

Funding Guidebook

**Bilingual Education Allotment (BEA) & Title III, Part A
Supporting Emergent Bilingual (EB) and/or Immigrant Students**

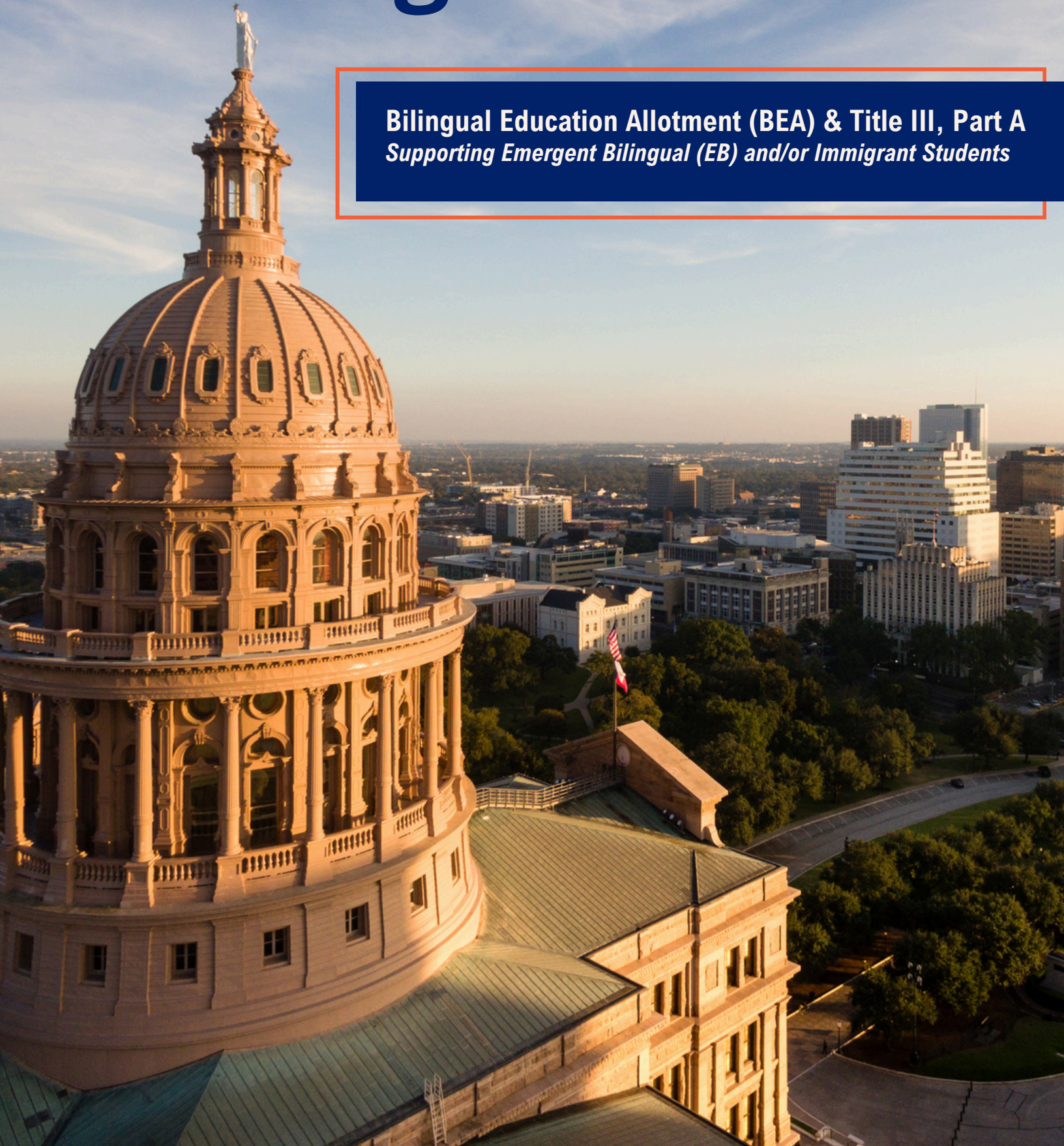


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Funding Guidebook

This funding guidebook provides guidance on the use of the Bilingual Education Allotment (state) and Title III, Part A (federal) funds. This guidebook serves as a tool for Local Education Agencies (LEAs) to align with each program’s statutory authority, policies, and practices.

Interchangeable Terms:

- Districts (state term) and Local Education Agency (federal term)
- Emergent bilingual (EB) student (state term) and English learner (EL) (federal term)



Bilingual Education Allotment (BEA) - State Funds

Statutory Authority: Texas Education Code §48.105 Bilingual Education Allotment (BEA)

Districts are required to spend at least **55%** of BEA in providing bilingual education or English as a second language (ESL) programs through direct program costs.

BEA funds may be used only for the following:

- Program and student evaluation
- Instructional materials and equipment
- Staff development
- Supplemental staff expenses
- Salary supplements for teachers
- Incremental costs associated with providing smaller class sizes, and
- Other supplies required for quality instruction

NOTE: This to The Administrator Addressed (TAA) letter from June 2021 provides information on auditing BEA funds as well as compliance enforcement, particular to the 2021 2022 school year and subsequent school years. Keep in mind that BEA funds apply to both bilingual education and ESL programs.

Direct Costs: are costs that can be directly and wholly attributed to a specific fund, function, object, organization, or program intent.

Indirect Costs: are costs incurred for a common or joint purpose benefiting more than one cost objective, and not readily assignable to the cost objectives specifically benefited, without effort disproportionate to the results achieved.

Set Aside 10%: Districts that apply for a Bilingual Education Exception and/or ESL Waiver must assure that they will use a minimum **10%** of their total BEA funds for their [Comprehensive Professional Development Plan §89.1207 \(a\)\(2\)\(D\)](#).

Example:

Greenville ISD submitted for a bilingual exception, acknowledging 8 teachers not yet appropriately certified. The LEA has established an action plan to help support these 8 teachers in getting their bilingual certification. Greenville ISD generates \$100,000 total BEA funds, which means they need to set aside a minimum of 10% of their total BEA budget per state policy. The 10% equals \$10,000 that now has been reserved to fulfill the activities listed in the action plan.

$\$100,000 \times .10 = \$10,000$ (Set aside per 89.1207(a)(2)(D))

Greenville ISD exercises the minimum 55% direct program costs, which equals \$55,000 leaving the remaining \$45,000 for indirect program costs.

$\$100,000 \times .55 = \$55,000$ (Direct Costs)

$\$100,000 \times .45 = \$45,000$ (Indirect Costs)

Greenville ISD now will subtract their required set aside from their direct costs leaving the remaining to be expended for allowances under PIC 25.

$\$55,000 - \$10,000 = \$45,000$ (Allowance for general PIC 25 expenditures)

Note: Greenville was able to meet all activities listed in their action plan and have \$2,000 remaining of their set aside. The remaining \$2,000 **must** still be expended for professional development needs but now can be used to meet the needs of other teachers instructing EB students.

The table below identifies how House Bill 3 expanded the Bilingual Education Allotment (BEA) to incentivize funding for dual language programs.

Bilingual Education Allotment (BEA) Weights	
<i>Identified EB students whose parents have denied program services do not generate BEA funding</i>	
Weight	Description
0.1	Emergent Bilingual students in average daily attendance in a standard or alternative bilingual or an ESL program .
0.15	Emergent Bilingual students in average daily attendance in a dual language immersion one-way or two-way program model.
0.05	Non-emergent bilingual students and reclassified emergent bilingual students in average daily attendance in a dual language immersion two-way program model.

Program Intent Code (PIC) 25 – Bilingual Education and Special Language Programs

Costs incurred to evaluate, place, and provide educational and/or other services that are intended to make the students proficient in the English language, primary language literacy, composition, and academic language related to required courses.

PIC 25 Costs to Include		
Provision of a bilingual education program	Instruction in primary language	Program and student evaluation
Provision of ESL instruction/program	Supplemental staff expenses (paraprofessional and teacher aides)	Salary supplements for teachers
Services intended to make students proficient in English	Staff development	Increase cognitive academic language proficiencies
Bilingual services to immigrant students	Instructional materials and equipment	Supplies required for quality instruction and smaller class size
Salaries for paraprofessional and teacher aides required for smaller class size		

PIC 25 Costs to Exclude (with correct PIC)		
Foreign language courses (PIC 11)	All Disciplinary Alternative Education Program (DAEP) (PIC 28)	Full salary of bilingual/ESL instructors (PIC 11)

Texas public school districts direct cost expenditure requirement on Bilingual Education Allotment = 55% (Minimum) TEA monitors compliance on BEA funds by looking at the percent the school district spends on direct costs

Additional State Funding Resources:

[\(TEC\) §29.051 - 29.064 – Bilingual Education and Special Language Programs](#): The Texas Education Code (TEC) Chapter 29 provides Local Education Agencies (LEAs) including school districts, districts of innovation, and open-enrollment charter schools with the guidance on which to adhere regarding curriculum, programs, and services for every student enrolled in public education.

[Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students](#): The Texas Administrative Code (TAC) Chapter 89, Commissioner's Rule is a compilation of state agency rules in Texas that inform Local Education Agencies (LEAs) including school districts, districts of innovation, and open-enrollment charter schools regarding adaptations to special populations.

[Allowable Use of BEA Funds for Comprehensive PD Plan](#): (updated October 2023): Local Education Agencies (LEAs) including school districts, districts of innovation, and open-enrollment charter schools that file a bilingual exception and/or ESL waiver must develop a comprehensive professional development (PD) plan targeting the competencies needed to serve the needs of EB students.

[House Bill 3](#): House Bill (HB 3) 3, is a bill that provides more money for Texas classrooms, increases teacher compensation, reduces recapture, and cuts local property taxes for Texas taxpayers. HB 3 increases the BEA to incentivize dual language immersion programs.

[Foundation School Program](#): The primary source of state funding for Texas schools. This program ensures that all school systems, regardless of property wealth, receive "substantially equal access to similar revenue per student at similar tax effort".

[Student Attendance Accounting Handbook \(SAAH\)](#): The SAAH contains the official attendance accounting requirements that all public school districts and open-enrollment charter schools in Texas must meet.

[The Financial Accountability System Resource Guide \(FASRG\)](#): Guidance provided on each special allotment intent and purpose related to the student group it serves by having Program Intent Codes (PIC) allocations. Additionally, each PIC has a minimum "direct services" expectation which means a specific amount of the money must be spent in direct services to the targeted student population.

Title III, Part A - Federal Funds

Statutory Authority: Every Student Succeed Act (ESSA)

- The state allocates **95%** of Title III funds for Local Education Agency (LEA) subgrantees
- The state may only reserve up to **5%** of the total state grant for state activities
- Title III statute limits the amount of funds that may be budgeted to administer the program, including direct administrative costs to no more than 2%.

Beneficiaries:

- English learners (EL)/EB students
- Immigrant students
- Families of EL/EB and/or immigrant students
- Educators providing supplemental supports to EL/EB and/or immigrant students and their families
- School leaders who supervise and evaluate the effectiveness of the LIEP

Title III, Part A is meant to:

- Ensure that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic attainment in English
- Assist all ELs, including immigrant children and youth, to achieve at high levels in academic subjects to meet the Texas Academic Standards
- Assist in establishing, implementing, and sustaining effective language instruction educational programs (LIEP) designed to assist in teaching ELs
- Provide high-quality, 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
- Promote parental, family, and community engagement activities and strategies that enhance or supplement language instruction educational programs for English learners.

Title III, Part A – ELA Supplemental Expenses:

- Improving the instructional program for ELs 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 ELs; and
 - 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 ELs
- Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to do the following:
 - To improve the English language skills of ELs; and
 - 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 ELs, which may include ELs 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; and
 - Incorporation of these resources into curricula and programs
- Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education

Title III, Part A – Immigrant Supplemental Expenses:

- Provide family literacy, parent and family outreach, and training activities designed to assist parents to become active participants in the education of their children;
- Provide tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Provide basic instructional services that are directly attributable to the presence of immigrant children and youth, including the payment of costs providing additional classroom supplies, costs of transportation, or other costs as are directly attributable to such additional basic instructional services;
- Provide activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services;
- Provide support for personnel, including teachers and paraprofessionals who have been specifically trained or are being trained to provide services to immigrant children and youth;
- Assist in identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with Title III, Part A – Immigrant funds; and
- Provide other instructional services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education.

Direct Administrative Costs: The LEA may include costs associated with:

- Accounting and other fiscal activities, including reporting expenditures to TEA
- Auditing
- Overall program administration
- Evaluating and reporting on the progress and results of the grant program
- Monitoring compliance with the program requirements
- Salaries and benefits for staff who supervise activities of program staff
- Insurance that protects the subgrantee
- Direct administrative costs included in an approved direct cost allocation plan

Indirect Administrative Costs:

The LEA may claim a maximum for indirect costs equals to their current approved restricted indirect cost rate for this federally funded grant. LEAs may use the maximum Indirect Costs Worksheet, posted on the Federal Fiscal Compliance and Reporting Division Indirect Cost Rates page, to calculate the maximum indirect costs that can be claimed for a grant.

For additional guidance on fiscal activities, reference the most updated [General and Fiscal Guidelines](#).

Shared Service Arrangement (SSA)

Defined on page 9 of the [General and Fiscal Guidelines](#), a shared service arrangement (SSA) is an agreement between two or more school districts, open-enrollment charter schools, and/or ESCs. The SSA provides services for all of the entities involved. Such entities may desire to enter into an SSA for the performance and administration of a program in order to maximize the use of funds and services to be provided. In every SSA, a fiscal agent is designated to be ultimately responsible for compliance with grant requirements and conducting administrative duties.

Written SSA Agreement

A formal written agreement is required that defines the composite entity and describes the responsibilities of its fiscal agent and of each SSA member. At a minimum, this agreement contains the following information:

- Legal requirements:
 - Organization of the shared services arrangement
 - Ownership of assets
 - Policies and procedures addressing disposition of assets if the SSA is terminated by one or all members
 - Policies and procedures addressing carryover funds if the SSA is terminated by one or all members
 - Liabilities, including legal fees due to complaint, grievance, litigation, refund from onsite monitoring, audit, etc.
 - Basis for allocation of costs of the fiscal agent
 - Uncontrollable costs that impact the fiscal agent
- Responsibilities of the designated fiscal agent:
 - Services to be provided to SSA members
 - Employment of personnel
 - Budgeting and accounting
 - Reporting
- Responsibilities of each SSA member:
 - Employment of personnel
 - Budgeting and accounting
 - Reporting

Note: School districts who are participating in an SSA should reference their SSA agreement and/or contact their designated fiscal agent on how Title III, Part A funds are being expended to avoid supplanting at the local and/or fiscal agent level.

Additional Federal Funding Resources:

[Clarifying Title III LEA Required Activities under ESSA](#): This resource tool has been developed to help LEAs understand the expectation of Title III, Part A funds when an LEA applies for these funds.

[Supplement, Not Supplant Handbook](#): The purpose of this handbook is to provide individuals responsible for managing Texas Education Agency (TEA) federal grants with guidance on how to determine allowable costs and budget items by class/object code in accordance with grant requirements.

[Budgeting Costs Guidance Handbook](#): The purpose of this handbook is to provide individuals responsible for managing TEA federal grants with guidance on how to determine allowable costs and budget items by class/object code in accordance with grant requirements.

[General and Fiscal Guidelines](#): This guidance describes grant application procedures as well as general processes for distribution and management of grant funds based on the Education Department General Administrative Regulations (EDGAR).

[Education Department General Administrative Regulations \(EDGAR\)](#): For complete description of the federal regulations that apply to federal education grant awards.

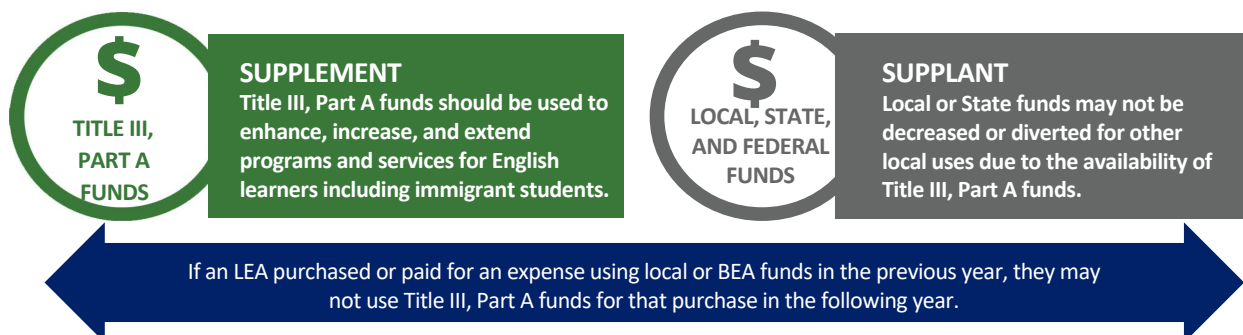
[TEA Grant Resources](#): This resource page provides guidelines, handbooks, trainings, and other resources related to grant application and administration processes.

[Entitlements and Allocations Dashboards](#): This dashboard provides users the ability to scroll from one table to the next displaying total award amount, amount remaining, and the percentage of the funds remaining.

Supplement, Not Supplant

Definition of Supplement, Not Supplant

The term “supplement, not supplant” is a provision common to many federal statutes authorizing education grant programs. There is no single supplement, not supplant provision. Rather, the wording of the provision varies depending on the various statutes. In order to be in compliance with each program’s version of the supplement, not supplant requirements, LEAs must be cognizant of how the provision is applied in each specific program.



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Citation	Supplement, Not Supplant Provision
ESEA of 1965, as amended by ESSA, Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement [Section 3115 (g)]	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.

Title III funds are supplemental and are to be used over and above the LEA's required services and resources provided to emergent bilingual students.

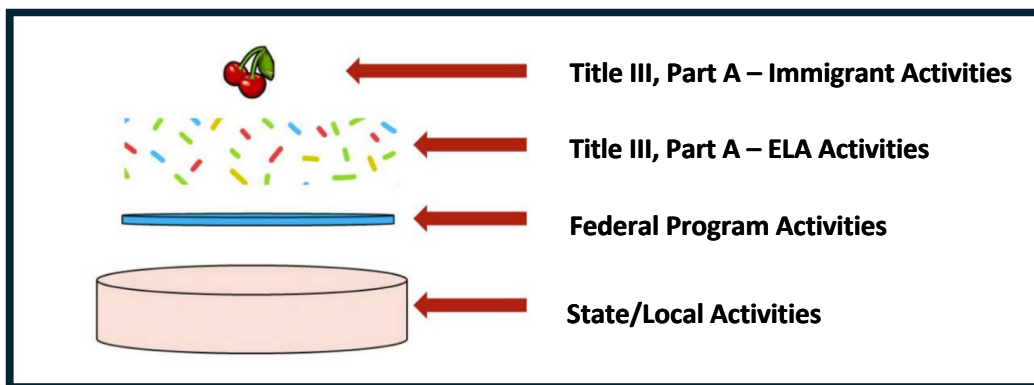
Example

As a part of the basic allotment to public schools, Texas provides state funding to LEAs that serve emergent bilingual students. According to state statute, these funds must be used to provide services to emergent bilingual students through bilingual education programs. Title III, Part A funds cannot be used to meet the state requirements for serving emergent bilingual students. Additionally, Title III, Part A funds are supplemental to all other funds, including local, state, and **other federal funds**. The LEA must ensure that any services provided with Title III, Part A funds are supplemental and could not be provided with any other funds, including Title I, Part A funds.

Note: Local or State funds may not be decreased or diverted merely because of the availability of Title III, Part A funds.

Maximizing State/Federal Dollars

When needing to expend funds to meet the educational needs of EB and/or immigrant students, it is recommended that school systems consider all available funding sources that are intended to support EB and/or immigrant students. When maximizing your funds, imagine building a cupcake and how you always want your cupcake to be right side up. Title III, Part A funds are supplemental to all other local, state and federal funds. The cupcake approach also applies when providing services to educators or school leaders through professional development opportunities and/or meeting the needs of families of EB and/or immigrant students. For additional guidance on how to maximize your State/Federal dollars, it is recommended to watch the following video: [Maximizing your State and Federal Dollars for EB Students](#).



Supplemental Pay with Title III, Part A Funds

Title III, Part A funds can be used for supplemental pay for any LEA staff who is serving EB and/or immigrant students outside of their contract time. Below are a couple examples of how an LEA can leverage Title III, Part A funds for a classroom teacher who is contracted with local/state funds.

Title III supplemental pay to a contracted classroom teacher (Daily View)		
Title III Funded	Local/State Funded (Not BEA)	Title III Funded
7:00 a.m. - 7:30 a.m. (Tutoring)	7:30 a.m. - 3:30 p.m. (Instructional Time)	3:30 p.m. - 4:00 p.m. (Tutoring)

Title III supplemental pay to a contracted classroom teacher (Yearly View)	
Local/State Funded (Not BEA)	Title III Funded
August - May (187 Contracted Instructional Days)	June - July (Supplemental Summer Programs)

Comprehensive Needs Assessment

Districts should incorporate the use of both BEA and Title III funding sources into their Campus Improvement Plans (CIPs) and/or District Improvement Plans (DIPs).

It is highly recommended that an LEA delineate out in their CIP and/or DIP targeted needs for EB and/or immigrant students or professional development for educators who are implementing or overseeing the LIEP.

Per ESSA, Section 3115(c)(2)(D), Title III, Part A – ELA funds cannot be expended on 1-day or short-term workshops and conferences, unless the activity is a component of a long-term, comprehensive professional development (PD) plan established by a teacher and the teacher’s supervisor. This PD plan is based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.

Note: The TEA Title III program has defined “Supervisor” to also mean an LEA school leader who supervises the fidelity of the LEA’s LIEP, which would include identifying areas of growth campus/district-level staff.



Allowable vs. Unallowable Use of Funds

This section addresses the following funding areas:

- Salary Costs
- Salary Supplements & Staff Expenses
- Professional Development (PD) Opportunities
- Assessment/Instructional Materials and Equipment
- Supplemental Program Services
- Conferences
- Engagement Activities

When determining the funding source for an activity, it is recommended to keep the following terms in mind.

- ❖ **Budgeted** – The cost is clearly documented and prioritized in the appropriate budgetary item.
- ❖ **Reasonable** – Will the cost stand to public scrutiny? Are the costs consistent with state and federal policies and procedures?
- ❖ **Appropriate** – It meets compliance according to state and federal guidance, policies, and procedures.
- ❖ **Necessary** – The cost is essential to carry out the intent and purpose of the program.

The funding guidebook does not contain an exhaustive list of allowable/unallowable expenditures.

This will be a living document and will be updated as required. If you have any funding questions, please email us at EmergentBilingualSupport@tea.texas.gov.

Salary Costs		
Activity	BEA Funds	Title III Funds
Certified bilingual and/or ESL teachers delivering daily classroom instruction	--	--
Bilingual/ESL instructional coaches who provide targeted professional development for teachers instructing EB and/or immigrant students	√	√
Paraprofessionals who are assisting classroom teachers who are instructing EB and/or immigrant students	√	√
Paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant students	--	√
Language Proficiency Assessment Committee (LPAC) clerks	√	--
Clerical positions to support Title III activities	--	√
Family, literacy, and/or parent outreach liaison	--	√
Positions coded in Human Resources (HR) as bilingual/ESL program directors	--	--
Positions coded in HR as bilingual/ESL administrators	--	*

*Title III, Part A – ELA Direct Admin Cost has a 2% cap.

Salary Supplements & Staff Expenses		
Activity	BEA Funds	Title III Funds
Stipends for certified bilingual and ESL classroom teachers who are instructing EB students as a part of the state-approved program model	√	—
Stipends for certified bilingual and/or ESL staff who are not the teacher of record.	—	—
One time hiring bonuses for certified bilingual and ESL classroom teachers	√	—
Supplemental pay/extra duty pay (outside of their contracted hours) for certified bilingual and ESL classroom teachers	√	√
Supplemental pay/extra duty pay (outside of their contracted hours) for paraprofessionals or other support staff	—	√
Substitute pay to cover teaching staff absent from school to take a Texas ESL and or bilingual certification test	√	√
Reimbursement for the cost of bilingual or ESL certification tests for teachers who are on a BE exception and/or ESL waiver	√	—
Reimbursement for the cost of bilingual or ESL certification tests for LEAs who are building capacity beyond what is required by state policy	—	√
Professional development opportunities for teachers who are under a BE exception and/or ESL waiver	√	—
Certification prep trainings to build capacity beyond meeting state policy requirements	—	√
Payment fee to the State Board of Educator Certification (SBEC) to add a supplemental certificate to an existing teacher's certificate	—	—
Emergency Permit fees	√	—
Language software licenses for LEA staff, including classroom teachers, to learn a second language to communicate with EB students, and their families	—	—



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Professional Development (PD) Opportunities		
Activity	BEA Funds	Title III Funds
Teachers instructing EB students, campus/district-level administrators, and other school leaders	√	√
Teachers under a bilingual exception and/or ESL waiver to get appropriately certified	√	—
General education teachers not instructing EB students	—	—
State required training such as LPAC, English Language Proficiency Standards (ELPS) or TELPAS	√	—
Supplemental PD opportunities designed to improve the instruction and assessment of EB students geared towards Principals, administrators, and other school leaders	—	√
School or community-based organizational personnel who support EB students and their families	—	√
Supplemental training opportunities to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies	—	√

Conferences		
Activity	BEA Funds	Title III Funds
Registration fees for educators who serve EB and/or immigrant students to attend state and/or national conferences related to Bilingual and ESL programs	√	√
Registration fees for school leaders who support EB and/or immigrant students to attend state and/or national conferences related to Bilingual and ESL programs	√	√
Registration fees for EB and/or immigrant students to attend state conferences related to Bilingual and/or ESL programs	—	√
Registration fees for families of EB and/or immigrant students to attend state conferences related to Bilingual and ESL programs	—	√
Travel costs for educators to attend state and/or national conferences related to Bilingual and/or ESL programs	√	√
Travel costs for officials such as the executive director, superintendent, or board members (ex. hotels, meals, mileage, etc.)	√	√
Travel costs and registration fees for out of the country conferences	—	—

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Assessment/Instructional Materials and Equipment		
Activity	BEA Funds	Title III Funds
Assessment for Identification	√	—
Assessment for Reclassification	√	—
Assessment for Progress Monitoring	√	√
Smart boards	√	—
Bilingual thesauruses and dictionaries and other manipulatives that are directly related to the enhancement of instruction to serve emergent bilingual students	√	√
Classroom technology enhancements for EB and/or immigrant students (i.e., electronic devices, student computers, software licenses, etc.)	√	√
Instructional material and equipment to be used by general education students only	—	—
Instructional material and equipment to be used by non-EB students participating in a 2-way DLI program model	√	—
Equipment (headphones, microphones, recording devices, etc.) to be used for state assessments (TELPAS)	√	—
Electronic devices for families of EB and/or immigrant students, to increase language development in the home (portable electronic devices, internet connectivity equipment, etc.)	—	√
Instructional materials necessary to carry out the success of the state-adopted curriculum used in a bilingual/ESL classroom	√	—
Supplemental instructional materials used for small group instruction, tutoring, and enrichment summer school programs for EB and/or immigrant students	√	√
Translation devices for classroom teachers to be used to communicate with students	—	—
Manipulatives for language development use	√	√
Manipulatives for general education classrooms	—	—
Realia	√	—
Technology equipment and electronic devices for EB and/or immigrant students to use for language development	√	√

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Supplemental Program Services		
Activity	BEA Funds	Title III Funds
Translation and Interpretation services for EB and/or immigrant students and their families to communicate the benefits of language services and program expectations	—	—
Translation and Interpretation services for families of EB and/or immigrant students to increase participation of Title III parent, family, and community engagement activities	—	√
Educational field trips for EB and/or immigrant students and their families	—	√
Lunches provided to EB and/or immigrant students on educational field trips	—	√
Shirts or other school gear	—	—
Meals	—	—
Refreshments to increase participation for Title III parent, family, and/or community engagement activities	—	√
Snacks for EB and/or immigrant students for extended instructional hours (ex. after school tutoring)	—	√
All Disciplinary Alternative Education Program (DAEP) related costs	—	—
Costs incurred relating to foreign language courses	—	—
Upgrading program objectives and effective instructional strategies	—	√
Tutorials, academic or career, and technical education for English learners	√	√
Developing and implementing effective preschool, elementary school, or secondary school language-instruction educational programs that are coordinated with other relevant programs and services	—	√
Providing community participation programs, family literacy services, and parent and family outreach and training activities to EB and/or immigrant students and their families to do the following: <ul style="list-style-type: none"> Improve the English language skills; and Assist parents and families in helping their children to improve their academic achievement by becoming active participants in the education of their children 	—	√
Offer early college high school or dual or concurrent enrollment programs or courses designed to help EB and/or immigrant students achieve success in postsecondary education	—	√
Dual enrollment college course fees (only if these costs are not already being provided to non-emergent bilingual students)	—	√
Foreign transcript evaluations for immigrant students	—	√

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Engagement Activities		
Activity	BEA Funds	Title III Funds
Expenses incurred for disseminating information to parents of EB and/or immigrant students	√	√
Use of technology apps to build communication and parenting resources	√	√
Light refreshments	—	√
Meals for parents or students	—	—
Lunches provided to families of EB and/or immigrant students who are participating on field trips to meet Title III engagement requirements	—	√
Transportation to and from Title III engagement activities for parents of EB and/or immigrant students, to increase participation	—	√
Educational field trips for EB and/or immigrant students	—	√
Door prizes	—	—
Nutritional snacks for students during extended day (after-school) programs	—	√
Nutritional snacks for children in childcare while parents are participating in Title III-funded activities	—	√

