

BATH COUNTY SCHOOL BOARD

AGENDA ITEM: INFORMATION { } ACTION { X } CLOSED MEETING { }

SUBJECT: SUPERINTENDENT’S REPORT - ACTION

Virginia Title III Statewide Consortium Application FY2015 – Mrs. Hall

BACKGROUND: Bath County Public Schools has been a member of a consortium of schools for Title III English Language Learners that consisted of Rockbridge County Schools and Rockingham County Schools, that submitted as a group an application for funds to the Department of Education. This agreement helped provide funding for instructional materials for English Language Learners, our ELL teacher and general education teachers in Bath County Schools. In 2014-2015, the Department of Education created a Statewide Title III English Language Learners Consortium to help school divisions with small populations of ELLs and receiving \$10,000 or less, combined with other small divisions of ELLs to help consolidate state funds into a larger pool of funds. This larger pool of funds would be divided between these school divisions in the consortium that could not be otherwise obtained if they remained with their existing consortium groups.

With last year’s small English Language Learner’s population in Bath County, receiving funds of \$10,000 or less and remaining in the existing consortium, the funds that the Department of Education would have granted our school division for the 2015-2016 school year would have consisted of \$588.00.

It was mutually decided during the summer of 2015 by Rockbridge County Schools, Rockingham County Schools and Bath County Schools to disband the existing consortium agreement and join the Department of Education’s Statewide Title III Consortium for English Language Learners for the 2015-2016 school year. Joining the Statewide Title III Consortium would provide each of these school divisions additional funds.

On October 16, 2015, the Title III Statewide Consortium Application, the Title III Statewide Consortium Budget Worksheets and the Statewide Consortium Assurances Affirmation were sent to the Department of Education. (Attached pages) In applying to the Statewide Title III Consortium, the Department of Education has awarded Bath County Schools the amount of \$1,251.12 for the 2015-2016 school year. As a member of this new consortium, Mrs. Jane Hall and Mrs. Gretchen Notermann, ELL teacher, will be attending a two day professional development in January 2016 at Virginia Tech.

RECOMMENDATION: School Board approval to join the Virginia Department of Education’s Title III Statewide Consortium for English Language Learners for the 2015-2016 school year.

**TITLE III STATEWIDE CONSORTIUM APPLICATION
FOR INDIVIDUAL DIVISIONS
Fiscal Year 2015-2016**

Division Name: Bath County Public Schools	Division Number: 009
Division Contact: Mrs. Jane Hall	Submission Date: October 12, 2015
Address: 12145 Sam Snead Highway, PO. Box 67, Warm Springs, Virginia 24484	
Phone Number: 540-839-5307	E-mail: janeh@bath.k12.va.us
Superintendent's Signature:	Date:
Board Chairperson's Signature:	Date:
2015-2016 Title III Allocation \$ 1,251.12	

Sections 3116 and 3121 of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended, require that subgrantees accepting Title III funds submit a local plan that includes a description of the following components:

1. How the use of Title III funds is **supplemental** to the core programs and services and core language programs and services for English language learners (ELLs);
2. How the instructional programs and services are designed to help ELLs make progress in learning English and attain English proficiency while meeting the state's academic content standards;
3. How the use of funds will meet the Title III Annual Measurable Achievement Objectives (AMAOs) and how participating divisions will be held accountable for meeting the Title III AMAOs;
4. How parental and community participation in programs for ELLs will be promoted;
5. How high-quality professional development, which is of sufficient intensity and duration to have a positive and lasting impact on teacher performance, will be provided for educators of ELLs; and
6. How the effectiveness of the programs and services funded by Title III will be evaluated at least once every two (2) years to determine its effectiveness.

In order to demonstrate compliance with these federal requirements and to support the development of the statewide Title III consortium plan to address the above referenced requirements, please respond to the following prompts below.

Indicate all of the following programs that the division utilizes for the provision of core language instruction to ELL students:

Core Language Instruction Programs:

For a listing of program definitions please go to: <http://www.ncela.us/rcd/bibliography/BE021775>

- | | | |
|---|--|---|
| <input type="checkbox"/> Developmental Bilingual | <input type="checkbox"/> Heritage Language | <input checked="" type="checkbox"/> Sheltered English Instruction |
| <input checked="" type="checkbox"/> Structured English Immersion | <input type="checkbox"/> Content-based ESL | <input type="checkbox"/> Pull-out ESL |
| <input type="checkbox"/> Specially Designed Academic Instruction Delivered in English (SDAIE) | | |
| <input checked="" type="checkbox"/> Other (Explain): transitional bilingual | | |

- 1. Core Language Instruction Programs:** Describe how the core language instruction educational programs indicated above are implemented to ensure that ELLs develop English proficiency.

Starting with the monitoring of WIDA ACCESS testing in the spring, we develop individual instructional plans to fit the learning needs of our students at the beginning of each school year. Professional development has been provided to teachers of ELLs students on instructional strategies in English and Math. Teachers have attended many professional development workshops in Virginia on the education of ELL students. Our ELL teacher has recently completed her ELL certification. She is using what she has learned with classroom teachers and applying instructional strategies with her ELL students. Our ELL teacher supports our teachers by continual involvement in the classroom for core language acquisition with our ELLs students.

- 2. Core Instruction Programs:** Describe how the division provides ELLs with access to instruction in core programs including reading/language arts and mathematics.

Students are placed in inclusive classrooms with other English proficient students. The ELL teacher monitors and coaches collaboratively with each classroom teacher of ELLs in all content areas (reading/language arts, math, science and social studies). The ELL committee, consisting of the ELL teacher, parents, administration and teachers, meet to construct the individual instructional plan, discuss accommodations and SOL requirements for the year. The ELL teacher monitors plans and grades with teachers to insure ELL students are acquiring academic standards in relation to SOLs on a monthly basis. Additional instructional help is available for ELL students with teachers and the ELL teacher as needed.

3. Supplemental Title III Programming: Describe how the division’s Title III funded programs and services are supplemental to the core instruction and core language programs and services described in Questions #1 and #2.

Programming and services are supplemented to core instructional programs. Title III funds have been used to purchase supplemental instructional materials in English, Math, Social Studies and Science to help our ELL teacher and classroom teachers guide instructional practices. These materials have aided ELLs students in core language development in helping their progression towards mastery of instructional content in relation to SOL requirements. WIDA ACCESS scores have shown increase growth in progress and proficiency in core language development in Bath County Schools.

4. Title III AMAOs: Describe how the division will use the Title III funds to meet all Annual Measurable Achievement Objectives (AMAOs). 2015-2016 Title III AMAO targets can be found at:

http://www.doe.virginia.gov/federal_programs/esea/applications/title3/title3_part-a_app_guidelines.pdf (pages 6-7)

Bath County Schools has been successful in achieving both AMAO 1 and AMAO 2. Last year, the ELL committee was seeing a need to help increase ELLs achievement in academic and SOL Math requirements. Our students are struggling to attain and demonstrate key math concepts during the year. The SOL Math scores are showing our ELLs students not achieving. The University of Chicago /Everyday Math Series was purchased in the spring of 2015 with Title III funds. We would like to use our Title III funds to continue purchasing this series to help our ELL teacher and general education math teachers continue the progress AMAO 1 and AMAO 2 success and help our ELLs students pass their Math SOL tests.

5. Parental/Community Participation: Describe how the division will promote parental and community participation in programs for ELLs.

The ELLs teacher makes home visits to our ELLs families and discusses academic, behavioral and any family issues during the year. In the small rural area of Bath County, ELL parents are welcomed to attend all Bath County Public Schools activities, such as family reading night, concerts and parental conferences. Flyers and newsletters are sent home with ELLs students. If needed, a translated copy of the flyers and newsletters can be made available to ELLs families. The division provides a translator to meetings and/or school functions as needed. Our ELLs parents are involved with many school activities and feel a part of our community. An adult ELLs program is available to families in our community for informational help and educational purposes, such as the GED program. Newcomers information is provided to families as needed.

6. Evaluation: Describe the process for evaluating the effectiveness of division core language programs and services to ensure that ELLs are acquiring English proficiency and exiting services. Include: a) participating stakeholders; b) data analysis procedures; c) implementation of program modifications as appropriate; and d) timeline of implementation of planned program modifications.

The Bath County ELLs committee (teachers, school counselors, ELL teacher and ELL coordinator) meets monthly to assess academic success and skills acquisition. The ELL coordinator uses a spreadsheet for data analysis with WIDA testing results, state AMAOs and SOL results to measure the success of our program. In addition, when evaluating the success of Bath County’s ELLs program, the W-DAPT screening and other assessment testing are used to develop each ELLs individual instructional plans. The committee develops and implements the individual instructional plans within the first thirty days of school. Communication is on-going with teachers, families and the ELLs committee to monitor core language acquisition and academic success during the school year. If any plan modifications are needed, the ELL teacher implements these changes in the individual instructional plans with teacher and committee input.

Complete the following tables for division- or school-level professional development activities to be provided *in addition to* the Statewide Consortium Conference.

Indicate the estimated *number* of teachers, administrators, and other personnel who will participate in each type of professional development activity by putting the total number of participants in the corresponding box.

Professional development provided to content or classroom teachers Number of content or classroom teachers receiving professional development	20
Professional development provided to ESL teachers Number of ESL teachers receiving professional development	1
Professional development provided to principals Number of principals receiving professional development	0
Professional development provided to other school personnel/non administrative Number of other school personnel/non administrative receiving professional development	0
Professional development provided to community-based organizational personnel Number of c receiving professional development	0

Indicate the *number* of professional development activities your school divisions plans to provide using Title III funds.

Instructional strategies for ELLs in the content classroom	1
Understanding and implementation of the statewide English language development (ELD) standards	0
Alignment of the curriculum in language educational programs to statewide ELD standards	0
Integration of the statewide ELD standards in instruction based on the Standards of Learning (SOL)	0

Assurances

The submission of the 2015-2016 application for **Title III, Part A**, funding signifies the division's intention to comply with all assurances provided in the 2015-2016 Title III, Part A, application for federal funding. These assurances may be found at:

http://www.doe.virginia.gov/federal_programs/esea/applications/title3/title3_part-a_app_guidelines.pdf

**Virginia Title III Statewide Consortium Application for Individual Divisions
Budget Workbook
Fiscal Year 2015-2016**

Program Name: **Title III Statewide Consortium**

Fiscal Agent: Virginia Polytechnic Institute and State University

Grant Award Period: July 1, 2015 - September 30, 2016

Division Name: Bath County Public Schools

Division Allocation: \$ 1,251.12

Does the Budget Detail total equal the division allocation? Yes

Object Code	Expenditure Accounts	SubTotal
1000	Personal Services	\$ -
2000	Employee Benefits	\$ -
3000	Purchased/Contracted Services	\$ -
4000	Internal Services	\$ -
5000	Other Charges	\$ -
6000	Supplies & Materials	\$ 1,251.12
8000	Capital Outlay	\$ -
	Total	\$ 1,251.12

Superintendent's Signature

Date

Funding Source: **Title III, Part A, English Language Acquisition**

Grant Period: July 1, 2015 - September 30, 2016

Division Name: Bath County Public Schools

Division Allocation: \$ 1,251.12

Indirect Cost expenditures, if applicable, must be included in the division allocation under Object Code 5000 (see Object Code Definitions tab). Indirect Costs are not separate or additional funding.

Object Code	Request Description	FTE	Justification and Cost Basis	Amount
1000 - Personal Services				
	Total FTE	0	Total Compensation	\$ -

Object Code	Request Description	Benefits	Amount
2000 Employee Benefits			
		Total Employee Benefits	\$ -

Object Code	Request Description	Justification and Cost Basis	Amount
3000 Purchased/Contractual Services			
	Total Purchased Services		

Object Code	Request Description	Justification and Cost Basis	Amount
4000 Internal Services			
	Total Internal Services		

Object Code	Request Description	Justification and Cost Basis	Amount
5000 Other Charges			
	Total Other Charges		

Object Code	Request Description	Justification and Cost Basis	Amount
6000 Materials and Supplies	University of Chicago, Everyday Math	Math Series K-6 grade	\$1,251.12

Mai			
	Total Supplies		\$1,251.12

Object Code	Request Description	Justification and Cost Basis	Amount
8000 Capital Outlay			
	Total Capital Outlay		\$

Total Expenditures
 expenditures

Total of proposed
 in all Object Codes

\$1,251.12

**VIRGINIA TITLE III STATEWIDE CONSORTIUM APPLICATION
FORM C – STATEWIDE CONSORTIUM ASSURANCES AFFIRMATION
FISCAL YEAR 2015**

Division Name: Bath County Schools
Division Contact: Mrs. Jane Hall
Contact Email: janeh@bath.k12.va.us

Division Number: 009
Contact Phone: 540-839-5307

Consortium Lead Agency: Virginia Polytechnic Institute (VA Tech)

LOCAL EDUCATION AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under the *Elementary and Secondary Education Act of 1965* (ESEA). Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on scientifically-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the “Guidelines, Instructions, and Assurances” document located on the Virginia Department of Education web site at:
http://www.doe.virginia.gov/federal_programs/esea/applications/title3/title3_part-a_app_guidelines.pdf.

Assurances: The local education agency assures that the Title III, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies and program plans. Additionally, by signing below the local education agency agrees to implement the general and program specific assurances located in the “Application Guidelines, and Assurances” packet. The assurances are to be retained at the division level.

Certification: We hereby certify, to the best of our knowledge, the information contained in this application is correct. The local educational agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held on November 3, 2015.

Superintendent’s Signature

Date

Superintendent’s Printed Name

Board Chairperson’s Signature

Date

Board Chairperson’s Name

GENERAL ASSURANCES

The school division assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, or organization, or Indian tribe, will administer those funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
 - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program.
 - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
 1. It will maintain fiscal effort in support of free public education;
 2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
 3. The majority of the resources in the school division are derived from nonfederal funds;
 4. It is in compliance with the requirements regarding school prayer as specified in P. L. 107-110, Title IX, Section 9524;
 5. It will comply with the audit requirements for each program;
 6. The federal funds are used to supplement, not supplant regular nonfederal funds;
 7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
 8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
 9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
 10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
 11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
 12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
 13. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 107-110, Title IX, Section 9525;
 14. It will comply with the other application requirements outlined in Section 9501. Private School Children; Section 9502. Bypass; and Section 9521. Maintenance of Effort under Title IX – General Provisions.
 15. It will notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

- a) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b) whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
 - c) whether the child is provided services by paraprofessionals and, if so, their qualifications; and
 - d) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
16. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand; and
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. That it will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals.
 - D. That it will abide by the School Improvement provisions of Title I, Section 1116, that include among other requirements, the provisions of public school choice and supplemental educational services, as appropriate, for schools identified for Title I School Improvement.
 - E. That it will abide by the Division Improvement provisions of Title I, Section 1116, as appropriate, for divisions that are identified for Division Improvement.
- V. The division shall comply with Section 22.1-277.01, of the *Code of Virginia* that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 4141 of Title IV. This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
 - VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

PROGRAM SPECIFIC ASSURANCES

Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement

Title III funds cannot be used for core programs and services and core language programs and services provided to ELLs that are required under other local, state, and federal laws to include Title I of the ESEA, Title VI of the Civil Rights Act of 1964, and the *Lau v. Nichols* U.S. Supreme Court decision of 1974. That the division will comply with the supplement, not supplant, provisions as described below:

Section 3115

(g) SUPPLEMENT, NOT SUPPLANT - Federal funds made available under this subpart shall be used so as to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Each school division's plan shall ensure:

I. That it will include in the plan a certification that all teachers in any language instruction educational program for limited English proficient children that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills;

II. That it will comply with the parental notification requirements as described below:

Section 3302

- (a) IN GENERAL- Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, such program of —
- (1) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
 - (2) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
 - (3) the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
 - (4) how the program in which their child is, or will be participating, will meet the educational strengths and needs of the child;
 - (5) how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
 - (6) the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
 - (7) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
 - (8) information pertaining to parental rights that includes written guidance —
 - (A) detailing —
 - (i) the right that parents have to have their child immediately removed from such program upon their request; and

- (ii) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
- (B) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.
- (b) SEPARATE NOTIFICATION- In addition to providing the information required to be provided under subsection (a), each eligible entity that is using funds provided under this title to provide a language instruction educational program and that has failed to make progress on the annual measurable achievement objectives described in Section 3122 for any fiscal year for which Part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.
- (c) RECEIPT OF INFORMATION- The information required to be provided under subsections (a) and (b) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- II. That it will annually assess the English proficiency of all ELLs participating in programs funded under this part;
- III. That it will base its proposed plan on scientifically-based research on teaching ELLs;
- IV. That it will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards;
- V. That it will not violate any state law, including state constitutional law, regarding the education of ELLs, consistent with Sections 3126 and 3127;
- VI. That the school division consulted with teachers, administrators and other school personnel, parents, and other stakeholders in developing the Title III local plan described in the program overview section; and
- VII. That Immigrant Children and Youth (IY) funds will be specifically targeted to eligible immigrant students and their families.

CONSORTIUM ASSURANCES

Acceptance of ESEA, Title III, Part A, funds binds the school division to all of the assurances listed below. The Superintendent or designee of the division agrees to these assurances as part of the ESEA, Title III application process.

1. The division will use ESEA, Title III, Part A, funds according to the ESEA. (Section 3102).
2. ESEA, Title III, Part A, funds shall be used so as to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELL children and immigrant children and youth and in no case to supplant such federal, state, and local public funds. (20 USC §6825[g]; PL 107-110, §3115[g]). The U.S. Department of Education English Language Acquisition State Grants Web site provides specific guidance to states regarding Title III non-supplanting provisions at <http://ed.gov/programs/sfgp/legislation.html>.
3. The consortium lead and member divisions will develop and submit to the Virginia Department of Education (VDOE) a consortium plan inclusive of all elements required by the state and ESEA, Title III, Part A, Section 3116.
4. The consortium may use no more than 2 percent of the Title III, Part A, allocation for administrative costs and indirect costs. (Section 3115[b]) Program administrative costs include such items as salaries of project personnel, clerical support, and other costs directly incurred in the administration of the

program. The U.S. Department of Education's 1997 guidance, *Indirect Cost Determinations, Guidance for State and Local Government Agencies* (referred to as the *Blue Book*) states that any "statutory or regulatory limitation applies to the combined claims for indirect costs and direct administration costs."

5. The consortium lead and member divisions will comply with ESEA, Title III, Section 3302 regarding parent notification, prior to, and throughout, each school year. (Section 3302)
6. The consortium lead and member divisions will annually assess the English proficiency of all children with limited English proficiency participating in programs funded by ESEA, *Title III, Part A, (Section 3116 [b][3][C])*
7. The consortium lead and member divisions will base their proposed plan under ESEA, Title III, Part A, on scientifically-based research on teaching ELLs. (Section 3115[a])
8. The consortium lead and member divisions ensure that the programs will enable ELLs served under ESEA, Title III, Part A, to speak, read, write, and comprehend the English language and meet the same challenging state academic content and student academic achievement standards that all students are expected to meet. (Section 3115[a])
9. Neither the consortium lead nor the member divisions are in violation of any state law, including state constitutional law, regarding the education of ELL children, consistent with ESEA, Title III, Part A, Sections 3126 and 3127. (Section 3116[d][5])
10. The consortium lead will serve as the subgrantee of the ESEA, Title III, Part A, funds. The consortium will plan to obligate all Title III funds during the fiscal year in which the funds were granted. If all funds are not expended and there is carryover, the consortium lead will continue to serve as the fiscal agent for the consortium up to 12 additional months.
11. The consortium fiscal lead is responsible for ensuring that parents of ELLs in each member division are notified if Title III Annual Measurable Achievement Objectives (AMAOs) are not met. The consortium lead may delegate responsibility to each of the consortium members.
12. The consortium lead and member divisions shall provide ESEA, Title III, Part A, services to ELLs enrolled in private schools as required under Title IX of ESEA. Information on equitable services to private schools may be accessed at:
http://www.doe.virginia.gov/federal_programs/esea/title9/index.shtml.
13. The consortium fiscal lead and member divisions will follow all statutory and regulatory requirements of Title III, Part A, including improvement planning, if applicable based on AMAO performance. For more information regarding these accountability requirements, please visit:
http://www.doe.virginia.gov/federal_programs/esea/title3/index.shtml.