



# Title III WISEgrants Application

Technical Assistance for completing the application for Title III  
in WISEgrants

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## Purpose of Title III

Title III funds must be used to increase the English proficiency of EL students by providing high-quality language instruction educational programs. Title III funds are intended to supplement LEAs' basic core English language development services offered to English Learners, levels 1-5.

## Application Timeline

LEAs applying for Title III funds should complete the Title III application within in the WISEgrants portal. The application deadline for LEAs is October 31, 2018. The application deadline for consortia is December 4, 2018. Applications must be completed and approved prior to claim submittal.

Special Consideration for the Tydings Amendment Requirement: LEAs are required to use any Title III funds unspent from the 2016-17 school year by September 30, 2018. LEAs with funds remaining from the 2016-17 school year should submit a budget for allowable uses of these funds immediately, since funds must be assigned, the budget must be approved by the DPI Program Manager, and the LEA must spend these funds prior to September 30. A claim for funds should be submitted as soon as possible and no later than October 28.

## ESSA General Application Requirements for Title III

### Selecting Title III Grant Contact and Fiscal Contact

Grant Contacts page (first page in application): Select from a drop-down list of users who will have access to the Title III grant. Choose both a primary grant contact and a primary fiscal contact.

## ESSA LEA Plan Approval and Title III Uses of Funds

For the 2018-19 school year, school districts must submit an LEA plan. This plan must be approved prior to payment of any claims.

All LEAs applying for Title III funds must complete an LEA plan which meets requirements pertaining to the provision of a Language Education Plan for English Learners.

A copy of the LEA's plan request will be accessible via the Title III application. LEAs should align their Title III spending priorities with their LEA plan proposal for allowable uses of funds.

## Fund Management Selection

LEAs with a Title III allocation of over \$10,000<sup>1</sup> must elect to:

- Manage LEA Title III funds independently
- Join a consortium
- Surrender funds to DPI

LEAs with an allocation of less than \$10,000<sup>2</sup> must elect to:

- Join a consortium
- Surrender funds to DPI<sup>3</sup>

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<sup>1</sup> **Title III Allocation.** The U.S. Department of Education determines the grant award to the states by using a formula based on the number of EL and immigrant students enrolled in the state. A student's ACCESS for ELLs participation during the previous testing cycle is used to generate the Title III allocation for an LEA for the current fiscal year.

<sup>2</sup> **An LEA must have a minimum allocation of \$10,000 based on the number of students that were reported to the DOE-LM data collection in the 2016-2017 school year. LEAs that do not meet the \$10,000 threshold may form a consortium to apply for funds. If a consortium is formed, a fiscal agent must be designated. CFR 20 Section 3114 (a) and (b)**

<sup>3</sup> **LEAs are required to identify English learners (ELs) and offer a Language Education Program regardless of the district choosing to apply for grant funding provided via ESSA.**

## Joining a Consortium

Once an LEA chooses to join a consortium, it completes the process by:

Selecting one of the available consortia from the drop-down menu on the Consortium Management Selection page.

Once this has been assigned, the authorizer must sign the verification on the authorization page. There are no verification forms to be uploaded. Once the district joins the consortium, the consortium will see the document listed at the bottom of the page. Once the authorizer has added their signature, the consortium will see the fund amount added to the consortium total. More information on authorizations can be found on the WISEgrants technical assistance page at <http://dpi.wi.gov/wisegrants/technical-assistance>.

Act	Grant	Document Name	Authorized By	Date Authorized	View Authorization
ESEA		ESEA Certifications and Assurances	Merath, Jamie	05/24/2016 16:49:05	View Authorization
IDEA		IDEA Part B Certifications and Assurances	Merath, Jamie	05/24/2016 16:49:56	View Authorization
ESEA	Title III-A	Title III-A Consortium Verification	Baier, Matthew	07/28/2016 11:37:22	View Authorization

When an LEA joins a consortium, the LEA's name will appear on the selected consortium's participant screen along with the funds assigned. These funds will be grayed out until the LEA authorizer has signed off on the fund management selection. Once this occurs, these funds become available via the consortium.

The screenshot shows the 'Title III-A Consortium Members Info' page in the WISEgrants portal. The page includes a navigation menu at the top with options like 'Home', 'Admin Menu', 'Change Act Here', 'Application', 'Authorizations', 'Message Board', and 'Omni Message Board'. The main content area features a 'Filter List' section with a search box, 'Clear Filter', and 'Export to Excel' buttons. Below this is a table with the following data:

Agency Code	Agency Name	Entitlement Amount	Authorization Time	Authorizer Name
0413	Beloit Sch Dist	\$136,118.00	7/28/2016 11:37:22 AM	Baier, Matthew
1568	Edgerton Sch Dist	\$6,820.00	7/28/2016 11:38:15 AM	Baier, Matthew
3682	Monroe Sch Dist	\$9,946.00		
0896	Cambridge Sch Dist	\$1,421.00		
Total amount when all consortium members are authorized to participate in the consortium:		\$154,305.00		

Below the table, there are summary fields: 'Amount From Members Authorized to Participate' is \$142,938.00, 'Estimated Carryover Amount' is \$0.00, and 'Amount Available for Budgeting' is \$142,938.00. A 'Save' button is located at the bottom right.

LEAs that join a consortium should have a consortium management agreement in place that includes a description of services and responsibilities. LEAs that have joined a consortium still have a responsibility to provide screening and identification of ELs, provide English Learners within their jurisdiction with a Language Education Program, and complete year-end and fiscal reporting within the WISEgrants application.

## Title III Funds Transferability

Allocations from some other Federal Title initiatives, including Title II and Title IV Part A, may be assigned to Title III within WISEgrants. Funds transferred to Title III are subject to the rules and requirements applicable to Title III-A. The LEA must meet the \$10,000 threshold for managing its own funds, excluding any fund transfers. An LEA must submit a fund transfer request to the program manager of the Title program they intend to transfer funds out of. There is a 30-day waiting period between the transfer request and when the funding is available in the program it is transferred to. A list of program managers can be found in the WISEgrants portal.

# Equitable Services Affirmation Instructions

## Complete Affirmation of Consultation with Private School Officials form [\(PI-9580-AC\)](#)

LEAs receiving Title III must obtain affirmations from all private schools within their jurisdiction for Title III participation. LEAs should maintain documentation of all efforts to reach out to private schools within the LEA and any equitable service agreements. Complete an Affirmation of Consultation with Private School Officials Form (PI-9580-AC) for Title III for each private school within the LEA. Select the appropriate response for each private school.

If the private school plans to participate in Title III in 2017-18, mark

- YES for Title III participation

For private schools electing not to participate in Title III, mark

- NO for Title III participation. No additional action required.

## Identification, Assessment, and Services for ELs Attending Private Schools

Within the consultation process, LEAs and private schools should establish a process for identifying, assessing, and serving ELs attending private schools. A student's ACCESS for ELLs participation during the previous testing cycle generates the Title III allocation for an LEA, including the students attending private schools for the current fiscal year. Therefore, there will only be funds available if the private school participated in Title III and administered the ELP assessment during the previous year's administration. See [English Learners in Private Schools](#).

If funds have been generated from private school Title III participants, funds for the private school must be applied to at least one of the allowable use expense categories.

As is the case for public schools, Title III support for private school students must be supplemental to the basic language education program provided to the student.

LEAs can find further guidance for submitting the Private School Affirmation form on the [WISEgrants Technical Assistance page](#).

# Title III Activities

LEAs must use Title III funds to increase the English proficiency of ELs by providing effective, supplemental language instruction educational programs, including the instructional use of both English and a child's home language, demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects.

## Required Title III Activities

Within WISEgrants, funds are assigned to the Activities: Instruction, Professional Development, and Family Engagement. Uses must be reasonable, allowable, and allocable.

### Instruction

Increase the English proficiency of ELs by providing effective, supplemental language instruction educational programs, including the instructional use of both English and a child's home language, demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. Required activities fall into three general categories: Instruction, Professional Development, and Family and Community Engagement.

### Professional Development

Provide high-quality effective professional development to classroom teachers (including Early Learning Program staff and teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is

- designed to improve the instruction and assessment of ELs;
- designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instructional strategies for ELs;
- able to demonstrate the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an

assessment of the needs of the teacher, the supervisor, the students of the teacher, and/or any local educational agency employing the teacher.

## Family Engagement

Conduct parent, family, and community engagement

- to improve the English language skills of English Learners; and
- to assist parents and families in helping children to improve their academic achievement and becoming active participants in the education of their children.

## Optional Title III Activities

In addition to the required uses of funds, LEAs may also provide and implement other supplemental, effective activities that enhance language instruction programs for ELs to:

- Upgrade program objectives and effective instructional strategies
- Improve the instructional program for English Learners by identifying, acquiring, and upgrading instructional materials, educational software, and assessment procedures
- Provide to English Learners
  - Tutorials and academic or career and technical education; and
  - Intensified instruction, which may include materials in a language that the student can understand, interpreters and translators.<sup>4</sup>

The eligible entity certifies that all teachers in any language instruction educational program for English Learners 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 communication skills.

## Non-allowable Title III Activities

“LEAs must use funds to to supplement<sup>5</sup> 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.”

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<sup>4</sup> Interpreters and translators can only be used to supplement services to support instruction. Paraprofessionals must work under a qualified ESL or Bilingual teacher. Translation and interpreting of basic services, school documents, and required activities cannot be paid for with Title III funds.

<sup>5</sup> ESSA §§ 3124 through 3126



Examples of required LEA activities that cannot be supported via Title III:

- Expenses related to the administration of an assessment of English Learners, including interpreting and translating results, substitute teachers, or equipment
- Translating and interpreting of required events, forms, and documents, such as at parent-teacher conferences or IEP meetings
- Provision of a basic language instruction education program
- General food-related expenses unless necessary to perform a basic allowable activity
- Technology costs not directly related to supporting English Learners

## Language Education Program (LEP)

LEAs are required to identify English Learners and to offer a Language Education Program for any English Learner enrolled in the LEA.<sup>6</sup> Title III funds may be used only to supplement the basic Lau requirement. The program must be based on a sound educational theory, implemented effectively with sufficient resources and personnel, and evaluated to determine whether it is effective.

### WISEgrants Language Education Plan Verification

Within WISEgrants, LEAs need to show evidence of meeting the basic Language Education Plan requirement.

Districts that apply for and are eligible to receive Bilingual-Bicultural Categorical State Aid can check the box as an indication of meeting the LEP requirement.

LEA receives State BLBC funds<sup>7</sup>

Within the application, the LEA's description of its LEA plan will upload into the application. The LEAs must verify that the required uses of funds follow the basic Language Education Program requirements. In cases where this information is not available, the LEA must provide a description of its programming to support English Learners.

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<sup>6</sup> [Lau v. Nichols](#)

<sup>7</sup> For the purposes of Title III, §§115.95 Bilingual-Bicultural state aid programs are state funded initiatives. Check this box only if LEA has submitted a BLBC plan of service.

- ELD (English language development) program model(s) used: The name of the effective model(s) used by the LEA to provide state/locally funded English language development (ELD) services (e.g., structured Immersion/Content-Based ELD”). See the [LIEP Crosswalk](#).
- Frequency and duration: The frequency with which the student receives English language development services for grade-level cluster. Include percent of school day dedicated to services; count of state/locally funded staff who provide English language development services (e.g. “one ESL teacher, one bilingual literacy coach, and two paraprofessionals”).
- Curriculum/resources/materials: The curriculum, resources, and/or materials used by the LEA to provide state/locally funded English language development services (e.g., “Classroom set of leveled readers”).

## WUFAR Code Assignment

Title III follows Uniform Grant Guidelines for Eligible Expenses. Codes are assigned to allowable expenses within Title III. LEAs must assign Project, Object, and Function codes related to Title III eligible activities and the LEA should provide sufficient description in the subcategory description to delineate between activities and validate that they are allowable expenses. For example, if an LEA purchases a professional development event, the LEA should list the PD event in the Activity Description. The [WISEgrants Technical Assistance page](#) provides additional guidance on applying WUFAR Codes within WISEgrants.

## Administrative Cost

Two percent of Title III funds can be assigned to administration. The amount available for administration is indicated on the Title III application.

## Project Code

The Project Code for Title III-A is 391.

# Title III Required Activities Verification

Within their budgets, LEAs must assign Title III funding to all three Activities: Instruction, Professional Development, and Family Engagement, If funds are not assigned to all three areas, the LEA must identify how the Title III requirement will be met.

Within the Title III application, a pop-up menu will ask the LEA to identify how this requirement will be met for each incomplete category:

- Requirement is met through the support of State BLBC funds
- Requirement is met through other federal/state/local (excl.BLBC)<sup>8</sup>

# Budget Approval and Claim Submittal

Once a Title III budget is submitted, it requires approval by the program manager. Claims can be submitted for expenses incurred at the start of the Fiscal Year for approved Title III expenses. Guidance for claim submittal can be found on the [WISEgrants Technical Assistance page](#).

# Contacts

Title III Education Consultant  
Audrey Lesondak  
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(608) 266-7292

Title III WISEgrants Accountant  
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(608) 266-2428

Contact information can be also be found on the WISEgrants contact page.

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<sup>8</sup> §§ 3114(a), 3115(d)(3)(B), Language Education Program supplement