



FAQ about Title III EL Funds

**Prepared by Jill Kramer
EL Coordinator, ESC of Central Ohio**

What is Title III?

Title III is federal funding provided through the ESEA and reauthorized under ESSA. Title III provides supplemental funds to districts in the USA to improve services for English learners. State Education Departments distribute the funding to schools and districts.

How does a district receive Title III funds?

To receive funds, a district must have identified English learners in the previous year. See the [FAQ](#) on Identification for that process. Districts report how many identified English learners they have on October 1 of each year. That number determines funding for the next school year. ODE assigns funding to every school district and public charter based on the number of reported ELs. Districts that receive more than \$10,000 will receive that amount directly. Districts that receive less than \$10,000 may join a consortium in order to receive that money.

How much money does Title III provide?

Funds are allocated per EL. The amount varies slightly from year to year but is approximately \$160 per EL. There is an initial allocation in the summer. Then there is a reallocation part way through the school year using any unclaimed funds.

What are the required uses of Title III funding?

Title III funding should be used thoughtfully and meaningfully in three ways.

1. Improve the EL program with supplemental resources
2. Provide professional learning opportunities for the EL, general education teachers, administrators and other staff
3. Family and Community Engagement activities.

See the [Suggested Uses for Title III funds](#) for more details

Any use of Title III funding must be supplemental. For example, if all students in a class receive a science textbook, Title III funds cannot be used to buy that same book for the ELs in the class. However, Title III funding may be used to purchase supplementary materials at a lower readability level for ELs.

If a district accepts Title III funding, are there any requirements or accountability?

Yes, there are. All districts receiving Title III funds are assigned a self-survey, desk survey or on-site survey each year. The survey is the same for all three types. It asks for data and documents such as an EL manual, results of OELPS and OELPA, samples of parent notification letters, parent communications, monitoring forms, teacher qualifications, and how the funding was spent.

Are public schools obligated to assist non-public schools with Title III funds?

Title III requires equitable services to meet the language needs of ELs in non-public schools. Public school districts may need to provide services to students and teachers in non-public schools consistent with the number of students in the district's attendance area. In order to do this, school districts should consult with the non-public schools in the spring to ascertain their needs for the following school year. Non-public schools decide if they wish to have their potential ELs identified and served. Public districts can provide initial screening (OELPS), professional learning opportunities for teachers, and assessment (OELPA). As with public school districts, Title III funding must be spent to supplement, not supplant, what the school is already doing. The only exception is that non-public schools may use Title III funds to pay for initial screening.

More information about Title III and non-public schools -

<https://www2.ed.gov/about/offices/list/oii/nonpublic/title3-factsheet.html>

General information on Title III –

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf>

For more information, contact Jill Kramer at jill.kramer@escoco.org