

## **Guidelines for Title III Consortium Memorandum of Understanding or Agreement between Lead Applicant LEA and Participant 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 of the LEAs in the consortium.
2. State the responsibilities of the fiscal agent which must include:
  - a. All fiscal transactions of the consortium (requisitions, purchases, payments, etc);
  - b. Maintenance of records of all financial transactions carried out on behalf of the consortium;
  - c. Ensuring that funds are shared and spent to carry out goals in the application that benefit all consortium members equally;
  - d. Submission of any necessary budget amendments; and
  - e. Maintenance of the written agreement regarding consortium members' participation.
3. Specify how the consortium will meet the accountability provisions of Title III:
  - a. All LEP students will be assessed with the ACCESS for ELLs test.
  - b. Determine whether the consortium will respond as a unit, or as an individual LEA, when the consortium fails to meet the objectives for making progress in learning English or attaining English proficiency based on time in the language assistance program.
4. Develop a common plan to use Title III funds efficiently to meet the identified needs of the consortium members and that details the activities that each member of the group plans to perform to carry out the purpose of ensuring that limited English proficient (LEP) students develop English proficiency and meet the same academic content and achievement standards that all students are expected to meet. The plan must include:
  - a. How the participating LEAs will supplement services for LEP students; and
  - b. How professional development will be provided to improve instruction for LEP students.
5. A consortium receiving funds under Title III must use the funds:
  - a. 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 English proficiency and student academic achievement in the core academic subjects; and
  - b. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of

language instruction programs), principals, administrators, and other school or community-based organizational personnel, that is:

- i. Designed to improve the instruction and assessment of limited English proficient children;
- ii. Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;
- iii. Based on scientific research demonstrating the effectiveness of the professional development in increasing children's knowledge and teaching skills of such teachers; and
- iv. Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. It cannot include activities such as one-day or short-term workshops and conferences, but an activity that is one component of a long-term, comprehensive professional development plan is acceptable.

*NCLB* Title III Section 3115(c)