



Title III Consortium Overview 2021

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Agenda

- Objective
- Requirements
- Fiscal Agents
- Consortium Members
- Guidelines
- Steps
- Using Title III Funds
- Wrap-up

Objective

School Systems will understand how to use Title III Consortiums to support English Learners (ELs).

Title III consortiums are designed to help low incident EL school systems:

- Access Title III funds
- Combine resources, ideas, and best practices to improve academic outcomes for ELs

Requirements

To be identified as a Title III School System, they must have enough enrolled ELs to equal the prescribed amount for that year (presently, that is about 74 ELs).

If a school system does not have the minimum number of enrolled ELs, they can search for a fiscal agent and form a consortium that then meets or surpasses that minimum.

Fiscal Agents

Each Title III Consortium needs a fiscal agent. The fiscal agent takes on the following responsibilities:

- organizing Title III consortium members, meetings, PD, or other related activities to support EL instruction/programming;
- submitting all required Title III consortium documents;
- submitting Title III application in eGMS and all fiscal transactions of the consortium, and for maintaining all financial records;
- monitoring use of Title III funds; and
- fulfillment of data gathering, reporting and documentation submission requirements.

Consortium Members

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

- review the [Title III Consortium Handbook](#);
- complete any delegated tasks from the fiscal agent;
- complete all obligations as outlined in the [Title III Plan](#) and/or Title III funding application;
- provide data to meet annual data requirements; and
- if applicable meet the equitable requirements for private schools.

Consortium Guidelines

In general, 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; and
3. Provide and implement other effective activities and strategies that enhance or supplement instruction for ELs.

As part of a consortium, participants may choose to use their funds in combination or as individual entities to achieve these requirements.

Steps to Forming a Title III Consortium

1. Attend an LDOE Title III Consortium Informational Meeting and/or review the [Title III Consortium 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 then verify count, send approval, and any other related consortium guidance.

Using Title III Funds

Title III Funds must be used to supplement EL instruction/EL programming. They cannot be the main source of funding for any EL programming. Some suggestions can be found in the [Title III Consortium Handbook](#) under Allowable Use of Title III Funds. Suggestions include:

- | | | |
|--------------------------|--|---------------------------------|
| Professional Development | New EL Program Implementation | EL Certification |
| Improving EL programming | Materials for EL Programming/Instruction | |
| Additional EL Staff | Extended Programs | Tutoring Programs |
| Family Engagement | EL Software/Technology | Additional Translation Services |
| Supplemental Instruction | Multicultural/Bilingual Book Club | Language Classes |

Questions?



Resources

[Title III Consortium Handbook](#)

Email: alice.garcia@la.gov

[EL Program Handbook](#)

[EL Programming One Pager](#)

[EL Library](#)

[Federal Support and Grantee Relations Library](#)

[EL Toolkit](#)

[Title III Language Instruction for English Learners and Immigrant Students](#)

