



# EL Program Funding

PEL (Practitioners of English Learners) Meeting

May 5, 2022

# FY 2023 Grant Updates



Targeted Funding Application submission date:  
May 1, 2022.

**What are the stats as of today?**

**Title III LEP**

Applications built: **122**  
Applications submitted: **109**

**Title III Consortium**

Applications built: **16**  
Applications submitted: **10**

**SEI Budget – Comprehensive**

Total applications submitted: **138**



I missed the  
May 1st  
deadline.  
**What  
happens  
now?**



# Substantial Approval vs. Director Approval



# Substantial Approval

*Substantial approval* means there is a submitted funding application with a reasonable attempt at a budget and that there is a General Statement of Assurances (GSA) in “SEA General Statement of Assurance Accepted” status. This is affirmation that an LEA intends to accept monies from a particular funding source and agrees to abide by all assurances in the GSA.

# SEA Director Approval

*SEA Director Approval* is confirmation that OELAS has provided final director approval to the funding application submitted, and via this director approval the LEA understands that grant expenditures must meet all applicable rules and requirements of the funding source. SEA Director Approval status also enables the LEA to submit GME Reimbursement Requests during the applicable project period.



# Why Substantial Approval Matters

EDGAR regulation 34 CFR §76.708 of Uniform Grant Guidance provides specific regulation regarding when sub grantees may begin to obligate funds. It states that **sub grantees may not obligate funds until the date that the applicant submits its application to the State in Substantially approvable form.**

Substantial approval has a tremendous impact on LEA spending and reimbursement. Expenditure documentation could be requested during the reimbursement process.

## Example:

- ~The Title III grant was submitted and received Substantial Approval on August 5, 2022.
- ~The Title III grant received SEA Director Approval on August 20, 2022.
- ~On July 27th, (20) EL teachers from Student Success Charter Elementary participated in a supplemental PD opportunity to increase understanding of the LDA and SEI Models.
- ~On August 30th, Student Success Charter Elementary submits a Title III reimbursement request for payroll expenditures associated with the July 27th professional development.
- ~Reimbursement request is denied because activity took place before substantial approval.





## Two important goals:

1. Submit your grant to obtain Substantial Approval by July 1 project start date
2. If your grant is returned to you, make timely funding application and LIAP edits to ensure a prompt SEA Director Approval





Let's shift  
our thinking  
on  
supplement  
not  
supplant!



# In the Absence of Title III



## **Title III Part A SEC. 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 English learners and immigrant children and youth and in no case to supplant such **Federal**, State, and local public funds.

**Supplement** – What is your LEA doing to meet the needs of ALL students?

Title III cannot be used to provide ELs more of the same. EL students are part of the overall student population and therefore must have equal access and opportunity to what other students receive **WITH THE SAME FUNDS**.

**Supplant** – What activities are LEAs already required to perform under other federal, state or local laws?

Title III funds cannot be used for these required activities.

**Supplant** – Was an activity funded in the past with non-Title III funds?

Title III funds cannot be used in the current year for these activities.





Per Title VI of the Civil Rights Act of 1964 (**Title VI**) and the Equal Educational Opportunities Act of 1974 (**EEOA**), public schools have a legal obligation to ensure that EL students can participate meaningfully and equally in educational programs.

This includes, but is not limited to:

1. identifying and assessing all potential EL students
2. providing language assistance to EL students
3. staffing and supporting an EL program
4. providing meaningful access to all curricular and extracurricular programs
5. meeting the needs of students who opt out of EL programs or services
6. monitoring and exiting EL students from EL programs and services
7. evaluating the effectiveness of a district's EL program

**Where can I find this information?** [www.azed.gov](http://www.azed.gov) > OELAS > Title III > Title III Funding Guidance > [Title VI and EEOA Requirements](#)



Per Title VI of the Civil Rights Act of 1964 (**Title VI**) and the Equal Educational Opportunities Act of 1974 (**EEOA**), public schools have additional obligations to EL parents.

This includes:

1. ensuring meaningful communication with limited English proficient parents.
2. ensuring LEP parents receive communication in a language they can understand,
3. providing adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.

**Critical distinction:** *LEP/EL parents* are not the same as *parents of ELs*.

**Where can I find this information?** [www.azed.gov](http://www.azed.gov) > OELAS > Title III > Title III Funding Guidance > [LEP Parents' Rights](#)



**Per Title I Part A SEC 1112 (e), LEAs have obligations to inform parents of their child’s eligibility for participation in language services.**

This includes, but is not limited to:

1. reasons for the identification of their child as an English learner
2. the child’s proficiency level
3. methods of instruction used in the program
4. ways the program will meet the child’s educational needs and strengths
5. ways in which the program will specifically help their child learn English
6. the specific exit requirements for the program

**Where can I find this information?** [www.azed.gov](http://www.azed.gov) > OELAS > Title III > Title III Funding Guidance > [Title I Requirements Impacting the Use of Title III Funds](#)



Arizona Revised Statutes 15-751 through 15-757 outline the state's requirements for English language education for children in public schools.

This includes, but is not limited to:

1. the right for all Arizona children to receive an education
2. the State Board of Education's obligation to adopt and approve research-based models of structured English immersion
3. requirements for identifying and assessing the English language proficiency of students
4. an LEA's obligation to select and implement on a school-by-school basis one or more models for structured English immersion
5. determining incremental costs that are associated with a structured English immersion program

**Where can I find this information?** [www.azleg.gov](http://www.azleg.gov) > Legislative Council > Arizona Revised Statutes > Title 15 – Education > Chapter 7 Instruction > Article 3.1 > [15-751](#)

# Check For Understanding

## 6100-2100: Salaries

Arizona Elementary District is hosting a back-to school assembly to give families an opportunity to meet teachers and receive information about the school's programs and services for the new school year. During this event, families of ELs will attend a special session facilitated by the bilingual EL Coordinator who will present information in Spanish so it can be ensured parents fully understand the EL programs in which their child is enrolled. This will build parent capacity by helping parents better understand the SEI Models and how it will enhance support they can be providing at home.

1 Coordinator stipend / 3 hours outside contract time / \$25 per hour  
**Budget request: \$75.00**

**Approvable**



**More Information Needed**





# Check For Understanding

## 6100-2100: Salaries

Certified Academic Support Specialist for district programs. This 1.0 FTE staff member provides instructional support to all K-5 teachers to ensure alignment to English Language Arts standards. .10 FTE of their full-time position is designated to only providing support to teachers of ELs, who receive focused ELD support related to the LDA and models implementation, in addition to the ELA standards support.

.10 FTE Certified Academic Support Specialist salary  
1.0 FTE Full salary amount = \$64,000

**Budget request: \$6400.00**

**Approvable**



**More  
Information  
Needed**



# Check For Understanding

## 6600-1000: Supplies

Desert Sun Charter High School will be purchasing additional supplemental books and software licenses for SEI students in Read180 programs. Books to be purchased are leveled for independent reading which will ensure ELs have access to quality literature at their appropriate reading level. Availability of these software licenses provides ELs much needed support in all aspects of language development and vocabulary building. The Read180 program is supplemental to district core programs.

Approximate funding amount allocated to leveled books: \$4000  
Software licenses: 50 licenses at \$200 each  
**Budget Request: \$9000**

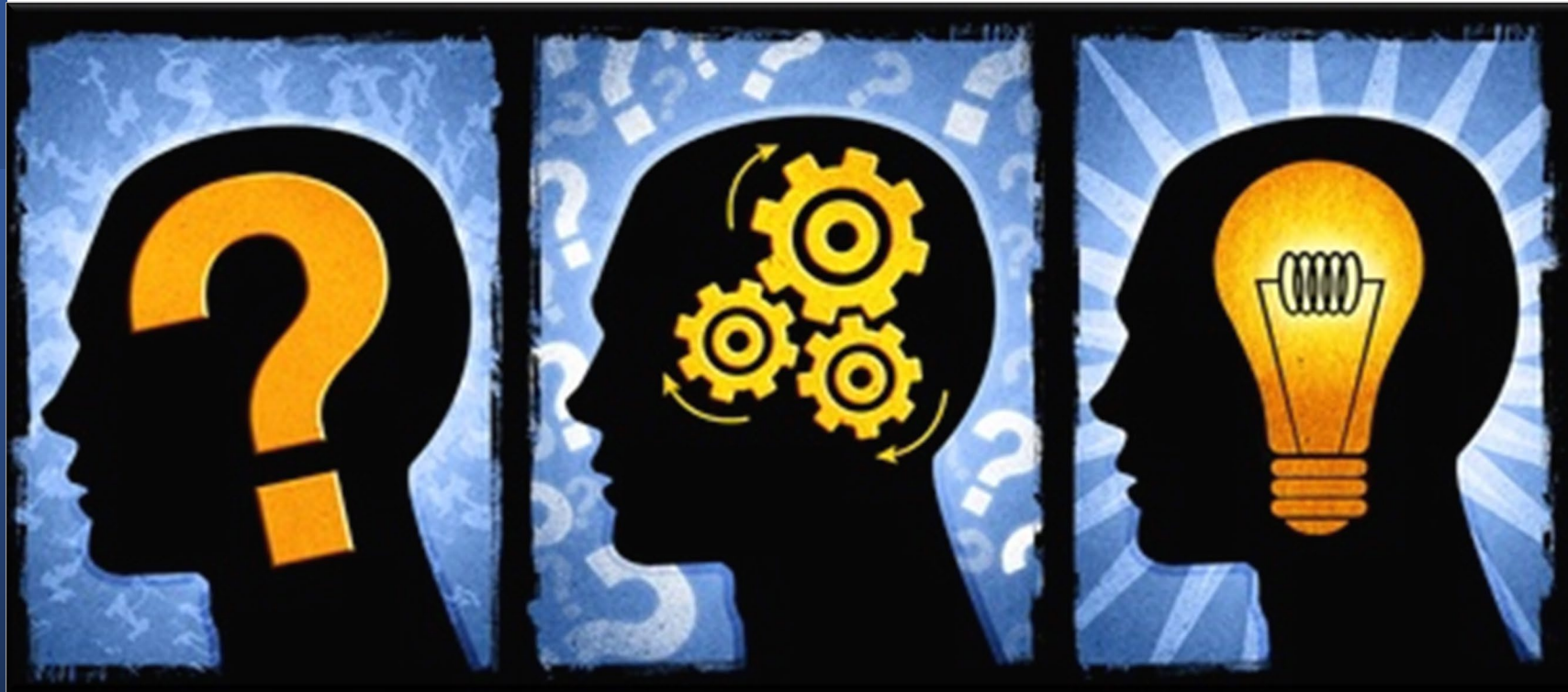
**Approvable**



**More  
Information  
Needed**



Considering budget requests in the context of other laws or obligations can improve understanding of what *may be* allowable with Title III funds.





## Join us for Fiscal Office Hours!

Was your grant application returned and you need help digesting all the feedback?

We are always here to support you. Bring your questions to Fiscal Office Hours so we can help. Office hours are not a formal meeting time; they are an opportunity for us to make ourselves available to LEAs needing assistance and guidance with their grants.

**Dates, times and the link to join Fiscal Office Hours  
will be communicated in the next edition of  
ON THE HORIZON.**

**OELAS has many grant-related guidance documents on the Title III page of our website.  
Check them out at <https://www.azed.gov/oelas/title-iii>**



# Thank You

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