



Title III-A EL Consortium

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Title III of the Elementary and Secondary Education Act (ESEA) is part of legislation enacted to include English Learner students, including immigrant children and youth. The primary purposes of this part are to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic attainment in English and to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet; and to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners. To ensure that ELs are meeting these accountability metrics, Wisconsin has adopted the WIDA English Language Development standards, and measures student achievement toward these standards through the annual administration of WIDA's ACCESS for ELLs assessment. Progress towards meeting the Title III purposes are part of the Department's ESEA state plan.

ESSA Title III-A provides formula allocation funds based on the number of identified EL students in each district. The goal of the CESA #4 Title III Consortium is to help LEAs insure that English Language Learners (ELs) attain English proficiency and meet challenging academic content standards and to assist LEAs in carrying out all Title III requirements of the federal Every Student Succeeds Act (ESSA).

IMPORTANT: To participate in this Consortium, you MUST check the box marked Consortium Application, Title III-A English Language Acquisition on the district's ESSA Consolidated Application and return this signed page to CESA #4.

[ ] Level 1

Level 1 - Basic Service

The CESA #4 Title III-A Consortium will provide the following services:

- Inform district personnel about Title III-A regulations, guidelines, and requirements
•Provide technical assistance related to identifying, assessing, and reporting EL students
•Provide guidance regarding the equitable participation requirements for private schools
•Offer professional development opportunities, including a minimum of two CESA-based workshops, based on needs assessment results, evaluation data, and state and federal guidance
•Coordinate training and provide technical assistance related to the ACCESS for ELs 2.0 English Language proficiency test, the English Language Proficiency Standards, and Accommodations and/or Alternate Assessment for English Language Learners, as appropriate
•Facilitate planning and networking with Consortium members to develop goals and activities for the Title III-A Consortium
•Provide relevant ESSA and DPI updates
•Serve as a liaison to the DPI and among Consortium districts and represent Consortium at necessary state meetings
•Be responsible for grant submission, monitoring, and reporting
•Control and monitor the expenditure of funds
•Provide access to print and electronic resources
•Provide technical assistance through phone calls, e-mail correspondence, or on-site visits as requested
•Provide a year-end opportunity for consortium members to evaluate consortium services
•Assist districts with the completion of the year-end final report if requested
•Plan and facilitate Network Meetings for Title III Consortium members

Signature/Date: \_\_\_\_\_

School District of: \_\_\_\_\_