



INDIANA
DEPARTMENT of
EDUCATION

2025-2027

Title III Application User Guide

Indiana Department of Education

Office of English Learning and Migrant Education

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Indianapolis, IN 46204



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2025-2027 Title III Important Dates

Activity	Description	Date
Application Due Date	Must be submitted via this Jotform .	November 14, 2025
Grant Effective Date	Activities and purchases made can be reimbursed by the grant beginning on this date.	Date Pre-Application was submitted to IDOE in substantially approvable form.
Annual Performance Report Deadline	In this report, local educational agencies (LEAs) will share information regarding their English learner (EL) programs, EL teachers, and Title III-funded activities.	September 30, 2026
Amendment Deadline	Amendments may be completed within the linked budget table and submitted via this Jotform .	September 15, 2027
Encumbrance Deadline	Date by which all activities funded by Title III have taken place and/or materials, equipment, and technology have been ordered.	September 30, 2027
Reimbursement Request Deadline	All requests for reimbursement must be submitted via the form provided following approval.	December 15, 2027
Liquidation Deadline	Approved activities and purchases have been paid for, and LEAs have submitted all requests for reimbursement.	December 31, 2027
Financial End Report Deadline	In this report, LEAs will share details recapping the spending of funds in the various budget categories.	December 31, 2027

2025-2027 Title III Application Submission Information

Purpose of Title III

Title III funds are supplemental and used above and beyond an LEA's English language development services that are offered to identified ELs to meet federal requirements. The primary objective of Title III is to increase English language proficiency and academic achievement in the core academic subjects, to provide high-quality professional development to LEA staff, and to engage families of ELs in the school community and educational process.

Application Format and Submission

The 2025-2027 Title III Application consists of a [JotForm](#) with narratives and a place for LEAs to upload a Budget Table detailing expenditures. The application Budget Table and submission link can be found on the Indiana Department of Education (IDOE) [Title III webpage](#).

Eligible Applicants and Types

The 2025-2027 Title III allocations for funding are based on the number of EL students that an individual LEA reported to IDOE for the 2024-2025 school year via Data Exchange. Section 3114 (a) and (b) indicate that a "state educational agency shall not award a subgrant if the amount of the subgrant is less than \$10,000." Therefore, to apply for an individual Title III grant application for the 2025-2026 school year, LEAs must have a minimum allocation of \$10,000. LEAs that do not meet the \$10,000 allocation threshold may apply for funds as a member of a consortium. If a consortium is formed, a fiscal agent must be designated.

There are three types of applicants for Title III funding:

- Individual LEA
- Consortium Lead (LEA or Educational Service Center)
- Consortium Member LEAs

Refer to the [Special Instructions for Consortium Applicants](#) section included in this User Guide for specific instructions for consortium applicants, both fiscal leads and members.

How can I ensure my application is approved in a timely manner?

The Indiana Department of Education (IDOE) reviews and approves applications in the order in which they are received. All applications will be reviewed by IDOE within 30 business days from the date of submission. A few helpful tips to expedite the approval process are provided below:

- Submit application prior to the deadline. IDOE will begin reviewing and approving LEA's Title III Application in the order it is received; however, LEAs must have an approved Pre-Application prior to receiving approval.

- Provide clear and thorough detail. When completing the Title III application, it is critical that clear and thorough detail is provided for all narratives and expenditures within the Budget Table. Providing clear and thorough detail reduces the number of follow-up questions from IDOE.
- Ensure all sections are complete and accurate. It is important to double-check that all questions have been answered in a detailed manner. Additionally, it is also critical that the budget is accurate and that requested funds correspond to the LEA's total allocated amount.

Application Deadline

The due date for submission is **November 14, 2025**. All applications must be received no later than the deadline to be considered for review.

Title III Application: Brief Overview

Title III funds must “supplement and not supplant” [3115(f) (2) (g)] *Lau* Requirements (e.g., required state- and locally-funded English language development [ELD] to be provided to each EL student in the corporation). To ensure LEAs comply with these provisions, the 2025-2026 Pre-Application requires applicants to demonstrate how they will meet *Lau* requirements via the English Learner Plan. Pre-Applications must be approved prior to the review and approval of Title III Applications. Title III Applications may be submitted prior to Pre-Application approval.

The 2025-2027 Title III Application submission [Jotform](#) includes the following elements:

1. **Grantee Information & Application Type.**
2. **Non-Public School Participation:** Demonstrates fulfillment of the federal Title III requirement that equitable services be provided to eligible students in nonpublic schools. Requires consultation with nonpublic schools *prior* to submitting the application.
3. **Program Narratives:** Demonstrates fulfillment of various federal Title III requirements.
4. **Uploads:** Within the application, upload the following:
 - a. Title III Budget Table: Details all Title III expenditures;
 - b. Title III Personnel Job Descriptions: Details activities for any Title III-funded staff; and
 - c. Consortium Participation Agreement Forms (*only submitted by consortium leads*).
5. **Sign-off:** Signature to verify the contents of the Title III Application and finalize submission.

Title III Application Step-by-Step Guide

Part 1: Grantee Information & Application Type

The following information is required for each applicant:

- LEA Number and Name (Consortium leads without an LEA number can select “Other - LEA Not Listed” and enter the consortium lead name below);
- Program Administrator Name;
- Program Administrator Email;
- Superintendent Name;
- Superintendent Email;
- Treasurer Name;
- Treasurer Email

Next, select the type of application to be completed from the drop-down menu:

- Individual LEA Application (must have an allocation of \$10,000 or above to apply individually)

Individual LEAs will be asked to enter the LEA Allocation Amount. This should only reference the LEA allocation as cited in the [2025-2027 Title III Allocations](#). It should not include any Non-Public Equitable Share.

- Consortium Lead Application (ESCs or LEAs)
- Consortium Member Application (LEAs)

Consortium members will be asked to identify their consortium leads. If the consortium lead is not listed, select “Other” and enter the consortium lead manually.

Notes on Application Type:

- LEAs may still choose to participate in a consortium despite meeting the \$10,000 threshold.
- If a group of LEAs are forming a consortium to collectively reach the \$10,000 threshold, they must determine a fiscal agent.
- LEAs that plan to participate in a consortium should see the [Special Instructions for Consortium Applicants](#) section of this User Guide.

Part 2: Non-Public School Participation

Non-Public School Consultation Overview

In accordance with Section 8501 (c) of Title IX, Part E, Subpart 1 'Uniform Provisions' (Private Schools), an LEA is required to provide timely and meaningful consultation each year to non-public schools. A sign-off acknowledging that timely and meaningful consultation has occurred is required to be retained each year by the LEA. If a non-public school chooses not to participate in Title III activities, a sign-off acknowledging such is required to be retained by the LEA. Timely and meaningful consultation is required to occur before the submission of the Title III Application and should be ongoing throughout the school year.

To ensure timely and meaningful consultation has occurred, LEAs must consult with non-public schools during the design and development of the Title III Program on issues such as:

1. How the children's needs will be identified;
2. What services will be offered;
3. How, where, and by whom the services will be provided;
4. How the services will be assessed and how the results of the assessment will be used to improve those services;
5. The size and scope of the equitable services to be provided to the eligible non-public school children, teachers, and other educational personnel, and the amount of funds available for those services; and
6. How and when the LEA will make decisions regarding the delivery of services, including a thorough consideration of the views of the non-public school officials on the provision of contract services through potential third-party providers.

Please note:

- An LEA is **required** to provide timely and meaningful consultation to every non-public school within its geographic area, **prior** to the submission of the Title III application. This **includes** non-public schools that do not have EL enrollment reported in the 2024-2025 Data Exchange reporting.
- Records of a non-public school's desire to participate or not participate in the Title III program should be kept on file at the LEA for state educational agency (SEA) monitoring purposes.
- It **is possible** for a non-public school that does not have EL enrollment reported in the 2024-2025 Data Exchange reporting (e.g., not generating Title III funding) to participate in Title III activities, as determined in "timely and meaningful" consultation, such as involvement in EL professional development led by the LEA.
- The control of funds used to provide services and the title to materials and equipment purchased with those funds **must be retained by the LEA**.
- Services for non-public school children and educational personnel must be provided by **employees of the LEA or through a contract made by the LEA with a third party**. Additionally, the providers of the service(s) must be independent of the non-public school and any religious organization, and the provider's employment or contract must be under the control and supervision of the LEA.

Completion Directions

Complete the following sections:

- **Consultation Assurance:** Confirm that all non-public schools have been consulted with prior to submission of the application by clicking the sliding box.
- **Participating Non-Public Schools:** List only the nonpublic schools within an LEA's geographic area that, after "timely and meaningful consultation", have decided to participate in 2025-2027 Title III. Only those who are participating need to be included. If none are participating, leave it blank. With each participating non-public school, include:
 - **Non-Public EL Student Count:** Number of ELs enrolled in each non-public school as reported to IDOE via 2024-2025 Data Exchange EL reporting.
 - **2025-2027 Title III Equitable Share Amount:** Allotted per-pupil funding amount for each participating non-public school. Non-public equitable share amounts, which include the EL count and [equitable share allocation](#), can be found on the IDOE's [Title III webpage](#).
- **Total 2025-2027 Title III Equitable Share Amount:** Total the amounts of all participating non-public schools and include the overall amount here.

Part 3: Program Narratives

Please Note: The following narratives are required to be completed in the 2025-2027 Title III Application by **all** LEAs, including consortium members. Because there is no “save” function within the Jotform, it is recommended that LEAs draft their narratives outside of the Jotform and paste narratives once finalized.

Question 1: WIDA ELD Standards Implementation

All states are required to implement English language development standards for ELs, and Indiana has adopted the WIDA English language development standards to fulfill this requirement. WIDA has released an updated framework for its standards, the [2020 Edition of the WIDA Standards](#).

- **Provide a description of how your district has completed WIDA ELD Standards training in the past and how the revised 2020 Edition framework has or will be implemented in the coming years for all teachers of ELs.**
-

Question 2: Professional Development

Title III funds **must** be used to pay for professional development for EL and classroom teachers, principals, administrators, and other school leaders [3115 (c) (2)] that is:

- Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices, and instructional strategies for ELs;
- Effective in increasing the teaching knowledge and skills of such teachers;
- Of sufficient intensity and duration (which shall not only include activities such as one-day workshops and conferences) to have a positive and lasting impact on teachers' performance in the classroom.

In this narrative, describe the following:

- **Provide a concise overview of how Title III funds will be utilized to provide required EL-focused professional development. Include a description of events, attendees, and how professional development will impact EL programming. Provide context for how this professional development will occur alongside other EL professional development opportunities that are not funded by Title III.**
-

Question 3: EL Family & Community Engagement

Family and community engagement for EL students is a **required** activity for Title III (3115(d)(6): “Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families”. Title III funding must be used to pay for this activity.

- **Describe how your LEA will provide effective outreach to families of ELs and promote parent, family, and community engagement in language instruction educational programs**

[Sec. 3116 (b) (3)] using Title III funding. Be sure to include how families at both the elementary and secondary levels are impacted. If applicable, provide context for how this will occur alongside other EL family and community engagement opportunities not funded by Title III.

Question 4: Overview of Title III Activities

In this narrative, describe the following:

- **Apart from the required professional development and family & community engagement activities, provide a concise overview of the supplemental Title III-funded activities to be carried out during this grant period.**

Part 4: Title III Activities Budget & Additional Uploads

Title III Budget Overview

The budget section is a critical component of the Title III application. IDOE expects **clear and thorough** details provided for each expenditure within the budget table. Any budget that does not include a clear and thorough description of the line item will be sent back to the LEA for revision.

Supplement, Not Supplant Provision

Supplement, not supplant requirements ensure that services provided with local, state, or federal funds are *in addition to* and do not replace (or supplant) services that students would otherwise receive. See the [How Can Title Funds Be Used?](#) section of this User Guide for more detailed information.

Total LEA Application Allocation Amount

- The LEA's total allocation will auto-populate based on what was entered in Part I (LEA allocation amount) and Part II (participating non-public equitable share amount). The total should now reflect the LEA's allocation plus all the participating non-public schools indicated. The total amount in the ensuing Budget Table must mirror this total amount.

Uploading the Title III Budget Table

The budget is completed via the “2025-2027 Title III Application Budget Table” Excel file linked on IDOE's [Title III webpage](#). Within that file, the first tab, entitled “Budget Table Directions”, has step-by-step guidance to complete the table.



Only Individual LEA applications and consortium leads are required to submit budget tables. Consortium members should refer to the [Special Instructions for Consortium Applications](#) section of this User Guide for more information on completing consortium budgets.

Please note:

- It is required that all expenditures in the budget are **itemized**.
- It is required that all items are descriptive and **not vague** (e.g., IDOE will not accept vague wording such as “books” or “supplemental resources”).
- Costs associated with Title III funds can be used with **EL students only**.
- Costs associated with Title III funds may not violate the supplement, not supplant requirement.
- Clear and thorough detail is required to be provided, including:
 - The intent of the cost; and
 - The intended audience (e.g., “for secondary ELs”; “for ELs levels one through four”).

- Any budget table that does not include the required elements of high-quality EL professional development and family and community engagement, as outlined in the narratives, will be returned to the LEA.

Title III Administration & Indirect Costs

- Administration is limited to **2%** of the Title III grant award amount.
- Indirect costs may be budgeted in accordance with the IDOE-approved restricted indirect cost rate for the LEA.
- A **detailed description must be provided** within the budget table that indicates how the administration cost(s) will be used (e.g., Do not include a general summation, such as “administration” in the description column).

Administrative Costs:

Administrative costs are associated with the overall project management and administration for a specific program. These costs are not directly related to the provision of services to participants or otherwise allocable to the program/cost objectives. Direct administrative costs are limited to a 2% cap in the Title III budget and can be specifically identified with a particular cost objective. Direct costs generally include:

- Salaries/fringe (including vacations, holidays, sick leave, or other excused absences) of employees working specifically on objectives of a grant or contract. Personnel could include Directors, clerical support staff, or other personnel who perform administrative functions.
- Consultant services contracted to accomplish a specific grant/cost objective.
- Travel of direct labor employees.
- Materials, supplies, and equipment purchased directly for use on a specific grant or contract.
- Costs for goods and services required for program administration, such as office supplies, postage, long-distance telephone calls, and rental and maintenance of office space.

Indirect Costs:

Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function, or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. Indirect costs generally include expenses such as utility costs (e.g., heat and light). LEAs may apply their IDOE-approved indirect cost rate to the Title III budget total to determine their maximum indirect costs budget amount.

Title III Personnel & Upload: Job Descriptions

Title III-funded personnel **must** have accompanying job descriptions submitted that specifically detail the Title III-funded activities the individual performs. Note:

- Only personnel who provide **supplemental** English language development services to EL students **above and beyond core academic instruction and Lau requirements** can be funded through Title III.

- A job description* detailing supplemental Title III duties is **required** to be uploaded with the completed application for **any position** funded through Title III.
- For **split-funded positions**, all Title III-funded (supplemental) activities must be **marked** on the job description. For example, highlight Title III-funded duties in yellow.

** This does not have to be an official HR job description, but an EL program job description. The job description must be shared with the individual performing these duties so that the individual correctly completes monthly Time & Efforts logs reflecting correct time spent on 1) Lau-required activities (from other funding sources), and 2) supplemental Title III activities. Based on the provided job description, the individual will know what activities will be paid from local/state funds and what activities will be paid from a federal fund (Title III).*

On the “Budget Table” tab of the Excel file within the Title III Staffing section, include the following for all personnel funded by Title III:

- Indicate whether the individual is certified or non-certified.
- Indicate how much of the position is funded through Title III funds with the full-time equivalent (FTE) coding (e.g., full-time Title III funded = 1, half Title III funded = 0.5). Stipends should be coded as FTE = 0.
- Indicate whether the funding constitutes a stipend or contributes directly to their salary.
- Indicate if it is a split-funded position. If a position is split-funded, the other funding source(s) **must** be indicated in the Staffing Table.

Consortium Participation Agreement Forms Upload

Consortium leads must submit Consortium Participation Agreement Forms signed by the LEA and the fiscal agent for all LEAs within their respective consortium. These can be done individually or in a zip file. If these have been compiled in a shared folder, that link can also be shared rather than individually uploading each form.

Refer to the [Special Instructions for Consortium Applications](#) section of this User Guide for more information; the Consortium Participation Agreement Form is included within this User Guide and is also available to download on the IDOE [Title III webpage](#).

Part 5: Sign-off

Once all parts of the application have been completed, administrator sign-off is required to verify its contents and formally submit the application.

How Can Title III Funds Be Used?

Required Activities Under Title III

Title III funds are supplemental and are used for activities above and beyond the LEA's core academic instruction (provided to all students) and *Lau* requirements (English language development services provided to EL students only).

The three **required activities** that every LEA applicant must use their Title III funds for are:

1. **Effective language instruction educational programs** for ELs that meet their needs and demonstrate success in increasing:
 - (a) English language proficiency; and
 - (b) Student academic achievement in the core academic subjects.
2. **Effective professional development** for classroom teachers, principals, other school leaders, administrators, and other school or community-based organizational personnel, that is:
 - a. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices, and instructional strategies for English Learners, and is **effective in improving the knowledge and teaching skills of such teachers**; and
 - b. of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and **lasting impact** on the teachers' performance.
3. Beginning with the 2017-2018 school year per ESSA, **EL students' family and community engagement** is a required activity for Title III (3115(d)(6)): "Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families". Title III funding **must** be used to pay for this activity. Within the narrative and budget table, describe how the LEA will provide effective outreach to families of ELs and promote parent, family, and community engagement in language instruction educational programs [Sec. 3116 (b) (3)] **using Title III funding**.

Optional Activities Under Title III

Supplemental Title III funds can also be used for the following activities, **once the required activities have been met**:

1. Developing and implementing new language instruction educational programs and academic content instruction programs for ELs and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs;
2. Carrying out highly-focused, innovative, locally-designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for ELs and

immigrant children and youth;

3. Implementing programs within an individual school for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for ELs and immigrant children and youth;
4. Implementing agency-wide programs, within the entire jurisdiction of an LEA, for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for ELs and immigrant children and youth; and
5. Carrying out other activities that are consistent with the purposes of Section 3115 [3115 (d)].

Prohibited Activities for Title III

The following identifies items that are **unallowable uses of Title III funds**:

1. Any federally required EL services, activities, or materials. This can include expenditures that support core English language development programming, which may include—but is not limited to—personnel, instructional materials/supplies, technology and equipment, and/or professional development.
 - New as of the 2024-2026 grant cycle – Title III funds must no longer be used to fund state-required teaching licensures.
2. Any cost (*personnel; supplemental instructional materials/supplies; technology and equipment; professional development, etc.*) that was **originally** funded through **state and local funds**, as this would be in violation of supplement not supplant.
3. Any cost (*personnel; supplemental instructional materials/supplies; technology and equipment; professional development, etc.*) originally funded through another **federal funding source** (e.g., Title I, A), as this would be in violation of supplement not supplant.
4. Any cost associated with the administration of the **WIDA Screener (placement)** or **ACCESS for ELs (annual)** testing, including proctors, assessors, or substitute teachers; these costs are required to be covered under **state and local funding**.
5. Translation of documents/handbooks/assessments; translation at parent-teacher conferences or other school events that are not specific to Title III; translation for parents regarding activities not specific to Title III (e.g., school registration, grades in class, etc.). Costs associated with translation are required to be paid for with **state and local funds**. Only translators for **supplemental Title III-specific documents or events** can be paid for with Title III funds.
6. Direct administrative costs that exceed 2% of an LEA's total grant award amount. Direct administrative costs are costs necessary to direct and manage the Title III program.

Supplement not Supplant Provision

Tests to Determine Supplanting

IDOE assumes supplanting exists if any of the following conditions are met:

1. **The First Test of Supplanting – Required by Law:** Title III funds must be used to **supplement** the level of federal, state, and local funds that, in the absence of Title III funds, would have been expended for programs for ELs and immigrant children and youth. [3115(g)]
2. **The Second Test of Supplanting – Prior Year:** An LEA uses Title III funds to provide services that the LEA provided in the prior year with state, local, or other federal funds.*

** This assumption can be rebutted. Please contact IDOE with any questions.*

Please note: Recent changes to the supplement, not supplant provisions under Title I do not apply to other funding streams, including Title III. The supplanting provisions under Title III remain unchanged.

Questions to Ask When Considering Title III Funds: Violating Supplement Not Supplant

1. What is the instructional program/service provided to **all students (core academic instruction)**?
2. What does the LEA do to meet **Lau requirements**?
3. What services is the LEA required by other **federal, state, and local** laws or regulations to provide?
4. Was the program/service previously provided with **federal, state, or local funds**?

Based on the answers to the above questions, would the proposed funds be used to provide an instructional program/service that is in addition to, or supplemental to an instructional program/service that would otherwise be provided to EL students (or be required to be provided by other laws/regulations) in the absence of Title III grant funding?

Special Instructions for Consortium Applicants

Types of Applicants

Section 3114 (a) and (b) indicate that a “State educational agency shall not award a subgrant if the amount of the subgrant is less than \$10,000.” To apply for an individual Title III grant application for the 2025-2027 grant cycle, an LEA must have a minimum allocation of \$10,000 based on the number of students that were reported to IDOE via the Data Exchange EL reporting in the 2024-2025 school year. LEAs that do not meet the \$10,000 threshold may join or form a consortium to apply for funds. If a consortium is formed, a fiscal agent must be designated.

Completing the Application

Below is guidance regarding which application actions should be completed by each type of applicant:

Title III Grant Completion Action Items	Consortium Fiscal Agent / Lead	LEA Consortium Member
Completing application narratives and submitting a Jotform application.	X	X
Signing Consortium Participation Agreement Forms.	X	X
Uploading Consortium Participation Agreement Forms within the application.	X	
Collaborating to determine Title III expenditures.	X	X
Completing and uploading a consortium budget table including all participating LEAs.	X	
Compiling and uploading Job Descriptions for all participating LEAs.	X	

Consortium Lead and Fiscal Agent Responsibilities

All LEA consortia and ESC consortia must be administered by a fiscal agent.

- In an **LEA consortium**, members of the consortium will determine the fiscal agent.
- In an **ESC consortium**, the ESC will be the lead or fiscal agent.

Consortium leads and fiscal agents are responsible for:

- Uploading a **single, compiled budget table for all members** participating in the consortium. The budget should clearly indicate which expenditures correspond to which LEA.

- If there are expenditures that are unique to an LEA member and not pooled with entire consortium funding initiatives (e.g., LEA using funds for their own professional development opportunity, apart from funding a consortium-wide conference), they must be clearly described in the consortium budget table descriptions, indicating specifically which LEA those funds will go toward (e.g., “Stipends for EL PD for LEA #XXXX”).
- Consortium leads may choose to have LEAs complete their own budget tables and compile them into one comprehensive, general budget table for the consortium; additional uploads of specific budget tables for the individual LEAs may be included.
- Ensuring that the consortium members are in accordance with Title III requirements for fiscal components of the grant, and used to supplement, not supplant, other federal, state, and local funds.
- Uploading Consortium Participation Agreement Forms for participating members.
- Uploading job descriptions for all Title III-funded personnel in the consortium.
- Submitting all required reports and evaluations.

Consortium Member Responsibilities

All consortium members are responsible for:

- Identifying, implementing, and administering programs and activities that will develop English proficiency and student academic achievement in the core academic subjects.
- Providing teachers, administrators, and other staff with high-quality professional development that will improve the instruction of EL students.
- Ensuring that funds are used in accordance with Title III requirements and do not violate the supplement not supplant provisions.
- Submitting signed assurances and a Consortium Participant Agreement Form.

Title III Consortium Participant Agreement Form

This document should be completed by each LEA/eligible entity participating in an *LEA Consortium* or *ESC Consortium* for the Indiana Department of Education (IDOE) to release Title III funds to the fiscal agent. The fiscal agent is required to submit all Title III Consortium Participant Agreement Forms within [the Jotform application](#).

The fiscal agent will:

- Complete the application, in collaboration with its consortium members, detailing the activities that meet the common or individual needs of the consortium's English learner (EL) population.
- Ensure that the consortium members fulfill their fiscal and programmatic responsibilities under Title III.
- Ensure that the funds may be used to supplement but not supplant other federal, state, or local public funds.

Consortium members must:

Identify and develop a plan of activities in collaboration with the fiscal agent that meets the needs of the individual member district's EL population. The plan of activities must include:

- How member districts will identify, implement, and administer programs and activities in their LEA that will develop English proficiency and student academic achievement in the core academic subjects for their EL student population.
- How professional development will be provided for teachers, administrators, and staff to improve instruction for ELs; a portion of the funds must be allocated for professional development.

Title III funds are supplemental and are used for activities *above and beyond* the LEA's core academic instruction (provided to all students) and *Lau* Requirements (English language development services provided to EL students only).

The three required activities that every LEA applicant must use their Title III funds for are:

1. Effective language instruction educational programs for ELs that meet their needs and demonstrate success in increasing:
 - a. English language proficiency; and
 - b. Student academic achievement in the core academic subjects.
2. Effective professional development for classroom teachers, principals, other school leaders, administrators, and other school or community-based organizational personnel that is:
 - a. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices, and instructional strategies for ELs, and effective in teaching knowledge and teaching skills of such teachers; and
 - b. 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 teacher performance.

Based on the LEA's professional development needs assessment, the consortium member district must make decisions on what kind of professional development their staff will participate in:

- i. Professional development coordinated by the fiscal agent, or
 - ii. Individual LEAs' professional development events that will be provided by the consortium member district itself and will be based on the individual member's professional development needs.
3. Beginning with the 2017-2018 school year under ESSA, EL students' family and community engagement is a required activity for Title III (3115(d)(6):
- a. "Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families." Title III funding must be used to pay for this activity.
 - b. Describe how the LEA will provide effective outreach to families of ELs and promote parent, family, and community engagement in language instruction educational programs [Sec. 3116 (b) (3)] using Title III funding.

Parent Notification

The fiscal agent must ensure that parents of ELs are notified of their children being placed in a language instruction educational program. The fiscal agent may either delegate this responsibility to the member districts, or the fiscal agent may choose to notify all the parents of ELs served by the consortium.

Consortium Dissolution or Membership Changes

The fiscal agent and consortium members commit to participating in the consortium for the full 27 months of the respective Title III grant.

2025-2027 Consortium Participation Agreement Form

****Signed and dated copies for each LEA should be uploaded by the fiscal agent within their final Title III application [Jotform submission](#).***

By signing this form, the LEA agrees to participate in a consortium application for Title III funds for the 2025-2027 grant period and to meet all of the assurances and program requirements as outlined in the Title III grant application:

School Corporation: _____ **Corporation #:** _____

Superintendent Name: _____

Superintendent Signature: _____ **Date:** _____

Title III Administrator Name: _____

Title III Administrator Signature: _____ **Date:** _____

Fiscal Agent School Corporation/Eligible Entity: _____ **Corporation/Eligible Entity #:** _____

Fiscal Agent Name: _____

Fiscal Agent Signature: _____ **Date:** _____