



**Office of Federal Programs
Title III, Part A - English Learners (ELs)
SY16/17 Interlocal Cooperative Guidelines**

Under Title III, Part A (Section 3114 [b]), sub grants less than \$10,000 may not be made to individual districts. However, individual districts may join together to form an Interlocal Cooperative in order to achieve the Title III, Part A - English Learners (ELs) minimum \$10,000 grant award. The \$10,000 minimum grant award is calculated by taking the number of English Learners reported to the Oklahoma State Department of Education (OSDE) and multiplying this number by the per pupil amount. The per pupil amount is determined after receipt of the Title III, Part A grant award from the United States Department of Education.

Requirements of a Title III, Part A, EL Sub grant:

A local educational agency (LEA) receiving funds under Every Student Succeeds ACT (ESSA) SEC. 3115 (c). SUBGRANTS TO ELIGIBLE ENTITIES shall use the funds:

- (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; and
 - (D) 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.



Please consider the following general guidelines in applying:

- ❖ Any district will be eligible to be a member of a consortium if it has reported English Learners (ELs).
- ❖ No district will be excluded if it wishes to join a consortium.
- ❖ Each member district must meet the three required activities of a Title III, Part A ELs Sub grant just as any individual district. See page one.
- ❖ Each member of the consortium will plan and deliver services to its ELs. The consortium does not have to and is advised not to use the same program design within each member district.
- ❖ After meeting the requirements of (1) increasing English proficiency, (2) providing professional development and (3) implementing other effective activities and strategies consortia may choose among the following authorized activities:

AUTHORIZED SUB GRANTEE ACTIVITIES

- (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) tutorials 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.



Please consider the following fiscal guidelines:

- ❖ The filing of the application for Title III, Part A ELs Sub grant monies on the School District Reporting Site (SDRS) is the sole responsibility of the fiscal agent of the consortium. Each member should not submit a Title III, Part A ELs Sub grant 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 districts). The fiscal agent must then code all purchases to Fund 12.
- ❖ Submitting claims to the OSDE for reimbursement is the sole responsibility of the fiscal agent. If a member other than the fiscal agent submits a claim for reimbursement, the claim will not be paid. Member districts must submit their purchase orders through the lead fiscal agent. Only the lead fiscal agent may purchase materials and supplies on behalf of the consortium.
- ❖ Employees paid by the consortium must be employed by the lead fiscal agent, not by the member district.
- ❖ The lead fiscal agent for the consortium will retain the administrative and indirect costs for the consortium.
- ❖ Consortia may seek fiscal and/or programmatic guidance from the lead fiscal agent and the Office of Federal Programs (English Learners - Title III, Part A and Migrant Education - Title I, Part C) at the Oklahoma State Department of Education.
- ❖ 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, **services that Limited English Proficient (LEP)/English Language Learner (EL) students** would otherwise receive.

Specific Responsibilities of Fiscal Agents:

- ❖ The fiscal agent of the consortium must have on file the Cooperative and Interlocal District Arrangement for Title III-A, signed by all superintendents of the consortium.
- ❖ The fiscal agent must be prepared to meet with consortium members to discuss all accountability measures of Title I, including but not limited to the following: Title III, Part A parental notifications to parents of participating EL students and participation in an improvement plan if the consortium as a whole fails to meet accountability standards. This memorandum of understanding or alternative arrangement should be signed by superintendents of districts agreeing to be members of the consortium. See sample MOU on pages five through six.
- ❖ The fiscal agent is responsible for all fiscal transactions of the consortium (requisitions, purchases, and payments) and for maintaining records of all financial transactions carried out on behalf of the consortium.
- ❖ The fiscal agent is responsible for taking steps that result in all participating districts meeting their responsibilities under the Title III, Part A LEP Sub grant to the EL students and families they serve.
- ❖ The fiscal agent is responsible for ensuring that an improvement plan, if required, is developed and submitting a copy to the Office of Federal Programs, Oklahoma State Department of Education.



Responsibilities of Member Districts:

- ❖ Member districts must meet to discuss and develop a Memorandum of Understanding (MOU). A Title III, Part A MOU addresses the basic items listed below. Use the example provided on pages five and six of this document:
- ❖ Needs of partner districts for improving services for EL students;
- ❖ Needs of partner districts relating to professional development to improve instruction for EL students; and a common plan to effectively and efficiently use Title III, A LEP funds to meet the identified needs of the consortium members and their EL students.
- ❖ The notifying of parents of EL students served in their district under the Title III, Part A LEP Sub grant.



**Memorandum of Understanding (MOU) for the _____ Interlocal Cooperative
2016-2017**

This Memorandum of Understanding represents the agreed upon program, services, and products to be provided to English Learners (ELs) in the _____, the _____, the _____, the _____, and the _____, during the 2016-2017 school year. The _____ will act as lead local educational agency (LEA) and member. The Consortium shall be named the _____ Consortium.

The _____ will be responsible for acting as the fiscal agent for the _____ Consortium and will file the required expenditure reports and maintain fiscal records. The _____ Consortium will plan to expend all Title III, Part A LEP funds during the 2016-2017 school year. If all funds are not expended, and there is carryover, the _____ School District will continue to serve as the fiscal agent for the _____ Consortium until the funds are expended, for up to 12 additional months.

According to the 2015-2016 Limited English Proficient (LEP) Annual Performance Reports submitted by the Members to the Oklahoma State Department of Education (OSDE), the _____ Consortium enrolled _____ EL students, which results in a subgrant amount of _____. All members of the _____ Consortium will support the programs, services, and products indicated below:

Date	Program/Service/Product	Approximate Cost

Changes regarding the dates of provision or the scope and/or nature of these services must be made by agreement of all Members.



In addition to the above services and products, the _____ School District will coordinate quarterly meetings for the purpose of assessing the needs of the Consortium. In the event that the Consortium fails to meet the Annual Measurable Achievement Objectives (AMAOs) for one year, all parents of EL students in the Consortium must be notified.

Parents of EL students shall be notified:

- By the Consortium Members By the Consortium Lead LEA

In the event that the Consortium dissolves, the remaining funds (carryover) will remain with the Consortium lead **unless** the member district joins a different Consortium or qualifies as an individual district (Fund 11) for a Title III, Part A LEP Subgrant by meeting the minimum \$10,000.

Signatures of all LEA representatives on the *Cooperative and Interlocal District Arrangement for Title III-A* (page six of this document) signify that the Members of the Consortium have conferred and that the Members are in agreement to all stated.