, if figures and formulas are included.
 - Dollar figures (\$5,000)
 - Formulas (6 teachers x 2 hours per week for 8 weeks at \$25/hour)

The Integrated Action Plan



EXAMPLE:

IAP Action Step

A Celebration Night for only families of EL students

The families of EL students will be invited to a Celebration Night in May to discuss the growth and the successes of the EL students. They will learn how to use similar strategies at home. Books will be purchased for parents to read with the students. This is above and beyond what is provided to families of non-EL students.

GME

6600/2100 \$500 Celebration Night for only families of EL students- Books will be purchased for parents to read to the students. This is above and beyond what is provided to families of non-EL students.

6100/2100 \$1000 Stipends will be paid to 5 EL teachers to plan and provide the Celebration Night for only families of EL students. This is above and beyond what is provided to families of non-EL students.

GME Budget Application



- Acceptable with limited narrative, as long as conditions of grant are met.
- Description of expense and numeric data included should add up correctly.

Position Titles



- Frequently different when comparing IAP and GME.
- Support positions may require a supplemental job description to ensure proper coding.

Supplement, Not Supplant

Alex Miller, EL Education Technology Specialist
Arizona Department of Education
Office of English Language Acquisition Services



Supplement, not Supplant



ESSA Sec. 3115(g):

SUPPLEMENT, NOT SUPPLANT- Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such **Federal**, State, and local public funds.

Supplanting



Funds may not be used to pay for programs or activities that, in the absence of Title III funds, would be made available with other Federal, State, or local funds.

Supplanting exists if funds are used to:

- provide programs/services which are provided to all students,
- provide programs/services required by other Federal, State, or local laws, and
- provide programs/services previously funded with Federal, State, or local funds.

Supplanting rules for Title III are NOT the same as for Title I.

Why Does Supplanting Matter?



The supplement not supplant provision is designed to protect English learners and the funding that LEAs are entitled to receive in order to provide supplemental services to English learners.

Under Title VI and the Equal Educational Opportunities Act (EEOA), schools must ensure that EL students can participate meaningfully and equally in all curricular and extra-curricular programs.

Supplement



For an expenditure to be supplemental, it must be above and beyond what is required or what is provided to all students.

This includes items/services provided to all students through Title I funding.

Required Activities



- AZELLA testing
(required by state and federal law)
- Parent notification letters
(required by Title I)
- Translating of required communication, communicating with parents in a language they can understand
(required by Title VI of the Civil Rights Act of 1964)
- Writing ILLPs
(required by state law)
- SEI Endorsement coursework
(required by state law)

Examples of Supplemental Activities:



Note that whether or not something is supplemental is entirely context-specific:

- professional development for teachers of ELs
- summer school classes not for credit recovery
- ELD Paraprofessionals for small group instruction in SEI classrooms
- additional computing devices to increase EL's access to programs

Parent / Family Engagement

Ideas for your Title III Grant Application

Jodi Hekter, Education Program Specialist
Secily Downes, Education Program Specialist
Arizona Department of Education
Office of English Language Acquisition Services



Title III Parent / Family Engagement



- Every Student Succeeds Act (ESSA) now requires LEAs to include parent and family engagement activities or trainings in their Title III programs.
- No specific requirements for the amount and/or percentage that shall be allocated to these activities must be specific to your Title III program and assist in improving academic achievement of ELs.
- Must be above and beyond all other parent engagement activities sponsored by the LEA and in addition to information LEAs are obligated to communicate under other laws.
- IAP must provide specific details which describe your Title III parent/family engagement program.

Coding Parent/Family Engagement in GME



Object Codes 6100, 6200, 6300, 6500, 6600, 6700 may all be used, depending upon what your parent/family engagement is.

- You may have salaries and benefits, purchased professional services, other purchased services, supplies, or capital as part of your budget.

Function Codes 2100, 2200, 2600, 2700 are likely where your Title III parent/family engagement will fit.

Questions to ask yourself to ensure supplement, not supplant



- How does this meet the Title III parent engagement requirement?
- Is this activity above and beyond what the parents and families of non-ELs receive?
- Do parents and families of non-ELs receive this through other funding sources?
- Will this improve the academic achievement and language acquisition of EL students?
- Is this communication to parents that is required under Title VI?
- Is this unique to the EL students and their families?

***Remember this is for “families and parents of EL students”- NOT “EL Parents”**

Other Parent/Family Engagements ideas that are NOT allowable include:



- food and beverages,
- student plaques for taking AZELLA,
- supplies for Open House Night or parent/teacher conferences,
- anything that is already required by law (communication), anything that has been paid for within the prior year for families of non-EL students through other funding sources, and
- anything that does not meet the Title III requirements of ESSA (is not closely tied to the academic achievement of EL students).

Other Parent/Family Engagement ideas



- **Game Night (Instructional Focus)** for only the families of EL students include supplies and salary or stipend to teacher (6600/2100 & 6100/2100)
- **Outside vendor** cost to print the EL Parent Newsletter provided to only the families of EL students with resources and tips on how to improve academic achievement of EL students (6500/2100)
- **Headphones** purchased for use with only the families of EL students for Rosetta Stone lab (6600/2100)
- **Outside vendor** providing training to families of EL students which will increase the academic achievement of EL students (6300/2100)

The entire OELAS team thanks you for joining us!

Arizona Department of Education
Office of English Language Acquisition Services
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Title III LEP Breakout Session

Examples and Non-Examples of IAP and Budget
Items for FY19 Title III



Directions

- Read the example on the screen.
- Spend 1 minute discussing and deciding at your table whether the item provided is approvable or not approvable **based on information provided.**
- When given the cue, use the signal paddle to relay your table's consensus.
- Be ready to share your table's logic.

IAP Description tagged FY19_TIII:

Parent Training

A monthly training will be provided to only the families of eligible EL students with Rosetta Stone to increase English language proficiency. Information on how to use Rosetta Stone at home will also be provided. Families of non-EL are not provided this. A stipend will be paid to the EL teacher for each training outside of contract hours.

GME Description and Coding:

Supplies 6600/2100 \$3000 (20 @\$150 each) Rosetta Stone licenses will be purchased only for the families of EL students attending the monthly training. This is not provided to families of non-ELs through another funding source.

Salaries 6100/2100 \$175 A stipend will be paid to an HQ EL teacher to plan and provide the Rosetta Stone training to parents for 7 hours outside contract time. 6 hours for training and 1 hour for planning at \$25 an hour.

IAP Description tagged ELL:

EL Parent Night with resources

A stipend will be paid to an HQ EL teacher to provide a one hour EL Parent Night to only the families of eligible EL students. Resources will be provided such as Make and Take activities in the area of vocabulary and reading strategies (vocabulary books, readers, EL strategies for at home).

GME Description and Coding:

Supplies 6600/2100 \$500 Resources will be purchased such as construction paper, folders, books, pens, and pencils for only the EL Parent Night. This is above and beyond what the families of non-ELs receive through other funding sources.

Salaries 6100/2100 \$25 A stipend will be paid (\$25 for one hour) to an appropriately certified EL teacher to provide a one hour EL Parent Night outside of contract hours.

IAP Description tagged FY19_TIII:

EL Data Clerk

The EL Data Clerk supports teachers of ELs by providing and analyzing data from a variety of assessments to guide teachers in implementing the correct strategies for student achievement.

GME Description and Coding:

Salary 6100/2100 \$6000

.25 FTE EL Data Clerk works to support the EL teacher by providing data to guide teachers to use effective strategies for student achievement and best practices.

Job Description:

Schedule, conduct, and monitor AZELLA testing. Pull AZELLA reports. Gather required paperwork and maintain compliance with required information in student files.

IAP Description tagged FY19_TIII:

EL Parent Meet and Greet

A Parent Night will be held at the beginning of the year and refreshments will be served. A stipend will be paid to an HQ EL teacher during the beginning of the year Meet & Greet to meet the families of EL students.

GME Description and Coding:

Salaries 6100/2100 \$50 A stipend will be paid to an HQ EL teacher to meet the families of EL students at the beginning of the year Meet & Greet.

Supplies 6600/2100 \$100 Food and beverages will be provided to the parents at the beginning of the year Meet & Greet.

IAP Description tagged FY19_TIII:

ESL Class for Parents

An ESL class will be provided once a month to parents who are ELs, interested in learning English. Materials will be purchased for the ESL class such as paper, folders, and pens. A stipend will be paid to the EL teacher for monthly ESL classes and planning time.

GME Description and Coding:

Supplies 6600/2100 \$100 Supplies will be purchased for the ESL Parent Classes, such as paper, folders, and pens.

Salaries 6100/2100 \$1000 A stipend will be paid to an HQ EL teacher to provide English classes to parents. This includes eight monthly hour long trainings and four hours planning time. (10 hours total at \$25 an hour)

IAP Description tagged FY19_TIII:

Parent Newsletter

A monthly newsletter will be sent home to parents with vocabulary strategies to try at home. Will have printing service prepare newsletters.

GME Description and Coding:

Other Purchased Services 6500/2100 \$150 to an outside vendor printing the newsletters.

THANK YOU!



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