

2018- 2019 Guidelines for Title III Consortium Memorandum of Understanding or Agreement between Lead Applicant LEA and Member LEAs

1. On the MOU/Agreement, list the acting fiscal agent for the consortium, as well as each LEA that will be participating in the consortium. Include the signatures of the superintendents/designees of the LEAs participating in the Title III Consortium.
2. Develop a common plan to use the Title III funds efficiently to meet the identified needs of the consortium members. The plan must detail the activities that each member of the group will perform to carry out the purpose of ensuring that ELs develop English proficiency and meet the same academic content and achievement standards that all students are expected to meet. The plan must include the following three elements:
 - a. How the participating LEAs will supplement services for ELs;
 - b. How professional development will be provided to improve instruction for ELs; and
 - c. What outreach services and/or activities will be provided to EL parents, families or communities.
3. State the responsibilities of the fiscal agent which must include:
 - a. Maintenance of the written MOU/agreement regarding consortium members' participation;
 - b. Submission of the Consortium's collaboratively-developed Title III Program Plan, Assurances and Budget (including Amendments) in the Consolidated Application;
 - c. Ensuring that Title III funds are shared and spent to fully carry out the Program Plan, benefit all consortium members equally, and ensure fulfillment of Title III-required activities;
 - d. Control of all fiscal transactions of the consortium (requisitions, purchases, payments, etc);
 - e. Maintenance of records of all inventory lists and financial transactions carried out on behalf of the consortium;
 - f. Expenditure monitoring of all participating LEAs to ensure compliance with Title III supplement, not supplant requirements; and
 - g. Fulfillment of data gathering, reporting and documentation submission requirements, on behalf of the Consortium, for Title III monitoring purposes.
4. Specify how the consortium will meet the reporting provisions of Title III, which annually requires —
 - (1) a description of the programs and activities conducted by the consortium LEAs with Title III funds, which shall include a description of how

such programs and activities supplemented programs funded primarily with State or local funds;

(2) a description of the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability;

(3) the number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(F) by the end of each school year, as determined by the State's English proficiency assessment under section 1111(b)(2)(G);

(4) the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency;

(5) the number and percentage of English learners meeting challenging State academic content and student academic achievement standards for each of the 4 years after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability;

(6) the number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the member LEAs; and

(7) any other information that the GaDOE may require.

5. A Consortium receiving Title III funds must use those funds:

“(1) to increase the English proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate the effectiveness successes in increasing—

“(A) English language proficiency; and

“(B) student academic achievement in the core academic subjects; and

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

“(A) designed to improve the instruction and assessment of English learners;

“(B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and use implement curricula, assessment practices and measures, and instructional strategies for English learners;

“(C) based on scientifically based research demonstrating the effectiveness of the professional development in effective 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, as appropriate; and

(3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners which –

(A) shall include parent, family, and community engagement activities; and

(B) may include strategies that serve to coordinate and align related programs.”

ESEA, as amended by the ESSA, Title III Section 3115(c)