



## Guidelines for Establishing a Title III Consortium

The purpose of funds awarded under Title III of the Elementary and Secondary Education Act (*as amended by Every Student Succeeds Act (ESSA)*) is to ensure that English Learners (ELs), develop English proficiency and meet the same academic content and academic achievement standards required of all students. Schools must use these funds to implement language instruction educational programs (LIEPs) designed to help EL students achieve these standards. State educational agencies (SEAs), local educational agencies (LEAs) and schools are accountable for increasing the English proficiency and core academic content knowledge of EL students.

**Programs:** Title III Subgrants support the efforts of LEAs to assist EL students' English proficiency and to meet challenging state academic content and student academic achievement standards.

LEAs must use effective approaches and methodologies for the following purposes:

1. Developing and implementing new language instruction educational programs and academic content instructional programs for all EL students.
2. Carrying out highly focused, innovative, locally developed activities to expand or enhance existing language instruction educational programs and academic content instruction programs for all EL students in elementary and secondary programs.
3. Implementing school-wide programs within individual schools to restructure, reform and upgrade all programs, activities and operations related to language instruction educational programs and academic content instruction for all EL students.
4. Implementing, in a local educational agency, system-wide programs designed to restructure, reform and upgrade all programs, activities and operations related to the education of all EL students.

**Purpose of a Title III Consortium:** As per Title III, section 3114(b), "a State Education Agency shall not award a subgrant from an allocation made under the subsection (a) if the amount of such subgrant would be less than \$10,000."

### Types of Local Plans:

- Individual school districts with Title III subgrant allocations for a given grant year of \$10,000 or above.
- A consortium representing school districts whose combined total subgrant allocations for a given grant year must equal \$10,000 or more.

**A signed Consortium Agreement is required annually, among all participating consortium members, at the time of the ESEA Consolidated application submission.**

- Note: Carryover funds may not be used for the purposes of determining whether district or consortium will meet the \$10,000 threshold for a subgrant.

### Type of Consortia:

- School districts with one district that is designated as the fiscal agent.

### **Responsibilities of Fiscal Agents:**

- District serving as fiscal agent must have a federal tax identification number.
- The fiscal agent of the consortium must have on file letters signed by all superintendents of the consortium members including the fiscal agent, stating agreement to be members of the consortium.
- The fiscal agent of the consortium must maintain the written agreement regarding consortium members' participation.
- The signed consortium agreement(s) must be submitted to the OPI.  
**A copy of the signed consortia agreement (by all district superintendents) must be submitted no later than August 31 of the grant year. At that time, Title III planning allocations projected for districts that do not meet the threshold for a subgrant (\$10,000 or more), will be reallocated to other eligible entities. Please note: Budget authority cannot be granted to the fiscal agent of the consortium until all required signatures have been submitted to the OPI.**
- The fiscal agent is responsible for completing the Title III English Acquisition section of the ESEA Consolidated Application on E-Grants.
- Programs and related applications may be planned separately by LEAs or they may be planned as one collaborative group, depending on the choice of the consortium members.

### **Responsibilities of Member Districts:**

- Each consortium member submits its own Title III program narrative as part of the consortium agreement to the fiscal agent.
- Each consortium member must submit the to the fiscal agent in a timely manner.
- The consortium member must implement the Title III program as described in the approved local plan, including identification and annual assessment of EL students, provision of appropriate services to EL students, appropriate parent notification, etc.

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For more information, resources, and forms visit: [English Learners \(mt.gov\)](https://www.mt.gov) or contact [Evelyn Paz-Solis](#), EL Instructional Specialist.