Ohio | Department of Education

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Guidelines for Establishing a Title III (LEP) Consortium

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Sources: No Child Left Behind Act of 2001
Key Words: Title III Limited English Proficient
Summary: Guidelines and requirements for establishing, joining and maintaining effective LEP consortium, fiscal agency procedures and uses of funds.

Purpose:
The purpose of funds awarded under Title III of the No Child Left Behind Act is to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that all students are expected to meet. Schools use these funds to implement language instruction educational programs designed to help LEP 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 LEP students.

Programs:
Title III sub-grants support the efforts of LEAs to assist limited English proficient students to learn English and meet challenging state academic content and student academic achievement standards. LEAs must use approaches and methodologies based on scientific research for the following purposes:

1. Developing and implementing new language instruction educational programs and academic content instructional programs for limited English proficient students in early childhood, elementary and secondary programs.

2. Expanding or enhancing existing language instruction educational programs and academic content instruction programs.

3. Implementing schoolwide 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 limited English proficient students.

4. Implementing in a local educational agency system-wide programs designed to re-structure, reform and upgrade all programs, activities and operations related to the education of limited English proficient student

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Type of Applications:

- Individual school districts or community schools with Title III LEP allocations of $10,000 or above
- Consortium representing school districts/community schools whose combined total allocations equal $10,000 or more.

Types of Consortia:

- School districts/community schools with one of the districts/schools designated as fiscal agent.
- School districts/community schools with a regional educational agency such as a county Educational Service Center (ESC) designated as fiscal agent

Responsibilities of Fiscal Agents:

- Institutions serving as fiscal agents must have an IRN number.
- The fiscal agent of the consortium must have on file letters signed by superintendents of districts agreeing to be members of the consortium.
- The fiscal agent is responsible for all fiscal transactions of the consortium (requisitions, purchases, payments, etc.) and for maintaining records of all financial transactions carried out on behalf of the consortium.

Responsibilities of member districts:

Consortium members must meet to discuss and develop a common plan that meets the requirements of Title III and other issues including the following:

- Fiscal agent role and responsibilities;
- Needs of member districts for improving services for limited English proficient (LEP) students;
- Needs of member districts relating to professional development to improve instruction for LEP students;
- Common plan to effectively and efficiently use Title III funds to meet the identified needs of the consortium members.

Required Activities:

A consortium receiving funds under Title III **must** use the funds—

(1) To increase the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientific research demonstrating the effectiveness of the programs in increasing:
   (a) English proficiency
   (b) Student academic achievement in the core academic subjects; and

(2) To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is:

a) Designed to improve the instruction and assessment of limited English proficient children;

b) Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;
c) Based on scientific research demonstrating the effectiveness of the professional development in increasing children's English 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 one-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.

Authorized Activities:
An eligible entity receiving Title III funds **may** use the funds to achieve one of the purposes of Title III by undertaking one or more of the following activities:

1) Upgrading program objectives and effective instruction strategies;
2) Improving the instruction program for limited English proficient children by identifying, acquiring and upgrading curricula, instruction materials, educational software and assessment procedures;
3) Providing
    (A)Tutorials and academic or vocational education for limited English proficient children; and
    (B) Intensified instruction;
4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services;
5) Improving the English proficiency and academic achievement of limited English proficient children;
6) Providing community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families—
    (A)To improve the English language skills of limited English proficient children; and
    (B) To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children;
7) Improving the instruction of limited English proficient children 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) Carrying out other activities that are consistent with the purposes of Title III.

For more information, contact:
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