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REQUEST FOR APPLICATION

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Program Guidelines  
2017-2018 Every Student  
Succeeds Act Consolidated  
Application for Federal  
Funding

Authorized by Elementary and Secondary Education Act of 1965  
(ESEA), as amended by P.L. 114-95, Every Student Succeeds Act  
(ESSA)

Application Closing Date—5:00 p.m., Central Time  
September 1, 2017

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PS3099 calculates participating PNP equitable allocations which are used for services in the following programs: Title I, Part A; Title I, Part C - Migrant; Title II, Part A; Title III, Part A - ELA; Title III, Part A - Immigrant; and Title IV, Part A.

## Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement

### US Department of Education Appropriations

The following is provided in compliance with the US Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	Approximately \$106,098,814
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately \$106,098,814
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

### Eligible Applicants

LEAs in Texas are eligible to apply for a grant under ESSA Consolidated, Title III, Part A.

### Intent and Purpose

Title III, Part A, provides supplemental resources to LEAs to help ensure that children who are English learners attain English proficiency at high levels in academic subjects and can meet state achievement performance standards.

### Intended Program Beneficiaries

Intended beneficiaries are English learners students, including immigrant children and youth.

### General Program Requirements

The requirements are to help ensure that English learners, including immigrant children and youth, attain English proficiency-and develop high levels of academic achievement in English by doing the following:

1. Assisting all English learners and immigrant students to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet.
2. Assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, LEAs, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant students and youth.

3. Assist teachers (including preschool teachers), principals and other school leaders, state and LEAs to develop and enhance their capacity to **provide effective instructional programs** designed to prepare English learners including immigrant students to enter all-English instructional settings.
4. Promoting **parental, family, and community** participation in language instruction educational programs for parents, families, and communities of English learners.

Title III, Part A, funds shall be used to supplement and not supplant any other federal, state, or local funds. For example, if an LEA is using state bilingual funds to provide English learners services to students, and now replaces those state funds with Title III, Part A, funds, then the LEA has supplanted state funds with federal funds. **To avoid supplanting funds, the LEA would have to demonstrate that any English learners services provided with Title III, Part A, funds are above and beyond any English learners services provided with state funds.**

### **Allowable Activities and Use of Funds**

An LEA receiving Title III, Part A, funds must use the funds to do the following:

1. Increase the English proficiency of English learners children by providing effective language-instruction educational programs that meet the needs of English learners and demonstrate success in increasing **English proficiency and student academic achievement**
2. Provide **effective professional development** to classroom teachers (including teachers in classroom settings that are not the settings of language-instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that meets the following:
  - Is designed to improve the instruction and assessment of English learners
  - Is designed to enhance the ability of such teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners
  - Is effective in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers
  - Is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom

This last point does not include activities such as 1-day or short-term workshops and conferences unless these activities are components of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor and are based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher as appropriate.
3. Provide and implement other **effective activities and strategies** that enhance or supplement language instruction educational programs for English learners that meet the following:
  - **Shall include parent, family, and community engagement activities**
  - May include strategies that serve to coordinate and align **related programs**

You should be able to respond appropriately to and maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

1. How is the expenditure **reasonable and necessary** to carry out the intent and purpose of the program?
2. What need, as identified in the **comprehensive needs assessment**, does the capital expenditure address? Explain how the capital expenditure addresses this need.
3. How will the expenditure be evaluated to **measure a positive impact** on student achievement?
4. How is the expenditure **supplemental** to other federal and nonfederal programs?

You may also use Title III, Part A, funds to achieve one of the program purposes by undertaking one or more of the following **activities**:

- Upgrading program objectives and effective instructional strategies
- Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- Providing the following:
  - Tutorials and academic or career and technical education for English learners
  - Intensified instruction which may include materials in a language that the student can understand
- Developing and implementing effective preschool, elementary school or secondary school language-instruction educational programs that are coordinated with other relevant programs and services
- Improving the English proficiency and academic achievement of English learners
- Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families to do the following:
  - To improve the English language skills of English learners
  - To assist parents and families in helping their children to improve their academic achievement by becoming active participants in the education of their children
- Improving the instruction of English learners, which may include English learners with disabilities by providing for the following:
  - The acquisition or development of educational technology or instructional materials
  - Access to and participation in electronic networks for materials, training, and communication
  - Incorporation of these resources into curricula and programs
- Offer early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education Field Trip

Field trips may be funded under the grant program. Only the following types of field trips are allowable:

- Benefit only English learners students, including immigrant children and youth
- Align with the intent and purpose of the LEA's Title III language instruction educational program of increasing English proficiency of English learners children and student academic achievement in core academic subjects
- Include a measure of positive impact on student achievement
- Address Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)
- Adhere to the Supplement, not Supplant provision. The LEA must be able to demonstrate that the field trip is above and beyond any English learners services provided with other federal, state, or local funds

If you plan on using grant funds for field trips, you will be required to complete the appropriate [TEA justification form\(s\)](#) and retain the documentation at the local level. You must keep and maintain this form so that it may be provided to your independent auditor or to TEA monitors if your LEA is selected for a review.

### **Out-of-State Travel**

Out-of-State travel is allowable. Out-of-state travel costs should be minimal, reasonable, and meet the intent and purpose of the program. **Grantees must retain documentation that participation of an individual in the conference is necessary for the program.** Travel costs are allowed as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy.

If you plan on using grant funds for out-of-state travel, you will be required to complete the appropriate [TEA justification form\(s\)](#) and retain the documentation at the local level. You must keep and maintain this form so that it may be provided to your independent auditor or to TEA monitors if your LEA is selected for a review.

See the Allowable Cost and Budgeting Guidance section of the [Administering a Grant page](#) for general guidance on allowable activities and use of funds.

### **Unallowable Activities**

#### **Advisory Council**

An advisory council may not be funded under the grant program.

#### **Cost of Membership in Any Civic or Community Organization**

The cost of membership in any civic or community organization may not be funded under the grant program.

#### **Hosting or Sponsoring of Conferences**

Conferences may not be hosted or sponsored under the grant program.

## Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program.

**Note:** Direct administrative costs are restricted to no more than 2% of the current-year Title III, Part A—English Language Acquisition entitlement. Calculations must include information regarding administrative costs of third-party contractors.

## Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Grants Administration Division [Administering a Grant](#) page.

The supplement, not supplant provision does apply to this grant program.

## Shared Services Arrangements

Shared Services Arrangements (SSAs) are allowed as part of the grant program.

When applying for Title III, Part A-English Language Acquisition, LEAs are required to join a SSA if their entitlement is less than \$10,000.

## Equitable Access and Participation

You are required to report on equitable access and participation to apply for this grant program.

## Private Nonprofit School Participation

See the [General and Fiscal Guidelines](#), Private Nonprofit School Participation. LEA will meet all private non-profit requirements (PNP) in ESSA P.L. 114-95, Title VIII, Section 8501.

This requirement does apply to this federally funded grant program. LEA must keep documentation of PNP equitable services activities, program description, and equitable services expenditures locally and make available upon TEA request.

## Schedule PS3099: Private School Services

PS3099 is the Private School Services schedule located in the ESSA Consolidated Application in eGrants. PS3099 incorporates the new formula for determining private school services in the ESSA. This schedule replaces the PNP Equitable Services Worksheet. All LEAs must submit the PS3099. PS3099 calculates participating PNP equitable allocations which are used for services in the following programs: Title I, Part A; Title I, Part C - Migrant; Title II, Part A; Title III, Part A - ELA; Title III, Part A - Immigrant; and Title IV, Part A.