

**Title III, Part A:  
Language Instruction for Limited  
English Proficient and Immigrant  
Students**

**Statewide Consortium Application:  
Guidelines, Instructions, and  
Assurances**

**Fiscal Year 2015**

**Member Division Application  
Submission Date:**

**October 16, 2015**

**ESEA Grant Award Period:  
July 1, 2015 – September 30, 2016**

*Elementary and  
Secondary  
Education Act of 1965  
(ESEA),  
as amended by the  
No Child Left Behind  
Act of 2001 (NCLB)*



Virginia Department  
of Education

Office of Program  
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Accountability

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# Statewide Title III Consortium Application Guidance Fiscal Year 2015

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## TITLE III, Part A, Application Guidance – Fiscal Year 2015

### I. Purpose of Title III, Part A

Title III, Part A, of the Elementary and Secondary Education Act of 1965 (ESEA), known as the *English Language Acquisition, Language Enhancement, and Academic Achievement Act*, is a federal formula grant program that makes supplemental funds available to school divisions based on the number of English language learner (ELL) students and Immigrant Children and Youth (IY) enrolled in the division. The overarching purpose of Title III is to support the provisions outlined under each principle in Virginia's approved ESEA flexibility plan as well as ensure that ELLs attain English language proficiency and meet the same challenging academic content and achievement standards that all students are expected to meet.

#### The principles in Virginia's ESEA flexibility plan include:

- Supporting student mastery of college- and career- ready reading and mathematics standards, and attainment of proficiency or better on corresponding college and career-ready reading and mathematics assessments;
- Meeting Annual Measureable Objective (AMO) targets for reading and mathematics that demonstrate academic growth for all students and subgroups over time, and, for high schools with a graduating class, meeting the federal graduation indicator (FGI); and
- Ensuring that students are taught by highly qualified and effective teachers and providing meaningful professional development and support to promote effective instruction to increase student achievement.

Schools must use Title III funds received to implement language instruction educational programs which carry out activities that use a scientifically-based research approach.

#### Funding priorities include:

- Increasing the English language proficiency and academic achievement of ELLs and IY students by providing high-quality language instruction programs;
- Providing high-quality professional development to enable classroom teachers to deliver effective content and English language instruction to ELLs and IY students; and
- Promoting parental, family, and community participation in programs for ELLs and IY students.

#### Division responsibilities under the Title III program include:

- Providing programs and services that reflect scientifically-based research regarding the education of ELLs while permitting flexibility to the extent permitted under state law to select and implement activities in a manner that best reflects local needs and circumstances;
- Ensuring that programs and services are of sufficient scope and quality to carry out high-quality language instruction programs that assist ELLs with meeting the English language proficiency

criteria, state content and performance standards, and grade-level expectations in reading, writing, and mathematics;

- Meeting the Title III Annual Measurable Achievement Objectives (AMAOs) for ELLs;
- Annually assess the English language proficiency of all ELLs served through this program;
- Annually assessing progress of ELLs toward meeting reading and mathematics standards;
- Holding timely and meaningful consultation with appropriate private school staff in the geographic area served by the division. Divisions are encouraged to review the resources about Title III Equitable Services to Private Schools provided on the Virginia Department of Education (VDOE) Web site at: [http://www.doe.virginia.gov/federal\\_programs/esea/titleg/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/titleg/index.shtml); and
- Developing a division plan for addressing the needs of ELLs in consultation with teachers, researchers, administrators, parents, and the community.

## **II. Overview of the Statewide Consortium**

Under Section 3114(b) of the *Elementary and Secondary Education Act of 1965* (ESEA), states cannot award a Title III subgrant to divisions if the amount of the subgrant is less than \$10,000. Section 3247(b) of the ESEA specifies that divisions which do not qualify for a Title III allocation of at least \$10,000 may submit a joint application with one or more divisions within a consortium to receive their allocation.

The Statewide Title III Consortium provides a means for divisions allocated under \$10,000 in Title III funds to access these Title III funds for the purpose of enhancing or expanding existing English as a Second language (ESL) programs, providing professional development to ESL and content teachers for ELLs on best instructional practices for helping ELLs achieve academically, and engaging in ongoing consultation to divisions regarding best practices for their ELLs.

In 2015-2016, the VDOE will provide a Statewide Title III Consortium for divisions awarded a Title III subgrant under \$10,000 in order to:

- Provide increased Title III funding to divisions with low-incidence ELL populations;
- Ensure that all divisions receiving a Title III allocation under \$10,000 can access their funds; and
- Provide high-quality professional development targeted to the needs of divisions with low-incidence ELL populations.

### **A. Consortium Requirements:**

- For the 2015-2016 grant award period, Virginia Polytechnic Institute and State University (VA Tech) will continue to serve as the fiscal lead for the Statewide Title III Consortium.
- The consortium must develop a plan that outlines how the consortium will meet all Title III requirements, including, but not limited to: achievement of Title III AMAOs; Title III AMAO notification to parents; private school participation procedures; and participation in an improvement plan for members of the consortium that fail to meet Title III AMAOs for two consecutive years. See Appendix E, *Accountability Determinations for Consortia*, for more information on the requirements regarding failure to meet Title III AMAOs.

- The VDOE considers consortium memberships finalized by July 1 of each year. Requests to join or exit a consortium will not be accepted after July 1, 2015, except in the case of divisions with a final allocation of \$10,000 or more that choose to exit the consortium and manage their Title III allocation independently.

#### **B. Fiscal Lead Requirements:**

- The fiscal lead will be responsible for acting as the fiscal and programmatic agent for the Statewide Title III Consortium, and will submit reimbursements on behalf of itself and participating divisions and maintain appropriate fiscal records.
- The fiscal lead of the consortium must retain copies of each division's local plan, as submitted through the individual funding application that outlines how the division will meet all Title III requirements, including, but not limited to, Title III AMAO targets and parental notifications to the parents of participating ELLs. Each plan must be signed by the superintendent and school board chair of the division indicating approval of division membership in the consortium.

#### **C. Division Member Responsibilities:**

- Consortium members must contribute to the development of a common plan that meets the requirements of Title III, including the needs of member divisions for improving services for ELLs and describing professional development to improve ELL instruction.
- Each member division is responsible for notifying the parents of ELLs served under Title III that the consortium failed to meet Title III AMAOs and implement an improvement plan, if applicable.
- Each member division is responsible for ensuring that all nonpublic schools within its boundaries are consulted and given the opportunity to participate in Title III activities in accordance with Title IX, Part E, Sections 9501-9506.

### **III. Appropriate Uses of Title III Funding**

Title III is a federal formula grant program that makes **supplemental** funds available to local school divisions based on their ELL enrollment. The purpose of the program is to ensure that these students attain English proficiency and meet the same challenging state academic content and performance standards and grade-level expectations expected of all students.

**Required** *supplemental* expenditures under Title III include:

- Professional development provided to all teachers of ELLs, including ESL teachers, tutors or paraprofessionals, and content area teachers; and
- Enhanced instructional opportunities, including specific instructional interventions to meet the academic needs of ELLs, extended day, summer, or increased achievement programs.

**Allowable** *supplemental* expenditures under Title III include:

- Parental support and information services that are not provided to the parents of all students; and

- Linguistically appropriate materials **above and beyond** core curriculum and core language instructional programs, particularly those that address academic language development.

#### **A. Supplement, Not Supplant, Provisions Under Title III, Part A:**

Title III is a **supplemental** program to provide services in addition to, **but not replace**, core curriculum and core language instructional programs. States, divisions, and schools are required to provide core curriculum and core language instructional programs and services for ELLs based on Title VI of the *Civil Rights Act of 1964*, its implementing regulations as interpreted by the 1974 U.S. Supreme Court ruling in *Lau v. Nichols*, and the *Equal Educational Opportunities Act of 1974*. A division **may not use** Title III funds to pay for services that are necessary and required to be provided by other federal, state, or local funds. Therefore, Title III funds **must** supplement all other federal program funds, such as Title I; IDEA funding; other federal requirements such as *Lau* or *Castañeda* provisions; state requirements such as the Standards of Quality; and local division requirements.

The following questions are provided to guide decisions about whether Title III is an appropriate source for expenditures:

1. What programs and services does the division provide to all students?
2. How does the division fund core language instructional services for ELLs?
3. What service or activity is based on federal, state, or local law other than Title III?
4. Was the program or service funded in the previous school year by sources other than Title III?

As a general rule, the use of Title III funds to pay for services for ELLs that were paid for in the prior year with state, local, or other federal funds constitutes a violation of supplement, not supplant, provisions.

Activities associated with the core language instruction programs which are required by the acts referenced above and should **NOT** be funded by Title III include (but are not limited to):

- Identifying, screening, placing, and assessing ELLs;
  - Implementation of identifying questions or a Home Language Survey;
  - Substitutes or stipends to administer and score the initial screening of English proficiency;
  - The cost to purchase and administer any state assessment for ELLs including the annual statewide ELP assessment or providing training to administer any assessment to ELLs; and
  - Substitutes or stipends for administering the ELP assessment.
- Implementing effective, scientifically-based instructional programs and services to meet the academic and language needs of ELLs;
- Salaries of ESL teachers to provide language instructional services;
- Providing school-level, division-level, state, or federal information that is not specific to Title III to the parents of ELLs; and
- Implementing effective monitoring of formerly LEP students (Level 6, Year 1 and Year 2).

#### **B. Allowable Uses of Title III Funds:**

Determinations about supplanting are case-specific; therefore, it is difficult to provide general guidelines without examining the details of a situation. What is allowable in one division may be considered supplanting in another division due to specific division requirements and previous use of funding. Activities that are directly attributable to Title III requirements and are allowable Title III expenditures *could* include (but are not limited to):

- Professional development for classroom teachers, ESL staff, and administrators on effective instruction for ELLs, ELD standards implementation, or “alignment” of curricula and state standards;
- Peer coaching to develop teacher expertise in providing instruction for ELLs;
- Upgrade program objectives and effective instruction strategies;
- Improve the instructional program for ELLs by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;
- Additional enhancements to ESL services beyond the general education program and core ESL program including supplemental staff and instructional materials to support additional language instruction services;
- Provide tutorials, career and technical education, and/or intensified instruction;
- Afterschool, summer, and Saturday programs which do not supplant existing programs;
- Develop and implement elementary or secondary language instructional educational programs that are coordinated with other relevant programs and services;
- Parent communications which exceed required general education communications and state or federal parent communication requirements;
- Support for parental resource centers to address the needs of parents above and beyond state and federal parent-related requirements;
- Provide community participation programs, family literacy services, and parent outreach and training activities for ELLs and their families; and
- Carry out other activities that are consistent with the purposes of this section.

Further information on Title III supplement, not supplant, provisions is available at the Title III Web page on the VDOE Web site at:

[http://www.doe.virginia.gov/federal\\_programs/esea/title3/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title3/index.shtml).

Look in the Title III Toolkit under the Funding tab.

#### **IV. Application Details**

The statewide Title III consortium will function as a single entity to meet programmatic and fiscal requirements under Title III, Part A of ESEA. In order to develop a single, unified plan, consortium member divisions will submit to the consortium fiscal lead a description of local efforts to meet requirements under Sections 3116 and 3121 of ESEA. The consortium lead will compile the information received from divisions in the Statewide Title III Consortium application and the budget workbook (described below) to develop a single *Statewide Title III Consortium Plan*. Consortium member divisions will be provided with the opportunity to review and provide additional input into the *Statewide Title III Consortium Plan* prior to the submission deadline.

**The Statewide Title III Consortium plan will address all of the following requirements under a single plan which will be submitted to the VDOE by Virginia Tech:**

1. The use of Statewide Title III Consortium funds to supplement the core instructional programs and services and core language programs and services for ELLs;
2. The instructional programs and services utilized by consortium member divisions designed to help ELLs make progress in learning English and attain English proficiency, while meeting the state's academic content standards;
3. The use of funds to meet the Title III Annual Measurable Achievement Objectives (AMAOs) and a description of how consortium divisions will be held accountable for meeting the Title III AMAOs;
4. Promotion of parental and community participation in programs for ELLs;
5. The high-quality professional development to be provided for educators of ELLs; and
6. Evaluation of the effectiveness of core instruction and core language programs for ELLs.

#### **Division participation in the plan development process:**

Each consortium member division must complete and submit the following forms to the VDOE for review and programmatic and budgetary approval. Virginia Tech will then aggregate information from the applications into the comprehensive Statewide Title III Consortium application and submit this application to VDOE:

1. **Title III Statewide Application for Individual Divisions**
2. **Title III Statewide Application Budget Workbook for Individual Divisions**
3. **Title III Statewide Consortium - Assurances Affirmation**

#### **A. Instructions for Form Completion**

##### **Title III Statewide Application for Individual Divisions:**

Completion of this form provides an overview of the division's programs and services for ELLs, including:

1. **Core language programs provided to ELLs by the division (to meet the Lau provisions)**  
Responses to prompts should detail how the division supports ELL access in core language instruction to support student attainment of English proficiency. Description should include a description of the division plan for providing professional development to the educators of ELLs.
2. **Core instruction programs provided to ELLs by the division (to meet civil rights provisions)**  
Responses to prompts should detail how the division supports ELL access to instruction in core content areas (SOL).
3. **Supplemental Title III programs and services to enhance English language acquisition and proficiency of ELLs**  
Responses to these questions should explain how Title III funded supplemental language instruction programs for ELLs are above and beyond the requirements under Title VI and *Lau*.
4. **Use of funds to meet Title III AMAOs**

Responses in this section should correlate with items/activities requested for funding in the Budget Workbook for Individual Divisions, and describe how schools will be held accountable for meeting the Title III AMAOs. 2015-2016 Title III AMAO targets can be found at:

[http://www.doe.virginia.gov/federal\\_programs/esea/applications/title3/title3\\_part-a\\_app\\_guidelines.pdf](http://www.doe.virginia.gov/federal_programs/esea/applications/title3/title3_part-a_app_guidelines.pdf) (pages 6-7)

5. **Parent and community participation**

Responses to this section should describe the meaningful engagement opportunities offered to the parents and community partners to support ELLs in attaining English language proficiency. Activities must be supplemental to other federal, state, local parent engagement requirements for all students.

6. **Evaluation of the core language program**

Responses to this section should describe the process by which the division measures the success of its core language program including identifying stakeholders, and describing procedures for data analysis, implementation plans, and a timeline for implementation.

➤ **Please use the following file naming convention when saving this form:**

**"Division name.Application.2015.16)."**

*Example:* Clarke.Application.2015.16

1. **Budget Workbook for Individual Divisions** – The program budget must list all the programs and services described in the program overview in the Statewide Title III Consortium application for individual divisions and the resources needed to achieve Title III AMAO targets. **Please note that administrative costs are limited to two (2) percent of the total Title III subgrant award.**

**First Tab: Budget Cover**

- The program name, fiscal agent, and grant award period are pre-populated.
- The division name and the division allocation are also pre-populated. The division allocations are listed on the fourth tab: *2015.16 Div Allocations*.
- As budget requests are entered into **Tab 2**, subtotals by object code will automatically populate into **Tab 1**.
- Upon completion, the budget file must be approved by the division superintendent for submission to the VDOE for programmatic and budgetary review and approval.

File naming convention should follow this format:

**"Division name.BudgetWorkbook.2015.16)"**

*Example:* Russell.BudgetWorkbook.2015.16

**Second Tab: Budget Detail**

- This tab contains the line item detail for each budget request.
- The content is organized by object code. Definitions for each object code are provided on the third tab of the Budget Workbook for Individual Divisions.
- In the cell under the heading "Request Description," provide a name for the item or activity being requested. Example Request Descriptions can be viewed in Appendix D.
- In Object Code 1000, indicate the number of FTEs for which funding is being requested.
- Please note there is a 2 percent cap on administrative costs.
- In the cells under "Justification and Cost Basis," provide a description of the supplemental item/activity supported by Title III funds. **The items requested in the**

**budget detail must clearly align to supporting successful implementation of Title III activities as outlined in the program narrative in member division statewide Title III consortium applications.**

- The cost basis should provide **individual divisions with** sufficient information to show how the cost was determined. Generally this is a formula such as, 2 teachers at \$20/hr for 40 hours (2\*20\*40). Example Justifications and Cost Basis can be viewed in Appendix D.
  - The amount entered for each line item request should correlate with the cost basis provided.
  - Requested items should meet the federal cost principles of **reasonable, necessary, allowable, and allocable** to Title III.
2. **Statewide Title III Consortium Division Assurances Affirmation** - Assurances represent policies, procedures, and activities that must be developed by the school division to carry out the provisions of the law. The division superintendent/designee and board of education chairperson's signatures on the application cover/signature page certify that the local educational agency will implement the general and program specific assurances.
- A completed and signed original of the division Certification (cover/signature page) must be submitted to the VDOE along with member division Statewide Title III Consortium application and Budget Workbook.
  - A copy of the assurances must be retained at the division level along with a copy of the signed original cover/signature page.

- **Please use the following file naming convention when saving this form:**  
"Division name. Assurances.2015.16."  
*Example: Essex.Assurances.2015.16*

## **B. Application Submission and Approval Deadlines**

- ❖ **All three forms of the application packet listed below must be submitted by participating divisions via e-mail to [Stacy.Freeman@doe.virginia.gov](mailto:Stacy.Freeman@doe.virginia.gov) no later than **October 16, 2015.****
- **Statewide Title III Consortium Application for Individual Divisions**
  - **Budget Workbook for Individual Divisions**
  - **Statewide Title III Consortium Division Assurances Affirmation**

The VDOE will review each member division application for approval and may request clarifying information from divisions as necessary. The information obtained from participating divisions' applications. Virginia Tech will compile the division member applications into a single comprehensive Statewide Title III Consortium application inclusive of a consortium program description, consortium budget request, and consortium assurances affirmation.

**The following section is provided for informational purposes only and represents the responsibilities of the fiscal lead. Member divisions do not have to take action on the information below.**

- ❖ **The statewide consortium application submission date is **October 16, 2015.****

Virginia Tech, the consortium fiscal lead, will submit a final application on behalf of member divisions to the Virginia Department of Education. Submission will be made electronically to [Stacy.Freeman@doe.virginia.gov](mailto:Stacy.Freeman@doe.virginia.gov).

An approvable consortium-wide application received by the deadline specified above will have the Fiscal Year 2015 funds available to the consortium on a reimbursement basis as of July 1, 2015. An approvable application received after the deadline, will have the Fiscal Year 2015 funds available on a reimbursement basis as of the date the approvable application is received at the VDOE.

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### **Release of Federal Funds and Grant Award Period**

- At the conclusion of the approval process, Title III, Part A, funds are available to the consortium on a reimbursement basis. The grant award period is July 1, 2015, through September 30, 2016. Under the Tydings Amendment, the consortium has until September 30, 2017, to encumber Fiscal Year 2015 funds.
- Divisions will submit reimbursement requests to Virginia Tech, the consortium fiscal lead. Detailed instructions on this reimbursement process are provided in Appendix F.
- Final reimbursements must be submitted by the consortium fiscal lead to the VDOE by November 15, 2017.
- School divisions **should not** include IY funds in the estimation. Applications for IY funds will be processed separately from the statewide consortium application. The application for IY funds is accessed and submitted through OMEGA. The application for supplemental IY funds, for divisions receiving these additional IY monies, will be complete in paper form and submitted to VDOE.

# Appendices

Appendix A – Required and Authorized Activities for Title III Funding:  
Selected Provisions of Title III of the No Child Left Behind Act

**PROGRAM SPECIFIC ASSURANCES**

**Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement**

Title III funds cannot be used for core programs and services and core language programs and services provided to ELLs that are required under other local, state, and federal laws to include Title I of the ESEA, Title VI of the Civil Rights Act of 1964, and the *Lau v. Nichols* U.S. Supreme Court decision of 1974. That the division will comply with the supplement, not supplant, provisions as described below:

Section 3115

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

Each school division's plan shall ensure:

- I. That it will include in the plan a certification that all teachers in any language instruction educational program for limited English proficient children that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills;
- II. That it will comply with the parental notification requirements as described below:

Section 3302

- (a) IN GENERAL- Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, such program of —
  - (1) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
  - (2) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  - (3) the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
  - (4) how the program in which their child is, or will be participating, will meet the educational strengths and needs of the child;
  - (5) how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
  - (6) the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;

- (7) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
  - (8) information pertaining to parental rights that includes written guidance —
    - (A) detailing —
      - (i) the right that parents have to have their child immediately removed from such program upon their request; and
      - (ii) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
    - (B) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.
  - (b) SEPARATE NOTIFICATION- In addition to providing the information required to be provided under subsection (a), each eligible entity that is using funds provided under this title to provide a language instruction educational program and that has failed to make progress on the annual measurable achievement objectives described in Section 3122 for any fiscal year for which Part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.
  - (c) RECEIPT OF INFORMATION- The information required to be provided under subsections (a) and (b) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- II. That it will annually assess the English proficiency of all ELLs participating in programs funded under this part;
  - III. That it will base its proposed plan on scientifically-based research on teaching ELLs;
  - IV. That it will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards;
  - V. That it will not violate any state law, including state constitutional law, regarding the education of ELLs, consistent with Sections 3126 and 3127;
  - VI. That the school division consulted with teachers, administrators and other school personnel, parents, and other stakeholders in developing the Title III local plan described in the program overview section; and
  - VII. That Immigrant Children and Youth (IY) funds will be specifically targeted to eligible immigrant students and their families.

## Appendix B – Required and Allowable Uses of Title III, Part A, Funds

Title III funds **CANNOT** be used for core programs and services and core language programs and services for ELLs that are required under other local, state, and federal laws to include Title I of the ESEA, Title VI of the *Civil Rights Act of 1964*, and the *Lau v. Nichols* U.S. Supreme Court decision of 1974. Among core programs and services and core language programs and services are the following:

### Use of Federal funds – Required and Authorized

#### Required LEP grantee activities (Section 3115 (c)):

- Provide high-quality language instruction programs based on scientific research for teaching LEP children.
- Provide high-quality professional development that is designed to improve instruction and assessment of LEP children, scientifically based, and of sufficient intensity and duration.

#### Authorized LEP grantee activities (Section 3115(d)):

- Upgrading program objectives and effective instructional strategies.
- Identifying, acquiring, and upgrading curricula and materials.
- Providing tutorials and intensified instruction.
- Developing and implementing language instruction programs that are coordinated with other relevant programs and services.
- Providing community participation programs, family outreach, and family literacy programs.
- Improving instruction through educational technology, electronic networks for materials, training, and communications, and incorporating resources into curricula and programs.

**NOTE:** Divisions have a limit of 2% of the Title III grant award for administration. (Section 3115 (c)): (Source: OMB Circular A-87)

Administration = administrative costs + indirect costs (if applicable)

Indirect costs should be as part of administrative costs and not an additional division allocation

Examples of administrative costs: support staff, coordinators, and other personnel that perform administrative functions.

Indirect costs = organization-wide costs that are: 1) incurred for a common or joint purpose benefiting more than one cost objective; and 2) not readily assignable to the cost objectives specifically benefited.

Example: utility costs

## Appendix C – Object Code Definitions

These object codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

### OBJECT CODE DEFINITIONS:

#### 1000

**PERSONAL SERVICES** - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

**2000 EMPLOYEE BENEFITS** - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

**3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e. private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payment for rentals and utilities are not included in this account description. (You can only charge indirect on the first 25,000 of a contract). Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or subgrantee organization. The word honorarium is sometimes used to characterize such payments; it can be problematic when included in a grant because it can be seen as gratuity. On the other hand the term "fee" is commonly used and will raise fewer questions.

**4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

**5000 OTHER CHARGES** - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration, office phone charges, training, leases/rental, indirect cost, and other. Meals for working lunch and dissemination of material is capped at the per diem rates for the meal listed in the state travel policy times the number of persons.

*Note: Indirect cost cannot be claimed against capital outlay and equipment.*

**6000 MATERIALS AND SUPPLIES** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless, unless the LEA has set a lower capitalization threshold Therefore, computer equipment under \$5,000 would be report in "materials and supplies." Food purchased for the program (Parental Involvement and food required for the program).

**8000 CAPITAL OUTLAY** - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the division has set a lower capitalization threshold.

**7000 PAYMENT TO JOINT OPERATIONS** - For Annual School Report purposes only. (Not used in application budgets or request for reimbursements)

**9000 OTHER USES OF FUNDS** - Debt Service and fund transfers, used with governmental funds only (not used in application budgets or request for reimbursements).

### Appendix D – Sample Wording for Developing a Budget

Refer to the line item examples below for sample wording when developing your application budget. The word choices with strike-throughs represent word choices that are too broad or general, raising potential supplanting concerns. More appropriate word choices are provided in the sentences without strike-throughs.

<b>Request Description</b>	<b>Justification</b>	<b>Cost Basis</b>	<b>Amount</b>
Stipends for teachers to attend training	<del>For teachers to attend faculty meetings that address ELLs</del> For teacher participation in training for providing language support to ELLs in math	\$30 x 15 teachers x 8 1-hr. sessions	\$ 3,600.00
<b>Teacher Staff to deliver ELL targeted writing intervention</b>	To provide targeted writing intervention supplemental to ESL/ELA writing core for gr 6-8 ELLs per screening/assessment data	.20 FTE	
<del>Math teacher</del> ELL Summer learning staff	<del>Math summer class</del> To provide Gr 8-10 ELLs (newcomers, LFS, or at risk) with additional language support for content classroom (name subject area) (not traditional summer school for core subjects/remediation)	3 Teachers; 8 hrs/wk, 4 wks, \$35/hr	\$ 3,360.00
Subs for teachers to attend training	<del>ESL training</del> For teacher participation in PD to improve academic language support in collaborative environments	\$80 x 8 teachers x 4 days	\$ 2,560.00
Leveled reading materials aligned to ELA curriculum	Leveled materials to supplement core ELA materials above/beyond what is provided by division and to support ELL access to general education curriculum	35 student books x \$45 and 3 teacher sets @ \$100 ea	\$ 1,875.00
<del>Books</del> Reading supplies	Supplemental visual glossaries to provide ELL access to core content areas in collaborative environments	5 math x \$20; 5 science x \$20; 5 history x \$20	\$ 300.00
<del>Math books</del> ELL summer learning materials	Materials to support ELL academic language learning in summer math programs – student consumables, teacher resource guide, progress monitoring	intervention supplies \$70/set for 20 sets + 3 sets of teacher materials at \$50/set	\$ 1,550.00
Translation/Interpreter	Monthly 2hr ELL student and family engagement activities supplemental to activities provided to all parents by school or division	\$20/hr, 20 hrs x 3 buildings	\$ 1,200.00

## Appendix E – Title III Accountability Determinations for Consortia

If a consortium meets all Title III AMAOs...	No divisions in the consortium need to send separate parental notification letters, as required under Section 3302(b) of the <i>Elementary and Secondary Education Act of 1965</i> (ESEA), including divisions that did not meet the Title III AMAOs on their own.  No divisions in the consortium will receive a data point toward entering or remaining in Title III division improvement, including divisions that did not meet the Title III AMAOs on their own.
If a consortium does <i>not</i> meet one or more Title III AMAOs...	<i>All</i> divisions in the consortium must send separate parental notification letters, as required under Section 3302(b) of ESEA, indicating the consortium, as a whole, did not meet one or more Title III AMAOs. The letter may clarify whether an individual division met the Title III AMAOs.  Divisions that <i>missed the same Title III AMAO(s)</i> the consortium missed will receive a data point toward entering or remaining in Title III division improvement.
If a consortium has <i>not</i> met one or more Title III AMAOs for two consecutive years...	Only the division(s) in the consortium that have <i>not met the same Title III AMAO(s) the consortium missed for two consecutive years</i> will enter into Title III division improvement and submit a Title III division improvement plan as required under Section 3122(b) of the ESEA.  Consortium-level improvement plans are <i>not</i> required.
<b>School Divisions NOT in Consortia*</b> If a division does not meet any one or more Title III AMAOs...	The division sends separate parental notification letters as required under Section 3302(b) of the ESEA.
If a division has not met any one or more Title III AMAOs for two consecutive years...	The division goes into Title III division improvement and must submit a Title III division improvement plan as required under Section 3122(b) of the ESEA.

## Appendix F – Instructions for Submitting Reimbursement Requests

### Instructions:

- Submit Reimbursement Request Forms to Martha Franklin or Robyn Smyth at Virginia Tech. Contact information is provided below.
- Submit only one Reimbursement Request Form and one addendum to the original request during each of the three reimbursement cycles (see below). Additional requests sent after the reimbursement cycle will be held until the next reimbursement cycle.
- Reimbursements from the grant period 2014-2015 should be submitted using a 2014 Reimbursement Request Form.
- [If a reimbursement has been denied](#), a Budget Amendment or Budget Transfer Request may need to be submitted to Stacy Freeman at VDOE, [Stacy.Freeman@doe.virginia.gov](mailto:Stacy.Freeman@doe.virginia.gov).

### Timeline:

Requests will be processed by Virginia Tech once a correct and complete Reimbursement Request Form is received. Payments to the school divisions should be disbursed no later than 45 days after the request has been validated by Virginia Tech.

### Checklist for Submitting Reimbursement Request Forms:

- Complete all tabs of the Reimbursement Request Form 2015 and forward to Martha Franklin and Robyn Smyth at Virginia Tech. Contact information is provided below.
- Complete both tabs of the Reimbursement Request Form to include an Invoice Cover (tab 1) and Request Detail (tab 2). Any forms submitted with only partial information will be returned to the school division completion.
- Ensure amounts requested in the Reimbursement Request form are within the range of the approved amounts in the original application.
- Ensure that the justifications provided in the Reimbursement Request match the justification in the original application.
- Ensure that a completed W9 form is on file with Virginia Tech. A completed W9 form must be on file before reimbursements can be made. If the division has received a reimbursement previously, a new W9 form is not necessary.

### Reimbursement Cycle Dates:

- 1<sup>st</sup> Cycle: **August 1 – November 30, 2015**
- 2<sup>nd</sup> Cycle: **December 1, 2015 – March 31, 2016**
- 3<sup>rd</sup> Cycle: **April 1 – June 30, 2016**

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540-853-8778 - fax  
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**\*please copy both Martha and Robyn on all correspondence**