# 2019-2020 Title III Application User Guide

<table>
<thead>
<tr>
<th>Application Due</th>
<th>Application has been emailed to IDOE at <a href="mailto:titleiii@doe.in.gov">titleiii@doe.in.gov</a></th>
<th>08/30/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Effective</td>
<td>Activities and purchases made starting on this date can be reimbursed by the grant.</td>
<td>Date application is submitted to IDOE in substantially approvable form</td>
</tr>
<tr>
<td>Encumber Deadline</td>
<td>Activities have taken place and/or Materials/Equipment/Technology have been ordered.</td>
<td>09/30/2021</td>
</tr>
<tr>
<td>Liquidate Deadline</td>
<td>Approved activities/purchases have been paid for and the school corporation has submitted all requests for reimbursement.</td>
<td>Funds must be liquidated by 12/31/2021. All reimbursement requests must be received by 12/15/2021.</td>
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PURPOSE OF TITLE III

Title III funds are supplemental and are used above and beyond an LEA’s English language development services that are offered to English Learners, levels 1.0-4.9, in order to meet the federal requirements for serving English learners. The primary objective of Title III is to increase English language proficiency and academic achievement in the core academic subjects, to provide high-quality professional development to LEA staff, and to engage families of English learners in the school community and educational process.

APPLICATION FORMAT

The application has been designed to allow applicants to input information into specified fields.

ELIGIBLE APPLICANTS

The 2019-2020 Title III application and funding is based on the number of EL students that an individual LEA reported to the DOE- Language Minority (DOE-LM) data collection for the 2018-2019 school year. Section 3114 (a) and (b) indicates that a “state educational agency shall not award a sub grant if the amount of the sub grant is less than $10,000.” In order to apply for an individual Title III grant application for the 2019-2020 school year, an LEA must have a minimum allocation of $10,000 based on the number of students that were reported to the DOE-LM data collection in the 2018-2019 school year. LEAs that do not meet the $10,000 threshold may form a consortium to apply for funds. If a consortium is formed, a fiscal agent must be designated.

TYPES OF APPLICANTS

There are three types of applicants for Title III funding:

- Individual LEA
- LEA Consortium
- ESC Consortium

Refer to the Special Instructions for Consortium Applicants included in this User Guide for instructions specific to consortium applicants. The fiscal agent for a consortium is required to submit each member’s application together at once.
HOW CAN I ENSURE MY APPLICATION IS APPROVED IN A TIMELY MANNER?

IDOE reviews and approves applications in the order in which they are received. All applications will be reviewed within 30 business days from the date of receipt within our office. However, a few helpful tips to expedite the approval process are provided below:

- **Submit application prior to the deadline**: As soon as the LEA’s Title III application is submitted, IDOE can work to begin reviewing and approving it.
- **Provide clear and thorough detail**: When completing the Title III application, it is critical that clear and thorough detail is provided for all narratives and for the budget section. Providing clear and thorough detail reduces the number of follow-up questions that IDOE has to ask.
- **Ensure all sections are complete and accurate**: It is important to double-check that all questions have been answered in a detailed manner. Additionally, it is also critical that the budget is accurate and that requested funds add up exactly to the LEA’s total allocated amount.

**SUBMISSION**

Upon completion of the Title III grant application, please print and sign the assurances. Send all applicable documents via email to the assigned Title III Specialist for your LEA.

**DEADLINE**

The due date for submission is **Friday, August 30, 2019**. All applications must be received no later than the deadline to be considered for review.
Title III Application: A Quick Overview

Title III funds must “supplement and not supplant” \(3115(f) (2)(g)\) Lau Requirements, i.e. required state- and locally-funded ELD (English language development) to be provided to each EL student in the corporation. To ensure that LEAs meet this requirement, the 2019-2020 Title III Application requires applicants to demonstrate how they will meet Lau Requirements) before explaining how they plan to use Title III funds.

The 2019-2020 Title III Application includes the following parts:

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Grantee Information</th>
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<tbody>
<tr>
<td>Part 2</td>
<td>Assurances – Must be signed by the LEA Superintendent and Title III Administrator.</td>
</tr>
<tr>
<td>Part 3</td>
<td>Core EL (Lau) Plan – Demonstrates how LEAs will meet Lau Requirements with state/local funds only. Provides the basis for the grant reviewer to understand how Title III expenditures proposed in Parts 6 &amp; 7 supplement and do not supplant Lau activities.</td>
</tr>
<tr>
<td>Part 4</td>
<td>Program Narratives – Demonstrates fulfillment of various federal Title III requirements.</td>
</tr>
<tr>
<td>Part 5</td>
<td>Nonpublic School Participation – Demonstrates fulfillment of the federal Title III requirement that equitable services be provided to students in nonpublic schools. Requires consultation with nonpublic school prior to submitting the application.</td>
</tr>
<tr>
<td>Part 6</td>
<td>Title III Activities Budget – Explains Title III non-personnel expenditures.</td>
</tr>
<tr>
<td>Part 7</td>
<td>Supplemental Title III Personnel – Explains Title III personnel expenditures. Requires that job descriptions be attached for each staff member paid wholly or partially from Title III funds.</td>
</tr>
<tr>
<td>Part 8</td>
<td>Title III Budget Totals — Total budget must match LEA allocation.</td>
</tr>
</tbody>
</table>
**Part 1: Grantee Information**

**Applicant Information:** Complete all contact information.

**Application Type:** In this section, a LEA will mark the type of application. Options and descriptions are as follows:

- **Individual LEA Application:** A LEA will mark this option if they meet the minimum $10,000 threshold and plan to apply on their own.

- **LEA Consortium Application:** A LEA will mark this option if:
  - They did not meet the minimum $10,000 threshold and plan to apply for Title III funds with other LEAs in a consortium. LEAs within the consortium will determine a fiscal agent.
  - **OR**
  - One LEA met the minimum $10,000 threshold but has agreed to form a consortium with other LEA(s) that did not meet the minimum $10,000 threshold.

- **Educational Service Center (ESC) Consortium Application:** A LEA will mark this option if they **did not** meet the minimum $10,000 threshold and plan to apply for Title III funds through their regional ESC.
  - The regional ESC will be the lead applicant/fiscal agent.
  - An LEA may still choose to participate in the ESC consortium application despite meeting the $10,000 threshold.

**Note:** LEAs that plan to participate in a consortium should see the *Special Instructions for Consortium Applicants* section of this User Guide, pages 25-27.

**Part 2: Assurances**

- Please read all assurances carefully. By signing, the LEA/Eligible Entity agrees to meet and comply with all outlined assurances.

- A LEA/Eligible Entity **must check each box** and have the Superintendent and Title III Administrator sign the assurances. If each box is not checked, a new assurance page will be requested by IDOE.

- The signed assurance page should be sent via email with the completed Title III application to the assigned Title III Specialist for your LEA.
OVERVIEW

There are several federal laws that guide the **required** English language development services that must be provided to EL students, **regardless of federal funding** (i.e. Title I or Title III). All school corporations with EL students retain the responsibility of ensuring that English language development services have been provided to all EL students using **state and local funds**. The Supreme Court Case *Castañeda v. Pickard* (1981) outlined the three-pronged approach that must be used when developing an English language development program:

1. The program must be based on sound educational theory and pedagogy;
2. The program must be adequately supported, with adequate and effective **staff and resources**, so that the program has a realistic chance of success; and
3. The program must be periodically evaluated, and if necessary, revised.

The personnel, resources, and materials used to provide the three-pronged approach listed above must be paid for with **state (such as NESP) and local funds only**. Certified/licensed educators trained in the district’s chosen program model must be used. Only after an LEA has met the federal requirements of English language development services for their EL students, can Title III **supplemental** funds be used to **enhance** those services.

The landmark Supreme Court Case *Lau v. Nichols* (1974) states the following: “**There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for student who do not understand English are effectively foreclosed from any meaningful education.**” Therefore, the English language development services that are provided to EL students in order to meet the federal requirements are known as the **Lau Requirements**.

DIRECTIONS FOR COMPLETION

Choose from the model options provided and check off all models of your Core EL program **ELD** (English language development) that apply, describing frequency/duration, staff and resources for each model separately.

- **LEA must list, by overall English proficiency level**, how the Lau Requirements are being met for each grade cluster. The page is divided into twelve boxes to facilitate this. Each box has four fields which should be completed with:
  - **ELD (English language development) program model(s) used**: The name of the effective model(s) used by the LEA to provide state/locally funded English language development (ELD) services (e.g. “Pull-Out ESL”, “Push-In”, “Structured Immersion/Content-Based ELD”, “ENL class”). **See a brief description of the ELD models below.**
  - **Frequency and duration**: The frequency with which the student receives English language development services and the number of minutes that are devoted to the service each time.
  - **Staff**: The headcount and roles of state/locally funded staff who provide these services (e.g. “1 certified teacher and 2 paraprofessionals”).
  - **Curriculum/resources/materials**: The curriculum, resources, and/or materials used by the LEA to provide state/locally funded English language development services. (e.g. “Classroom set of leveled readers”).

- **Do not include**:
  - Anything that is being paid for through Title I, Title II, or Title III.

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The core academic instruction that all students (EL or non-EL) receive or are eligible for (e.g. math, science, English/LA, SS, RTI etc.).

- Please note that multiple program models can be indicated for a grade cluster & proficiency level. If so, frequency and duration, staff, and curriculum/resources/materials, must be included for all program models checked.

- Please note that in most cases, the Lau required English language development services must be varied based upon the respective needs of the students at different levels of English proficiency and in different schools of the corporation.

- If the LEA has no EL students who fit the description of a box, write “No Students”.

**Brief description of the ELD models**

- Structured immersion/Content-Based ELD
  Teaching English as a second language to English Learners within the mainstream classroom using instructional materials and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. Taught by a certified classroom teacher trained in language acquisition

- Push-In
  EL teachers or EL Instructional Assistants assisting the classroom teacher in providing language development to English Learners in the classroom helping ELs with comprehension, participation, and completion of classroom assignments. Instructional Assistants need to be under direct supervision of the classroom teacher.

- Pull-Out ESL
  EL students of low English proficiency are “pulled out” of the regular mainstream classrooms for special instruction In English as a second language to effectively teach English Learners those elements of English phonics, phonemics, grammar, syntax, vocabulary, or sentence structure etc. that they don’t know compared to their classmates - native English speakers. The program targets specific English skills and knowledge of a particular student or a group of students that are preventing those students from fully participating in the mainstream classroom instruction

- Scheduled ESL class (elem., MS)
  The ESL program instruction provided during specific school periods, based on a special curriculum, using specialized ESL materials, and teaching explicitly about the English language to develop EL students’ proficiency in all four language domains: Speaking, Listening, Reading, Writing

- ENL class for credit (HS)
  “English as a New Language” is a HS for credit at middle and high school

- Sheltered Instruction class for ELs only
  Unlike in an ESL class where language skills are the goal, for Sheltered courses content knowledge is the goal; teachers use simplified language, physical activities, visual aids and other strategies to teach vocabulary for concept development in mathematics, science, social studies and other subjects

- English lab/Resource period
  Scheduled period where EL students, based on their individual needs, receive additional language development and assistance in understanding and practicing the language of their homework assignments

- Transitional Bilingual Education
  Instructional program in which subjects are taught through two languages – English and the native language of the English Learners, and English is taught as a second language. The purpose of this program is to facilitate EL students’ transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through the native language decreases.

- Dual Language Immersion
  Bilingual program where the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half speakers of the other language
Heritage language program develops a student’s native language skills (i.e. Spanish for Spanish speakers, German for German speakers) in order to become or stay proficient in their native language.

The school or school corporation can offer other language instruction programs, based on the specific needs of their EL population, for EL students to achieve English proficiency and parity of participation in the standard instructional program within a reasonable amount of time.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
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<tbody>
<tr>
<td><strong>ELD Program Models Used:</strong></td>
<td>☑ Structured immersion/Content-Based ELD</td>
<td>☑ Structured immersion/Content-Based ELD</td>
<td>☑ Structured immersion/Content-Based ELD</td>
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<td>☐ Push-In</td>
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<td>☐ Pull-Out ESL</td>
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<td>☐ Scheduled ESL class (elem., MS)</td>
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<td>☐ Sheltered Instruction class for ELs only</td>
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**Frequency and duration for Program Model 1:**
Structured immersion: 5 days a week, all day

**Staff for Program Model 1:**
1 EL Teacher

**Resources and materials for Program Model 1:**
Soar to Success

**Frequency and duration for Program Model 2 (if applicable):**

**Staff for Program Model 2 (if applicable):**
Certified teacher trained in language acquisition; 1 Instructional Assistant working under direct supervision of the certified teacher
<table>
<thead>
<tr>
<th>Level 2</th>
<th>ELD Program Models Used:</th>
<th>Frequency and duration for Program Model 1:</th>
<th>Staff for Program Model 1:</th>
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<td>☒ Pull-Out ESL</td>
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<td>☒ Scheduled ESL class (elem., MS)</td>
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<th>Staff for Program Model 1:</th>
<th>Resources and materials for Program Model 1:</th>
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**Staff for Program Model 2 (if applicable):**
1 EL Teacher

**Resources and materials for Program Model 2 (if applicable):**
EL Materials with Core Reading Program

*Please proceed with frequency, staff, and resources for any additional program model checked above.*
<table>
<thead>
<tr>
<th>Level 3</th>
<th>ELD Program Models Used:</th>
<th>Frequency and duration for Program Model 1:</th>
<th>Staff for Program Model 1:</th>
<th>Resources and materials for Program Model 1:</th>
<th>Frequency and duration for Program Model 2 (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☒ Structured immersion/Content-Based ELD</td>
<td>5 days a week, all day</td>
<td>Classroom teachers trained in language acquisition/SIOP and supported by our corporation’s EL coach</td>
<td>Classroom materials, modified when necessary by the teacher</td>
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<td></td>
<td>☐ Push-In</td>
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Resources and materials for Program Model 1: Classroom materials, modified when necessary by the teacher

Frequency and duration for Program Model 2 (if applicable):

Resources and materials for Program Model 2 (if applicable):

Staff for Program Model 2 (if applicable):

Applicable):

Resources and materials for Program Model 2 (if applicable):

Same as Elementary Level 1

Please proceed with frequency, staff, and resources for any additional program model checked above.

Resources and materials for Program Model 2 (if applicable):

Same as Elementary Level 1

Please proceed with frequency, staff, and resources for any additional program model checked above.

Program Model 1:

Staff for Program Model 1:

Certified teacher trained in language acquisition; 1 Instructional Assistant working under direct supervision of the certified teacher

Resources and materials for Program Model 1:

Core E/LA program, modified; High Point

Frequency and duration for Program Model 1:

5 days per week for 45 minutes

Frequency and duration for Program Model 2 (if applicable):

Frequency and duration for Program Model 2 (if applicable):

Frequency and duration for Program Model 2 (if applicable):

Frequent and duration for Program Model 2 (if applicable):

Resources and materials for Program Model 2 (if applicable):

Same as High School Level 1

Please proceed with frequency, staff, and resources for any additional program model checked above.

Resources and materials for Program Model 2 (if applicable):

Same as High School Level 1

Please proceed with frequency, staff, and resources for any additional program model checked above.

Resources and materials for Program Model 2 (if applicable):

Same as High School Level 1

Please proceed with frequency, staff, and resources for any additional program model checked above.

Resources and materials for Program Model 2 (if applicable):

Same as High School Level 1

Please proceed with frequency, staff, and resources for any additional program model checked above.
<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency and duration for Program Model 1:</th>
<th>Staff for Program Model 1:</th>
<th>Resources and materials for Program Model 1:</th>
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<tbody>
<tr>
<td>4</td>
<td>Same as Elementary Level 3 or as needed</td>
<td>Same as Elementary Level 3</td>
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**ELD Program Models Used:**
- ☒ Structured immersion/Content-Based ELD
- ☐ Push-In
- ☐ Pull-Out ESL
- ☐ Scheduled ESL class (elem., MS)
- ☐ ENL class for credit (HS)
- ☐ Sheltered Instruction class for ELs only
- ☐ English lab/Resource period
- ☐ Transitional Bilingual Education
- ☐ Dual Language Immersion
- ☐ Heritage Language class
- ☐ Other (please explain)

**Frequency and duration for Program Model 1:**
EL Literacy class, 3 days per week for 45 minutes

**Staff for Program Model 2 (if applicable):**
5 days a week, for 45 minutes

**Resources and materials for Program Model 2 (if applicable):**
1 EL Teacher

**Frequency and duration for Program Model 2 (if applicable):**
EL Literacy class, 3 days per week for 45 minutes

**Staff for Program Model 2 (if applicable):**
1 EL Teacher

**Resources and materials for Program Model 2 (if applicable):**
Subject textbooks and EL materials
All staff providing EL instruction as part of the core EL Plan must be qualified teachers trained in language acquisition. If teachers in the core EL program do not hold an Indiana ENL license, how have they been trained in language acquisition? Note that one-day, isolated workshops or logistical trainings (e.g. WIDA ACCESS administration training) do not meet this requirement. LEAs should provide a detailed explanation of how their staff providing the core EL instruction have been equipped to do so.

- Frequency and duration for Program Model 2 (if applicable): Same as Elementary Level 3 or as needed
- Staff for Program Model 2 (if applicable): Same as Elementary Level 3
- Resources and materials for Program Model 2 (if applicable): Same as Elementary Level 3 or as needed

Please proceed with frequency, staff, and resources for any additional program model checked above.

Core E/LA program plus supplemental reading materials

- Frequency and duration for Program Model 2 (if applicable): Same as Elementary Level 3 or as needed
- Staff for Program Model 2 (if applicable): Same as Elementary Level 3
- Resources and materials for Program Model 2 (if applicable): Same as Elementary Level 3 or as needed

Please proceed with frequency, staff, and resources for any additional program model checked above.

Frequency and duration for Program Model 2 (if applicable):

- Staff for Program Model 2 (if applicable):
- Resources and materials for Program Model 2 (if applicable):

Please proceed with frequency, staff, and resources for any additional program model checked above.
QUESTION 1: EL Program (using local, state, NESP, Title I, Title III, and any other available funds) Narrative

Describe how your district’s EL Program, using local, state, NESP, Title I, Title III, and any other available funds, will specifically target these subsets of English Learners, based on their needs, for them to learn English and meet the challenging State academic Standards.

QUESTION 2: IDENTIFICATION & ANNUAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

- Under federal law, Sections 3102 (b)(A), (D)(i) and 3115 of Every Student Succeeds Act (ESSA) require that all EL students be identified and assessed annually in listening, speaking, reading and writing. LEAs meet this obligation by initially assessing English proficiency of eligible newly enrolling students and administering the annual assessment to every EL student in the corporation each year, until they attain proficiency.

- Affirm that the provided steps are completed by checking each box.

QUESTION 3: WIDA ELD STANDARDS IMPLEMENTATION

- Indiana is required to have College and Career Ready Standards for English Learners. Indiana has adopted the WIDA English language development standards to fulfill this requirement.

- In the narrative,
  - Please describe how WIDA English language development standards are implemented with fidelity by all teachers of language learners including all classroom/content area teachers of English Learners.

For further information regarding WIDA implementation, visit the IDOE WIDA ELD Standards Framework site.

QUESTION 4: FORMAL MONITORING PLAN

- Under federal law, Section 3121 (a) (4) of Title III requires LEAs to monitor the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after they are no longer receiving services and reclassified as former English Learners. IDOE has provided a statewide system, the Indiana ILP System (I-ILP), to facilitate the monitoring process for former English Learners. LEAs may choose to use the IDOE-recommended process through the I-ILP system or enact their own locally-established monitoring process in compliance with federal requirements. Please reach out to your assigned grant specialist for additional information.

- Affirm that the state recommended two year monitoring process, or a locally developed process that meets the requirements as outlined in Section 3121 (a) (4) is in place, and provide a description if a local process is used.
Part 5: Nonpublic School Participation

OVERVIEW

In accordance with Section 8501 (c) of Title IX, Part E, Subpart 1 ‘Uniform Provisions’ (Private Schools), a LEA/Consortium is required to provide timely and meaningful consultation each year to nonpublic schools. A sign-off acknowledging that timely and meaningful consultation has occurred is required to be retained each year by the LEA/Consortium. If a nonpublic school chooses not to participate in Title III activities, a sign-off acknowledging such is required to be retained by the LEA/Consortium. Timely and meaningful consultation is required to occur before the submission of the Title III grant application, and should be on-going throughout the school year.

To ensure timely and meaningful consultation has occurred, a LEA shall consult with nonpublic schools during the design and development of the Title III Program on issues such as:

(a) how the children’s needs will be identified;
(b) what services will be offered;
(c) how, where, and by whom the services will be provided;
(d) how the services will be assessed and how the results of the assessment will be used to improve those services;
(e) the size and scope of the equitable services to be provided to the eligible nonpublic school children, teachers, and other educational personnel and the amount of funds available for those services; and
(f) how and when the LEA will make decisions about the delivery of services, including a thorough consideration of the views of the nonpublic school officials on the provision of contract services through potential third-party providers.

• The control of funds used to provide services and the title to materials and equipment purchased with those funds must be retained by the LEA.

• Services for nonpublic school children and educational personnel must be provided by employees of the LEA or through a contract made by the LEA with a third party. Additionally, the providers of the service(s) must be independent of the nonpublic school and any religious organization, and the provider’s employment or contract must be under the control and supervision of the LEA.

DIRECTIONS FOR COMPLETION

• Complete the following sections:
  o Name of each nonpublic school in LEA’s geographic area that after “timely and meaningful consultation” have decided to participate in 2019-2020 Title III activities.
  o EL Student Count: Number of English Learners enrolled in each nonpublic school as reported to the IDOE on the most recent Language Minority (LM) data collection. Find most up-to-date counts here.
  o 2019-2020 Title III Allocation: Allotted per-pupil funding amount for each nonpublic school. To determine this amount, take the EL Student Count and multiply by the per-pupil amount of $118.00. Please complete this column for each nonpublic school choosing to participate in Title III for the 2019-2020 school year.
• An LEA is required to provide timely and meaningful consultation to every nonpublic school within their geographic area, prior to the submission of the Title III application. This includes nonpublic schools that do not have EL enrollment reported on the DOE-LM for 2018-2019.

• Records of a nonpublic school’s desire to participate or not participate in the Title III program should be kept on file at the LEA for SEA monitoring purposes.

• It is possible for a nonpublic school that does not have EL enrollment reported on the DOE-LM for 2018-2019 (i.e. not generating Title III funding) to participate in Title III activities, as determined in “timely and meaningful” consultation, such as involvement in LEA-led EL professional development.

Part 6: Title III Activities Budget

OVERVIEW

The budget section is a critical component of the Title III application. IDOE expects clear and thorough detail provided for each line item in the budget. Any budget that does not include a clear and thorough description of the line item will be sent back to the LEA for revision.

SUPPLEMENT NOT SUPPLANT PROVISION

Supplement not Supplant requirements ensure that services provided with local, state or federal funds are in addition to and do not replace (or supplant) services that students would otherwise receive.

GENERAL REQUIREMENTS FOR COMPLETING THE BUDGET

• It is required that all expenditures in the budget are itemized.

• It is required that all items are descriptive and not vague (i.e. the IDOE will not accept vague wording such as “books” or “supplemental resources”).

• Costs associated with Title III funds can be used with EL students only.

• Costs associated with Title III funds may not violate the supplement not supplant requirement.

• Clear and thorough detail is required to be provided, including:
  
  o the intent of the cost; and
  o the intended audience (i.e. elementary/secondary and/or levels 1-4, etc.).

• An accurate total after each section is required to be provided. Please ensure that you have double-checked your math.
COMPLETING THE “ADMINISTRATION AND INDIRECT COSTS” PORTION OF THE BUDGET

• Administration is limited to **2%** of the Title III grant award amount.

• Indirect costs may be budgeted in accordance with the IDOE-approved restricted indirect cost rate for the LEA.

• **A detailed description must be provided** that indicates what the administration cost(s) will be used for (i.e. do not put a vague sentence, such as “administration” in the description column).

**Administrative Costs:**

Administrative costs are associated with the overall project management and administration for a specific program. These costs are not directly related to the provision of services to participants or otherwise allocable to the program/cost objectives. Direct administrative costs are limited to a 2% cap in the Title III budget and can be specifically identified with a particular cost objective. Direct costs generally include—

- Salaries/fringe (including vacations, holidays, sick leave or other excused absences) of employees working specifically on objectives of a grant or contract. Personnel could include Directors, clerical support staff, or other personnel that perform administrative functions
- Consultant services contracted to accomplish a specific grant/cost objective
- Travel of direct labor employees
- Materials, supplies and equipment purchased directly for use on a specific grant or contract
- Costs for goods and services required for program administration, such as office supplies, postage, long distance telephone calls, and rental and maintenance of office space

**Indirect Costs:**

Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. Indirect costs generally include such expenses as utility costs, such as heat and light. LEAs may apply their IDOE-approved indirect cost rate to the Title III budget total to determine their max indirect cost budget amount.

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COMPLETING THE “PROFESSIONAL DEVELOPMENT” PORTION OF THE BUDGET

• LEAs are **required** to use Title III funds for professional development for EL and classroom teachers, principals, administrators, and other school leaders that is:

  - Designed to enhance the **ability** of such teachers, principals, and other school leaders to understand and implement: a) curricula, b) assessment practices, and c) instructional strategies for English Learners;

  - **Effective** in increasing teaching knowledge and skills of such teachers;

  - Of sufficient intensity and duration (which shall not only include activities such as 1-day workshops and conferences) to have a positive and **lasting impact on the teachers’ performance** in the classroom;

ESSA legislative guidance is based on providing comprehensive professional development that is sustained, collaborative, job-embedded, data-driven, and classroom-focused [3115 (c) (2)].
• Any application that does not include high-quality professional development as outlined above and paid for with Title III funds will not be approved.

• For each activity, specify:
  o the name of the activity;
  o anticipated date(s);
  o anticipated number of attendees;
  o grade level(s) of staff that will participate;
  o category(ies) of staff that will participate;
  o a detailed description of the Title III-funded activity; and
  • the amount budgeted.

**Note:** The purpose of this section is to describe Title III funded professional development only. However, if Title III funds are being used to enhance a larger professional development initiative, please provide a short description of the larger initiative in order to provide necessary context to the reviewer.

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**Part 7: Supplemental Title III Personnel**

**COMPLETING THE PERSONNEL SUMMARY PAGE**

• Only personnel that provide supplemental English language development services to EL students – above and beyond core academic instruction and Lau Requirements – can be paid for through Title III.

• Mark C or N to identify whether this individual is certified or non-certified.

• The “Title III Salary” and “Total Salary” (including Title III) must be provided. The same is applicable for “Fringe.”

• If a position is split funded, the other funding source(s) must be indicated on the chart.

• A job description* detailing supplemental Title III duties is required to be attached with your completed application for any position funded through Title III.

• For split-funded positions, all Title III-funded (supplemental) activities must be marked on the job description.

**Note:** As this part of the application requires, the job description of the split-funded staff paid from federal Title III funding must have exact job duties stating:
- Lau-required duties paid from local and state funds, and
- Title III supplemental language development duties that individual will be performing after Lau-required ELD had been provided, or alongside with provision of Lau services.

*It does not have to be an official HR job description but an EL program job description. The job description must be shared with the individual performing these duties so that the individual correctly completes monthly Time & Efforts logs reflecting correct time spent on 1) Lau-required activities, and 2) supplemental Title III activities. Based on the provided job description the individual will know what activity will be paid from local/state fund and what activity will be paid from a federal fund (Title III).

---

**Part 8: Title III Budget Totals**
• For each line, write the subtotal from the budget for the corresponding budget category. These should match what is written in the corresponding spaces in Parts 6 and 7.

• In the box labeled “Grant Total”, sum the boxes above to find the total amount of money included in the grant budget.

• In the box labeled “Total Allocation”, write the total amount of funds allocated to the grantee(s). “Grant Total” and “Total Allocation” must be equal.

Appendix

• An extra page has been included to be used if insufficient space is provided for any section of the application. If the extra page is used, be sure to include all pertinent information and label the extra page appropriately.
I. Required Activities for Title III (Section 3115 (c) (2))

Title III funds are supplemental and are used for activities above and beyond the LEA’s core academic instruction (provided to all students) Lau Requirements (English language development services provided to EL students only). The three required activities that every LEA applicant must use their Title III funds for are:

1. **Effective language instruction educational programs** for English Learners that meet the needs of English Learners and demonstrate success in increasing:
   - (a) English language proficiency and
   - (b) Student academic achievement in the core academic subjects.

2. **Effective professional development** to classroom teachers, principals, and other school leaders, administrators, and other school or community-based organizational personnel, that is:

   - designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices, and instructional strategies for English Learners and effective in improving knowledge and teaching skills of such teachers:

   - 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.

3. Beginning SY 2017-18, per ESSA, **EL students’ Family and Community Engagement** is a required activity for Title III (3115(d)(6): “Providing community participation programs, family literacy services, and parent and family outreach and training activities to English Learners and their families”. Title III funding must be used to pay for this activity. Describe how your LEA will provide effective outreach to families of English Learners and promote parent, family, and community engagement in language instruction educational programs [Sec. 3116 (b) (3)] using Title III funding.

II. Optional Activities for Title III

Supplemental Title III funds can also be used for the following activities, once the required activities have happened:

1) Developing and implementing new language instruction educational programs and academic content instruction programs for English Learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs;

2) Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English Learners and immigrant children and youth;

3) Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and
academic content instruction for English Learners and immigrant children and youth;

4) Implementing, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English Learners and immigrant children and youth;

5) Carrying out other activities that are consistent with the purposes of Section 3115 [3115 (d)].

### III. Prohibited Activities for Title III

The following identifies items that are **not allowed** to be paid with Title III funds:

1. Any cost (personnel; supplemental instructional materials/supplies; technology and equipment; professional development, etc.) that was **originally** funded through state and local funds, as this would be in violation of supplement not supplant.

2. Any cost (personnel; supplemental instructional materials/supplies; technology and equipment; professional development, etc.) originally funded through another **federal funding source** (ex: Title I, A), as this would be in violation of supplement not supplant.

3. Any cost associated with the administration of the W-APT (placement) or ACCESS for ELs (annual) testing, including proctors, assessors, or substitute teachers- these costs are required to be paid for with state and local funds.

4. Translation of documents/handbooks/assessments; translation at parent-teacher conferences or other school events that are not Title III-specific; translation for parents regarding non-Title III specific activities (i.e. school registration, grades in class, etc.). Costs associated with translation are required to be paid for with state and local funds. Only translators for **supplemental Title III-specific documents or events** can be paid for with Title III funds.

5. Direct administrative costs that exceed 2% of a LEAs total grant award amount. Direct administrative costs are those costs necessary to direct and manage the Title III program. Please refer to “Part 6: Budget” for a description and examples of administrative costs.

### IV. Supplement not Supplant Provision

“TESTS” TO DETERMINE SUPPLANTING

The Department assumes supplanting exists if-
1. The First Test of Supplanting – Required by Law: Title III funds must be used to supplement the level of federal, state and local funds that, in the absence of Title III funds, would have been expended for programs for English Learners and immigrant children and youth. [3115(g)]

2. The Second Test of Supplanting – Prior Year: A LEA uses Title III funds to provide services that the LEA provided in the prior year with state, local or other federal funds. *This assumption can be rebutted. Please contact the OEL&ME if you have questions.

Note that the recent changes to the supplement not supplant provisions under Title I do not apply to other funding streams, including Title III. The supplanting provisions under Title III have remained the same.

QUESTIONS TO ASK WHEN CONSIDERING WHETHER TITLE III FUNDS CAN BE USED WITHOUT VIOLATING SUPPLEMENT NOT SUPPLANT

1. What is the instructional program/service provided to all students (core academic instruction)?
2. What does the LEA do to meet Lau requirements?
3. What services is the LEA required by other federal, state, and local laws or regulations to provide?
4. Was the program/service previously provided with federal, state or local funds?

Based on the answers to the above questions, would the proposed funds be used to provide an instructional program/service that is in addition to or supplemental to an instructional program/service that would otherwise be provided to EL students (or be required to be provided by other laws/regulations) in the absence of a Title III grant?
Types of Applicant

Section 3114 (a) and (b) indicates that a “State educational agency shall not award a sub grant if the amount of the sub grant is less than $10,000.” In order to apply for an individual Title III grant application for the 2019-2020 school year, an LEA must have a minimum allocation of $10,000 based on the number of students that were reported to the DOE-LM data collection in the 2018-19 school year. LEAs that do not meet the $10,000 threshold may form a consortium to apply for funds. If a consortium is formed, a fiscal agent must be designated.

Completing the Application

Below is a guide to which sections of the application should be completed by each type of applicant:

<table>
<thead>
<tr>
<th>Part 1: Grantee Information</th>
<th>Individual LEA Applicants</th>
<th>LEA Consortium Member</th>
<th>LEA Consortium Fiscal Agent</th>
<th>ESC Consortium Member</th>
<th>ESC Consortium Fiscal Agent</th>
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<th>Part 2: Assurances</th>
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<th>Part 5: Nonpublic School Participation</th>
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<th>Part 6: Title III Activities Budget</th>
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<th>Part 7: Supplemental Title III Personnel</th>
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<th>LEA Consortium Fiscal Agent</th>
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<tr>
<th>Consortium Participant Agreement Form</th>
<th>Individual LEA Applicants</th>
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All LEA Consortia and ESC Consortia must be administered by a fiscal agent.
- In a LEA Consortium, members of the consortium will determine the fiscal agent.
- In an ESC Consortium, the ESC will be the lead or fiscal agent.

Fiscal Agents are responsible for:
- Submitting all members’ applications to IDOE together in one packet. For Parts 6 & 7 of the application, the fiscal agent should submit a single, compiled budget for all members. The budget should clearly indicate which expenditures correspond to which LEA.
- Fiscal components of the grant, ensuring that the consortium members are in accordance with Title III requirements.
- Submitting all required reports and evaluations.
- Ensuring that funds are used to supplement, not supplant, other federal, state and local funds.

CONSORTIUM MEMBER RESPONSIBILITIES

All consortium members are responsible for:
- Identifying, implementing and administering programs and activities that will develop English proficiency and student academic achievement in the core academic subjects.
- Providing teachers, administrators and other staff with high-quality professional development that will improve the instruction of EL students.
- Ensuring that funds are used in accordance with Title III requirements and do not violate the supplement not supplant provisions.
- Submitting signed Assurances and a Consortium Participant Agreement form, see below.
Title III Consortium Participant Agreement Form

continued on p. 25-27

Directions: This document should be completed by each LEA/Eligible Entity participating in a LEA Consortium or ESC Consortium in order for the IDOE to release Title III funds to the Fiscal Agent. The Fiscal Agent is required to submit all Title III Consortium Participant Agreement Forms with the final Title III application.

The Fiscal Agent will:

- Complete the application, in collaboration with its consortium members, detailing the activities that meet the common or individual needs of the consortium’s English Learner (EL) population.
- Ensure that the consortium members fulfill their fiscal and programmatic responsibilities under Title III.
- Ensure that the funds may be used to supplement but not supplant other federal, state, or local public funds.

Consortium members must:

Identify and develop a plan of activities in collaboration with the fiscal agent that meet the needs of the individual member district’s EL population. The plan of activities must include:

- How member districts will identify, implement, and administer programs and activities in their LEA that will develop English proficiency and student academic achievement in the core academic subjects for their EL student population.
- How professional development will be provided for teachers, administrators and staff to improve instruction for English Learners; a portion of the funds must be allocated to professional development.

Title III funds are supplemental and are used for activities above and beyond the LEA’s core academic instruction (provided to all students) and Lau Requirements (English language development services provided to EL students only). Title III funds are supplemental and are used for activities above and beyond the LEA’s core academic instruction (provided to all students) and Lau Requirements (English language development services provided to EL students only). The three required activities that every LEA applicant must use their Title III funds for are:

1. Effective language instruction educational programs for English Learners that meet the needs of English Learners and demonstrate success in increasing:
   (a) English language proficiency and
   (b) Student academic achievement in the core academic subjects.

2. Effective professional development to classroom teachers, principals, and other school leaders, administrators, and other school or community-based organizational personnel, that is:
   - designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices, and instructional strategies for English Learners and effective in teaching knowledge and teaching skills of such teachers:
   - 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.
3. Beginning SY 2017-18, per ESSA, **EL students’ Family and Community Engagement** is a required activity for Title III (3115(d)(6): “Providing community participation programs, family literacy services, and parent and family outreach and training activities to English Learners and their families”). Title III funding must be used to pay for this activity. Describe how your LEA will provide effective outreach to families of English Learners and promote parent, family, and community engagement in language instruction educational programs [Sec. 3116 (b) (3)] using Title III funding.

Based on the LEA’s professional development needs assessment, the consortium member district must make decisions on what kind of professional development their staff will participate in:

- professional development coordinated by the Fiscal Agent, or
- individual LEA’s professional development events that will be provided by the consortium member district itself and will be based on the individual member’s professional development needs

**Parent Notification**

The fiscal agent must ensure that parents of ELs are notified of their children being placed in language instruction educational program. The fiscal agent may either delegate this responsibility to the member districts, or the fiscal agent may choose to notify all the parents of ELs served by the consortium.

**Consortium Dissolution or Membership Changes**

The fiscal agent and consortium members commit to participating in the consortium for the full 27 months of the respective Title III grant.
By signing this form, the LEA agrees to participate in a consortium application for Title III funds for the 2019-2020 school year and to meet all of the assurances and program requirements as outlined in the Title III grant application:

<table>
<thead>
<tr>
<th>School Corporation</th>
<th>Corp #</th>
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<tbody>
<tr>
<td>Superintendent Name</td>
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<tr>
<td>Signature of Superintendent</td>
<td>Date</td>
</tr>
<tr>
<td>Title III Administrator Name</td>
<td></td>
</tr>
<tr>
<td>Signature of Title III Administrator</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fiscal Agent School Corp./ Eligible Entity Name</th>
<th>Corp #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Agent Name</td>
<td></td>
</tr>
<tr>
<td>Fiscal Agent Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

*Signed and dated copies for each LEA should be submitted by the fiscal agent with the final Title III application*
# Title III Application Completion Checklist

The following checklist is recommended for use prior to the submission of a LEAs/Consortium Title III application. This checklist is optional and does not need to be submitted with your final application.

<table>
<thead>
<tr>
<th>Description</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1: Grantee Information</strong></td>
<td></td>
</tr>
<tr>
<td>All information in this section has been completed fully and accurately.</td>
<td></td>
</tr>
<tr>
<td>The “Total Funding Authorization” that I provided in Part 1: Grantee Information matches the allocated amount that the SEA (state Department of Education) provided on the “2019-2020 Title III Funding” spreadsheet.</td>
<td></td>
</tr>
<tr>
<td><strong>Part 2: Assurances</strong></td>
<td></td>
</tr>
<tr>
<td>Each box on the Assurances page has been checked.</td>
<td></td>
</tr>
<tr>
<td>A copy of the Assurances page with the superintendent’s signature and my signature (Title III Administrator) has been included with the final application to be sent to the IDOE.</td>
<td></td>
</tr>
<tr>
<td><strong>Part 3: Lau Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>The activities/resources/personnel that I have provided for Part 3 in order to meet the Lau Requirements are all paid for with state and local funds (i.e. nothing that I have indicated in Part 3 is paid for with Title III funds.)</td>
<td></td>
</tr>
<tr>
<td>I have described all the models my corporation uses for English language development (ELD) services (including activities/resources/personnel, etc.) for levels 1-4 EL students in elementary, middle school and high school. The information provided is clear and concise.</td>
<td></td>
</tr>
<tr>
<td>I have summed the total Certified and Non-Certified staff providing Lau-required ELD services.</td>
<td></td>
</tr>
<tr>
<td><strong>Part 4: Additional Program Narratives</strong></td>
<td></td>
</tr>
<tr>
<td>I have described how my district will address the needs of subgroups of our English Learners using all available funds (local, state, NESP, Title I, Title III, and other)</td>
<td></td>
</tr>
<tr>
<td>I have thoroughly affirmed my LEA’s process/protocol for ensuring that 100% of EL students are identified and correctly included in the WIDA ACCESS testing for EL assessment each year.</td>
<td></td>
</tr>
<tr>
<td>I have explained the LEA’s plan to ensure the WIDA English language development standards are implemented with fidelity by all teachers of English Learners (i.e. content area, EL teachers etc.)</td>
<td></td>
</tr>
<tr>
<td>I have affirmed how the LEA appropriately monitors former EL students for two years after the student has reached fluency.</td>
<td></td>
</tr>
<tr>
<td><strong>Part 5: Nonpublic School Participation</strong></td>
<td></td>
</tr>
<tr>
<td>I have checked off the box for the pledge that I notified and consulted with all nonpublic schools within the geographic area of my school corporation.</td>
<td></td>
</tr>
<tr>
<td>I have listed all nonpublic schools that will participate in Title III activities for the 2019-2020 school year.</td>
<td></td>
</tr>
<tr>
<td>I have retained a copy of each nonpublic school corporation’s timely and meaningful consultation or signature indicating they do not wish to participate in Title III activities.</td>
<td></td>
</tr>
</tbody>
</table>
**Part 6: Title III Activities Budget**

I have **not** included the English language proficiency placement or Annual WIDA ACCESS Assessment trainings as part of the Title III Professional Development.

Title III professional development is being provided to more than just the EL Teachers/EL Instructional Assistants at my school corporation; I have included the number of classroom teachers participating in EL-related professional development.

If I have included EL workshops/conferences that staff members will be attending, I have included a description as to how the information learned at the workshop/conference will be shared with other colleagues and how it is part of a larger Title III professional development plan for my school corporation.

I have described an activity paid from Title III that my LEA will implement to promote parent and community participation for parents of EL students at elementary and secondary level, **specific** to the needs of EL students’ parents.

The amount I have listed for administration does not exceed 2% of my total grant award amount.

I have **specifically** indicated what my administration costs will cover (i.e. I have not put a vague sentence such as “administration costs” in the description column).

All costs listed in my budget are **descriptive** and demonstrate how the cost is **supplemental** (i.e. I have not used vague sentences such as “books” or “EL Supplemental Resources”).

I have **accurate totals** at the end of each category.

**Part 7: Supplemental Title III Personnel**

I have only listed personnel that provide **supplemental** English language development services. The personnel listed **do not** provide core academic instruction or Lau Requirements for the proportion of time they are paid through Title III.

I have filled out the Title III Salary and Total Salary (including Title III) for each personnel listed. I have done the same for fringe.

I have attached a **job description** to be included with my final Title III application for each position paid through Title III.

Positions listed have not previously been paid for with **state and local funds** (as this would violate the supplement not supplant provision).

For job descriptions of **split-funded positions**, I have marked which **supplemental** activities are to be funded by Title III.

I have provided **accurate totals**.

**Miscellaneous**

When I add the totals on my budget page and personnel page, they add up to my total funding allocation.

If I am the fiscal agent for a **consortium**, I have collected all participating LEAs applications, assurances, and consortium participant agreement forms to submit.

My application is ready for submission and will be emailed to my assigned **Title III specialist** no later than Friday, **August 30, 2019**.