

# TITLE III, PART A PROGRAM HANDBOOK

The documents included in this Guidance for Title III, Part A Program Management are intended to provide an overview of the authorizing statute, and not an exhaustive description. This guidance should be used in conjunction with Georgia's Federal Programs Handbook, Federal Programs Monitoring guidance, Federal Programs Consolidation of Funds Manual, Federal Programs Equitable Services resources on the Ombudsman website, and the U.S. Department of Education statute and nonregulatory guidance. Special thanks are given to all internal and external reviewers, who provided feedback and suggestions.



For  
Georgia  
Title III  
Part A  
Directors

## Title III, Part A Program Handbook Update Tracking

*Updates made to the Title III, Part A Program Handbook will be organized in this chart.*

Date	Topic	Pages
2.22.2020	Procedures related to how the State counts immigrant students	15
3.24.2020	FAQs posted by Ombudsman for Private Schools' Equitable Services	47-50
8.31.2020	Handbooks updates relevant to FY21	31-42
8.31.2020	Updated ELP Assessment Participation Process	37-39
9.9.2020	Added reference to SBOE Professional Learning Rule 160-3-3-.04	28
1.26.2021	ELP Assessment Participation Application and Monitoring Process updat	37-38
3.10.2021	Replaced the word "equally" with "equitably"	10
6.30.2021	Handbook updates relevant to FY22: CFM process	31-35
9.29.2021	Clarification on TITLE III SERVED Data Element in CoF LEAs	41
7.17.2023	Updated Fiscal Year to FY24 & FY24 FAIN	6

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## **Title III, Part A: Language Instruction for English Learners and Immigrant Students - Overview and Purpose:**

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Title III of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act by Public Law 114-95 in December 15, 2015, was established with the intent and purpose that children and youth who are English learners (ELs) attain English language proficiency (ELP), develop high levels of academic achievement in English, and meet the same challenging state academic content standards all students are expected to meet.

This guidance is intended for administrators of supplemental federally funded Title III, Part A<sup>1</sup> Language Programs. Title III, Part A funds shall be used to provide an effective supplemental language program that improves the English language proficiency and academic achievement of English learners through the provision of an additional or enhanced language instruction educational program (LIEP), sustained and effective professional learning activities that increase the knowledge and skills of teachers and administrators who serve ELs, and effective language-focused outreach activities for EL families, parents and communities to enhance and supplement the school system's LIEP. All services provided to ELs using Title III, Part A funds must supplement, and not supplant, the services that must be provided to EL students under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws.<sup>2</sup>

Specifically, all public schools, charter schools and school districts or Local Education Agencies (LEAs), including but not limited to Title III-A subgrantees, must provide ELs with effective English language development instruction using state (ESOL QBE/FTE) and/or local funding as required under Title VI of the Civil Rights Act of 1964 and the EEOA. According to these laws, all States and LEAs must ensure that ELs participate meaningfully and equally in educational programs and services.

To meet state/local obligations under Title VI and the EEOA, LEAs must fund the ten obligations on the following page with state or local funds, not federal funds.

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<sup>1</sup> Title III, Part A includes two types of subgrants to LEAs: EL formula subgrants (See ESEA/ESSA § 3111 and ESEA/ESSA §3114(a)) and Immigrant children and youth subgrants. (ESEA/ESSA §3114(d)).

<sup>2</sup> As recipients of Federal financial assistance under ESEA and other Department-funded grant programs, and as public entities, States and LEAs must also not discriminate against ELs in their educational programs based on race, color, national origin, sex, age, or disability.

1. Identify and assess all potential English learners in a timely, valid, and reliable manner.
2. Provide English learners with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*.<sup>3</sup>
3. Provide sufficiently well-prepared and trained staff to support the language assistance programs for English learners.
4. Ensure that English learners have equal opportunities to meaningfully participate in all curricular and extracurricular activities.
5. Avoid unnecessary segregation of EL students.
6. Ensure that English learners who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services.
7. Meet the needs of English learners who opt out of language assistance programs.
8. Monitor and evaluate English learners in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit ELs from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.
9. Evaluate the effectiveness of a school district's language assistance program(s) to ensure that ELs in each program acquire English proficiency and that each program is reasonably calculated<sup>3</sup> to allow ELs to attain parity of participation in the standard instructional program within a reasonable period of time.
10. Ensure meaningful communication with limited English proficient (LEP) parents.

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<sup>3</sup> As further explained in OCR's 2015 English Learner *Dear Colleague Letter* (e.g., page 6), *Castañeda v. Pickard* requires that the program and practices used by the school (as part of the language assistance program) be reasonably calculated to implement effectively the educational theory adopted by the school.

## Title III, Part A: General Grant Information

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### Legislative and Fiscal Data

(Identical for both the *Title III, Part A: Language Instruction for English Learners* and *Title III, Part A: Immigrant subgrants*)

**Fiscal Year:** 7/01/2023 –9/30/2024

Title III, Part A Allocations

Georgia Department of Education

Federal Agency: U.S. Department of Education

**FAIN:** S365A230010

CFDA: 84.365A English Language Acquisition, Language Enhancement and Academic Achievement Program for Limited English Proficient Children

## Title III, Part A Grant Timeline

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### Spring

- LEAs gather and review current year data from Title III, Part A language activities for EL students, their families, and their teachers to determine the effectiveness of the implemented activities.
  - LEAs evaluate the effectiveness of their current Title III, Part A Programs.
  - LEAs review EL students' progress toward learning English (ACCESS Progress to Proficiency Score) and achieving State standards (GA Milestones Closing the Gap).
- Within Georgia's Systems of Continuous Improvement framework (GSCI), Title III-recipient LEAs begin planning for the next year's Title III, Part A Program by conducting a comprehensive needs assessment of the English learner language programs.
  - Examining results from current Title III-funded activities
  - Evaluating root causes for the data and possible action steps.
  - Identifying strengths, challenges, and action steps to be included in the CLIP.
  - Selecting evidence-based strategies, activities, and interventions to address the needs of EL students, their teachers, and their families.
  - Drafting the *Title III, Part A Program Information Plan* and aligned budget
- Small EL population LEAs may consider forming a consortium with neighboring small EL population LEAs to meet the minimum EL student count needed to be eligible to receive a Title III, Part A subgrant. This minimum changes yearly.
  - Regional consortia submit a *Letter of Intent to Form a Consortium*.
  - Fiscal agent/lead LEA initiates collaborative planning sessions with consortium members to design the Title III, Part A initiatives.

- All consortium members include EL elements in their school system's CLIP.
- USDE announces preliminary Title III, Part A grant award amount to all states.
- GaDOE calculates LEA subgrants based on LEAs' EL student population (drawn from the March FTE EL student count plus the EL student count in participating private schools)
- GaDOE Federal Programs provides LEAs with preliminary Title IIIA allocations.
- Consortia fiscal agent/lead LEAs submit consortium's MOU/agreement to GaDOE Title III, Part A office

## Summer

- **Due July 1:** Any changes to regional consortia MOU.
- July **State Board of Education (SBOE) Meeting:** Title III, Part A English learner allocations are presented to the State Board for review and approval.
- After SBOE approval, Title III program specialists upload Title III, Part A Grant Award Notifications (GAN) in the MyGaDOE portal Consolidated Application Attachments Tab for each Title III-recipient LEA to review.
- LEAs continue researching the evidence base (strong, moderate, promising) for proposed Title III, Part A activities, strategies, and interventions.
- LEAs design Logic Models to be used for proposed Title III, Part A activities, strategies, and interventions when strong, moderate, or promising research evidence is not available.
- Title III-grantee LEAs participate in Federal Programs trainings, conferences, and technical assistance webinars as provided by GaDOE.
- GaDOE Grants Accounting Unit begins loading funds into GaORS.

## Fall

- **Due October 1:** Submit Title III, Part A English Learner Original Budget for current fiscal year.
  - Title III-grantee LEAs participate in Title III, Part A Budget Training Webinar
- LEAs submit final amendments to previous fiscal year Title III Part A budgets no later than **September 30**.
  - Title IIIA budget amendments may be submitted any time prior to closing the fiscal year – or, if necessary, a fiscal year may be reopened to submit a final amendment and ensure expenditures and budgets match.
- **Due October 30:** Submit Title III, Part A Completion Reports.
  - **NOTE:** Due to the Title IIIA *supplement not supplant* provision (See ESEA/ESSA §3115(g)), LEAs must ensure that expenditures within each Function/Object code do not exceed the final approved budget amendment.

- As CLIPs are approved, Title III grantee LEAs and Consortia Lead LEAs complete the required Title III, Part A Program Information Plan, and corresponding budget line-item descriptions per the current year's *Title III, Part A Chart of Accounts* and *Budget Guiding Questions* tools. See the [Title III Part A website](#) for a variety of budget tools.
- **Due 1<sup>st</sup> Tuesday in October** – LEAs ensure EL and Immigrant students are coded correctly in the Student Information System before October FTE Count.
  - LEAs ensure the immigrant flag is removed from students who have completed three years in U.S. schools or the equivalent in total months.

## Winter

- GaDOE calculates Immigrant allocations based on the October FTE Immigrant student count.
  - Immigrant allocations are presented to GaDOE State Board of Education.
  - After SBOE approval, Immigrant funds are loaded into GaORS and Title III Program Specialists upload Title III Immigrant Grant Award Notifications (GAN) in the recipient LEA Consolidated Application, GAN attachments.
  - LEAs participate in Title III, Part A Immigrant Budget trainings as provided.
- All LEAs participate in ACCESS Assessment Webinars and trainings along with the System Assessment Director/Coordinator – See GaDOE [Assessment's ACCESS for ELLs](#) webpage and Assessment Calendar for more information.
- LEAs administer the WIDA ACCESS for ELLs® or Alternate ACCESS assessment to each identified English learner in the LEA, including those whose parents have waived ESOL services and EL/SWD who may not be receiving ESOL services, to ensure 100% EL ACCESS Participation Rate.
- LEAs prepare for Federal Programs' Cross-functional monitoring (CFM), when applicable.



## English Learner and Immigrant Subgrant Formula Overview

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In July of each year, the U.S. Department of Education (ED) awards the Georgia Department of Education (GaDOE) multiple formula grants, including the Title III, Part A Language Instruction for English Learners and Immigrant Students grant. Upon receipt of this grant, the state must calculate each LEA's individual Title III, Part A English Learner, and Immigrant allocations. LEAs receive Title III, Part A funding based on a formula described in ESEA/ESSA Title III, Part A statute, §3111.

ED's formula requires states to reserve a portion of the grant for use with Immigrant students. No more than 15% of the Title III, Part A grant may be reserved for this purpose, and since most of Georgia's immigrant students also receive support under the English Learner subpart of Title III, Part A, Georgia has elected to reserve 5% of the Title IIIA award for the *non-linguistic, socio-cultural integration support* provided to Immigrant students. Thus, 95% of the state's Title III, Part A subgrant is used for the purpose of **language support** and 5% used for **cultural and social integration** activities. Therefore, Title III, Part A is a formula grant award, calculated annually, and comprised of **two separate allocations** based on LEA-reported EL and immigrant student populations in both public and participating private, nonprofit schools in Georgia.

The GaDOE Federal Budgets Manager in the Finance and Business Operations office calculates the **Title III English learner subgrant** based on the public school EL=Yes (EL=Y) student population count as reported to the state by LEAs during the March Full Time Equivalent (FTE)/Quality Basic Education (QBE) Data Collections Report. According to ESEA Sec. 3114(a), the Title III Part A allocation *“should bear the same relationship to the amount received by the State and remaining after making the required reservation as the population of English learners in schools served by the eligible entity bears to the population of English learners in schools served by all eligible entities in the State.”*

In addition, LEAs with participating private schools annually report to the state in March the number of EL students in participating private schools using the Equitable Services for Private Schools (EQ4PS) platform in the State Longitudinal Data System (SLDS).

Based on the requirement in ESEA Sec. 3114(b), that a State educational agency shall not award a Title III subgrant *“if the amount of such subgrant would be less than \$10,000”* the GaDOE Budgets Manager calculated the number of ELs each LEA needed to meet the \$10,000 threshold and be eligible to receive an FY 2020 Title III, Part A subgrant award.

LEAs that did not meet the EL student threshold to receive a Title III Part A subgrant award are invited to form or join a regional LEA consortium with other similar LEAs such that the sum of ELs in the consortium-member LEAs met or exceeded this threshold.

The GaDOE Finance and Business Operations office calculates Title III, Part A subgrant awards for each LEA eligible to receive at least a \$10,000 subgrant award. To do this, the total SEA EL grant award amount is divided by the total number of ELs in these LEAs resulting in a per-EL student amount (PPA). This PPA is multiplied by the number of ELs in each eligible LEA to determine each LEA's Title III, Part A subgrant award.

## Forming a Regional LEA Title III, Part A English Learner Consortium

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LEAs that do not qualify for an allocation of at least \$10,000 may choose to partner with other small EL population LEAs to form a regional LEA **Title III, Part A Consortium**, provided that the total English learner allocation for the LEAs participating in this regional consortium is greater than or equal to the \$10,000 minimum award amount.

Together, regional LEA Consortium members must qualify for at least a \$10,000 allocation to be approved for a subgrant award as a Title III, Part A Consortium. LEAs that wish to combine their allocations must select one member-LEA to act as fiscal agent and lead for the consortium. Like Independent Title III, Part A LEAs, the fiscal agent/lead is permitted to use a maximum of 2% of the consortium's grant for direct administrative costs.

The fiscal agent/lead of an LEA Title III, Part A Consortium bears the following responsibilities:

1. Maintenance of the written MOU or agreement regarding consortium members' participation, uploaded to the Consolidated Application as a budget attachment.
2. Submission of the consortium's collaboratively developed Title III, Part A Program Plan, Assurances and Budget (including Amendments) in the Consolidated Application.
3. Ensuring that Title III, Part A funds are shared and spent to fully carry out the Program Plan, benefit all consortium members, and ensure fulfillment of Title III, Part A-required activities.
4. Control of all fiscal transactions of the consortium (requisitions, purchases, payments, etc.).
5. Maintenance of records of all inventory lists and financial transactions carried out on behalf of the consortium.
6. Expenditure monitoring of all participating LEAs to ensure compliance with Title III, Part A supplement, not supplant requirements.
7. Fulfillment of data gathering, reporting and documentation submission requirements, on behalf of the Consortium, for Title III, Part A monitoring and reporting purposes.

Members of a regional LEA consortium must work closely and collaboratively during each phase of the yearly planning (CLIP, *Title III, Part A EL Program Information Plan*, Title III, Part A Budget, and Assurances) to ensure that each LEA's needs are adequately addressed, and then combined and jointly submitted in the consortium's *Title III, Part A EL Program Information Plan* and Budget. For this reason, it is recommended that regional LEA Title III, Part A consortia consist of no more members than can be supported by a single LEA fiscal agent. More than four LEA members in a consortium may prove challenging to the fiscal agent from the standpoint of coordination of effort and data reporting. (See [Title III, Part A website](#) for sample LEA consortium forms and guidance.)

The GaDOE considers consortium memberships finalized by **July 1** of each year. It is important to note that requests to join or exit a consortium will not be accepted after **July 1**, except in the case of an LEA choosing to exit the consortium because an LEA's final allocation was \$10,000 or more and thus received an independent allocation.

## Title III, Part A EL Program Requirements

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All Title III-recipient LEAs and members of regional Title III, Part A consortia must adhere to several general requirements of the law as well as perform the three **Required Subgrantee Activities** described in ESEA/ESSA §3115(c).

### General Assurances

1. The LEA assures compliance with the standardized, statewide English learner (EL) entrance and exit procedures and identifies students for EL status within 30 days of enrollment in a school in Georgia [ESEA/ESSA § 3113(b)(2) and 1112(e)(3)].
2. The LEA assures compliance with Sec. 1112(e), Parents Right-to-Know, prior to, and throughout, each school year as of the date of application [ESEA/ESSA § 3116(b)(4)(A)].
3. The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126 [ESEA/ESSA § 3116(b)(4)(B)].
4. The LEA assures that each school with English learner students receives funds from non-Federal sources to fulfill the LEA's obligations under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA), before using Title III, Part A funds for languages services to EL students [ESEA/ESSA § 3115(g)].
5. The LEA assures that it complies with the requirement in section 1111(b)(2)(B)(ix) regarding assessment of English learners in English [ESEA/ESSA § 3113(b)(3)(A)].
6. The LEA assures that it annually assesses the English proficiency of all English learners participating in a program funded under this subpart, consistent with ESEA/ESSA §1111(b)(2)(G).

7. The LEA assures that consultation took place with teachers, researchers, school administrators, and parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing its educational plan for English learners [ESEA/ESSA § 3116(b)(4)(C)].
8. The LEA assures that it has selected one or more methods or forms of effective instruction to be used in Title III-funded programs and activities to assist EL students attain English proficiency and meet challenging state academic standards [ESEA/ESSA § 3115(f)(1)].
9. The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal head Start agencies, and other early childhood education providers [ESEA/ESSA § 3116(b)(4)(D)].
10. The LEA assures that all teachers in any Title III-funded language instruction educational program are fluent in English and any other language used for instruction, including having written and oral communications skills [ESEA/ESSA § 3116(c)].
11. The LEA consults with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries [ESEA/ESSA § 9501].

### Required Activities for the English Learner Subgrant

Portions of the Title III, Part A subgrant must be used for *each one* of the following activities required in Title IIIA statute, under the ESSA:

1. Provide effective supplemental language instruction educational programs (LIEPs) that demonstrate success in increasing EL students' English proficiency and content achievement. [See ESEA/ESSA § 3115(c)(1).]
2. Provide effective professional development (PD) for teachers, administrators, and other school personnel. This PD must:
  - a. Be designed to improve the instruction and assessment of ELs; and
  - b. Be designed to enhance participants' ability to understand and implement curricula, assessment practices and instructional strategies for ELs; and
  - c. Prove effective in increasing ELs' English proficiency *or* substantially increasing participants' subject matter knowledge, teaching knowledge, or teaching skills; and
  - d. Be of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom. [See ESEA/ESSA § 3115(c)(2).]
3. Provide and implement parent, family and community engagement activities that enhance or supplement the Title III, Part A-funded language activities/programs. This may include strategies that serve to coordinate and align related programs. [ESEA/ESSA § 3115(c)(3)]

## Authorized Activities for English Learner Subgrant

Due to the limited size of Title III, Part A allocations, most LEAs will expend the entirety of their funds on the fulfillment of the three required subgrantee activities. Should some Title III, Part A funds remain unencumbered after developing a needs-based program plan based on the three required activities, LEAs are authorized to undertake additional specific activities. These include upgrading program objectives, improving ELs' instructional program, providing ELs with tutorials and intensified instruction, developing and implementing effective Pre-K language programs, providing outreach programs and family literacy services, improving EL instruction – including ELs with special needs – by providing supplemental technology or access and offering programs or courses designed to help ELs achieve success in postsecondary education. [See ESEA/ESSA § 3115(d).]

## Reporting English learners as Title III-served in the LEA's Student Information System (SIS).

- For federal reporting purposes as required under the ESEA/ESSA, all English learners who are receiving Title III supplemental language services must be coded in the LEA's SIS as Title III-served.
- Only English learners, who are receiving services in the state-funded core ESOL language instruction program, are eligible to receive supplemental Title III language services.
- EL students whose parents have opted them out of the state-funded core ESOL language program, or who are not receiving ESOL language instruction segments of services for other reasons, are not eligible to receive Title III supplemental language services and must not be reported to the state as Title III-served in the LEA's SIS.

See Section 13, p. 7 of the *January 2019 Addendum to September 23, 2016, Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA)*.

## Title III, Part A: Immigrant Children & Youth Subgrant

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### How Immigrant Subgrant Allocations are Determined

Per Title III, Part A law (See ESEA/ESSA § 3114(d)), a required reservation of funds is made to provide cultural and social supports to students identified as immigrants. In Georgia, the amount reserved is 5% of the overall state's Title III, Part A grant. From this reserved amount of Title III funds, Immigrant subgrants must be awarded to LEAs based on the number of immigrant children and youth who have enrolled during the fiscal year for which the subgrant is made.

The definition of *immigrant* under Title III, Part A law is unique. A student is considered, by federal statute (ESEA/ESSA § 3201(5)), to be an immigrant if he/she meets three (3) criteria:

1. Born outside of the U.S. or Puerto Rico
2. Enrolled in U.S. schools for less than three full academic years (or 36 cumulative months)
3. Is between the ages of three and 21

### How Immigrant Students are Identified

After the October FTE submission to the state, LEA's immigrant student population is counted using three data elements:

1. Student's birth country (PLACE OF BIRTH), and
2. Date entered U.S. schools, and
3. An immigrant flag indicating "U.S. less than 3 years".

The immigrant flag is a data element used to identify immigrant students who have not been in U.S. schools for more than three full academic years (or 36 cumulative calendar months, not necessarily consecutive). Even though the date immigrant students entered U.S. schools may have been more than three calendar years ago, if there was a break or gap (months/years) in the student's enrollment in U.S. schools, then he/she may still be considered an immigrant student. Identifying these unique situations will require a comprehensive review of enrollment records.

When the state or the LEA runs a report of foreign-born students by date entered U.S. schools, a student with a break in enrollment of several months or a year of non-enrollment in U.S. schools would not be captured in this report. However, LEAs with knowledge of the student's enrollment gaps will flag the student as an immigrant using the immigrant flag in their SIS, thus allowing the state to identify these students who still qualify as immigrant.

It is important for LEAs to establish procedures that require personnel to review students with the immigrant flag **in September each year** to determine whether the immigrant flag is still accurate. If the student has completed the "three years in U.S. schools" since the last immigrant student count, the LEA would remove the immigrant flag prior to October 1<sup>st</sup> to ensure an accurate immigrant count for the October FTE report.

Foreign-born students who entered U.S. schools beginning September 1 three years prior to the immigrant count year will automatically qualify as immigrant students for the October immigrant student count. In addition, all students flagged as immigrant students by the LEA will automatically be counted by the state as immigrant students. Therefore, the LEA must ensure that immigrant students with gaps in enrollment are flagged, and that the flag is removed when the three years or 36 cumulative-calendar, not -school, months is complete.

### How Immigrant Subgrants are Calculated

In Georgia, to be eligible for an immigrant subgrant an LEA must have at least 50 immigrant students **and** must have experienced a *significant increase* in immigrant students compared to the average of the prior two years' immigrant enrollment. If the current Immigrant count

represents an increase of 10% or more over the previous two-year average, the LEA then qualifies to receive an Immigrant grant. (See [Immigrant Eligibility Matrix](#).)

For example, if in 2020 an LEA enrolled 104 immigrant students and in 2021 it had 111 immigrant students, then the two-year average is 107. If the 2022 immigrant student count is 10% greater than 107, or 117 or more immigrant students, then the LEA qualifies for the Immigrant subgrant. Title III, Part A statute requires that the increase in immigrant students be significant, and that the subgrant award be of sufficient size and scope to allow the recipient LEA to build future capacity to serve its immigrant population.

To calculate a per-Immigrant student allocation, the total funds set aside to be distributed to LEAs as Title III-A Immigrant subgrants is divided by the total current year immigrant student population (counted in October FTE) in the qualifying LEAs. Qualifying LEAs receive a Title III, Part A Immigrant subgrant equal to the current number of Immigrant students multiplied by the state's per-immigrant student allocation amount (PPA – per pupil allocation).

The Title III-A English Learner \$10,000 minimum allocation requirement does **not** apply to Immigrant grants; therefore, it is possible for an LEA to receive an immigrant allocation despite not receiving a Title IIIA EL allocation, and it is possible for an LEA to receive a smaller Title III, Part A Immigrant allocation.

### Authorized Immigrant Activities

LEAs awarded Immigrant subgrants must use the funds to pay for activities that provide supplemental instructional opportunities for immigrant children and families. *It is important to note that **student language instruction** is not the purpose of the Title III, Part A Immigrant subgrant.* English learner grants support English language instruction, whereas Immigrant subgrants provide cultural and social supports for students newly arrived in U.S. schools.

LEAs must use Immigrant awards for one or more of the following activities as outlined in ESEA/ESSA § 3115(e):

- A. Family literacy, parent and family outreach and training designed to assist caregivers in becoming active participants in their child's education
- B. Recruitment of and support for personnel who have been specifically trained to provide services to immigrant students
- C. Immigrant student tutorials, mentoring and academic or career counseling
- D. Instructional supplies or transportation costs that are *directly attributable to the presence of immigrant students* in the LEA

- E. Other instructional services to assist immigrant students in achieving in U.S. schools, such as programs of introduction to the U.S. educational system and civics education
- F. Offering comprehensive community services in coordination with entities that have expertise in working with immigrants, and
- G. Curricular materials, educational software or technology that supports the instructional or community services provided by this grant for immigrant students and families.

## Immigrant Subgrant Assurances in Consolidated Application

### **Title III, Part A - Immigrant Programs**

1. The LEA assures compliance with Sec. 1112(e) (Parent's Right-To-Know) prior to, and throughout, each school year as of the date of application [Sec. 3116(b)(4)(A)].
2. The LEA assures compliance with the state's data collection elements and procedures to accurately report EL and immigrant students and their services in the local student information system. [Sec. 3121 (a) (1)-(7)]
3. The LEA assures that it is not in violation of any State Law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 (State ESOL code) and 3126 (Federal Civil Rights) [Sec. 3116(b)(4)(B)]
4. The LEA assures that consultation took place with teachers, researchers, school administrators, and parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing its educational plan for English learners [Sec. 3116(b)(4)(C)].
5. The LEA assures that it has selected one or more methods or forms of *effective* instruction to be used in Title III-funded programs and activities to assist immigrant students attain English proficiency and meet challenging state academic standards [Sec. 3115(f)(1)].
6. The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal head Start agencies, and other early childhood education providers [Sec. 3116(b)(4)(D)].
7. The LEA assures that all teachers in any Title III-funded language instruction educational program are fluent in English and any other language used for instruction, including having written and oral communications skills [Sec. 3116(c)].
8. The LEA consults with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries [Section 9501].



## The Comprehensive LEA Improvement Plan (CLIP)

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Just as with any other student subgroup, the needs of English learner and immigrant students must be addressed in the LEA's Consolidated LEA Improvement Plan (CLIP) regardless of whether the LEA is receiving a Title III, Part A subgrant or not. Whether the LEA chooses to submit an S-CLIP or an online SLDS CLIP, several important elements must be present. See the [Federal Programs' Handbook](#) and [CLIP guidance](#) for more information. Title III Directors must ensure they are provisioned for both the SLDS CLIP application and the MyGaDOE secure Portal applications.

### CLIP Team

LEAs must include an ESOL teacher and/or ESOL Coordinator or Title III Director and parents of ELs in the CLIP decision-making processes. In the S-CLIP, the LEA must describe how EL teachers and parents of ELs were engaged in these processes. (See ESEA/ESSA § 3116(b)(2)(C) and Title III General Assurances on pg. 11.)

### EL Program Strengths & Challenges

LEAs must describe the strengths and challenges of their EL Language Program – whether they only have an ESOL language program, or they have both an ESOL and a supplemental Title I or Title III EL Language Program. This description must be based on an analysis of English language proficiency (ELP) data and academic achievement data of English learners such as data found in CCRPI Progress Toward Proficiency, ACCESS data, and Closing the Gaps GA Milestones data. Other data may be used to inform the strengths & challenges section, such as benchmark data, demographic data, formative or LEA-gathered data, trend data, and perception data.

### District and/or School Improvement Plans

When determining root causes and identifying goals and action steps in the District Improvement Plan (DIP) of the SLDS CLIP, LEAs may want to address root causes directly affecting EL student progress towards English proficiency and/or academic achievement. If Title III is chosen as one of many funding sources for specific action steps in the CLIP, these action steps must be related to the three required activities in Title III, Part A i.e., must be Title III-allowable.

Georgia's Systems of Continuous Improvement Framework (GSCI) was designed to support LEAs' need for flexibility in using federal funds to supplement state and local funds to better meet the individual needs of their student population. Therefore, it is expected that EL-related needs will be addressed where applicable in the CLIP and that Title III, Part A funds may be used as source funds for EL-related action steps. Including ELs in Title III-allowable *Action Steps* and *Supplemental Supports* provides context and rationale for related expenditures found in the Title III, Part A Budget.

The [Title III, Part A website](#) has several resources for LEA directors to use when evaluating the effectiveness of their English learner programs. These include an *EL Data Process Guide* with Templates, an *EL Language Program Companion Guide* to the comprehensive needs assessment (CNA) with school level data sets, and an *EL Risk Factors Checklist*.

## Title III, Part A in the Consolidated Application

The Consolidated Application in the MyGaDOE portal holds three important resources or tools for Title III Program Directors:

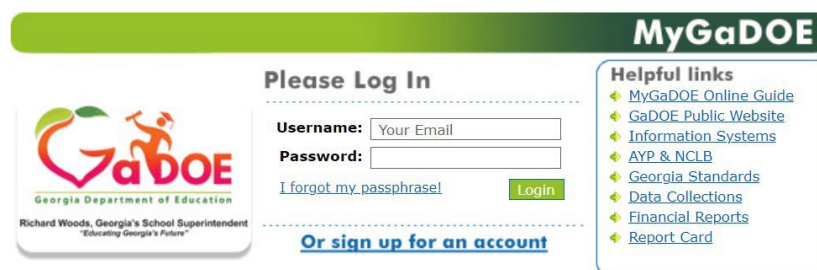
- The current year's Title III Part A Grant Award Notification (GAN),
- The Title III Part A Assurances, and
- The Title III Budget development application

The [Title III, Part A website](#) has additional tools to support the development of the budget:

- Title III EL Program Information Plan TEMPLATE
- Title III Chart of Accounts
- Title III Budget Guiding Questions
- Title III Budget Submission Checklist
- Other resources: field trip forms, effectiveness templates, indirect cost rates, indirect cost calculator, Flowchart: Budget Amendment Process, training presentations and recordings

### Accessing the Title III, Part A Components of the Consolidated Application

- Access the Consolidated Application using a personal login at the following link:  
<https://portal.doe.k12.ga.us/login.aspx>



- Click Consolidated Application>Title Programs>Title Programs.

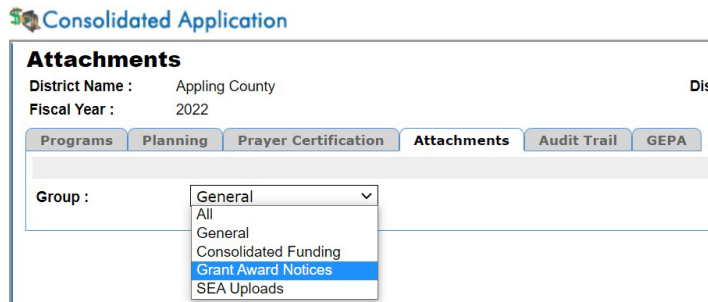


### Title III, Part A Grant Award Notification

The Title III, Part A Grant Award Notification (GAN) for the English learner subgrant award is typically uploaded in the LEA’s Consolidated Application after the July State Board of Education (SBOE) approval. The GAN for the Title IIIA Immigrant subgrant award will be uploaded after the December SBOE approval.

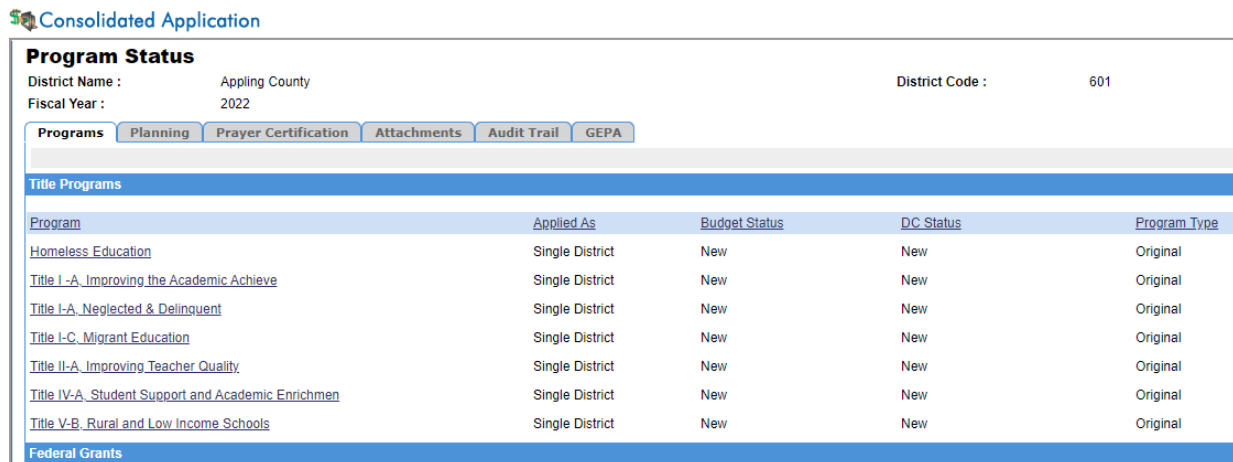
The Title III Director must review the GAN and its accompanying attachments to become familiar with the expectations placed on the LEA upon receiving this subgrant. The GAN provides Federal information about the subgrant and the GAN attachments outline Federal regulations to accompany the receipt of the subgrant award.

Open the Attachments tab in the Main Consolidated Application, then click on Grant Award Notices and locate the Title IIIA Grant Award Notification (GAN).



### Adding the Title III, Part A Program to the Federal Grant Programs Application Main Page

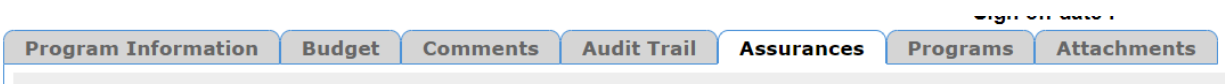
Using the drop-down menu to add programs, select *Title III, Part A Language Instruction for English Learners* (and *Title III-A Language Instruction for Immigrant Students*, when applicable) to add the program(s) to the Federal Grant list.



Federal Grants					
Program	Applied As	Budget Status	DC Status	Program Type	Drawdown%
<a href="#">Title III-A Language Instruction for English Lear</a>	Single District	New	New	Original	
<a href="#">Title III-A Language Instruction for Immigrant Stu</a>	Single District	New	New	Original	

## General Title III, Part A Assurances

Title III Part A assurances are included as a component of the online consolidated application ([MyGaDOE portal](#)). As part of the budget review/approval process these assurances must be accepted by the LEA superintendent prior to budget submission. The English Learner Assurances are listed on pg. 11 and the Immigrant Assurances are listed on pg. 16 of this Handbook. They are also listed in the Assurances tab of the Title IIIA Budget Application, after the General Assurances.



## Completing the Title III, Part A EL and/or Immigrant Program Information Plan and Budget

To receive a Federal Title III, Part A subgrant award, LEAs must annually complete an English Learner (and Immigrant, when applicable) Program Information Plan and Budget. Once the GaDOE Grants Accounting office has populated the LEA's Title IIIA English Learner budget, and the LEA's CLIP is approved, LEAs may begin entering the EL Program Information Plan and aligned budget information.

LEAs must submit, to the GaDOE, an annual EL Program Information Plan to describe how it is fulfilling its legal requirements under the Office for Civil Rights to provide ELs with an educationally sound language instruction education program, called ESOL in Georgia. (See ten legal obligations listed on pg. 5 and ESEA/ESSA § 3121(a)(1)). The LEA's Title III, Part A EL Program Information Plan also reference all items in the Title IIIA budget and must address EL needs and action steps identified in the CLIP. Each expenditure noted in the EL budget must be linked to the activities specified in the EL Program Information Plan and may only be made in support of allowable activities under the grant. [See ESEA/ESSA § 3115(c-d)]

The EL and/or Immigrant Program Plans are reviewed during the budget approval process given that the Title IIIA Plan must align with Title III Part A statute requirements - to provide supplemental, effective language instruction educational programs (LIEPs), to provide effective EL-focused professional learning and to provide effective EL parent/family engagement activities to supplement/enhance the LIEPs [See ESEA/ESSA § 3115(c)(1)(2)(3)].

## EL Program Information Plan

LEA directors must complete and submit with the Title III Budget the following information about the aligned Title III English Learner Plan according to the instructions provided by the Federal Programs department during training.

Traditional Funding LEAs: **Complete Questions #1, #2, #3, and #4**  
LEAs Consolidating Funds: **Complete Questions #1 and #5 only**

1. **STATE-FUNDED CORE LANGUAGE PROGRAM** - Describe the LEA's state/locally funded ESOL program, activities, and materials [**ESEA/ESSA § 3121 (a)(1)**]. Describe how the LEA meets the ten OCR obligations for language instruction programs. Include in this response the number of ESOL personnel funded (fully or partially) through state/local QBE or through consolidated funds: ESOL teachers, ESOL Instructional Coaches, and the number of district level ESOL support staff, if any (e.g., interpreters, translators, admissions staff, counselors, etc.). For LEAs in which schools are consolidating Title III funds, the entirety of the language support program (federal, state, and local) should be described here.
  
2. **SUPPLEMENTAL TITLE III LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)** - Briefly describe the effective Title III Part A Program Plan for extended, enhanced, or additional language learning opportunities, interventions, or other language-focused activities to be provided to specific English learners (based on data, needs, and root causes) that will help ELs increase their English language proficiency and meet state academic standards. Describe how this Title IIIA LIEP supplements the ESOL Language Program described in Question #3 and which subgroup of ELs were chosen for this extra language support. *Please reference ALL proposed expenditures budgeted in Functions 1000 and 2700.* [**ESEA/ESSA § 3116(b)(1), § 3115(c)(1)**]
  
3. **SUSTAINED PROFESSIONAL LEARNING** - Briefly describe the effective Title III Part A Professional Learning Plan for sustained EL-focused PL opportunities to be provided to educators, administrators, school, and system leaders working with English learners, that is designed to improve the instruction and assessment of ELs and the educators' ability to understand and implement practices, measures, and strategies specific to ELs. *Please reference ALL proposed expenditures budgeted in Functions 2210 and 2213.* [**ESEA/ESSA § 3115(c)(2)**]
  
4. **OTHER ACTIVITIES** - Briefly describe the effective Title III Part A Plan to provide EL parents, families and community members with activities and programs that supplement the Title I Part A parent program activities, and which enhance or supplement the Title III Part A LIEP as described in the response to Question #4 above. (Please do not reference state/locally required parent-teacher meetings or OCR-required translation/interpretation services for school communication which should be described in the response to Question #3 above.) *Please reference ALL proposed expenditures budgeted in Function 2100.* [**ESEA/ESSA § 3115(c)(3)**]

5. **TITLE III PROGRAM OVERSIGHT in LEAs Consolidating Title III funds - Only COF LEAs must respond to this question.** Briefly describe how district leadership will ensure that the LEA’s elementary and secondary schools receiving consolidated Title IIIA funds for schoolwide programs are assisting their English learners in achieving English proficiency as defined by the ACCESS/Alt. ACCESS test score results and are meeting GA Milestones subgroup targets. Please be specific regarding district leadership actions that support school actions. [ESEA/ESSA§ 3116 (b)(2)]

### Immigrant Program Information Plan

For LEAs that receive an Immigrant subgrant, the Immigrant Program Information must be completed and submitted with the Immigrant budget. Activities led by the LEA using Immigrant funds must be described in a detailed narrative in the Immigrant Program Information Tab. Each expenditure noted in the Immigrant budget must be linked to the activities specified in the Immigrant Program and may only be made in support of allowable activities under the grant. [See ESEA/ESSA § 3115(e)]

LEAs must be careful to ensure that Immigrant supports are not language-focused but rather are focused on cultural and social-adjustment to U.S. schools. In fact, LEAs must identify who the immigrant students are, what their needs are, and what their families’ needs are as well. Many immigrant students are fluent in English, and thus are not English Learners and do not need EL services.

**Note:** If IMMIGRANT and English Learner funds are co-mingled to fund the same type of activities, LEAs must clarify the percentage of funds used from each Title IIIA program in relation to the percentage of EL and/or IMM students benefiting from those activities.

### Completing the Title III, Part A English Learner or Immigrant Budget

1. Using the Title IIIA *Chart of Accounts* and *Budget Guiding Questions* documents, enter the items, by Function code and Object code, necessary to implement the LEA’s Title III program plan.
2. Ensure that each budget line-item description includes the detail outlined in the “Must Include in Budget Line-Item Description” section of the *Budget Guiding Questions* document.
3. Use the “Required Attachment(s)” section of the *Budget Guiding Questions* document to identify when budget attachments are required.
  - a. Attach all required documents on the attachments tab within the Title III Part A budget (Not in the General or Main Consolidated Application or ConAPP Attachments tab.)
  - b. See information on pp. 29 about which attachments are required
4. Review the *Budget Submission Checklist* to ensure that the budget is ready for submission. Coordinator and Superintendent must both sign off in the ConAPP.

## Title III, Part A Fiscal Requirements

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All fiscal requirements for federal programs ([Federal Programs Handbook](#), Chapter 4) must be implemented in the Title III, Part A program as well. These include Internal Controls, such as written procedures for financial management, time and effort, methods of procurement, period of performance, and suspension/debarment. In addition, all federal fiscal regulations in the Education Department Guidance and Regulations (EDGAR) and in the Uniform Grants Guidance (UGG) must be implemented in Title III, Part A as for all federal programs.

### Budget Timeline

Please follow the Federal Programs Budget Submission Timeline found in the [Federal Programs Handbook](#)

- **July 1** – Fiscal Year Begins
- **August 1** – Budget Submission is open, once LEA CLIP is approved
- **September 30** – Fiscal Year Ends (15-months following the July 1 opening)

### Budget Training

When submitting a budget, the LEA director will provide the information necessary to easily determine that each budget item meets federal cost principles: allowable, allocable, reasonable, and necessary. The GaDOE Title III, Part A Program Specialists provide LEAs with budget training during the summer to build LEA directors' capacity regarding budget development, alignment with the CLIP and the PLAN, and the budget approval process. In addition, training will be provided to new directors and mentor directors will be offered to each new director.

The following section provides answers to many frequently asked questions related to Title III, Part A EL and Immigrant budgets. Please feel free to contact the Title III, Part A Regional Program Specialist assigned to the LEA if you have any questions that are not addressed on the following pages.

### Three Budget Tools

In addition to budget training, the Title III, Part A Program Specialists have developed three budget development tools: the *Title III Chart of Accounts*, the *Title III Budget Guiding Questions* and the *Budget Submission Checklist* which are updated annually and posted on the [Title III, Part A website](#).

The Title III, Part A *Chart of Accounts* provides LEA directors with an overall perspective of the statewide uniform computerized budget and accounting system in relation to Title IIIA programs. The Title III, Part A *Chart of Accounts* has been created directly from the state Chart of Accounts. It indicates which Functions and Object codes are available for use when developing the Title III budget in the Consolidated Application. If an LEA needs a different function or object code, please contact the Title IIIA Program Manager.

- Use the appropriate Function & Object Codes per the Title III-A Chart of Accounts
- Follow the Title III, Part A [Chart of Accounts](#).
- Provide as much detail as possible in the line-item descriptions. See the [Budget Guiding Questions](#) document on the [Title IIIA Program website](#) and some common errors listed below.
- Include the level of effectiveness (strong, moderate, promising, or logic model) for any item purchased under Function Codes 1000, 2100, 2210, and 2213.
- Use the [Budget Submission Checklist](#) to ensure that all requirements have been met.

The *Budget Guiding Questions* document will help ensure that the accompanying budget line-item descriptions answer all the questions as listed in the *Budget Submission Checklist*. This document may also act as a budget review checklist to ensure all Function & Object Codes are correctly attributed. Adhering to budget guidelines and verifying complete and correct accounting *prior to* submission, greatly supports the budget review/approval process. Specificity in budget line-item descriptions eliminates guessing and supposition. The LEA must clearly state what the funds are budgeted for and how it is reasonable, necessary, allowable, and allocable.

### Federal Cost Principles

The LEA's Title III, Part A Budget must only include items that comply with the four Federal Cost Principles: allowable, allocable, reasonable, and necessary. The burden of proof resides on the LEA to provide evidence of such. Please see the [Uniform Grant Guidance](#) for more information.

Note: Title III, Part A will follow Federal Programs guidance for determining reasonableness of expenditures. (See the [Federal Programs Handbook](#))

For example, costs for additional compensation to employees working outside their contractual hours should adhere to the LEA's Federal Programs' pre-determined hourly wage for such activities. Typically, an hourly wage for off-contract work is calculated as the employee's state salary hourly wage without the local supplement.

### Direct and Indirect Administrative Expenses – 2% Cap

Title III, Part A law allows LEAs to expend a maximum of 2% of the original allocation of the subgrant on direct **plus** indirect administrative expenses. [ESEA/ESSA § 3115(b)].

- The [Federal Programs Handbook](#) provides a table showing each federal program's maximum percentage for Administration. These percentages represent the maximum set aside amounts allowed by each program.
- "Round-down" when calculating the allowable 2% administrative costs, instead of using traditional mathematical practices of rounding up, since Title IIIA statute limits the administrative costs to 2% of the original allocation.
- All expenditures in Function Codes 2230 and 2300 are calculated in the 2% Direct + Indirect Administrative Cost.



Administrative funds may be consolidated across all federal programs. Please see the [Federal Programs Handbook](#) for more information.

### Evidence-based Practices

The [Federal Programs Handbook](#), Overarching Requirements, Chapter 8, is the best source to understand the new ESSA requirements for demonstrating the effectiveness of federally funded activities, strategies, and interventions. LEAs must abide by the principles and processes established in [this guiding document](#) found on the [Federal Programs](#) website.

Under the ESSA, LEAs must identify the level of effectiveness for activities, strategies and interventions budgeted in Functions 1000, 2100, 2210 and 2213. If the LEA cannot find a strong, moderate, or promising level of effectiveness for an activity, strategy, or intervention, a Logic Model may be designed and implemented instead to collect effectiveness data. Templates for LEA use can be found on the [Federal Programs](#) website and the [Title III, Part A Program](#) website.

### Common Budgeting Errors

Lack of consistency

- If a salary or proportion of a salary is in the budget, ensure that the benefits and tools or supplies needed for the position align proportionally (within the same Function code).
- If substitutes are in the budget, ensure their benefits are also in the budget and vice versa.
- When object code 199 is used to pay for “additional compensation” for an employee to work outside contract hours, be sure to also budget for the required FICA for this work.

Lack of specificity

- Specify conferences to be attended, curricula, book titles, etc. to be purchased, vendor names, etc. to ensure they are English language focused.
- Indicate the percentage of voice/data costs to be charged to Title III, Part A, when applicable. Correlate any voice/data charges to the proportion of salary charged to Title III, Part A.

### Title IIIA Expenditures

*Uniform Grant Guidance*

The LEA Title III, Part A Director is expected to manage Title III, Part A expenditures by adhering to the [Uniform Grant Guidance](#), parts EDGAR, 2CFR, Part 200, §200.403, §200.404, §200.405, §200.303 and §200.302.

### Internal Controls

The LEA ensures that it complies with the procedure for ensuring that federal funds are expended according to program requirements, evaluated, and monitored for effectiveness and

adhere to cost principles outlined in [Uniform Grant Guidance](#), EDGAR, 2CFR, Part 200, §200.303.

## Supporting Documentation

The LEA maintains accounting records that are sufficient to permit preparation of reports, tracing of funds to a level of expenditures, identification of the source and use of funds, and budgetary control. The LEA maintains accounting records that are supported by source documentation and costs are allowable under applicable laws and regulations. Follow Federal Programs' guidelines for documentation that will be required during cross-functional monitoring. See [Uniform Grant Guidance](#), EDGAR, 2CFR, Part 200, §200.302.

## Compensation

- All Title III, Part A-funded positions or proportionate positions, additional compensation, professional learning stipends, etc. should be supported by a formal job description (salaried positions) and an informal job description (additional compensation).
- Stipends for professional learning activities are paid according to state requirements (see [GaDOE Board Rule 160-3-3-04 PROFESSIONAL LEARNING](#)) that PL participants provide evidence of learning and implementing. See the Federal Programs Handbook and Title IIA program requirements for more information.
- All salaried positions must be accompanied with a formal Job Description. If the salary is funded from two fund sources, the job description must indicate the tasks performed for each funding sources, by percentage. If the LEA cannot revise an existing Job Description due to Board rules, the LEA must submit a Job Description amendment specifying which activities/tasks are funded with Title IIIA and which are not.
- If the LEA budgets additional compensation to employees working off-contractual hours, then an informal job description of the Title III-compensated additional work to be performed and expected deliverables must be uploaded in the Attachments section and submitted along with the budget.

## Contracted Services

- Indicate who is providing the contracted services.
- Identify how the LEA complies with Federal requirements for contracted services (suspension/debarment requirements) and whether the contractual agreement is written.

## Travel Expenses

- Travel costs must adhere to the LEA's Federal Programs policies, procedures, and processes.
- Meals and mileage are reimbursed according to state travel guidelines.
- ED does not permit international travel using Title III, Part A funds

## Draw Downs

See the [Federal Programs Handbook](#) for procedures on drawing down Title IIIA funds. Funds must be drawn down in a timely manner that aligns with the approved program plan and budget. LEA directors must work with their financial staff to ensure monthly drawdowns align with Title IIIA expenditures.

## Completion Reports

A completion report defines the total amount of the original grant award and the total amount of funds that were expended by an LEA during the initial 15-month period of availability. The GaDOE Grants accounting uses completion reports to determine the amount of unexpended funds and the amount of funds available for carryover for each LEA.

**Completion reports are due October 30.** LEA Directors should monitor the completion report to ensure it matches the final approved budget. See the [Federal Programs Handbook](#).

## Carry-Over Amounts

ESSA permits LEAs to carryover 100% of Title III, Part A funds. Although there is no federal statutory limitation to the amount of Title III, Part A funds that an LEA can carry over from the first year to the next, per USED, an LEA would be in violation of its approved local plan if it does not operate a Title III program in a given fiscal year consistent with its approved local plan.

- LEAs are strongly encouraged to spend 100% of their Title III, Part A subgrant during the 15-month period of performance. Any carried-over funds must be completely spent in that fiscal year. Any unexpended grant funds at the end of 27 months for that grant are returned to the GaDOE.
- Any unexpended administrative funds may be used for administration in the carryover-amended budget as well. The LEA should calculate the portion of unexpended administrative funds to re-budget in the carryover amendment and ensure not more than 2% of the original (previous year's) allocation is budgeted for administration. In this way, any unexpended administrative set-aside funds from the previous year can be added to the current year's 2% administrative funds.
- LEAs typically receive an official letter from the GaDOE Grants Accounting Office announcing the carry-over amount.

## Amendment Process

Per EDGAR 2 CFR Part 200, §200.308 (b) *Recipients are required to report deviations from budget or project scope or objective and request prior approvals from Federal awarding agencies for budget and program plan revisions, in accordance with this section.* See the [Federal Programs Handbook](#) for more information on the high bar for supplanting in Title IIIA.

- After the LEA's budget is approved by the GaDOE, any transfer of funds from one function or object code to another requires a budget amendment to be submitted. Title IIIA does not allow a variance in any function or object code expenditure prior to submission of an amendment.
- Any budget amendment must be supported by EL-related elements in the LEA's CLIP to show alignment with LEA initiatives.

- Any budget amendment must include changes to the EL Program Plan to ensure both the Plan and the Budget align.
- LEAs may submit a budget amendment in the Consolidated Application Portal if the fiscal year has not been closed (Completion Report Submitted).
- Budget amendments are subject to a comprehensive review process, which includes a review of the original budget.
- Budget amendments must be approved before funds are expended.

**Please Note:**

Budget amendments should clearly indicate where and why INCREASES were made and/or DECREASES were made to the originally approved budget. In addition, if any new activity, strategy, intervention is in the amendment, the LEA must amend the EL Program Plan to align with the Amended Budget as well.

## Required Attachments

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### Job Descriptions

All fully or partially funded positions included in the Title III, Part A Budget (including positions coded to Object Code 199) must be accompanied with a Job Description uploaded in the Title III, Part A Attachments Tab in the ConAPP for review along with the budget.

- The document naming conventions for job descriptions include the Fiscal Year, LEA Name, Specific Grant Name and Job Title *that matches the Job Title in the Grant from which the full or proportional salary is being funded*.

**Example:** FY22ApplyingTitleIIIA\_SIOPInstructionalCoachJobDescription.

- **The Job Description Title must match the Job Title in the Budget**
- If split-funded, the job descriptions must specify which tasks are funded with state/local funds and which tasks are funded with federal funds.
- Any administrative duties should be reflected in the job description.
- The phrase “and any other tasks as assigned” is not acceptable in a Title IIIA Job Description. This type of “duty” must be funded with state/local funds.
- Federally funded positions may not manage/oversee non-federally funded positions.

### Title III Educational Field Trip Approval Form

All requests for student field trips in either the Title III, Part A English Learner or Title III, Part A Immigrant budgets must be accompanied by a completed *Field Trip Approval Form* uploaded in the Title III Attachments section of the ConAPP. This form will be reviewed by GaDOE federal programs staff along with the Title III, Part A budget. The Field Trip Form should follow these naming conventions: Fiscal Year, LEA Name, Specific Grant Name, and Document Title.

- **Example:** FY22ApplyingTitleIII-A ELFieldTripForm

The *Field Trip Approval* forms templates (one for English Learner Field Trips and one for Immigrant Field Trips) can be found in the Budget Tools section of the [Title III, Part A Program](#) website.

## Supplement Not Supplant in Title III, Part A

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The LEA Title IIIA Director must oversee, manage, and monitor the LEA's Title III, Part A expenditures to ensure that the funds are used to supplement, and not supplant, state, local, and other federal funds. The GaDOE Title III, Part A Language Program verifies compliance with this requirement during Federal Programs' Cross-functional monitoring of Title III-recipient LEAs and Regional Consortium Lead LEAs.

It is important to note that the provision in Section 1118(b) of the ESEA setting forth requirements for a Title I R/AMP methodology does not apply to Title III, Part A. Title III, Part A statute specifically prohibits supplanting of other Federal, State, and local funds, and this provision was not changed by the ESSA. (See ESEA/ESSA § 3115(g)).

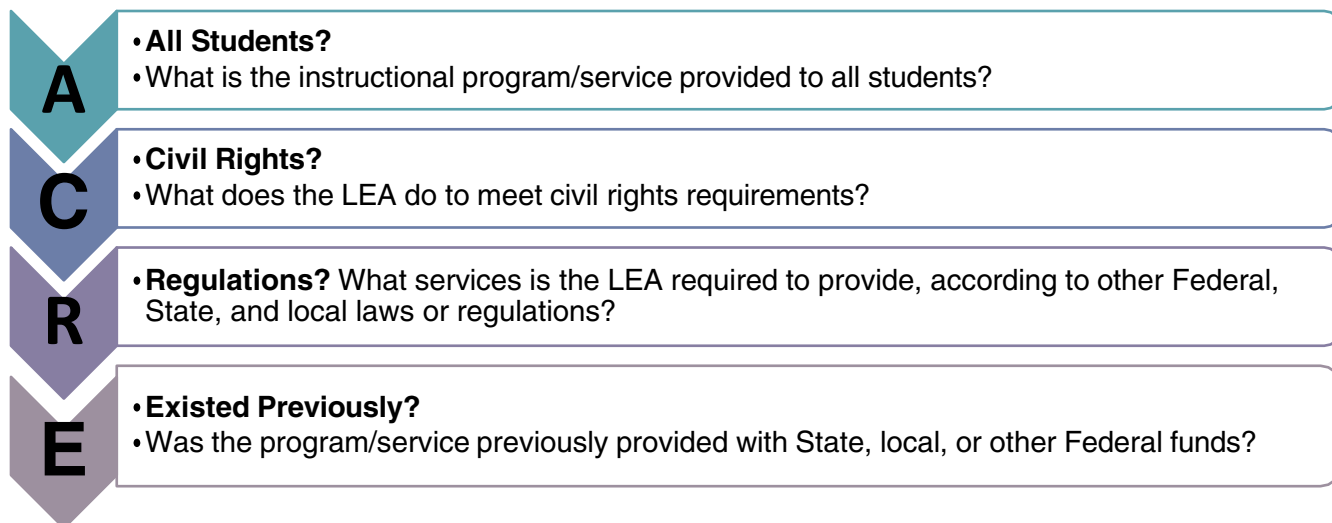
**ESEA/ESSA Title III, Part A § 3115(g) SUPPLEMENT, NOT SUPPLANT.** – *“Federal funds made available under this subpart shall be used to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and Immigrant children and youth and in no case to supplant such Federal, State, and local public funds.”*

In general, it is presumed that supplanting has occurred:

1. If the SEA or LEA uses Federal funds to provide services that the State Educational Agency (SEA) or LEA was required to make available under other laws; or
2. The SEA or LEA uses Federal funds to provide services that the SEA or LEA provided with non-Federal funds in the prior year. See OMB Compliance Supplement, Department of Education Cross-Cutting Section, Part 4, Section 84 Section III.G.2.2, at 4-84.000-16, available at <https://www.whitehouse.gov/wp-content/uploads/2018/05/2018-Compliance-Supplement.pdf>.

Therefore, just as prior to enactment of the ESEA, as amended by the ESSA, Title III, Part A funds cannot be used to fulfill an LEA's obligations under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA). (See page 5.)

To ensure that the Title III programs and services meet the “supplement, not supplant” requirement, ask the **A-C-R-E** questions. See <https://oese.ed.gov/files/2020/10/title-iii-mod-res-4-508.pdf>



### **On which students must Title IIIA funds not be expended?**

- A student who meets the EL exit criteria and is no longer an EL - the state and LEA may no longer use Title III funds for services for that student. This includes services for monitored EL students (those coded as EL=1 and EI=2). See [September 26, 2016, Nonregulatory Guidance: English Learners and January 2019 Title III, Addendum Selected Topic 6](#).
- An EL student who is NOT receiving ESOL services. Title IIIA funds are used to supplement ESOL language instruction program services. If the student is not receiving these, then he is not eligible for Title IIIA program services.

## **GaDOE Monitoring Processes**

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All information about CFM monitoring can be found on the [Federal Programs Monitoring website](#) including the posted monitoring cycle.

### **Self-Monitoring**

See [Federal Programs Handbook](#), Chapter 6.

### **Inventory Management**

See [Federal Programs Handbook](#), Chapter 5.

### **Cross-Functional Monitoring (CFM)**

ESEA/ESSA § 3113(b)(8) requires states awarding Title III, Part A subgrants to LEAs to “monitor the progress of each eligible entity receiving the subgrant to ensure English Learners achieve English proficiency and further assist the LEAs if the strategies funded under this subgrant are not effective”. Federal Programs’ Cross-Functional Monitoring (CFM) of LEAs takes place on a four-year cycle; however, LEAs may be monitored outside a monitoring year

based on a Federal Programs risk assessment or a GaDOE audit risk assessment. See [Federal Programs Handbook](#), Chapter 6.

### Preparing for a Title III, Part A Cross-functional Monitoring

Three types of Title III, Part A-funded LEAs are eligible for Title III, Part A monitoring, as part of CFM process:

1. Those receiving Independent Title III, Part A English Learner subgrants,
2. All LEAs in a regional consortium when the Lead LEA is monitored, and
3. Any LEA in receipt of Immigrant funds.

After the Federal Programs statewide CFM training webinar each year, the regional Title III, Part A Program Specialists will provide regional group and individual training to the LEAs on the current monitoring cycle and give LEAs an opportunity to learn the details about the monitoring process and the required submissions as well as to ask questions.

It is important to note that changes and improvements are made to the CFM process each year. Therefore, a training webinar and the training resources from a prior year – although helpful – may not be comprehensive or fully aligned to the current year’s monitoring process. For this reason, it is highly encouraged that LEAs preparing to be monitored attend the current year’s Federal Programs training webinar and the Title III Part A regional training. Questions related to these sessions should be directed to the LEA’s assigned regional Title III, Part A Program Specialist.

### Title IIIA Monitoring Resources

LEAs must review the most current Cross-Functional Monitoring (CFM) Indicators document posted on the [Federal Programs Monitoring website](#). Title III Program Specialists will monitor Overarching Indicators and Title III, Part A-specific indicators as listed in the *CFM Indicators* document.

The [Title III, Part A Monitoring Documents](#) on the Title III, Part A Language Program website provide LEAs with the following documents needed to prepare for a CFM review.

- *Title IIIA Monitoring Guide* (provides guiding questions for the CFM Indicators)
- *Title IIIA Monitoring Data Rosters*  
In December, GaDOE will send LEA directors a partially completed LEA data roster. Directors will be responsible for verifying the accuracy of the data, correcting inaccurate information, and entering missing data.
- *Title IIIA Monitoring Training Presentation*
- Letter in English and Spanish to EL Parents informing them of upcoming telephone interviews



All LEAs are encouraged to review the current year's CFM documents to become familiar with what is required and will be requested during the CFM process. *Those previewing these documents outside of their assigned monitoring cycle, however, must recognize that monitoring processes may change slightly from one year to the next.* The CFM training webinars and Programs Specialists' individual training will provide specific guidance on how LEAs should use these documents in preparation to be monitored.

## Submitting Monitoring Documentation

The Title IIIA monitoring process requires the LEA to submit the following documentation:

1. Documentation as required for each of the *CFM Indicators* on the *Federal Programs CFM Indicators* document.
2. English Learner Data Rosters (Completed)
3. Selected EL student records

The supporting documentation should be organized using the naming conventions indicated by the *CFM Indicator and Element Number*. These files, along with the *LEA Monitoring Data Rosters* excel spreadsheet and the EL student records must be submitted as indicated by Federal Programs. EL data rosters, student records and any documentation containing student PII (Personally Identifiable Information) must be submitted via the secure email in the Consolidated Application portal.

If the LEA receives funding from the Title III, Part A Immigrant subgrant, the supporting documentation will be submitted along with the supporting documentation for the EL subgrant. If only the Title III, Part A Immigrant Program is chosen for a monitoring review, this documentation will also be submitted per the Federal Programs Monitoring Indicators and submission process.

## Title IIIA Monitoring Elements

Although Title IIIA reviews LEA's documentation for the overarching indicators and the Title IIIA indicators, as part of the Cross-functional Monitoring Process, Title IIIA Program Specialists also collect additional information during an interview process with Title III-funded personnel, EL parents, and the Title IIIA director and a thorough review of selected EL student records.

### 1. EL Data Rosters

- a. After the October FTE reporting process is closed, the LEA will be provided with a pre-populated **English Learner Data Roster** excel spreadsheet.
- b. The EL Data Rosters must be reviewed and updated by the LEA to ensure the data is correct and **current**. For instance, all new EL students enrolled after the October FTE data collection date (Kinder and other) must be added to the roster. Withdrawn EL students must be deleted.
- c. After this data cleaning process, this LEA's EL Data Rosters must be submitted as indicated by Federal Programs.

- **Note:** Because these rosters contain Personally Identifiable Information (PII), the file must be submitted through the secure Portal email system to the regional Title IIIA Program Specialist assigned to monitor that LEA.

## 2. **EL Parent Telephone Interviews**

- LEAs must complete the EL Parent information on the EL DATA ROSTER.
- Download the English and translated invitation letter **templates** from the Title III-A Monitoring website. Complete the templates on LEA letterhead and enter appropriate dates.
- Send (mail or place on Parent Portal) Invitation-to-Interview Letters to all parents of ELs in LEA. LEAs may choose to do a telephone message blast in lieu of the letters, if desired.
- The GaDOE Title III, Part A bilingual Parent Liaison will use the information on the EL Parent Roster to call randomly selected parents and ask them interview questions in Spanish.
- LEAs will be provided with a copy of the interview report, when applicable.

## 3. **Title III-funded Staff Group Interviews**

- LEAs must complete staff information on the appropriate tab of the LEA's EL DATA ROSTER.
- The Title III, Part A Specialist will select a sample of Title III-funded personnel to interview.
- The Title III, Part A Specialist will inform the LEA of the names of the selected personnel for the group interviews.
- Group interviews will last 45-50 min each and will most likely be virtual.

## 4. **EL Student Record Review**

- The Title III, Part A Specialist will review the information submitted in the LEA's EL DATA ROSTERS.
- The Specialist will notify the LEA which EL student records must be submitted for reviewed.
- The LEA will submit the indicated EL Student Records to the Title IIIA Specialist via the secure MyGaDOE Portal email.
  - On page 23 of the [EL Language Programs – State Guidance](#), posted on the [ESOL Language Program](#) website, LEAs will find a list of the core EL documents that will be reviewed.

## 5. **Title III, Part A Director Interview**

The Title IIIA Program Specialist will also interview the Title III, Part A LEA Director to discuss the monitoring documentation and clarify any remaining questions.

Topics to be discussed during interviews will be provided to the LEA during CFM training.

**Consolidation of Funds (CoF) LEAs must complete Title IIIA Monitoring Elements #1, #4, and #5 (above) only.**

### **Post-Monitoring Processes**

Following the CFM review, the Title III, Part A Program Specialist will complete a CFM Report submitted electronically through the GaDOE Monitoring Portal. The Title III, Part A Program Manager reviews the Program Specialist's CFM Report before submitting it to the Federal Programs Director for final review and approval. Once fully approved, it will be released to the LEA for review and corrective action response when applicable.

**Note:** Each LEA self-selects the staff who are permitted access to the Monitoring Portal. If not provided with Monitoring Portal access, a Title III, Part A Director expecting a monitoring report should communicate with Portal-approved colleagues to ensure that he/she is advised when the LEA's Title III, Part A report is submitted to the LEA from the GaDOE.

If Title III, Part A findings were assigned to the LEA, a "Corrective Action Plan" (CAP) must be developed to address and correct the findings. A Title III-A CAP template is attached to the Indicators in the Title III, Part A monitoring reports that have findings and a separate template must be submitted to describe the plan for resolving each finding. LEAs submit their CAP(s) as attachments in the GaDOE Monitoring Portal using a Title IIIA CAP Template and/or other such documentation as requested by the Title III Program Specialist. The LEA's CAP must fully correct the findings in written processes which the LEA is expected to fully implement. Subsequent monitoring of the LEA will include a review of any previous CAP processes and implementation.

Corrective Action Plans are due **on the date designated** in the CFM Portal by the GaDOE Federal Programs Director. The Title III, Part A Specialist reviews the CAP(s) and either approves the plans or suggests changes. The CAP is approved in the Monitoring Portal process by the Program Specialist, Program Manager, and GaDOE Federal Programs Director. After that, the LEA may implement the CAP. Once the LEA has completed its year-long corrective action process, the Title III, Part A Program Specialist will conduct a follow-up interview with the LEA to discuss progress to ensure the CAP has been fully implemented as planned.

Questions about this post-monitoring process should be directed to the LEA's regional Title III, Part A Program Specialist.

## Monitoring LEA's English Language Proficiency (ELP) Assessment Participation Rate

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According to Title I, Part A statute in ESEA/ESSA §1111(b)(2)(G), “local educational agencies (LEAs) in the State will provide for an annual assessment of English proficiency of all English learners in the schools served by the State educational agency (SEA)”. Furthermore, 34 CFR § 200.6(h)(1)(ii) requires “each LEA to use such assessment to assess annually the English language proficiency, including reading, writing, speaking, and listening skills, of all English learners in kindergarten through grade 12 in schools served by the LEA.” Additionally, 34 CFR §200.6(5) states, “A State must provide for an alternate English language proficiency assessment for each English learner covered under paragraph (a)(1)(ii) of this section who cannot participate in the assessment under paragraph (h)(1) of this section even with appropriate accommodations.”

And finally, Title III, Part A statute in ESEA/ESSA §3113(b)(3)(B), requires the SEA to ensure that eligible LEAs receiving Title III funds annually assess the English language proficiency of all English learners, consistent with the Title I, Part A statute.

The annual English language proficiency (ELP) assessment in Georgia is the WIDA ACCESS for ELLs® and the Alternate ACCESS. The ELP assessment participation requirement includes EL students whose parents have waived ESOL language program services or who may not be receiving ESOL services for other reasons. Please review state guidance on this requirement in [EL Language Programs – State Guidance](#), posted on the [ESOL Language Program](#) website.

During the summer, each LEA's System Testing Coordinator (in collaboration with the ESOL Coordinator) must complete the Non-Participation Application provided by the GaDOE Assessment and Accountability division. The LEA will select the reason why each student on the non-participation list was not administered the ACCESS or Alternate ACCESS.

1. All LEAs should review their most current year ELP Assessment Participation Rate. This data can be found in the portal in the ELP Assessment Participation (ELPAP) application.
2. The ELPAP application has three Help Documents to support LEAs.
  - LEA User Navigation Guide
  - LEA Corrective Action Plan TEMPLATE

- ACCESS Non-Participation Examples & Solutions

For the 2021 ACCESS/Alternate ACCESS, USED provided states with an accountability waiver that included the participation rate for all 2020-2021 state assessments. Therefore, no corrective action plan is required for the 2021 ELP participation rate. Please skip steps 3-7 below.

3. If the LEA's ELPAP Rate was less than 95% with rounding, a corrective action plan (CAP) is required.
4. Using the CAP Template, develop a plan to address ACCESS/Alt. ACCESS Non-Participation
  - LEA will identify the applicable reasons for non-participation (should match what was submitted in the non-participation application)
  - LEA will write the procedures/steps to take to correct (procedures to put in place, name the person/roles to monitor the procedures, timeline, etc.)
5. LEA will submit the ELPAP CAP as an attachment in the general attachments section of the ConAPP - **(on or before the designated due date)**
  - Title IA and Title III, Part A Education Program Specialists will review CAP and acknowledge submission.
6. LEA will implement ELPAP CAP to ensure non-participation reasons are being solved during the most recent ACCESS/Alt. ACCESS Testing window
7. Title IA and Title III, Part A Education Program Specialists will contact all LEAs whose ELP Assessment Participation Rate was below 95% with rounding, to discuss supports and services the GaDOE can provide to help them meet the federal goal of assessing all English learners' English language proficiency annually.
8. Important deadlines affecting ELP Assessment processes:
  - Registration Processes – Ongoing
  - EL Exit Date Corrections – Before Oct FTE
  - ACCESS/Alt. ACCESS Testing Window
  - Data Validation Windows

As the LEA reviews the non-participation reasons for missing language subtests, charter school/school district leaders (Title I, Title III, and Assessment) may want to consider the following questions:

- Were some language subtests not administered? Why not? Were they administered, but not scored? Why not?
- Was the reason incorrectly reported for not scoring or not administering a language subtest?
- Were there any technical glitches that prohibited online testing, but paper testing was not requested instead?
- Did we not know these students were coded as English learners?
- Did these students transfer to our district from another school district and our registration process did not identify student status fast enough during the testing window?
- Did we fail to ensure transfer EL students were tested?
- Did we incorrectly think EL/SWD students did not need to be tested?
- Did we incorrectly think we did not have to administer the tests to students whose parents waived ESOL language instruction services, or students not in ESOL?

## Consolidating Title IIIA Federal, State, and Local Funds

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When consolidating state, local, and federal funds in a schoolwide program, LEAs must become familiar with the guidance on p. 11 of the *Nonregulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), September 23, 2016*, below:

### ***A-11. May an LEA consolidate its Title III subgrants with other funds as a part of a schoolwide program under Title I?***

*Yes. An LEA may consolidate its Title III funds in a schoolwide program pursuant to the requirements of Section 1114(a) of the ESEA. Under that Section, the LEA is not required to maintain separate fiscal accounting records by program if it maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purpose of each Federal program from which it consolidates funds.*

*In addition, in a school that consolidates Title III funds in a schoolwide program, the Title III supplement-not-supplant provision would not apply to the Title III funds; rather, the specific non-supplanting provision in Section 1114(a)(2)(B) of the ESEA would apply. An LEA must ensure that each schoolwide program school receives funds from non-Federal sources to provide services that are required by law for students with disabilities and ELs before using Title I funds in the school (ESEA Section 1114(a)(2)(B)).*

All Federal Programs information regarding the consolidation of Federal and state/local funds is available to schools and LEAs on the [Consolidation of Funds](#) website. Please refer to those resources first. The information below is simply a summary of the information in the [Consolidation of Funds \(CoF\) Manual](#).

A sample of Title IIIA Intents and Purposes Statements can be found in the [Intents & Purposes Sample](#) on the [Consolidation of Funds](#) website. Even though these sample statements are repeated on the next page, LEAs who are consolidating federal and local/state funds are expected to follow the COF guidance, templates, and resources found on the Federal Programs [Consolidation of Funds](#) website.

Programs	Brief Summary of Purpose	SAMPLE Ways to Meet Purpose	Examples of Monitoring Documentation that would Support Intents and Purposes
<b>Title III, Part A English Learners</b>	To assist English learners to attain English proficiency and develop high levels of academic achievement by (1) providing effective <i>supplemental</i> English language instruction to select EL students based on need <b>and</b> (2) providing effective EL-focused professional learning for all staff (teachers and school leaders) <b>and</b> (3) providing language-focused outreach programs for EL parents and families.	<ul style="list-style-type: none"> <li>• Extra English language support to select EL students based on need</li> <li>• English language instructional software programs</li> <li>• After- or before-school or summer tutorial language-focused programs</li> <li>• Language-focused training (stand-alone or embedded)</li> <li>• EL-focused book studies in PLCs</li> <li>• EL math specialist</li> <li>• Data analysis to design language programs</li> <li>• Language programs' curriculum mapping/development</li> <li>• Instructional coaching</li> <li>• Literacy classes for non-English-speaking parents</li> <li>• EL parent training meetings on how to support English development of children at home</li> </ul>	Agendas (PL & parent); Attendance rosters for tutorials, with EL students highlighted; Coaching Logs; Data analysis documentation (pictures, charts, spreadsheets, etc.); Invoices with Title IIIA intents/purposes highlighted; Job Descriptions; Observation records; PPTs (PL & parent); Products from PLCs; Sign-In Sheets (PL & parent); Stipend Agreements; Any other relevant documents
<b>Title III, Part A Immigrant Students</b>	Based on an assessment of immigrant students' unique needs, to assist immigrant children and youth (both ELs and nonEL immigrants) attain English proficiency (when applicable) and develop high levels of academic achievement.	<p>Any of the above and/or any of the following:</p> <ul style="list-style-type: none"> <li>• Diversity training for teachers &amp; staff</li> <li>• Recruitment of personnel specifically trained to provide services to immigrant students, such as tutoring for high school immigrant students.</li> <li>• Mentoring and/or academic or career counseling for immigrant students</li> <li>• Programs of introduction to U.S. school system and civics education for immigrant students and their families</li> <li>• Identification, <i>development</i>, and acquisition of curricular materials, educational software, and technologies</li> <li>• Sociocultural adaptation activities for immigrant students and their families</li> <li>• Introduction to and providing community services for immigrant families (can be in coordination with community-based organizations/institutions)</li> <li>• Family literacy, parent <i>and family</i> outreach, and training activities designed to assist parents <i>and families</i> to become active participants in the education of their children;</li> </ul>	<p>Community services flyers, newspaper articles, etc.; Family activity flyers, promotional materials, etc.; Special program flyers, materials, etc.; Attendance rosters for tutorials, with Immigrant students highlighted; Counselor mentoring schedules; Event schedules, community calendars, etc.; Any other relevant documents</p> <p>See also documentation in <i>Title III, Part A English Learners</i> section</p>

### Comprehensive Needs Assessment for LEAs Consolidating Title IIIA

There is no statutory requirement for conducting a comprehensive needs assessment in Title I, Part A schoolwide schools that are consolidating Federal, state, and local funds. However, the Georgia Systems of Continuous Improvement (GSCI) framework features a Cycle of Continuous Improvement that begins with identifying needs. Thus, school leaders may want to identify the needs of specific subgroups of English learners and identify which interventions, activities, or practices will work to improve their academic English proficiency. Given that each school's needs may be unique, LEAs have flexibility to distribute Title III, Part A subgrant award

funds to system schools in the manner it deems best to meet these needs and fund supplemental language-focused programs for EL students, their teachers, and their parents.

Title III, Part A Program staff have prepared a variety of tools to support school leaders in the process of identifying needs of EL subgroups in their schools. Please see the [English Learner Language Programs Comprehensive Needs Assessment tools](#) on the Title III, Part A website. The examples below demonstrate questions and decision-making processes in which school and district leaders could engage.

***In what kind of schools would an LEA consider allocating more Title III funds?***

- **Example:** A Title I schoolwide high school or middle school with a large number and percentage of EL students who are either newly arrived immigrants with interrupted or limited prior formal education or may have suspected learning differences and have been in the ESOL program since Kindergarten.
- **Example:** Schools with high EL populations and low number of staff professionally qualified or with capacity to meet the needs.

***In what kind of school would an LEA consider allocating less Title III funds?***

- **Example:** In a primary school where most of the English Learners were born and raised in the U.S., attended U.S. since PreK or K, and who may be Generation 2.5 (Grandparents were 1<sup>st</sup>-time immigrants), who are doing well in school compared to their English-only peers, who are showing progress on the ACCESS, and who are being promoted, not placed each school year.
- **Example:** Schools with low EL populations and most of the staff has the professional qualifications and capacity to meet the needs.

### **Title IIIA EL & Immigrant Program Plans for CoF LEAs**

The Consolidation of Funds LEAs must complete the information requested in the Title III English Learner Information Plan sections #1 and #5. Per ESEA/ESSA Section 3116(b)(2), the LEA must provide the state with a description of their OCR-required language program for ELs and a description of how they will ensure that elementary and secondary schools receiving Title IIIA funds assist English learners in (A) achieving English proficiency based on the State's English language proficiency (ELP) assessment under section 1111(b)(2)(G), consistent with the State's long-term goals, as described in section 1111(c)(4)(A)(ii); and (B) meeting the challenging State academic standards. Each LEA must also provide information on the Title III, Part A Immigrant Program Plan, when applicable.

Please see the [Consolidation of Funds \(CoF\) Manual](#) on the [Consolidation of Funds](#) website for detailed information.



### **Title III Served Data Collections Element for CoF LEAs**

For purposes of reporting to USED on the English language proficiency progress of English learners served with Title III, Part A subgrant funds, the GaDOE Data Collections Student Data Element TITLE III SERVED is used to code EL students receiving language instruction services in addition to the state funded ESOL language program. Per guidance from USED, in school systems that are consolidating federal, state, and local funds in Title I Part A schoolwide schools, all English learners who received English language instruction educational services using consolidated funds should be marked as TITLE III SERVED, with the following exceptions:

1. EL students whose parents have opted them out of language instruction services are **not** coded TITLE III SERVED.
2. EL students who are not being served in the state funded core ESOL language instruction program should **not** be coded as TITLE III SERVED.

### **Title III, Part A Equitable Services for Participating Private/Non-Profit Schools**

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Students identified as English learners as well as teachers, principals and other school leaders and parents of ELs in private, non-profit schools are eligible to participate in Title III, Part A equitable services. The use of funds must be to improve the English language proficiency of identified English learners, educators' professional knowledge related to working with English learners in their classroom and/or engagement with parents and families of English learners in the private school. Funds may also be directed toward costs related to the assessment of the quality of Title III services rendered to the private school(s).

All information regarding equitable services in private schools participating in Federal Programs may be found on the Federal Programs' [Ombudsman](#) website and in the GaDOE [Equitable Services Consultation Guide & Handbook](#). This website includes templates, a handbook, and the LEAs' current Equitable Services Allocations (Proportionate Share) per Federal Program.

#### **Private School Notification Requirements**

Please see the See GaDOE [Equitable Services Consultation Guide & Handbook](#) for all notification guidelines.

Title III, Part A and Title VIII of ESSA require that public LEAs annually contact appropriate officials of all private schools within the geographic boundaries of the LEA to determine if they want to participate in the Language Instruction for English Learners and Immigrant

Students program, regardless of previous participation decisions made by those private school officials.

### **Private School Consultation and Planning**

LEA subgrantees are required to consult with all private schools within the geographic boundaries of the school district, after which these schools have the option to participate in Title III, Part A equitable services. See GaDOE [Equitable Services Consultation Guide & Handbook](#) for Consultation & Planning Requirements.

Private schools must participate in meaningful consultation with the LEA per Federal Programs Requirements as described in the Federal Programs Handbook and the [State Ombudsman website](#). See also the nonregulatory Guidance for Title IIIA Equitable Services found on the [Title III, Part A Program](#) website.

### **Allocations**

LEAs with private schools participating in Title III, must collaborate with the private, non-profit schools to identify the English Learners at each private school. The LEA will submit this private school EL count to the GaDOE in the spring of every year.

Allocations and the methodology used to determine the allocations are posted to the [State Ombudsman's website](#). Title III, Part A allocations are determined based on the prior year's reported number of identified English learners in each private school in an LEA. The private school's share of the Title III, Part allocation would be calculated as the LEA subgrant, minus 2% administration costs (if the LEA is reserving this portion), divided by the total number of both LEA and private school English Learners. This results in a smaller per pupil allocation (PPA) than the original LEA received.

### **Proportionate Share**

Section 8501(a)(4) of the ESEA, as amended by the ESSA, requires that expenditures for educational services and other benefits for eligible private school children, their teachers, and other educational personnel serving those children, under Title III, Part A, be equal to expenditures for the public-school program, considering the number and educational needs of the children to be served.

The State Educational Agency (SEA) receives the federal funding and distributes it to the LEAs and informs the private school officials of the amount of funding available to serve their students, their parents, and their teachers in each of the programs. GADOE will also inform private school officials about how their proportionate share of funding was calculated. This information is posted on the [Ombudsman's website](#). In addition, the [Title III-A Method for Calculating Proportionate Share](#) is on this webpage. (See GaDOE [Equitable Services Consultation Guide & Handbook](#) for all necessary information on this topic.)

An LEA may not expend more Title III, Part A funds on private schools' equitable services than what has been allocated.

### Calculating Proportionate Share for Equitable Services under Title III, Part A

Georgia determines the amount required for Title III, Part A equitable services to participating private schools based on the total enrollment of private and public-school English learner (EL) students in an LEA, assuming these numbers also accurately reflect the relative needs of EL students and their teachers in the public and private schools.

**Chart 7:** *Example of formula to determine amount for Title III, Part A equitable expenditures*

<b>A. Number of English Learner (EL) Students</b>	
A1: LEA EL Enrollment	112
A2: Participating Private School EL Enrollment	10
A3: Total EL Enrollment = A1 + A2	122
<b>B. Title III, Part A Allocation</b>	
B1: Total LEA Allocation	\$15,000
B2: 2% Administrative Costs (LEAs may choose to set the 2% administrative costs aside for the LEA to use or may flow it through to the private school. The 2% must be rounded down.)	\$300
B3: LEA Allocation minus Administrative Costs = B1 – B2	\$14,700
<b>C. Per Pupil Rate</b>	
C1: B3 divided by A3	\$120.49
<b>D. Equitable Services</b>	
Amount LEA must reserve for equitable services for private school children, their teachers, and other educational personnel = A2 x C1	\$1204

### Eligible Activities

LEAs providing private school equitable services to English learners and/or their educators may do so in accordance with all allowable use of funds. Title III, Part A requires services to be in support of English learners' development of English proficiency, EL-related professional learning opportunities for teachers and school leaders, and/or school engagement activities for parents of English learners.

See GaDOE [Equitable Services Consultation Guide & Handbook](#) for all necessary information on this topic.

Please visit the [Ombudsman website](#) for a wide variety of forms, resources, and training PPTs. In addition, it is important to become familiar with the Private School Application in SLDS – ES4PS.

### Carryover for private schools

LEAs submit a form to the state Ombudsman with the carryover amounts and reason requested for each federal program with participating private schools including Title III, Part A. Carryover amounts must be rounded down, if cents are involved.

### **Current Information**

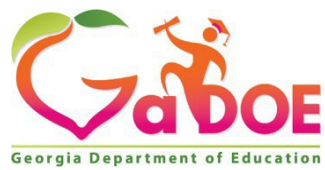
See the [Federal Programs Ombudsman website](#) for all current information on private schools participating in Title III, Part A, for current allocations, and current reporting guidance in the state ES4PS platform.

### **How does timing of the initial ELP screener and annual ELP assessment impact allocations?**

In determining EL counts for private schools GaDOE will include:

- Students **first identified** in the prior school year using ELP screeners administered between the prior year's March FTE and the current year's March FTE dates.
- Students **who are still eligible** for EL status based on the most recent ELP assessment available.

In Georgia, counts should be based on any student enrolled as of the March FTE date who meet the above criteria. This date 1) allows for maximum screening time, 2) reduces likelihood of duplicate counts, and 3) considers students who exited in the prior year but does not yet reduce the allocation for students who will exit in the current year.



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*Educating Georgia's Future*