

# Title III, Part A Consortium Lead Manual

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Pennsylvania  
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## Overview & Purpose

The purpose of the Title III Consortium Lead Manual is to provide guidance for LEAs and IUs regarding the creation and utilization of consortiums in order to meet the needs of English learners and immigrant children and youth.

Title III, Part A grant funding is designed to ensure that:

- English Learners (ELs), including immigrant children and youth:
  - attain English proficiency; and
  - develop high levels of academic achievement
- Teachers, administrators, and other school leaders receive professional development in developing and enhancing their capacity to provide effective instructional programs; and
- Parent, family and community participation is promoted in language instruction programs in order to increase student achievement

## Why create a Title III consortium?

By creating consortiums, school districts that would not otherwise be able to receive Title III funds due to being under the \$10,000 allocation threshold can receive the funds. In addition, members of consortiums can combine resources, ideas, and best practices to improve academic outcomes for ELs. When Title III funds are combined, there may be more potential to achieve student outcomes at the collective level compared to the individual, LEA-level as the allocation amount may be small.

## How to Form a Title III Consortium

LEAs that do not qualify for an allocation of at least \$10,000 may either forfeit the funds or partner with other small EL population LEAs to form a regional LEA Title III Consortium, provided that the total English learner allocation for the LEAs participating in this regional consortium is greater than or equal to the \$10,000 minimum award amount.

Together, regional LEA Consortium members must qualify for at least a \$10,000 allocation to be approved for a subgrant award as a Title IIIA Consortium. LEAs that wish to combine their allocations must select one member-LEA to act as fiscal agent and lead for the consortium. Like independent Title IIIA LEAs, the fiscal agent/lead is permitted to use a maximum of 2% of the consortium's grant for direct administrative costs.

If an LEA member wishes to exit a consortium and form their own or join another in the state, it is recommended to start planning during winter and spring and notify their consortium lead of their exit as soon as possible.

## **Consortium Lead Responsibilities**

The Title III consortium lead/fiscal agent bears the following responsibilities:

1. Maintenance of the written MOU or agreement regarding consortium members' participation, uploaded to the Consolidated Application as an attachment
2. Submission of the consortium's collaboratively developed Title III program plan, assurances and budget in the Consolidated Application
3. Monitoring use of Title III funds, including ensuring the funds are shared and spent to fully carry out the program plan, benefit all consortium members, and ensure fulfillment of Title III-required activities
4. Control of all fiscal transactions of the consortium (requisitions, purchases, payments, etc.)
5. Maintenance of records of all inventory lists and financial transactions carried out on behalf of the consortium
6. Expenditure monitoring of all participating LEAs to ensure compliance with Title III supplement, not supplant requirements
7. Organizing Title IIIA consortium members' meetings, professional development or other related effective activities
8. Fulfillment of data gathering, reporting and documentation submission requirements, on behalf of the consortium, for Title III monitoring and reporting purposes
9. Compilation of data received from member AUNs and enter aggregated responses into the [Title IIIA Professional Development Excel Reporting Tool](#) (Excel). This will provide a single, District Fact template record that reports the entire professional development requirement for the entire consortium membership, designated under the AUN of the lead agency.

Note: It is recommended that the Lead Agency (and Member AUNs) retain copies of individual Member LEA data for record keeping purposes.

Consortium leads must work closely and collaboratively with consortium members during each phase of the annual planning to ensure that each LEA's needs are adequately addressed. For this reason, it is recommended that regional LEA Title III consortia consist of no more members than can be supported by a single LEA or IU fiscal agent.

## **Consortium Member Responsibilities**

Once a participant agrees to be a member of the consortium, they may assume responsibilities, such as:

1. Reviewing Title III guidelines and requirements
2. Completing any delegated tasks
3. Completing all obligations as outlined in the Title III plan or funding application
4. Providing data to meet annual data reporting requirements, including:
  - a. Number of students serving in Title III programs
  - b. Number of teachers serving in Title III programs

- c. Completion of the [Title III Professional Development Excel Reporting Tool](#) (excel) and submitting the file to the point of contact for their LEA's designated Lead Agency Contact

Note: It is recommended that the Member AUNs (and Lead Agency) retain copies of individual Member LEA data for record keeping purposes.

5. Nonpublic consultation
  - a. Consortium member district lead holds responsibility for consulting with nonpublics for the provision of services to any identified ELs or immigrant youth

## **Title III Program Requirements**

All Title III-recipient LEAs and members of regional Title III consortia must adhere to several general requirements of the law as well as perform the three Required Subgrantee Activities described in ESEA/ESSA §3115(c).

### **General Assurances**

1. The LEA assures compliance with the standardized, statewide English learner (EL) entrance and exit procedures and identifies students for EL status within 30 days of enrollment in a school in Pennsylvania [ESEA/ESSA § 3113(b)(2) and 1112(e)(3)].
2. The LEA assures compliance with Sec. 1112(e), Parents Right-to-Know, prior to, and throughout, each school year as of the date of application [ESEA/ESSA § 3116(b)(4)(A)].
3. The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126 [ESEA/ESSA § 3116(b)(4)(B)].
4. The LEA assures that each school with English learner students receives funds from non-Federal sources to fulfill the LEA's obligations under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA), before using Title III, Part A funds for languages services to EL students [ESEA/ESSA § 3115(g)].
5. The LEA assures that it complies with the requirement in section 1111(b)(2)(B)(ix) regarding assessment of English learners in English [ESEA/ESSA § 3113(b)(3)(A)].
6. The LEA assures that it annually assesses the English proficiency of all English learners participating in a program funded under this subpart, consistent with ESEA/ESSA §1111(b)(2)(G).
7. The LEA assures that consultation took place with teachers, researchers, school administrators, and parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing its educational plan for English learners [ESEA/ESSA § 3116(b)(4)(C)].
8. The LEA assures that it has selected one or more methods or forms of effective instruction to be used in Title III-funded programs and activities to assist EL students attain English proficiency and meet challenging state academic standards [ESEA/ESSA § 3115(f)(1)].
9. The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant

and seasonal head Start agencies, and other early childhood education providers [ESEA/ESSA § 3116(b)(4)(D)].

10. The LEA assures that all teachers in any Title III-funded language instruction educational program are fluent in English and any other language used for instruction, including having written and oral communications skills [ESEA/ESSA § 3116(c)].
11. The LEA consults with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries [ESEA/ESSA § 9501].

## Resources & Guidelines

All information and resources regarding program requirements and guidelines for Title III, Part A, can be found through the following resources:

### PDE Division of Federal Programs

- [Title III Supplemental Program](#)
- Title III Division of Federal programs webpage – [Administrative Manual](#) (PDF) with resources
- Nonpublic Participation information
  - Refer to “[Title III Nonpublic Participation](#)”:
  - [Nonpublic Consultation Requirements](#) (PDF)
  - [Nonpublic Consultation letter](#) (Word)
- [Educating English Learners](#)

### PDE Data & Reporting

- [PIMS Office – Manuals & Calendar](#)

### USDE Office of Elementary and Secondary Education

- [Federal Programs - Title III, Part A](#)
  - [Title III Non-Regulatory Guidance](#) (PDF)
- [Office of English Language Acquisition](#)
- [National Clearinghouse for English Language Acquisition](#)

## Frequently Asked Questions

For the most updated list of FAQs, please refer to the [PDE English Learner Portal website](#).

### **Can Title III funds be used for translation services?**

It depends. Title III adheres to supplement not supplant. Under the first presumption of supplanting, an LEA may not use Title III funds to meet the requirements of federal, state, or local law. Under federal law, specifically Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA), LEAs have legal obligations to ensure that ELs can meaningfully and equally participate in educational programs and services. Furthermore, Title I of the Elementary and Secondary Education Act of 1965 (ESEA) outlines that the following information must be provided “to the extent practicable, in a language parents can understand” [§1112 (e)(4)], such as:

- Translation of documents, parent handbooks, and assessments that are required in operating a basic education program and funded by general funds
- Information regarding achievement [§1111(b)(2)(B)(x)]
- Annual state and local educational agency report cards [§1111(h)(1)(B)(ii)]
- Parents’ Right to Know [§1112 (e)(1)(A)]
- Information in the school’s Title I plan [§1114]
- If the school is identified for “school improvement,” information on what this means, the reasons for the identification, what the school district and state are doing to address the problems identified, how parents can become involved to help, and an explanation of the parents’ right to transfer their child to another school [§1111]
- Information related to school and parent programs, meetings, and other activities and notification of the district’s parent and family engagement policy [§1116]
- Meaningful consultation with parents of children participating in on the planning and implementation of family engagement programs, activities, and procedures [§1116]
- The reasons a child has been identified as an English Learner and is in need of a language instruction educational program, the child’s level of English proficiency and academic achievement, information about the various language program options (methods of instruction used, how the programs differ, how the programs will help their child learn English, etc.), specific exit requirements for the program, and information about a parent’s right to decline to enroll their child in such a program. [§1112(e)(3)(A)]

Some allowable uses of funds for translation/interpretation services are below. Additional information can be found in PDE’s Administrative Manual:

- Parent, Family and Community Engagement outreach and events
- Communication concerning Family Literacy services
- Translations of communications, outreach and trainings provided solely to parents of Title III-served ELs regarding the Title III-specific language program

Please refer to USDE’s [Title III Non-Regulatory Guidance](#) and [Division of Federal Programs Administrative Manual](#) Title III section for support in allowable and unallowable activities.

### **Can an LEA be a consortium lead?**

Yes.



**What are the eligibility requirements for receiving the Title III Immigrant subgrant?**

An LEA may apply to receive immigrant funding provided it had at least a 10% increase in the average number of immigrant students during the previous two fiscal years.

**When a district or charter school has made supply purchases and are reimbursed by the Consortium lead (IU or LEA) through Title III, who has the ownership and is responsible for the tracking of items?**

The consortium lead/fiscal agent carries the responsibility of tracking purchases made with federal funds, though the MOU with the consortium member may include an agreement which ensure that the member has a process in place for tracking items.

**How long should Title III documents and student records be kept?**

7 years (6 years plus the current).

**Are Title III nonpublic students reported in PIMS by the nonpublic school?**

Title III nonpublic students are reported by school districts only. The school districts are required to reach out to nonpublic institutions within their district boundaries and report any EL or IMM students receiving services.

**Who carries the responsibility of nonpublic consultation?**

The consortium member district is responsible for carrying out nonpublic consultation.

## Sample Timeline for Consortium Lead

*Note: Dates are subject to change*

### July

- Submit Consolidated Application no later than September 1
- Ensure that all previous year grant money is spent down to avoid high carryover
- Send Title III Consortium MOU to districts
- Select LEA as consortium member in eGrants as MOUs are returned
- Ensure Nonpublic consultation is planned/carried out, if serving

### August

- Submit Consolidated Application no later than September 1
- August 31 deadline: complete PIMS Professional Development Report Tool; gather data from consortium members
- Ensure that all previous year grant money is spent down to avoid high carryover
- Select LEA as consortium member in eGrants as MOUs are returned
- Follow up on any missing MOUs from anticipated consortium members
- Set up Title III projects aligned to the Title III Consortium MOU and eGrants application
- Ensure Parent, Family & Community Engagement event(s) is planned
- Ensure consortium members include Title III stakeholders in their planned stakeholder engagement meeting
- Ensure consortium members plan/carry out Nonpublic consultation, if serving

### September

- Submit Consolidated Application no later than September 1
- September 1 – October 25: Correction window of PIMS Professional Development Report
- Begin gathering data to support performance goals for the Performance Output Report for Title programs. Reporting will be open through December in eGrants.
- Monthly Federal Program Virtual Trainings – register for training through [PAFPC website](#) (Federal program topics vary, Title III date spring 2024) Registration instructions: [Federal Program Coordinators Series Registration instructions - Google Docs](#)
- Ensure that all previous year grant money is spent down to avoid high carryover
- Ensure Parent Family & Community Engagement event(s) is planned/carried out (if applicable for fall)
- Ensure consortium members include Title III stakeholders in their planned stakeholder engagement meeting
- Ensure consortium members plan/carry out Non-public, if serving

## October

- September 1 – October 25: Correction window of PIMS Professional Development Report

## November

- Prepare Performance Goal Output report
- Ensure consortium members plan/carry out Nonpublic consultation, if serving

## December

- Prepare Performance Goal Output report
- Ensure consortium members plan/carry out Nonpublic consultation, if serving

## January

- Identify consortium members (LEAs and IUs) included in current year's monitoring cycle
- Hold informational meeting for consortium regarding Title III monitoring
- Ensure Parent, Family & Community Engagement event(s) is planned/carried out (if applicable for spring)
- Ensure consortium members include Title III stakeholders in their planned stakeholder engagement meeting, if applicable
- Ensure consortium members plan/carry out Nonpublic consultation, if serving

## February

- Register for spring [PAFPC conference](#)
- Ensure consortium members plan/carry out Nonpublic consultation, if serving

## March

- Funding Adjustments open up
- Ensure grant money is spent down to avoid high carryover
- Ensure EL/IMM data in PIMS is correct for April snapshot used for allocations
- Ensure Parent, Family & Community Engagement event(s) is planned/carried out (if applicable for spring)
- Ensure consortium members plan/carry out Nonpublic consultation, if serving

## April

- Submit PIMS EL/IMM snapshot ([PIMS data reporting calendar](#))
- Ensure grant money is spent down to avoid high carryover
- Ensure consortium members plan/carry out Nonpublic consultation, if serving

## May

- Watch for Title III allocations
- Start preparing Title III application & Consortium MOU
- Ensure grant money is spent down to avoid high carryover

## June

- Complete PIMS EL IMM End of Year Counts ([PIMS data reporting calendar](#))
- Write & send Title III Consortium MOU to districts
- Gather MOUs from LEAs
- Ensure grant money is spent down to avoid high carryover
- Submission of Consolidated Application as early as June 30
- Ensure consortium members plan/carry out Nonpublic consultation, if serving