



**Office of English Language Proficiency  
Monitoring Tool  
2023-2024**

**Due December 8, 2023**

## ENGLISH LANGUAGE PROFICIENCY MONITORING

- A. **Oklahoma State Law 70, 18-109.5(16)** – Identification of bilingual students as defined by Oklahoma State Law
- B. **Oklahoma Administrative Code 210:10-13-21** – Academic Assessment Monitoring Program. “The Oklahoma State Department of Education (OSDE) shall establish and implement the Academic Assessment Monitoring Program (AAMP) to evaluate school district implementation and compliance with both Federal and State law and regulations related to academic assessments. [...] This monitoring program is intended to: ensure the testing of all eligible students, proper training of school district staff is conducted, test security is maintained, assessments are administered consistently and in a uniform manner as mandated in the Oklahoma Administrative Code (OAC) sections 210:10-13-2, 4, 6, 7, 9, 10, and 11; ensure that the OSDE receives from districts data of the highest quality, as mandated in the Oklahoma Administrative Code (OAC) 210:10-13-4, 18, and 20, and; assist the staff of the OSDE to better advise and partner with districts regarding accountability and assessments.
- C. **Oklahoma Administrative Code 210:15-35** – English Language Learner Programs
- D. **Title I, Part A** – “The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” (ESSA, Section 1001)
- E. **Title III, Part A-English Language Acquisition, Language Enhancement, and Academic Achievement** – “The purpose of this subpart is (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English; (2) to assist all English learners, including immigrant children and youth, 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; (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth; (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and (5) to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.” (ESSA, Sec. 3102)
- F. **ESSER** – Elementary and Secondary School Emergency Relief Fund – The purpose of these funds is “to provide federal support in the wake of the public health crisis and economic downturn brought by the COVID-19 pandemic.” (CARES Act of 2020, CRRSA Act of 2020, ARP Act of 2021)

## THE MONITORING PROCESS

The monitoring process is designed to assess the degree to which program requirements are being fulfilled, so the State Educational Agency (SEA) can make recommendations when appropriate. In addition, it provides an opportunity for the SEA to provide technical assistance and guidance to Local Educational Agencies (LEAs) in order to strengthen their program administration and improve the quality of programs and projects being implemented.

### A. Description of the Monitoring Process

As a recipient of federal grant program funds from the United States Department of Education (USDE), the Oklahoma State Department of Education (OSDE) is required to conduct compliance reviews to ensure that subgrants of federal program funds to Local Education Agencies (LEAs) are used in accordance with the purposes of the authorizing statute.

Programs are monitored at least once every three years. LEAs deemed through Risk Assessment to represent a higher risk in the appropriate use of funds may be monitored more than once in a given three-year period. LEAs will be notified annually whether they are to be monitored for that school year, and whether they are to be site monitored or desk monitored.

### B. Preparation for Monitoring

**Site Monitoring** - LEAs will receive an e-mail containing the English Language Proficiency Monitoring Tool and the due date for submitting required monitoring documents to the OSDE Office of English Language Proficiency (OELP). The LEA will receive information on creating a login to the OELP Monitoring shell in Canvas, where all documents will be uploaded. A conference call between the OELP and LEA will be conducted to confirm date and time of the site visit. OELP staff will review monitoring documentation prior to the site visit. One or more OELP staff members will be assigned to conduct an onsite monitoring visit.

OELP staff performs a detailed review of all submitted monitoring documents, prior to the on-site monitoring visit. Documents are reviewed in alignment with ESSA indicators and will determine the final results of the monitoring process. During the review process, OELP reviewers will communicate to the LEA if further action needs to be taken to reach compliance.

The OELP monitoring team will interview LEA personnel (superintendent, EL coordinator, principals, teachers, parents, and/or other stakeholders) both individually and in groups, as appropriate. Multiple interviews allow OELP staff to gather information from a variety of perspectives and evaluate the effectiveness of the LEA Language Instruction Educational Program.

OELP staff will send a formal summary of the site visit together with any recommendations to the LEA following the site visit.

**Desk Monitoring** - LEAs will receive an e-mail containing the monitoring tool and the due date for submitting required monitoring documents to the OELP. The LEA will receive information on creating a login to the OELP Monitoring shell in Canvas, where all documents will be uploaded. During the desk monitoring, OELP staff will review documentation and notify the LEA of the monitoring results. Guidance in the form of training webinars and in-person meetings will be provided by OELP in a timely manner.

Desk reviews include an evaluation of compliance with program requirements. In the context of a desk review, the LEA is required to collect, organize, and submit the tool and all program specific documentation in keeping with the established timeline.

OELP staff will perform a detailed review of all submitted monitoring documents. Documents are reviewed for alignment with ESSA indicators. During the review process, the OELP reviewers will communicate with the LEA if further action is needed in order to reach compliance. OELP reviewers will complete an initial review of documents and contact LEAs with any requests for additional documentation by **March 15, 2024**. Any such documents requested during the review process must be submitted to OELP by the final deadline of **April 19, 2024**.

### **C. Notification of Findings**

If monitoring documentation is not received by the **December 8, 2023**, due date, federal funds will be withheld from LEA until all required documentation has been submitted.

At the conclusion of the site or desk monitoring process, a results letter will be sent to LEA indicating compliance or non-compliance. Non-compliance letters will indicate the points of non-compliance, whether because documentation was deemed unacceptable or because of a lack of documentation.

If an LEA is found to be non-compliant, reimbursement of all federal funds will be withheld until such time, within thirty (30) calendar days, that the LEA submits an acceptable Corrective Action Plan (CAP) for each missing or unacceptable item. Once the Corrective Action Plans have been received and approved by OELP, that LEA's federal funds for the remainder of the current fiscal year will be released. **A failure to submit Corrective Action Plans within thirty (30) days could result in the withholding of federal funds for both the current and the following fiscal year, at OSDE discretion.**

**Non-compliant LEAs will also be required to submit evidence that they have implemented Corrective Action Plans by September 30, 2024. Failure to do so can result in the LEA's federal funding being withheld for the entirety of FY24.**

## INSTRUCTIONS

1. By December 8, 2023, the LEA will submit the completed Monitoring Checklist and supporting documentation to the ELP Monitoring 2023-2024 shell in Canvas. All documents should be saved in .pdf format. The LEA superintendent must check the red “certify” box on the completed Monitoring Checklist prior to uploading it to Canvas.
2. For each indicator that does not apply to the LEA, the appropriate “N.A.” box should be checked on the Monitoring Checklist together with a brief statement explaining why that indicator does not apply to the LEA.
3. Documentation for each indicator will be uploaded to the appropriate dropbox in Canvas.
4. When saving documents, name each document according to how it is referenced in the Monitoring Tool, for example:
  - SID 1a
  - PSE 2b
  - PFE 1a

SECTION I: Student Identification (SID)			
Indicator	Relevant Legislation	Document(s) to be Submitted	Description/Notes
SID 1	<p>The LEA accurately identifies all potential English Learners using the Statewide Home Language Survey (HLS) for all newly enrolled students.</p> <p><i>[Title VI of the Civil Rights Act of 1964; ESSA, Section 3113(b)(2)]</i></p>	<p><b>a. Submit to OSDE:</b> LEA <b>written procedures</b> for identifying potential English Learners.</p>	<p>All procedures should be a step-by-step guide to how this task is accomplished and who (job title) is responsible for the various steps.</p> <p>These can be quite simple.</p>
		<p><b>b. Submit to OSDE:</b> LEA <b>written procedures</b> for identifying potential English Learners in participating non-public schools (if applicable).</p>	
		<p><b>c. Submit to OSDE:</b> LEA <b>written procedures</b> for identifying potential English Learners in facilities for neglected and/or delinquent children (if applicable).</p>	
SID 2	<p>The LEA uses the state approved English language proficiency screener aligned to the State’s English language proficiency standards and the State’s academic content standards.</p> <p><i>[Title VI of the Civil Rights Act of 1964] [ESSA, Section 1112(e)(3)(A)]</i></p>	<p><b>a. Submit to OSDE:</b> List of students (use Student Testing Numbers/ STN#, not names) taking the Placement Test (WIDA Screener/ MODEL), indicating the date when students enrolled in school and the date when the test was administered.</p>	<p>We would like a list of the students (STNs, not names) who were given a screener this year, the student’s date of enrollment or the first day of school, and the date of the screener. This is to verify that students are being screened in a timely manner. If no new students were screened this year, this does not apply to you.</p>
		<p><b>b. Submit to OSDE:</b> List of <i>all</i> personnel administering state ELP testing (including proof of WIDA certification).</p>	

<b>SID 3</b>	<p>The LEA accurately qualifies and places eligible EL students in a Language Instruction Educational Program (LIEP) within 30 days using the statewide standardized entrance criteria and process.</p> <p><i>[Title VI of the Civil Rights Act of 1964; ESSA, Section 1112(e)(3)(A); ESSA, Section 3113(b)(2)]</i></p> <p>Each local educational agency using funds under this part or title III to provide a language instruction education program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program.</p> <p><i>[ESSA, Section 1112(e)(3)(A)(i-vii)]</i></p>	<p><b>a. Submit to OSDE:</b> Sample of the <b>Parents-Right-To-Know</b> notification letter sent <b>to the parents of an identified English Learner</b> explaining the reasons for identification, level of proficiency, methods of instruction, and specific exit requirements. This letter shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (if applicable).</p>	<p>This is the letter sent to parents together with the ELAP explaining the reasons for identification and the services offered. A template is available in the Monitoring Toolkit. As with all notifications, this should be <b>in a language that parents can understand</b>. If none of your EL families requires translation, please include a note to that effect.</p>
	<p><b>b. Sample English Learner Academic Plan (ELAP):</b> Sample of completed ELAP as presented to the parents of an identified English Learner.</p>	<p>We would like a sample completed ELAP from the current school year.</p>	
<b>SID 4</b>	<p>“Bilingual” [for the purposes of calculating weighted Foundation Aid] means those students who have limited English speaking abilities or who come from homes where English is not the dominant language as reported on the current year application for accreditation.</p> <p><i>[OK Title 70-18-109.5(16)]</i></p>	<p><b>a. Submit to OSDE:</b> LEA <b>written procedures</b> for identifying Bilingual students qualifying for State Bilingual funding.</p>	<p>This may be combined with your EL identification procedures, but it is a distinct item. Who is responsible for determining which students qualify as Bilingual for the state aid formula, and where does that person find the relevant information</p>

SECTION II: Services and Program Evaluation (SPE)			
Indicator	Relevant Legislation	Document(s) to be Submitted	Description/Notes
SPE 1	Each student identified for <b>core EL program</b> receives a high-quality program of instruction that uses approaches, methodologies, and curricular materials/resources that are evidence based and proven effective with English Learners. EL programming and services are provided in comparable facilities that do not unreasonably segregate EL students. <i>[Title VI of the Civil Rights Act of 1964; Castañeda v Pickard [648 F.2d 989 (5th Cir. 1981)], [Lau v. Nichols (1974)]</i>	<b>a. Submit to OSDE: <u>No submission required</u></b> The OSDE reviewer will review the LEA’s LIEP for completeness. Since these plans have been submitted in GMS, there is no need to submit documentation for this indicator.	Points b. and c. are quite straightforward: we would like a description of the curricular or resource materials used in helping English learners reach proficiency, and at least one sample lesson plan showing that both content area and language needs are being addressed.
		<b>b. Submit to OSDE:</b> Descriptions of EL services and curricular resources/materials provided by the Language Instruction Educational Program (LIEP) core program (e.g., course descriptions, curriculum map, scope and sequence, interventions.)	
		<b>c. Submit to OSDE:</b> Evidence that instruction has been designed for meeting the needs of ELs (e.g., <b>Sample lesson plan</b> indicating incorporation of WIDA English Language Development Standards and Oklahoma Academic Standards) <i>[ESSA, Section 3115(d)(5)]</i>	
SPE 2	The LEA demonstrates that the Core EL program and academic courses indicate that English Learners are	<b>a. Submit to OSDE: <u>Written procedures</u></b> for intervention in the absence of progress	What steps are taken and who takes them (job title) when your English learners do not make progress towards proficiency, or



	<p>achieving and sustaining parity of linguistic and academic achievement with students who entered the LEA's school system already proficient in English.</p> <p><i>[Title VI of the Civil Rights Act of 1964, [648 F. 2d 989 (5th Circuit, 1981)]</i></p>	<p>towards English language proficiency or when that progress does not correlate with overall academic achievement.</p>	<p>their progress towards proficiency lags behind their level of general academic achievement?</p>
<p><b>SPE 3</b></p>	<p>EL students are identified and qualified for special programs (Title I, Special Ed, Gifted and Talented) in a timely manner as compared with their English-only peers. EL staff are involved in the placement/programming for ELs participating in special programs.</p> <p><i>[Title VI of the Civil Rights Act of 1964]</i></p>	<p><b>a. Submit to OSDE:</b> Documentation in IEP cumulative files indicating that EL personnel were invited to participate in IEP meetings for EL students who are also qualified to receive special education (SPED) services (i.e., agenda and sign-in sheet).</p>	
<p><b>SPE 4</b></p>	<p>The LEA accurately exits eligible EL students from a Language Instruction Education Program (LIEP) within the school year, using the statewide-standardized exit criteria and process. <i>[ESSA, Section 3113(b)(2)]</i></p> <p>The LEA monitors, for a minimum of two years, the progress of students exited from the program to ensure correct classification, placement, and additional support if needed,</p> <p><i>[Title VI of the Civil Rights Act of 1964]</i></p>	<p><b>a. Submit to OSDE:</b> Evidence of former EL student performance tracking (e.g. EL student information system reports, OSDE EL monitoring form, etc., including the date of obtaining a proficient score on the ELP assessment).</p>	<p>Once English learners have reached proficiency, the LEA is required to monitor their academic progress for four years, formally for two years. A monitoring form is available in the Monitoring Toolkit, although LEAs are allowed to develop their own monitoring forms as well. Here we would like sample completed forms.</p>

<b>SPE 5</b>	<p>All qualified EL students are annually assessed for English Language Proficiency (ELP) using the state approved English Language Proficiency assessment (WIDA) aligned to the state’s English Language Proficiency standards and the State’s academic content standards.  <i>[ESSA, Section 1111(b)(2)(G)]; [ESSA, Section 3113(b)(3)(B)]</i></p>	<p><b>a. Submit to OSDE:</b> LEA <b>written procedures</b> for how the LEA provides appropriate accommodations on the ELP assessment (WIDA) for ELs with an active IEP.</p>	<p>Who is responsible for making sure all students receive appropriate accommodations and for making sure that all students are assessed? What steps do they take in carrying out these tasks?</p>
	<p>The LEA assesses all qualified ELs on annual academic achievement assessments in appropriate grades (OSTP).  <i>[ESSA, Section 1111(b)(2)(B)(vii)(III); 1111(b)(3)]</i></p> <p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and Els so that they are appropriately included in assessments and receive accommodations that are [...] consistent with the assessment accommodations identified by a student’s IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA.  <i>[cf. ESSA, Section 1111(b)(2)(G); 34 CFR 200.6(h)(1), (5)]</i></p>	<p><b>b. Submit to OSDE:</b> LEA <b>written procedures</b> or verifying that all English learners are tested on both the ELP assessments (WIDA) and state academic achievement assessments (OSTP).</p>	
	<p><b>c. Submit to OSDE:</b> completed ACCESS/Alt-ACCESS test administration checklists. These checklists must be signed by the testing administrator or LEA superintendent.</p>	<p>The LEA will not have these checklists at the time of initial document submission, but only after the beginning of testing. The checklists can be found in the Monitoring Toolkit and on the OELP website.</p>	
<b>SPE 6</b>	<p>In order to meet the language requirements of the Equal Educational Opportunities Act of 1974</p>	<p><b>a. Submit to OSDE:</b> Current year Professional Development program including professional</p>	

	<p>(EEOA), LEAs must provide a language program that is based on sound educational theory and that program must be implemented effectively with resources for personnel, instructional materials, and space. Resources for personnel is interpreted as including professional development initiatives that align with the chosen intervention model.</p> <p><i>Castañeda v Pickard [648 F.2d 989 (5th Cir. 1981)</i></p>	<p>development targeting the implementation of the LEA’s Language Instruction Education Program (LIEP).</p>	
<p><b>SPE 7</b></p>	<p><b><u>Title III Grant Recipients Only</u></b>          LEAs must use Title III funds to provide effective professional development for teachers and principals of ELs that is:</p> <ul style="list-style-type: none"> <li>• Designed to improve the instruction and assessment of ELs; Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs;</li> <li>• Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs; and</li> </ul>	<p><b><u>FOR TITLE III RECIPIENTS</u></b>  <b>a. Submit to OSDE:</b>          Evidence of EL professional development (PD) for teachers and principals (e.g., agendas and sign-in sheets, provider invoices, training descriptions, etc.).</p> <p><b><u>FOR TITLE III RECIPIENTS</u></b>  <b>b. Submit to OSDE:</b>          Evidence of EL professional development (PD) for personnel working in participating non-public schools (if applicable).</p> <p><b><u>FOR TITLE III RECIPIENTS</u></b>  <b>c. Submit to OSDE:</b>          Evidence of EL professional development (PD) for personnel working in facilities for neglected and/or delinquent children (if applicable).</p>	

	<ul style="list-style-type: none"> <li>• Of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher’s comprehensive professional development plan that is based on a needs assessment. <i>[ESSA, Section 3115(c)(2)]</i></li> </ul>		
<p><b>SPE 8</b></p>	<p><b><u>Title III Immigrant Grant Recipients Only</u></b>  The LEA uses Immigrant funds to serve immigrant children and youth as required by Section 3115(e) The term “immigrant children and youth” as defined in section 3201(5) of Elementary and Secondary Education Act (ESEA), means individuals who-</p> <ol style="list-style-type: none"> <li>1) Are aged 3 through 21;</li> <li>2) Were not born in any State; and</li> <li>3) Have not been attending one or more schools in any one or more States for more than 3 full academic years.</li> </ol> <p><b>*An immigrant student may or may not also be EL, and an EL student may or may not also be immigrant.</b></p>	<p><b><u>FOR TITLE III-IMMIGRANT GRANT RECIPIENTS</u></b>  <b>a. Submit to OSDE:</b>  Sample of documentation (e.g., flyers, newsletter announcements, agendas, sign-in sheets, etc. for FY23 or FY24) that indicates the use of funds to enhance instructional opportunities for <b><i>immigrant</i></b> children and youth <i>(if applicable)</i>.  <i>[ESSA, Section 3115(e)(1)(A)-(G)]</i></p>	<p>We would like evidence of educational activities for immigrant children. These events must be supported with Title III funds and must be educational in nature.</p>

SECTION III: Parent and Family Engagement (PFE)			
Indicator	Relevant Legislation	Document(s) to be Submitted	Description/Notes
PFE 1	<p>A school that receives funds under this part <b>shall</b> provide to each individual parent of a child who is a student in such school, with respect to such student information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part.</p> <p><i>[ESSA, Section 1112(e)(1)(B)(i)]</i></p>	<p><b>a. Submit to OSDE:</b> Evidence of informing the parents on the level of achievement and academic growth of their student on State approved EL assessment (ACCESS).</p>	<p>Please submit the notice sent to parents informing them of the student’s score on the WIDA ACCESS assessment – a sample letter or email, or screenshot of online portal.</p>
PFE 2	<p>The LEA ensures that it implements effective means of outreach to parents of English Learners regarding their education. <i>[ESSA, Section 1112(e)(3)(C)]</i></p> <p>LEA shall use the funds to provide and implement <i>other</i> effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community engagement activities.</p> <p><i>[ESSA, Section 3115(c)(3)(A)]</i></p>	<p><b>a. Submit to OSDE:</b> Evidence of Parent/Family Engagement <b><u>educational</u></b> activities and outreach.</p>	<p>Here we would like to see invitations sent to parents/families of ELs for educational activities. The most common activities are math night or literacy night, but there are many other possibilities. The important thing is that it be an educational activity. These invitations should be in a language other than English. If none of your EL families require translation, please include a note stating as much.</p>
PFE 3	<p><b><u>Title III-EL Grant Recipients Only</u></b> Parents, LEA and higher education staff, and community agencies/groups participate in developing and</p>	<p><b><u>FOR TITLE III-EL RECIPIENTS</u></b> <b>a. Submit to OSDE:</b> Agendas and sign-in sheets (including names and roles/affiliations)</p>	

	<p>implementing the EL program and if applicable, coordinate with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start, and other early childhood education providers. <i>[ESSA Section 3116(b)(4)(C)(D)]</i></p>	<p>from meetings that included parents, LEA and higher education staff, and community agencies/groups participating in developing and implementing the EL program.</p>	
<p><b>PFE 4</b></p>	<p><b><u>Title III-Imm Grant Recipients Only</u></b> An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities <b>for immigrant</b> children and youth, which may include family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children. <i>[ESSA, Section 3115(e)(1)(A)]</i></p>	<p><b><u>FOR TITLE III-IMMIGRANT GRANT RECIPIENTS</u></b> <b>a. Submit to OSDE:</b> Evidence of Parent/Family Engagement <b>educational</b> activities and outreach to the <b>parents of immigrant</b> students.</p>	<p>This is parallel to PFE 2 above, but regarding activities specific to parents of immigrant students. Such activities could include sessions explaining the U.S. school system, providing assistance navigating school resources, etc.</p>
<p><b>PFE 5</b></p>	<p><b><u>Title III-Imm Grant Recipients Only</u></b> An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for <b>immigrant</b> children and youth, which may include family activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other</p>	<p><b><u>FOR TITLE III-IMMIGRANT GRANT RECIPIENTS</u></b> <b>a. Submit to OSDE:</b> evidence of outreach invitations and attendance sign-in sheets for activities coordinated between the LEA and <b>community-based organizations</b> to assist <b>parents of immigrant</b> children.</p>	

	<p>entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community service</p> <p><i>[ESSA, Section 3115(e)(1)(G)]</i></p>		
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SECTION IV: CORONA VIRUS RELIEF (CR)			
Indicator	Relevant Legislation	Document(s) to be Submitted	Description/Notes
CR 1	<p>The LEA accurately identifies all potential English Learners using the Statewide Home Language Survey (HLS) for all newly enrolled students.</p> <p><i>[Title VI of the Civil Rights Act of 1964; ESSA, Section 3113(b)(2)]</i></p>	<p><b>a. Submit to OSDE:</b> If operating any virtual education programs, submit procedures for identifying ELs in distance learning.</p>	<p>This only applies if the LEA has had to switch to a virtual education program in the current school year due to COVID-19.</p>
		<p><b>b. Submit to OSDE:</b> Sample notifications to parents of distance learning services and sample notification to parents of student progress in a distance learning model in a language that parents can understand (if applicable.)</p>	
CR 2	<p>A local education agency that receives funds under this title may use the funds for ... activities that are necessary to maintain the operation of and continuity of services in local educational agencies.</p> <p><i>[CARES Act, Section 18003(d)]</i></p>	<p><b>a. Submit to OSDE:</b> Distance learning – if applicable, a description of the LEA’s EL-specific distance learning plan and evidence of its implementation, including professional development (sign-in sheets, emails, etc./documentation of participation)</p>	<p>This only applies if the LEA has had to switch to a virtual education program in the current school year due to COVID-19.</p>
		<p><b>b. Submit to OSDE:</b> Sample notifications to parents of distance learning services and sample notification to parents of student progress in a distance learning model in a language that parents can understand (if applicable.)</p>	



<b>CR 3</b>	<p>The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must include at a minimum descriptions of</p> <p>...</p> <p>(2) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year;</p> <p>...</p> <p>(4) How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students...</p> <p><i>ARP Interim Final Requirements</i></p>	<p><b>a. Submit to OSDE:</b>  <b>Written procedures</b> for ensuring that EL-specific interventions chosen to address learning loss are evidence-based.</p>	<p>This only applies to LEAs that used ARP/ESSER III funds on programs specifically targeting English learners.</p>
	<p><b>b. Submit to OSDE:</b>  Sample evaluations of the effectiveness of ESSER III funded EL-specific interventions (for example: pre- and post-testing data, etc.)</p>		