TITLE III, PART A
HANDBOOK
LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS & IMMIGRANT STUDENTS

OKLAHOMA Education
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INTRODUCTION

The purposes of Title III, Part A are:
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 (SEAs), Local Educational Agencies (LEAs), 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 (SEA), and Local Educational Agencies (LEAs) 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.
CHAPTER 1: Program Requirements

All LEAs serving English learners (ELs) are required to provide a number of services to these students and their families regardless of whether they receive a Title III, Part A allocation or not. Title III, Part A funds are meant to aid in achieving these goals, supplementing the State funds that all LEAs receive. Succinctly, these requirements are as follows:

- To identify and assess potential English learners in a timely manner;
- To increase English language proficiency and access to academic content through evidence-based language instruction educational programs;
- To provide staff who are sufficiently trained to meet student needs and to provide quality professional development of sufficient intensity and duration to have a lasting impact on classroom instruction;
- To provide parent, family, and community engagement activities and other effective activities and strategies that enhance or supplement language instruction for English learners;
- To provide equal opportunity for students to meaningfully participate in all school activities without unnecessary segregation;
- To address the language needs of English learners who have been classified under project 504/IDEA and served with an Individualized Education Program (IEP);
- To address the needs of English learners who opt out of supplemental language services;
- To monitor the progress of English learners both within the English Language Academic Program and after having reached proficiency and exited supplemental language services;
- To evaluate the effectiveness of the English Language Academic Program; and
- To provide meaningful communication with parents of English learners in a language they can understand.

Title III, Part A grant awards, then, come with three specific requirements:

1. Provide effective supplemental language programs that meet the needs of ELs and demonstrate successes 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 is:
   - designed to improve the instruction and assessment of ELs;
• 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;

• effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and

• of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom.

3. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which shall include parent, family, and community engagement activities.
CHAPTER 2: Identification

LEAs are required to identify and assess potential English language learners in a timely manner. This process begins with the Home Language Survey (HLS) and, depending on the information gathered there, continues with the administration of a screening assessment.

2.1 The Home Language Survey (HLS)

The Home Language Survey (HLS – see Appendix A) should be administered as part of the enrollment process for every student. If a student indicates a language other than English on any of the first three questions of the HLS, that student must be screened for EL status using one of the approved state screening assessments (OKPKST, WIDA Screener, K W-APT, WIDA Model).

If the potential EL enrolls in the school within the first thirty calendar days from the start date of school, the LEA has thirty days from the date of enrollment to administer a placement test and identify the student as eligible for EL services and accommodations. If the student enrolls after the first thirty calendar days from the start date of school, the student must be given a placement test and identified within fourteen days of enrollment.

Since there is no longer a requirement to collect a new HLS for every student every year, the following procedures must be implemented:

- The LEA must include the HLS in student enrollment packets. The intent and purpose of the HLS should be explained and interpreted to parents/guardians by LEA personnel overseeing student enrollment.
- If a parent does not return or declines to complete the HLS, LEA personnel must date and include a brief notation written on the HLS form and place it in the student’s cumulative folder.
- Students who left the district for longer than one school year or students new to the district on or before October 1st of each year will be required to complete a new HLS upon enrollment.
- The LEA must develop procedures for collecting, maintaining, and preparing the HLS documents to be audited by the assigned district Regional Accreditation Officer (RAO).
- The LEA must maintain a copy of the HLS in each student’s cumulative folder.
2.2 Screening Assessments

Any student who answers a language other than English on any of the first three questions on the Home Language Survey (HLS) must be given a placement test (screener) to verify whether the student needs English language services and is to be identified as an English Learner (EL). Oklahoma is a member of the WIDA consortium and uses the suite of WIDA Screener tests to determine whether students need English language services and to establish EL status.

2.2.1 Screening Pre-K Students

Since Pre-K students rarely have any literacy skills to assess, they take a “placeholder” test, the Pre-K Screening Tool (PKST). The PKST is a 10-question oral language screener developed by OSDE, as there is not a WIDA assessment for Pre-K students. The PKST can be found at: https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/FY16%20ELL_PreK_Screening.pdf

2.2.2 Screening Kindergarten Students

Students being placement tested in fall of their kindergarten year should be given the Oral (Speaking/Listening) domains of either the Kindergarten W-APT or Kindergarten MODEL. If students are being placement tested in spring of their kindergarten year, it is a district level decision whether or not students are administered all four domains of placement testing, or if they, too, take only the Oral domains. All kindergarteners taking only the Oral domains of either the Kindergarten W-APT or Kindergarten MODEL qualify as ELs for their kindergarten year if the test results indicate so.

NOTE: All kindergartners and first semester first-graders who assess with the K W APT, regardless of number of domains assessed, qualify as EL for the remainder of the school year.

2.2.3 Screening Students in Grades 1-12

Students in the second semester of first grade through the twelfth grade should be given the WIDA Screener appropriate to the student’s grade level. The WIDA Screeners are designed for “grade level clusters,” grouping together grades 2 and 3, 4 and 5, 6 through 8, and 9 through 12.

Students in the first semester of the first grade in a given grade level cluster should be given the prior grade level cluster’s placement test. For example, first semester 4th
graders should be given the 2-3 cluster of WIDA Screener. This is because a student who has just begun a grade at the beginning of a grade level cluster usually has not yet acquired the language skills associated with that grade.

### 2.2.4 Qualifying Scores

All students who are in kindergarten or the first semester of first grade and who qualify to be placement tested based on the answers to their Home Language Surveys are automatically considered ELs, regardless of placement test scores.

For all other grades, students with a composite score of 4.7 or lower qualify as ELs. These students should be coded as ELs in the WAVE and served as such. They should also be given the WIDA Access proficiency test each Spring until they reach proficiency.

Students with a composite score of 4.8 or higher should not be considered ELs and are not eligible for EL services.
CHAPTER 3: EL/Bilingual Status

While Bilingual and English Learner status are not the same thing, the same individual students often fall into both categories. And while bilingual status, being a category in the Oklahoma state funding formula, is not directly related to Title III funding or programs, the identification process overlaps with the process for identifying ELs, so it will be dealt with briefly below.

3.1 EL Status

The answers provided on the HLS do not determine EL status. They do, however, indicate which students are to be screened with one of the screening assessments as explained in sections 2.1 and 2.2 above. All ELs are automatically conferred Bilingual status, although not all students with Bilingual status will be identified as ELs (see below).

3.2 Bilingual Status

Bilingual status, and therefore bilingual funding of a student is determined by the HLS. If two or more of the three language responses are a language other than English, the student is considered “more often” and automatically qualifies as bilingual on the accreditation report.

If a language other than English is indicated only once on the three language responses, the student is considered “less often” and only qualifies for bilingual funding if they also meet one of the following criteria:

- a score on the screening assessment qualifying the student for EL status;
- a score of “Basic” or “Below Basic” on the previous year’s OSTP English Language Arts assessment;
- a score at or below the 35th percentile composite reading score from the Spring of the previous school year on a state approved norm-referenced test.

LEAs receiving bilingual funds through the state funding formula will be responsible for completing the yearly Bilingual Audit process. Any questions regarding the specifics of this audit should be referred to the LEA’s assigned Regional Accreditation Officer (RAO).

In the case of students qualifying for Bilingual status through a “less often” response on the HLS coupled with a qualifying assessment score, the eligible assessment score is to be attached to the HLS in the student’s cumulative folder.
CHAPTER 4: The English Language Acquisition Plan (ELAP)

The English Language Acquisition Plan (ELAP, see Appendix B below), in conjunction with a completed parental notification letter, fulfills the LEA reporting requirements for identified ELs outlined in ESSA.

Under the provisions of the law, LEAs are required to provide parents with the following information:

- The reasons for identifying their child as an English Learner in need of placement in a language instruction educational program;
- The child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
- The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- How such a program/programs will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including the expected rate of transition from such programs into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such programs) if funds under this part are used for children in high schools;
- In the case of a child with a disability, how such programs meet the objectives of the child’s Individualized Education Program (IEP), as described in the Individuals with Disabilities Education Act (IDEA).

The ELAP form provided by OSDE (see Appendix B) is designed to gather and convey all required information and is aligned with the Title I parental notification requirements outlined in Section 1112(e)(3)(A) of ESSA. It outlines the demographic information, testing history, educational goals, allowable instructional interventions, and testing accommodations that will apply to an EL student for a given year. Any student classified as an EL is required to have a completed ELAP available upon request. LEAs are not required to use the form provided by OSDE: LEAs are free to develop their own form or to use one of a number of available electronic forms. Regardless of the form used though, the required information must be contained and be accessible for each identified EL.
ELAPs must be completed within the first thirty days of enrollment and provided annually to the parents or guardians of EL students.

CHAPTER 5: The Language Instruction Education Program (LIEP)

The Language Instruction Education Program (LIEP) is the overarching English language program designed to meet the language instruction requirements listed in Chapter 1 above.

In the State of Oklahoma, the LIEP is embedded in the Title I, Part A section of the Consolidated Application and consists of a number of narrative responses that allow the LEA to describe the nature and scope of EL services offered in the district. The LIEP narrative questions are designed to cover all of the mandated language instruction requirements. LEAs serving one or more ELs are required to complete the LIEP section of the Consolidated Application.
OSDE TITLE III, PART A HANDBOOK

CHAPTER 6: The Title III, Part A – EL Grant

6.1 How EL Grant Allocations are Determined

Around July 1 or each year, the U.S. Department of Education (USDE) awards the Oklahoma State Department of Education (OSDE) several formula grants, of which Title III, Part A is one. Upon receipt of this grant, the State must calculate each LEA’s individual Title III, Part A allocation. LEAs receive funding based on a formula prescribed by USDE.

The USDE formula first requires that states reserve a portion of the grant for use with Immigrant students. No more than 15% of the Title III, Part A grant may be reserved for this purpose.

Language support funding is based annually on the number of English learners reported by the LEA in the previous school year. The total funds to be allocated are then divided by the total number of ELs across the state. This results in a per-EL allocation amount, or per-pupil allocation. Each individual LEA’s EL count is multiplied by the per-EL allocation amount. Federal regulations, however, require a minimum allocation of $10,000, so LEA’s whose calculated allocation falls short of the $10,000 threshold are not awarded a Title III, Part A – EL grant allocation. LEA’s falling below that $10,000 threshold can, however, unite with other LEAs to form a consortium whose combined award exceeds $10,000 – see below.

6.2 Forming Title III Consortia

LEAs that do not qualify for an allocation of at least $10,000 may choose to partner with other small-allocation LEAs to form a regional LEA Title III, Part A Consortium. This is permitted in Title III, Part A law, provided that the total EL allocation for the LEAs participating in this regional LEA Title III, Part A Consortium is greater than or equal to the $10,000 minimum award amount.

Thus, if the combined allocation of the consortium members is equal to or greater than $10,000, the LEAs combined in the consortium must select one member LEA to act as fiscal agent and lead LEA of the consortium. Like Independent Title III, Part A LEAs, the fiscal agent/lead is permitted to use up to 2% of the consortium’s grant for direct administrative costs. The fiscal agent/lead LEA also accepts the following responsibilities:

- maintenance of written MOU or agreement regarding consortium members’ participation;
- ensuring that Title III, Part A funds are shared and spent to the benefit of all consortium members equitably;
• control of all fiscal transactions of the consortium (requisitions, purchases, payments, etc.);
• maintenance of records of all financial transactions and inventory lists relative to the consortium;
• monitoring the expenditures of all participating LEAs to ensure compliance with Title III, Part A supplement, not supplant requirements.

6.3 Allowable/Non-allowable Expenses

Due to the limited size of the Title III, Part A allocations, most LEAs will expend the entirety of their funds on fulfilling the three above-mentioned required activities. Remaining funds may be used in accordance with the LEA needs-based Language Instruction Education Plan (LIEP) on other activities including upgrading the language program objectives, providing ELs with tutoring and/or intensified instruction, developing and implementing effective Pre-K language programs, providing outreach programs and family literacy services, improving EL instruction – including instruction of ELs with special needs – by providing supplemental technology or access and offering programs or courses designed to help ELs achieve success in post-secondary education.

There are, naturally, a number of restrictions on the use of Title III, Part A funds as well. In general, just as Title I, Part A funds are supplemental to state and local funds, Title III, Part A funds are supplemental to Title I, Part A funds. In other words, just as Title I funds cannot be used to supplant state and local funds, Title III funds cannot supplant Title I funds; Title III, Part A funds cannot be used to provide services to ELs that are provided to other students with Title I, Part A funds.

LEAs and Consortia can use up to 2% of their allocation on administrative costs. Examples of allowable use for Title III, Part A administrative costs:
• Title III, Part A Program Director or Coordinator’s salary;
• Title III, Part A Assistant to Program Director;
• Data entry clerk for Title III, Part A;
• Cost of supplies associated with running the program (ink cartridge and paper);
• Postage exclusively for Title III, Part A specific mailings.

Technology can be purchased using Title III, Part A funds (as long as that same technology is not being provided to non-EL students with other state and/or federal funds) as technology can upgrade the program and instructional capacity of the LEA.
Title III, Part A funds may not be used by the LEAs to administer State English Language Proficiency (ELP) assessments (i.e. WIDA assessments), as the assessment for English Language Proficiency is a required state-level activity under Title I, Part A.

Similarly, since LEAs are required to provide language instruction to ELs regardless of whether they receive a Title III, Part A allocation, salaries of ESL Teachers are not allowed.

There are, however, a number of positions that can be funded through Title III, Part A. Some examples of allowable Title III, Part A personnel are:

- Tutors working directly and exclusively with EL students
- Bilingual/ESL Paraprofessionals working directly and exclusively with ELs under the direction of a certified teacher
- ESL Instructional Coaches whose role is to acquire evidence-based research practices, provide professional development, and mentor and coach teachers who are working directly with English learners.

Translating and Interpreting:
LEAs and schools are required by federal statute to provide meaningful access to information and services provided to the parents or guardians of EL students. Therefore, Title III, Part A funds may only be used for supplemental translation and interpretation activities that are not provided by the LEA for all students, and for translation activities that are specific to Title III, Part A.

For example:
- If the LEA has a welcome center with staff who are responsible for administering the home language survey to all students, it would not be appropriate to utilize Title III, Part A funds to pay their salaries.
- If the LEA has a contract with a translation company that provides translated notices for Federal programs, then only the portion of the contract that pertains to Title III, Part A notices may be paid for with Title III, Part A funds.
- If the LEA or school communicates with all parents about their child’s educational progress by mail, it would not be appropriate to use Title III, Part A funds to pay for the postage for EL students, as this communication is paid for by the LEA or school for all students, and is not Title III, Part A-specific.
- If the LEA or school communicates on a weekly basis with all parents about school activities, it would not be appropriate to use Title III, Part A funds to pay for translation or interpretation of these documents or activities, as this LEA and school are obligated to provide meaningful access to information and services provided. Title III, Part A funds could be used to pay for supplemental translation or interpretation.
CHAPTER 7: The Title III, Part A – Immigrant Grant

7.1 How Immigrant Grant Allocations are Determined

Per Title III, Part A law, a reservation of funds is made to provide cultural and social supports to students identified as immigrants. For the purposes of Title III, Part A, immigrants are defined as those students who meet all three of the following criteria:

1. Born outside the U.S. or Puerto Rico;
2. Enrolled in U.S. schools for less than three years;
3. Between the ages of three and twenty-one.

LEAs qualify for the Title III, Part A – Immigrant subgrant if they have shown a significant increase in immigrant student enrollment. For the state of Oklahoma a significant increase is defined as an increase of at least 2% over the previous year’s enrollment. Therefore, for example, if an LEA had an enrollment of 50 immigrant students in 2018, it would have to have an enrollment of 51 or more to qualify for a Title III, Part A – Immigrant grant in 2019.

The $10,000 minimum allocation requirement does not apply to the Title III, Part A – Immigrant grant. It is possible for an LEA to receive an Immigrant allocation despite not meeting the minimum for a Title III, Part A – EL allocation.

7.2 Authorized Immigrant Activities and Expenses

LEAs awarded Immigrant subgrants must use the funds to pay for activities that provide supplemental instructional opportunities for immigrant children and families. It is important to note that student language instruction is not the purpose of the Title III, Part A Immigrant subgrant. English learner grants support English language instruction, whereas Immigrant grants provide cultural and social supports.

LEAs must use Immigrant awards for one or more of the following activities:

- Family literacy, parent and family outreach and training designed to assist caregivers in becoming active participants in their child’s education;
- Recruitment of and support for personnel who have been specifically trained to provide services to immigrant students;
- Immigrant student tutorials, mentoring and academic or career counseling;
- Instructional supplies or transportation costs that are directly attributable to the presence of immigrant students in the LEA;
• Other instructional services to assist immigrant students in achieving in U.S. schools, such as programs of introduction to the U.S. educational system and civics education;
• Offering comprehensive community services in coordination with entities that have expertise in working with immigrants;
• Curricular materials, educational software or technology that supports the instructional or community services provided by this grant for immigrant students and families.
GLOSSARY

**Bilingual Status** – a student status used in calculating state funding in support of bilingual students. In practical terms, any student who on the HLS answers two or more of the language questions with a language other than English, or who answers one question with a language other than English and has a qualifying score on a screening assessment test, a score of “Basic” or “Below Basic” on the previous year’s OSTP English Language Arts assessment, or scored at or below the 35th percentile composite reading score from the Spring of the previous year on a state approved norm-referenced test.

**Consortium** – a group of LEAs that have grouped together for the purpose of obtaining and administering a Title III, Part A – EL grant.

**EL** – English Learner.

**ELAP** – English Language Acquisition Plan.

**HLS** – Home Language Survey.

**Immigrant** – for the purposes of Title III, Part A, an immigrant is defined as a student who was born outside the U.S. or Puerto Rico, has been enrolled in U.S. schools for less than three years, and is between the ages of three and twenty-one.

**LEA** – Local Education Agency, a school district.

**LIEP** – Language Instruction Education Program, the overarching language teaching program designed to meet federal language instruction requirements.

**OSDE** – Oklahoma State Department of Education.

**OSTP** – Oklahoma State Testing Program.

**Screening test or assessment** – a test administered to gauge a student’s level of English language proficiency with the goal of determining whether that student should be identified as an English learner. A screener test of assessment should be given to all students who answer at least one of the three language questions on the HLS with a language other than English.

**SEA** – State Education Agency, in Oklahoma the Oklahoma State Department of Education.

**WIDA Access** – the standardized test used to assess the progress towards proficiency of English learners in Oklahoma.

**WIDA Screener** – the standardized screening test used in Oklahoma for students between first and twelfth grades.
**RESOURCES**

**Law and Guidance:**

**Title III – Language Instruction for English Learners and Immigrant Students**

**USDE Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)**

**Forms and Tools:**

**OSTP EL Accommodations Manual**

**Oklahoma WIDA member page/Test Window**
https://wida.wisc.edu/memberships/consortium/ok

**Oklahoma ACCESS for ELLs Online Checklist 2019-2020**
https://wida.wisc.edu/sites/default/files/checklists/OK-online-checklist.pdf

**Oklahoma English Language Learner Identification and Placement Guidance Document 2019-2020**

**English Language Learners/WIDA Frequently Asked Questions (FAQ)**
https://sde.ok.gov/sites/default/files/Final%202019_EL-WIDA-Testing-FAQ%20_1.pdf

**Other Resources:**

**WIDA Resource Library**
https://wida.wisc.edu/resources

**National Clearinghouse for English Language Acquisition**

**English Learner Tool Kit**
https://ncela.ed.gov/english-learner-tool-kit
Aimed at helping LEAs set up ELL programs. Updated to align with ESSA.

**National Clearinghouse for English Language Acquisition (NCELA) Resource Library**
https://ncela.ed.gov/resource-library
Database of over 20,000 items (research articles, literature reviews, reports, classroom materials, curricula, fact sheets, multimedia projects, etc.)

**Office of Educational Technology Digital Learning Resources Matrix**
Rubric for understanding and evaluating types of digital resources.

**U.S. Department of Education, Office of English Language Acquisition**
https://www2.ed.gov/about/offices/list/oela/index.html
Links to guidance and data. Links to other online resources, including:

- **English Learner Tool Kit**
  https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

- **Newcomer Tool Kit**
  https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html

**Common Sense Education**
https://www.commonsense.org/education/
Educational non-profit providing a wide variety of resources: lesson plans, reviews of technology, professional development and training, educational games, as well as resources in Spanish.

**My Digital Chalkboard**
https://www.mydigitalchalkboard.org
Professional community website for California educators. Provides teaching and professional development resources.

**One-Stop Guide to In-Service Development for ESL Teachers**
https://www.eslteacheredu.org/in-service-development/

**EdSurge Product Index**
https://www.edsurge.com/product-reviews
Overview and evaluation of hundreds of online learning tools.

**OER Commons**
https://www.oercommons.org
Open source software for the creation of online materials, lessons, and modules.

**Colorín Colorado!**
http://www.colorincolorado.org/
Practical resources for both teachers and administrators. Includes materials for family outreach. Useful videos and resource library. Partnered with AFT.
# APPENDICES

## APPENDIX A – The Home Language Survey

![Survey Form](image.png)

**HOME LANGUAGE SURVEY FOR PRE-K-12 SCHOOL DISTRICTS**

### STUDENT INFORMATION

- **Name of Student:**
  - Last Name: 
  - First Name: 
  - Middle Name: 
  - Grade: 

- **Date of Birth:** 
  - **School:** 
  - **Student ID #:** 
  - **Gender:** Male 
  - Female 

- **Is the student of Hispanic or Latino culture or origin?** Yes _No_ 

- **Select one or more of the following races:**
  - African American/Black 
  - American Indian/Alaskan Native 
  - Asian 
  - Native Hawaiian/Pacific Islander 
  - Caucasian/White 

- **1. What is the dominant language most often spoken by the student?** 
- **2. What is the language routinely spoken in the home, regardless of the language spoken by the student?** 
- **3. What language was first learned by the student?** 
- **4. Does the parent/guardian need interpretation services?** Yes _No_ 
- **5. Does the parent/guardian need translated materials?** Yes _No_ 
- **6. What was the date the student first enrolled in a school in the United States?** 

### DATE (MM/DD/YYYY) 

**Parent/Guardian Signature**

---

**SCHOOL USE ONLY**

*Please have test score documentation available for the Regional Accreditation Officer to review.*

- **Other language that English indicated TWO OR MORE times on questions 1 – 3 above.** The student is classified as a “more often” and automatically qualifies as bilingual on the accreditation report.
- **Other language that English indicated ONLY ONCE on questions 1 – 3 above.** The student is classified as a “less often” and only qualifies as bilingual on the accreditation report if the or meets one of the following (any section below requires appropriate documentation):

  1. **Designated English learner on the Oklahoma English language proficiency assessments: ACCESS for ELLS 2.0, Alternate ACCESS for ELLS, WIDA Screener, WIDA MODEL, K-WAPT, W-APT or Oklahoma Pre-K Language Screening Tool (PCLST).**
  2. **Scored Basic or Below Basic in ELA on the Oklahoma State Testing Program (OSTP).**

**DOCUMENTATION OF A TEST RESULT FOR STUDENTS MARKED LESS OFTEN**

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<th>Date(s) of Kindergarten ACCESS, ACCESS for ELLS 2.0, or Alternate ACCESS Test</th>
<th>Score(s) on Kindergarten ACCESS, ACCESS for ELLS 2.0, or Alternate ACCESS Test</th>
<th>Date of WIDA Screener or WIDA MODEL/Diagnostic Test</th>
<th>Score(s) on WIDA Screener or WIDA MODEL/Diagnostic Test</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date(s) of ELA OSTP</th>
<th>Score(s) on ELA OSTP</th>
<th>Date of the Oklahoma Pre-K Language Screening Tool</th>
<th>Score on Pre-K Language Screening Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>Basic</td>
<td>Proficient</td>
<td>Advanced</td>
</tr>
<tr>
<td>Below Basic</td>
<td>Basic</td>
<td>Proficient</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date(s) of Next Reference Test (NRT)</th>
<th>Name of the NRT</th>
<th>Composite / Percentile Score(s)</th>
</tr>
</thead>
</table>

**Questions:**

- Reference WAVE code 1036
- Reference WAVE code 1037
- Reference WAVE code 1038
### APPENDIX B – The English Language Acquisition Plan (ELAP)

#### 1. STUDENT INFORMATION

Student's name:  
State Student ID Number (SSID / STN):  
Native Language:  
District:  
Schoolsite:  
Grade level:  
Date identified as EL:  
Does the student have an IEP in place? YES □ NO □  
If yes, has this IEP been developed in cooperation with the IFEP team? YES □ NO □

#### 2. CURRENT OSTEP / NRT TEST INFORMATION

<table>
<thead>
<tr>
<th>Test</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS\textsuperscript{99}</td>
<td>BB</td>
<td>B</td>
</tr>
<tr>
<td>NRT\textsuperscript{2}</td>
<td>Name of test</td>
<td>Score</td>
</tr>
<tr>
<td>NRT\textsuperscript{2}</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\*BB = Below Basic, B = Basic, P = Proficient, A = Advanced  
\*NRT = State approved norm-referenced test taken within the current year or Spring of the previous year (scores at or below the 25\textsuperscript{th} percentile, or equivalent)

#### 3. CURRENT ELP PLACEMENT TEST SCORING INFORMATION

<table>
<thead>
<tr>
<th>ELP Test</th>
<th>Date</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-W-APF</td>
<td>Date:</td>
<td>Screener</td>
<td>Model</td>
<td>Date:</td>
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</tr>
<tr>
<td>Listening</td>
<td>Reading</td>
<td>Listening</td>
<td>Reading</td>
<td>Listening</td>
<td>Reading</td>
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</tr>
<tr>
<td>Speaking</td>
<td>Writing</td>
<td>Speaking</td>
<td>Writing</td>
<td>Speaking</td>
<td>Writing</td>
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<tr>
<td>Composite</td>
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</tr>
</tbody>
</table>

#### 4. CURRENT K-ACCESS / ACCESS for ELLs 1.0 / ALTERNATE ACCESS SCORES

<table>
<thead>
<tr>
<th>Tier</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

ACCESS for ELLs 2.0 minimum score for EL services: 4.0 Composite  
Current-year student growth target:  
Estimated time to exit IL services:  
Is the student on track to exit IL? YES □ NO □  
Is the student on track to graduate on time? (If applicable) YES □ NO □  
Students in grades 3-12 may be eligible to exit IL status with a score below 4.0 Composite. Please refer to state ELL FAQ document located on the OK.gov website for guidance.

#### 5. STUDENT’S ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS

Using the student’s current ACCESS test data or placement test information and the WIDA ELD standards, establish appropriate WIDA "Can Do" targets in the chart below.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>Key Use Area</th>
<th>ELP Level</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
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<tr>
<td>Speaking</td>
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</tr>
</tbody>
</table>
# English Language Academic Plan (ELAP) for School Year__________

## 6. LANGUAGE INSTRUCTION SERVICES

Indicate below the supplementary language instruction educational program being provided and describe how this choice best meets the educational needs of the student.

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Indicates the left any that may apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Student will receive sheltered English instruction taught by a certified teacher. (This is for Grades 4 through 12 only with a teacher certified in English. The student should receive appropriate credit.)</td>
<td>□ Semester class: YES ☐ NO ☐</td>
</tr>
<tr>
<td>□ A resource teacher (EL teacher, for example) will provide supplementary language instruction services within the regular classroom (also known as “push-in”).</td>
<td>□ Year-long class: YES ☐ NO ☐</td>
</tr>
<tr>
<td>□ Student will be placed in self-contained special education classes.</td>
<td>□ Student will receive mainstream placement and requires no direct EL services.</td>
</tr>
<tr>
<td>□ Student will receive pull-out EL services (this is more appropriate for students in the elementary grades).</td>
<td>□ Other language instruction educational services (explain below).</td>
</tr>
<tr>
<td>□ Student will receive mainstream placement with accommodations.</td>
<td>□ Parents have declined language instruction educational services (parents/guardians cannot decline state EL testing/WIDA).</td>
</tr>
</tbody>
</table>

**Comments:**

## 7. PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Check the assessment(s) below in which the student will participate during the spring testing window (select one EL test and one OSTP).

<table>
<thead>
<tr>
<th>Student will participate in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Annual English Language Proficiency Assessment (ELPA) (Kindergarten ACCESS or ACCESS for ELs 2.0® Assessment) without WIDA approved accommodations</td>
</tr>
<tr>
<td>□ Annual English Language Proficiency Assessment (ELPA) (Kindergarten ACCESS or ACCESS for ELs 2.0® Assessment) with WIDA approved accommodations</td>
</tr>
<tr>
<td>□ Annual English Language Proficiency Assessment (ELPA) (Alternate ACCESS Assessment)- Please review the WIDA Accessibility and Accommodations Supplement</td>
</tr>
<tr>
<td>□ Oklahoma School Testing Program (OSTP) assessments without EL accommodations</td>
</tr>
<tr>
<td>□ Oklahoma School Testing Program (OSTP) assessments with state approved EL accommodations</td>
</tr>
<tr>
<td>□ Oklahoma Alternative Assessment Program (OAAP)</td>
</tr>
</tbody>
</table>
### 8. ACCOMMODATIONS FOR THE OKLAHOMA SCHOOL TESTING PROGRAM (OSTP)

To meet the needs of the student, the following accommodations will be used prior to and during the OSTP process. These accommodations must be appropriate to the student’s English language proficiency level and reflective of the student’s individual needs.

<table>
<thead>
<tr>
<th>Non-linguistic: check all that apply to the left.</th>
<th>Linguistic: check all that apply to the left.</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 51. Individual testing</td>
<td>□ EL1. Provide the assistance of a qualified oral language translator to translate or clarify test instructions*</td>
<td>□ EL5. Scribe for student’s response*</td>
</tr>
<tr>
<td>□ 52. Small group testing (5-10 maximum)</td>
<td>□ EL2. Provide the assistance of a qualified oral language translator* to translate test items and answer choices that do not assess reading competency*</td>
<td>□ EL7. Word-to-Word Dictionaries</td>
</tr>
<tr>
<td>□ 54. Separate location</td>
<td>□ EL4. Text-to-Speech or Human Reader*</td>
<td>□ EL9. Translated Test Instructions in (Neutral Latin American) Spanish</td>
</tr>
<tr>
<td>□ 55. Flexible schedule (same day)*</td>
<td>□ ELS. Student may read the text aloud to himself/herself</td>
<td>□ EL10. Oral Language Translations in (Neutral Latin American) Spanish for test instructions, items and answers</td>
</tr>
</tbody>
</table>

*NOTE: Certain accommodations have specific requirements and exclusions to maintain test validity and some accommodations, while allowable, may not necessarily be appropriate for ELS of specific proficiency levels. Please consult the "OSTP Accommodations for English Learners" manual located on the OSDE website, or contact the Office of Assessment at (405) 521-3341 directly for assistance.

### 9. INSTRUCTIONAL ACCOMMODATIONS IN THE REGULAR CLASSROOM

To meet the individual needs of this student the following indicated accommodations will be used in regular classroom instruction.

Check all that apply to the left:

| □ Reward, rephrase, or summarize test directions and/or test items in English. | □ Provide student with take-home materials to practice concepts. |
| □ Allow for written responses at the student’s ELP level. | □ Use leveled readers. |
| □ Provide interpretation/translation (oral/written assistance) by qualified staff. | □ Use the overhead or other type of projector, and provide students with copies of teacher transparencies/notes/lectures. |
| □ Use technology (including on-line testing and instruction). | □ Make instruction/visual aid in understanding. Use graphic organizers, pictures, maps, and graphs. |
| □ Provide extended time to complete tests and assignments. | □ Highlight/underline test items, directions, or letters home. |
| □ Provide a resource lending library for students. | □ Substitute project for test. |
| □ Allow for individual or small-group test administration. | □ Reduce language/complexity of test questions. |
| □ Label items in the room and/or school. | □ Student participates in group assignments. |
| □ Provide alternative homework assignments that meet that standard or objective. | □ Increase wait time, and ask questions at student’s ELP level. |
| □ Give both oral and written instructions. | □ Allow student opportunities to read and speak aloud successfully. |
| □ Notify resource teacher (language specialist) when work is not being completed. | □ Use manipulatives (e.g. student and teacher). |
| □ Provide assignments that emphasize both oral language and literacy development. | □ Record material, including classroom instruction and notes, for student listening and review. |
| □ Break assignments into a series of smaller assignments. | □ Use audiobooks or electronic readers. |
| □ Other: | □ Other: |

*NOTE: Not all accommodations are appropriate for ELS of all proficiency levels. Any instructional accommodations provided should be the result of a collaborative effort of a student’s ELAP team.
## 10. SIGNATURES
The following must be completed by those individuals involved with the completion and the responsibility for implementation of this EIAP.

<table>
<thead>
<tr>
<th>Name of staff completing this document:</th>
<th>Position / Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of staff responsible for EIAP implementation and compliance:</th>
<th>Position / Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of supervising site administrator:</th>
<th>Position / Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

## PARENTAL OPT-OUT
The following section shall be completed only if the parent or guardian chooses to waive supplemental EL services.

I understand that while my child has been identified as eligible for supplemental EL services and accommodations, I choose to decline these services and accommodations at this time. I understand that declining supplemental EL services does not affect the EL status of my student and my student will still be tested annually with the state EL assessment (Kindergarten ACCESS / WIDA ACCESS for ELL 2.0 / Alternate ACCESS) until proficient in English.

<table>
<thead>
<tr>
<th>Printed Name:</th>
<th>Relationship:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
APPENDIX C – The Title III Consortium Packet (FY2020)

Office of Federal Programs
Title III, Part A - English Learners (ELs)
2019-2020 Cooperative Agreement / Consortium Guidelines and Forms

Under Title III, Part A - [ESSA, Section 3114(b)], subgrant awards less than $10,000 may not be made to individual LEAs. Per 70 O.S. § 5-117(C) the boards of education of two or more school districts may enter into cooperative agreements to form a Consortium in order to meet eligibility and receive a Title III, Part A - English Learners (ELs) minimum $10,000 subgrant award. LEAs or a consortium of LEAs receiving a subgrant award are those that serve an EL population large enough to generate the $10,000 minimum grant award. The subgrant award is calculated by taking the number of EL students served by the LEA and multiplying that number by the yearly Title III per-pupil allocation. This per-pupil allocation is established by the Office of Federal Programs after receiving the state Title III allocation from the United State Department of Education.

Requirements of a Title III, Part A-EL Subgrant Award

An eligible entity receiving funds under the Every Student Succeeds Act (ESSA), Section 3114(a) shall use the funds to:

1. Increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing—
   a. English language proficiency; and
   b. 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 is—
   a. Designed to improve the instruction and assessment of English learners;
   b. 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;
   c. Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
   d. Of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor 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, as appropriate; and

3. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which—
   a. Shall include parent, family, and community engagement activities; and
   b. May include strategies that serve to coordinate and align related programs.

[ESSA, Section 3115(c)]
After meeting the requirements of (1) increasing English proficiency, (2) providing professional development and (3) implementing other effective activities and strategies (parent, family, and community engagement) consortia may choose among the following authorized activities under ESSA, Section 3115(d):

(1) Upgrading program objectives and effective instructional strategies
(2) Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
(3) Providing to English learners—
   a. tutors and academic or career and technical education; and
   b. intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators.
(4) Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
(5) Improving the English language proficiency and academic achievement of English learners.
(6) Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families—
   a. to improve the English language skills of English learners; and
   b. to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.
(7) Improving the instruction of English learners, which may include English learners with a disability, by providing for—
   a. the acquisition or development of educational technology or instructional materials;
   b. access to, and participation in, electronic networks for materials, training, and communication; and
   c. incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.
(8) Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

Guidelines:

General:

- Any LEA will be eligible to become a member of a consortium if English Learners (ELs) are reported in the October 1 count from the previous academic year.
- Each consortium must meet the three required activities (see above) mandated when receiving a Title III, Part A subgrant award.
- Each member LEA of the consortium may plan and deliver services to its ELs independently. The consortium is not required to, and is advised against, using the same program design within each member LEA, although the consortium may “pool” resources to provide specific services (e.g. professional development) as appropriate and allowable.

Fiscal:
 Completion of the Title III-EL component of the Consolidated Application and submission of claims to OSDE for reimbursement with Title III, Part A funds through the Grants Management System (GMS) is the sole responsibility of the fiscal agent of the consortium. Consortium members may view their portion of the overall subgrant award by following the link located in the Title III column on the allocations tab of the LEAs Consolidated Application.

* The members of a consortium may choose the lead fiscal agent by consensus, or the member with the largest allocation will automatically become the lead fiscal agent.

* When forming a consortium, the fiscal agent should first acquire an appropriation in Fund 12 (for consortia) and not Fund 11 (for individual LEAs). The fiscal agent must then code all purchases to Fund 12.

* The lead fiscal agent for the consortium may retain the administrative and indirect costs for the consortium.

* Consortium members may seek fiscal and programmatic guidance from the lead fiscal agent and the Office of Federal Programs at the OSDE.

* In general, the Title III, Part A supplement, not supplant requirement is intended to ensure that services provided with Title III, Part A funds are in addition to, and do not replace or supplant, mandated services that English Language Learner (EL) students should otherwise receive.

**Responsibilities of the Lead Fiscal Agent:**

* The lead fiscal agent of the consortium must send to OSDE, and have on file locally, the Cooperative Agreement for Title III, Part A, approved by the board of education each participating LEA and signed by each superintendent in the consortium.

* The lead fiscal agent must be prepared to meet with consortium members to discuss issues concerning the operation of the consortium as it relates to both fiscal management and the accountability measures of Title I and Title III.

* The lead fiscal agent is responsible for all fiscal transactions of the consortium (requisitions, purchases, payments and claim submission to OSDE) and for maintaining records of all financial transactions carried out on behalf of the consortium.

* The lead fiscal agent is required to facilitate a Title III Consultation meeting within the first 30 days of school to assist consortium members in meeting their responsibilities to the EL students and families they serve with the support of a Title III, Part A subgrant award.

* The lead fiscal agent is responsible for sending appropriate notification to parents of EL students served by the LEA under the Title III, Part A Subgrant.

**Responsibilities of Member LEAs:**

* Working cooperatively to address the needs of partner LEAs for improving services for EL students.

* Working cooperatively to address the needs of partner LEAs relating to professional development to improve instruction and learning for EL students.

* Sending appropriate notification to parents of EL students served by the LEA under the Title III, Part A Subgrant.
2019-2020 Cooperative Agreement/Consortium Carryover Statement

- LEAs that elect to pool their Title III, Part A funds must sign this statement to participate in this cooperative agreement. Participating consortium LEAs should elect one LEA to act as the lead fiscal agent for administration of funds and must receive goods or services from the lead LEA fiscal agent.
- Per Oklahoma state statute Title 70 O.S. § 5-117c, the boards of education of any two or more school districts may enter into an cooperative agreement for the purpose of jointly and comparatively performing any of the services, duties, functions, activities, obligations or responsibilities which are authorized or required by law to be performed by school districts of this state.
- If consortium member LEAs expend local funds on allowable Title III, Part A goods and services before they apply for reimbursement from the lead fiscal agent, both the member and lead fiscal agent must issue a P.O. at the same time, before goods and services are rendered. Then the lead fiscal agent will apply for reimbursement of funds to OSDE using its own P.O. and the invoice provided by the member LEA. The lead fiscal agent will not be approved by OSDE if the lead fiscal agent simply pays funds to the consortium member LEAs for goods or services not yet rendered.
- If the lead fiscal agent purchases goods or services on behalf of a member LEA, a P.O. must be issued by the lead fiscal agent before the goods or services are rendered to the consortium member LEA. Then the lead fiscal agent will apply for reimbursement of funds to OSDE. (34 CFR 80.41).
- The lead fiscal agent must utilize Fund 12 (Co-op Fund).

Public Schools will serve as the FY20 lead fiscal agent for the following districts electing to form a consortium for Title III, Part A funds.

- All consortium member LEAs must sign below. Each lead fiscal agent must obtain each participating LEA superintendent’s signature prior to OSDE allocation of Title III, Part A funds to eligible LEAs.
- Attach the board of education approval form indicating approval of consortium participation.
- “Allocation” and “Carryover” columns are not applicable to new FY20 consortium members.
- Consortium member LEAs who change their lead fiscal agent will retain any unexpended Title III, Part A funds (i.e. carryover) from the former lead fiscal agent.

<table>
<thead>
<tr>
<th>County-District Code</th>
<th>District Name</th>
<th>FY19 Allocation</th>
<th>Carryover to FY20</th>
<th>Superintendent Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Total: $  

2019-2020 Cooperative Agreement / Title III Consortium Lead Fiscal Agent Board Approval Form

The Board of Education of ______________________ Public Schools agrees to act as the Lead Fiscal Agent for a Title III, Part A consortium to consist of the following member districts:

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
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<tbody>
<tr>
<td>4.</td>
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<td>7.</td>
<td>8.</td>
<td>9.</td>
</tr>
</tbody>
</table>

The Board of Education agrees to the following responsibilities required of the Lead Fiscal Agent:

- Completion and submission of the required Consortium documentation by the deadline established by OSDE.
- Completion of the Title III component of the Consolidated Application in the Grants Management System (GMS).
- Management of all aspects concerning the financial management of the Title III award in the GMS system.
- Provision of fiscal and/or programmatic guidance to partner consortia districts through the Title III Consultation requirement.

Approved by the Board of Education of ______________________ Public Schools on ________________, 2019.

__________________________________________  __________________________  _____________
Printed Name                                      Signature                                  Date
Board of Education President

__________________________________________  __________________________  _____________
Printed Name                                      Signature                                  Date
Superintendent
2019-2020 Cooperative Agreement / Title III Consortium Member District Board Approval Form

The Board of Education of ________________________ Public Schools, Title III Consortium Member District, agrees to enter into a Cooperative Agreement with the Board of Education of ________________________ Public Schools, Title III Consortium Lead Fiscal Agent, for the purpose of creating a Title III, Part A consortium.

The Board of Education agrees that the Title III Consortium Member District will:

- Work cooperatively, where appropriate, to address the needs of consortium partner districts for improving services for EL students.
- Work cooperatively, where appropriate, to address the needs of consortium partner districts relating to professional development to improve instruction and learning for EL students.
- Support district EL leadership in attending the required Title III consultation to be facilitated by the consortium Lead Fiscal Agent.

Approved by the Board of Education of ________________________ Public Schools on ________________, 2019.

______________________________  ____________________  __________
Printed Name                      Signature              Date
Board of Education President

______________________________  ____________________  __________
Printed Name                      Signature              Date
Superintendent