

## Title III Consortium Handbook

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### Overview

The Title III Consortium Handbook was created to provide guidance on creating and using consortia to meet the needs of English Learners (ELs).

### Purpose

This document is designed to assist Louisiana educators in understanding Title III consortia.

Title III funding is to help ensure that:

1. English Learners (ELs), including migrant children and youth,
  - attain English proficiency; and
  - develop high levels of academic achievement.
2. Teachers, administrators, and other school leaders receive assistance in developing and enhancing their capacity to provide effective instructional programs; and
3. Promote parental, family, and community participation in language educational programs.<sup>1</sup>

### *Why create Title III Consortia?*

By creating consortia, school systems who would not otherwise be able to receive Title III allocations can receive these funds. In addition, members of consortia can combine resources, ideas, and best practices to improve academic outcomes for ELs.

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<sup>1</sup> Under Section 3114 (d)(2)(B) a state education agency is required to ensure that each Title III subgrant is of sufficient size and scope to meet the purposes of Title III.

### *Requirements*

To receive Title III allocation, a school system must have enough enrolled ELs to equal the prescribed amount for that year<sup>2</sup>. If a school system does not meet that minimum, they may choose to join or create a consortium with other school systems to meet or surpass that minimum. Each consortium is required to have an identified fiscal agent.

### *Fiscal Agent*

A school system must agree to serve as the lead or fiscal agent of the consortium. As the fiscal agent, that school system agrees to take on additional responsibilities such as:

1. Organizing Title III consortium members, meetings, professional development or other related effective activities
2. Submitting all required Title III Consortium documents.
3. Submitting Title III application in eGMS and all fiscal translation of the consortium (requisitions, purchases, payments, etc.) and for maintaining records of all financial transactions carried out on behalf of the consortium.
4. Monitoring use of Title III funds
5. Fulfillment of data gathering, reporting and documentation submission requirements on behalf of the Consortium for Title III monitoring purposes and federal reporting.

The fiscal agent may delegate some of these responsibilities to other consortium members as needed.

### *Consortium Member Responsibilities*

Once a participant agrees to be part of the consortium, they may assume responsibilities such as:

1. Review the Title III Consortium Handbook
2. Complete any delegated tasks
3. Complete all obligations as outlined in the Title III Plan and/or Title III funding application
4. Provide data to meet annual data reporting requirements including
  - a. Number of students served in Title III programs
  - b. Number of teachers serving in Title III programs
5. If applicable, the school system is responsible for meeting the equitable participation requirements for private schools within its jurisdiction. The school district must submit a written affirmation from each private school serving students who reside in the public school attendance area. This affirmation assures that the private schools are provided meaningful consultation and indicates the titles in which a private school wishes to participate. The school system and consortium fiscal agent must work together to ensure that the participating private schools receive their equitable share of program service.

### **Consortium Guidelines**

All school systems that receive Title III funds agree to:

1. Enhance effective English language instruction education programs
2. Provide effective professional development to classroom teachers who work with ELs

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<sup>2</sup> The per student allocation amount varies year to year.  
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3. Provide and implement other effective activities and strategies that enhance or supplement language instruction for ELs.

As a member of a Title III consortium, participants may choose to use their funds in combination or as individual entities to achieve these goals. Examples of how to use these funds to meet the above can be found in the [Allowable Use of Title III Funds](#).

### Support

As part of a Title III Consortium, the participants should work collaboratively to identify the needs of their ELs and the educators supporting them.

### Steps

1. Attend an LDOE Title III Consortium Informational Meeting or Review the Title III Handbook.
2. Meet with other members of the potential consortium, draft documents, and obtain signatures on MOU and Intent form.
3. Fiscal Agent submits the completed [Intent to Form a Title III Consortium](#) with [Title III Plan](#) to LDOE.
  - a. LDOE will verify count, send approval, and any other related consortium guidance

Submit both documents to [LDOE.grantshelpdesk@la.gov](mailto:LDOE.grantshelpdesk@la.gov) by October 31. Use *Title III Consortium\_ Name of Document* as subject line.

**Allowable Use of Title III Funds**

Description	Examples	Resources
Professional Development for staff and faculty	<p>Work with an outside vendor to provide PD that meets the needs of your educators and ELs.</p> <p>Pay for EL certifications for teachers</p>	<p><a href="#">EL PD Vendor Guide</a></p> <p><a href="#">PD Vendor Guide</a></p> <p><a href="#">SIOP</a></p> <p><a href="#">BeGlad</a></p>
Support EL Programming	<p>Implement a new EL program or improve one that is in place by providing PD, creating a community of practice/cohorts or other such support.</p> <p>Purchase materials specific to an EL program such as Two Way Immersion, Transitional Bilingual, or Newcomer.</p> <p>Hire additional staff with specialized training related to a particular EL program.</p>	<p><a href="#">Achieve Funding for ELs</a></p> <p><a href="#">EL Toolkit</a></p> <p><a href="#">EL Programming One-Pager</a></p> <p><a href="#">EL Program Handbook</a></p>
Extended Programs	<p>Offer before, after, or Saturday school, language classes for students.</p> <p>Start a multicultural book club.</p>	<p><a href="#">Guidance for Addressing Language Loss</a></p>
Family Engagement	<p>Hold parent meetings that specifically address topics relevant to parents of ELs/Immigrants/Refugees/Newcomers.</p>	<p><a href="#">Family Support Toolbox</a></p>
Materials, Supplies, Technology	<p>Supplemental curriculum materials</p>	<p><a href="#">Supporting Newcomer and Beginner ELs</a></p>

	EL software/technology	<a href="#">Curriculum Guidance</a> <a href="#">Instructional Materials Review</a>
Translation Services	Translating at parent meetings. Paying additional staff to provide translation services beyond what is required by Title I.	<a href="#">Ensuring Meaningful Communication with LEP Parents</a>

### Frequently Asked Questions (FAQs)

**1. Do we have to join a Title III consortium in order to receive Title III funds?**

If your school system does not have enough ELs to generate the minimum \$10,000, then yes, they would need to be part of a consortium to access any Title III funding.

**2. How do I know how to use the funds?**

Guidance can be found in the U.S. Department of Education's [Title III Guidance](#) Section 3114 (a). Refer to the [Allowable Use of Title III Funds](#) in the Title III Consortium Handbook for suggestions.

**3. How many school systems need to come together to form a consortium?**

There needs to be at least 2 school systems, but there is no maximum.

**4. What is the benefit of being in a Title III consortium?**

By creating consortiums, school systems who would not otherwise be able to receive Title III allocations can receive these funds. In addition, members of consortiums can combine resources, ideas, and best practices to improve academic outcomes for ELs.

**5. What are the deadlines?**

The informational webinar will be held in the middle of August and the Intent to Form a Consortium and Title III Consortium Plan are due no later than October 31. EL Counts used on intent form should be from most recent October counts.

**6. What is a fiscal agent?**

The fiscal agent is the program lead for a Title III consortium and has certain responsibilities to the group. See the [fiscal agent](#) section for more information.

**7. My school system has enough ELs enrolled to meet the \$10,000 minimum, but we would like to be part of a consortium for the collaborative benefits. Is that possible?**

It is, though you can still work collaboratively with other school systems without the formal Title III consortium label. Contact [alice.garcia@la.gov](mailto:alice.garcia@la.gov) to talk about how you can do this.

**8. Is the Title III allotment automatic?**

No, Title III funding is always determined by the number of ELs in a district or consortium. Number must be sufficient to generate at least \$10,000. School systems and fiscal agents for approved consortiums must complete an application in the applicable SuperApp to have use of the funds.

**9. Can a private school be part of the consortium?**

No. However, school systems are responsible for meeting the equitable participation requirements for private schools within its jurisdiction. The school district must submit a written affirmation from each private school serving students who reside in the public school attendance area. This affirmation assures that the private schools are provided meaningful consultation and indicates the titles in which a

private school wishes to participate. The school system and consortium fiscal agent must work together to ensure that the participating private schools receive their equitable share of program service.

**10. Where can I find the forms from the appendix of the Title III Consortium Handbook?**

Each of the forms that are part of the appendix can be found in the [Federal Support and Grantee Relations Library](#).

## Appendix A: Title III Consortium Plan Template

School Systems who are receiving Title III funds must disclose how those funds are being used to support EL programming/instruction. Use this form to describe how the funds are being used and what Title III requirement is being met.

1. Which requirement of Title III is this plan addressing (Select all that apply)?

- Help English Learners (ELs), including migrant children and youth, attain English proficiency, and develop high levels of academic achievement.
- Teachers, administrators, and other school leaders receive assistance in developing and enhancing their capacity to provide effective instructional programs; and
- Promote parental, family, and community participation in language educational programs

2. Describe the specific way these Title III funds will be/were used in the consortium to meet the requirements above.

3. How will the effectiveness of the consortium funded programs be evaluated? Please include the data that will be used to evaluate effectiveness.

Submit to [LDOE.grantshelpdesk@la.gov](mailto:LDOE.grantshelpdesk@la.gov) by October 31. Use *Title III Consortium\_Name of Document* as subject line. Access a fillable version of this document in the [Federal Support and Grantee Relations Library](#).

**Appendix B: Intent to Form a Title III Consortium**

This is to inform the LDOE that the following school systems intend to form a Title III Consortium for the applicable school year. Each participating school system has reviewed its October English learner (ELs) counts to verify that together the consortium count will exceed the estimated threshold of ELs needed to generate a minimum of \$10,000. Each school system understands that the final threshold count for \$10,000 will not be calculated until the LDOE receives the current grant award notice from the United States Department of Education.

<b>Title III Consortium Participants</b>			
<b>Code</b>	<b>School System</b>	<b>October EL count</b>	<b>Fiscal Agent (yes/no)</b>
	<b>Count Total</b>		

Signatures of Superintendent and/or School System Designee			
School System	Signature	Title	Date

Submit to [LDOE.grantshelpdesk@la.gov](mailto:LDOE.grantshelpdesk@la.gov) by October 31. Use *Title III Consortium\_Name of Document* as subject line. Access a fillable version of this document in the [Federal Support and Grantee Relations Library](#).

## Appendix C: Title III Consortium Participant Memorandum of Understanding (MOU)

This MOU represents the agreed-upon program, services and products to be provided to English learners (ELs) by the school system participating in the Title III consortium during the current school year. The identified fiscal agent for the consortium agrees to assume all responsibilities outlined in the [Consortium Guidelines](#) described in the Title III Consortium Handbook.

**School System :** \_\_\_\_\_

**School Year:** \_\_\_\_\_ **Fiscal Agent:** \_\_\_\_\_

By joining this Title III Consortium and signing this MOU, you agree to use these funds to improve academic outcomes for ELs by doing some or all of the following.

- Participating in professional development opportunities for EL programming and/or instructional support
- Supplying data on EL enrollment and staff/faculty supporting ELs
- Determining effectiveness of EL programs in your school system
- Engaging parents and the community

The consortium will determine how best to use these funds to meet some or all of the above objectives.

**School System Participant:** \_\_\_\_\_

**Title:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The fiscal agent should keep copies of signed MOUs with other Title III Consortium documents. This form will be signed each year and goals/objectives reviewed.

Access a fillable version of this document in the [Federal Support and Grantee Relations Library](#).