



TITLE III, Part A: English Language Learners and Immigrant Students Guidance on Allowable and Unallowable Expenditures

Below is a general overview of allowable and unallowable activities to support Title III, Part A program planning activities.

Supplementary Instructional Support for
English Language Learners (ELLs) and Immigrant Students

TITLE III, PART A - ELL GRANT

Purpose: To help states, school districts, and schools provide effective services that improve the English language proficiency and academic achievement of English Language Learners (ELLs) and to provide guidance on the requirements of Title III, Part A of the [Every Student Succeed Act \(ESSA\)](#).

A State Education Agency (SEA) and its Local Education Agencies (LEA) may use Title III funds for activities relating to ELLs that were previously required under Title III and are now required under Title I if:

- o specific use of funds is consistent with the purpose of Title III and meets federal guidelines for “reasonable and necessary costs.”
- o specific use of funds is supplementa

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III.

1. Increase the English proficiency of ELLs by providing effective, supplemental language instruction educational programs, including the instructional use of both English and a child’s home language, demonstrating the effectiveness of the programs in increasing:
 - o English proficiency; and
 - o student academic achievement in the core academic subjects;
2. Provide high-quality effective professional development to classroom teachers (including Early Learning Program staff and teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is
 - o designed to improve the instruction and assessment of ELLs;
 - o designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs;

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- o able to

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supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

Other supplemental instructional services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the U.S., such as programs of introduction to the educational system and civics education;

Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services; and

Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;

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community services.

Provide effective professional development opportunities for all teachers, principals, and administrators, including early education teachers and other school or community-based organization personnel, that:

are designed to improve the instruction and assessment of ELLs;

enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELLs;

are effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELLs; and

are of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher's comprehensive professional development plan that is based on a needs assessment.

Provide community participation programs, family literacy services, and parent outreach and training to ELLs and their families, and improve the instruction of ELLs, which may include ELLs with disabilities, by acquiring or developing educational technology and accessing electronic networks.

Consultant costs should be itemized, reasonable and supportive of the language instruction educational program.

Other early college high school or dual or concurrent enrollment programs or courses designed to help ELLs achieve success in postsecondary education. This presents a valuable opportunity to promote college and career readiness for ELLs and to help bridge their transition to postsecondary education.

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	<p>Items with a unit cost under \$5,000. Title III funds may be used to identify, acquire, and upgrade curricula, instructional materials, and educational software, and assessment procedures.</p> <p>Supplies and materials should be supplemental and listed in clearly defined categories. Materials, refreshments, transportation, etc. for parent involvement activities may be included. Excessive costs for materials and supplies that take away from direct student services are not allowed.</p>
	<p>Title III funds may be used to pay for costs of transportation, or such other costs as are directly attributable to supplemental instructional services. Travel expenses for professional development should be itemized and include a purpose and destination.</p>

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	<p>All equipment must be itemized, described to include quantity, unit cost and proposed expenditures, inventoried, and tracked.</p> <p>Title III funds may be used to improve instruction for ELLs and Immigrant Students by providing for:</p> <ul style="list-style-type: none">o the acquisition or development of educational technology or instructional materials;o access to, and participation in, electronic networks for materials, training, and communication; and,o the incorporation of the resources described into curricula and programs funded under Title III.o all equipment and materials that are for the exclusive use of ELLs and Immigrant Students. <p>Equipment should be supplemental and listed in clearly defined categories. Excessive costs for materials and supplies that take away from direct student services are not allowed.</p>
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The use of Title III funds for translation and interpretation has now become allowable under the ESSA.

LEAs may use Title III funds for the translated parental notification on ELL identification that is now required under Title I, Part A.

Title III funds may be used to supplement an LEA's activities if the LEA is already meeting its obligation to ensure meaningful communication with ELL parents in a language they can understand.

Title III funds must supplement, not supplant, State, local, and other Federal funds. Title III funds cannot be used to fulfill an LEA's obligation under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act. Title III funds may not be used to translate required state exams.

[ESSA Title III Guidance – English Learners](#) (September 23, 2016)

[Non-Regulatory Guidance: English Learners and Title III Program](#) October 5, 2016