



Office of Title Services
Title III, Part A - English Learners (ELs)
2024-2025 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; and
 - 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. 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.

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.

2024-2025 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 a 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 FY25 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 FY24 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.

County-District Code	District name	FY24 Allocation	Carryover to FY25	Superintendent Signature
Total		\$	\$	

2024-2025 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-

1.	2.	3.
4.	5.	6.
7.	8.	9.



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 _____, 2024.

<i>Printed Name</i>	<i>Signature</i>	<i>Date</i>
Board of Education President		

<i>Printed Name</i>	<i>Signature</i>	<i>Date</i>
Superintendent		



2024-2025 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 _____, 2024.

<i>Printed Name</i>	<i>Signature</i>	<i>Date</i>
Board of Education President		

<i>Printed Name</i>	<i>Signature</i>	<i>Date</i>
Superintendent		