Designing a Title III, Part A English Learner Language Program

A GaDOE Virtual Training for Title III, Part A Directors

July 26, 2021
Georgia’s Systems of Continuous Improvement (GSCI)

What to improve

Who benefits

How to improve
Today’s HOT TOPICS!

1. Conducting an EL language programs needs assessment
2. Designing a supplemental language instruction educational program (LIEP)
3. Designing an EL-focused PD program
4. Designing an EL parent & family engagement plan
Conducting an EL Language Programs Needs Assessment

Gather & Analyze Data
EL Subgroups
Program Strengths & Challenges
EL Language Programs

State ESOL Language Program

Title III Part A Supplemental Language Program
Comprehensive Needs Assessment Process

1. Establish Team
   - Establish a team that will conduct the comprehensive needs assessment

2. Plan Assessment
   - Create a project plan for completing a comprehensive needs assessment

3. Collect Data
   - Identify and collect data for analysis

4. Analyze Data
   - Analyze multiple sources of data

5. Summarize Data
   - Identify the strengths and challenges from the data analysis

6. Analyze Root Causes
   - Conduct a root cause analysis

See Data-Driven Decision-Making Process Guide @ GaDOE Office of School Improvement/Process Guides
Identify and Collect Data
Types of Data to Collect Per School

**Quantitative**
- EL Academic Performance
- EL Language Proficiency
- EL Attendance
- EL Graduation/Dropout
- EL Pathway Completion
- Number & Percentage of ELs and Immigrants
- Number of ELs with Disabilities
- Number of Newcomers
- Number of SLIFE ELs
- Number of LTELS (5+ yrs.)
- Number of ESOL Teachers

**Qualitative**
- Surveys: Student, Parent & Teacher
- Interviews
- Focus Groups
- Observations
- Document Analysis
- Professional Learning
- Instructional Models
- Proficiency of teachers & administrators of ELs
Additional EL Student Data to Collect

- Home language
- Place of birth
- Ethnicity
- Race
- Date first entered U.S. schools
- Prior school enrollment
- Grade level and age
- Literacy level in first language
- Eligibility for free/reduced-price lunch
Gather Data on EL Subgroups

- Group ELs by level of English proficiency (ELP), grade level, school and number of years in ESOL program
- Identify ELs in ESOL program 5+ years
- Identify needs of any EL/SWD
- Identify ELs with limited or interrupted formal education (SLIFE)
- Identify newcomer or recently arrived ELs (RAELs) (≤ one year U.S. school)
Analyze Data
Guiding Questions

- What is our data telling us?
- What additional (leading, real-time) data should we consider as we identify school-wide overarching needs?
- Are all ELs performing (English & academic achievement) at the optimal or expected level?
- What trends and patterns are observed for our ELs? Be specific.
- What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

See Data-Driven Decision-Making Process Guide @ GaDOE Office of School Improvement/Process Guides
Identify Strengths and Challenges

Review the data to determine points of EL program strengths and challenges for improvement and summarize them. This will help the team identify potential SMART goals and priorities.

See Data-Driven Decision-Making Process Guide @ GaDOE Office of School Improvement/Process Guides
Website Tools for Title III, Part A Program Directors

English Learner Language Programs Comprehensive Needs Assessment

- EL Data Process Guide
- EL Data Process Guide Templates
- EL Language Program Companion Guide to CNA
- EL Program School Level Data Sets
- EL Risk Factors Checklist

CHECK IT OUT!
Designing a Title III, Part A Language Instruction Educational Program (LIEP)

Increase English Proficiency
Increase Academic Achievement
Goals of Title III
Part A
LIEP

1. Meet the needs of English learners
2. Increase English proficiency
3. Increase academic achievement
Hierarchy of Language Instruction Education Programs (LIEPs) & Services

- **Core language instruction program required by OCR, DOJ, and State; provided to all ELs**
- **Supplemental language services provided with other federal funds**
- **Supplemental language instruction and/or services provided with Title IIIA funds**

- **State & Local Funds**
- **Other Federal Funds**
- **Title III, Part A**
Design Dilemma: *What to do?!?!?*
*So Many Options...How to Choose?*

*Which* ELs will the LEA target for a Title III funded LIEP this year?
Using Data to Design an LIEP

- 15 ELs enrolled in XYZ High School are not on track to graduate.
  - The school might consider using Title III funds to pay for these students to enroll in credit recovery courses held during the summer.

- 56 of ABC’s 5th graders scored an English Proficiency Level (ELP) between 3.9 - 4.2 on the most recent ACCESS for ELLs test but their writing domain scores were very low.
  - That school may want to consider offering a Title III-funded after- or before-school tutoring program to focus on writing skills.
Supplemental LIEP Examples

During School Activities
- An EL-focused instructional software program for E.S. ELs
- A third segment of ESOL instruction for select middle school ELs
- Supplemental curriculum materials to enhance H.S. ESOL
- Pre-school program for ELs

Out of School Activities
- After/before school tutoring for Newcomers (RAELs)
- EL-focused summer school for potential LTELs (8th graders with 5+ yrs. ESOL)
- Curriculum materials for the out-of-school programs
More Examples of Supplemental LIEPs

- Programs to help ELs achieve in post-secondary education
- Supplementing ESOL program by upgrading curricula, instructional materials, software
- Enhancing existing LIEPs
Test Your Understanding of the Difference in State and Federal Funding!

1. The state funded ESOL program provides "set-aside" funds for *supplemental* English learner activities.

2. Title IIIA is the only funding source for supplemental EL activities.

3. Title IIIA requires that funds to be spent on an LIEP for every single EL student in the school system.
Designing an Effective EL-Focused Professional Development Program

Participants
Content
Sustainability
Goals of Title III Part A Professional Development Plan

1. Meet the needs of ELs
2. Increase English proficiency
3. Increase academic achievement
ESEA Title III, Part A
Requirements
Section 3115(c)(2)
Language-focused
Professional Development
for all personnel

- Principals & School Leaders
- General Education Teachers of ELs
- ESOL Teachers and Staff
EL-Focused PD Plan Design

1. Designed to improve the instruction and assessment of English Learners

2. Designed to enhance the ability of the staff to understand and implement effective instructional strategies for ELs

3. Designed to substantially increase the subject matter knowledge, teacher knowledge, and teaching skills of teachers

4. Designed to be of sufficient intensity and duration to have a positive and lasting impact on teacher performance
EL–Focused PD Examples

- Language-focused training (stand-alone or embedded)
- EL focused book studies in PLCs
- Data analysis training to design LIEPs
- Language programs' curriculum mapping/development
- Instructional coaching
- WIDA PD in PLCs
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| 7/19 – ESOL Team Retreat | 9/5 – Ellevation Strategies Training for all ESOL Teachers | 10/15 – “The Problem with Math is English” training at Metro RESA | 11/4 – XXX Independent Learning Day:  
- ESOL Parapro Training  
- ESOL PLC Meeting  
- Working with ELs in the General Ed/Content Setting | 12/5 – ESOL PLC Meeting |
- Demonstration of an elementary reading lesson with a focus on strategies for English Learners | |
|               | 9/16 – XXX Independent Learning Day:  
- ESOL Parapro Training  
- ESOL PLC Meeting (w/Rosetta Stone call)  
- Presentation by IC: “Working with ELs in the General Ed/Content Setting” | 10/28 – “Working with ELs in the General Ed/Content Setting” (XXX Middle School) | 11/4 - For Administrators  
- Demonstration of a secondary level social studies lesson with a focus on strategies for English Learners | |
Test Your Understanding of a Well-Designed Title IIIA PD Plan!

1. Will include training for administrators to recognize the knowledge and skills teachers of ELs should have.

2. Will only focus on training ESOL teachers.

3. It will include a job-embedded component to ensure a positive and lasting impact on teachers’ performance in the classroom.
Designing an Effective Parent Engagement Program

Participants

Focus
Goals of Title III Part A
Parent Engagement Activities

1. Meet the needs of ELs
2. Increase English proficiency
3. Increase academic achievement
ESEA Title III, Part A Requirements
Section 3115(c)(3) and 3115(d)(6)
Parent and Family Engagement

- Literacy Classes for non-English-speaking parents
- Activities and strategies to engage parents in the LEA’s LIEPs and teach them how to support their children’s learning at home
# Program for English Learners 2021-2022
## Parent-Family Engagement Plan

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| 8/3 – Open House for all parents | 9/14 12:00 & 6:00 – Workshop for Parents of ELs in grades K-5. Topics:  
- Using Imagine Learning at Home  
- Distribution of Rosetta Stone parent licenses and teaching them how to use the program  
- Answer questions; provide updates | 10/14 – 12:00 & 6:00 – Meet with parents of ELs in grades K-5 to distribute bilingual at-home reading books; Demonstrate how to use at home and how to maintain log. Answer questions; provide updates | 11/16 - 12:00 & 6:00 – Parents of ELs in grades K-5 meet to switch out bilingual at-home reading books; Collect reading logs; review program again. Answer questions; provide updates | 12/16 - 12:00 & 6:00 – Parents of ELs in grades K-5 meet to switch out bilingual at-home reading books; Collect reading logs; review program again. Answer questions; provide updates |
| -eCommunication/Paper Flier distribution to all parents of ELs: Ways parents can help their children succeed in school. | 8/24 – 6:30 p.m. – XXX Middle School Annual Title I Parent Meeting | 9/16 – 12:00 & 6:00 Workshop for Parents of ELs in grades 6-8. Topics:  
- Using Lexia software at Home  
- Distribution of Rosetta Stone parent licenses and teaching them how to use the program  
- Answer questions; provide updates | 10/19, 10/26 – 6:00-7:00 – Parent Literacy Class at XXX Middle School for parents of ELs in grades K-12 who signed up. Parents will vote on the meeting time for the rest of the school year. | 12/7, 12/14 - Parent Literacy Class at XXX Middle School for parents of ELs in grades K-12 who signed up. |
| 8/26 – 6:00 p.m. – XYZ Elementary School Annual Title I Parent Meeting | 9/21 – 12:00 & 6:00 Workshop for Parents of ELs in grades 9-12. Topics:  
- Using Fast ForWord at home  
- Distribution of Rosetta Stone parent licenses and teaching them how to use the program | 10/6 - 10/8 - Fall Parent Conferences | 11/6 - 10:00-2:00 - Fall Festival and Community Resources Fair | -eCommunication/Paper Flier distribution to all parents of ELs: What you need to know about the WIDA ACCESS for ELTs. |
| 8/31 – 7:00 p.m. – ABC High School Annual Title I Parent Meeting | | | | |
Test Your Understanding of a Well-Designed Title IIIA PFE Plan!

1. Will only have four EL parent meetings each school year.
2. Will focus on teaching parents all about the ESOL language program and the ACCESS test.
3. Will include family outreach and training activities to build parents’ capacity to help their children meet the goals of the LIEP.
Summary

1. Conducting an EL language programs needs assessment
2. Designing a supplemental language instruction educational program (LIEP)
3. Designing an EL-focused PD program
4. Designing an EL parent & family engagement plan

How well-designed is our Title IIIA Program?
FUND YOUR PLANS; DON’T PLAN YOUR FUNDS!
Time to Respond to Your Questions!
More Design Resources for YOU!

Self-Paced Modules & Infographics!
eLearning Courses in the SLDS/PL platform!

1. Title III, Part A: EL Language Programs - New Directors’ Course
2. Title III, Part A: EL Entrance Procedures
3. Title III, Part A: EL Exit Procedures
4. Title III, Part A Supplemental Language Services
5. Self-monitoring your Title IIIA Programs
6. Identifying and Supporting Immigrant Children and their Families
Check out the Title III, Part A webpage for infographics on...

1. LEA’s Legal Obligations for EL Language Programs
2. ESOL & Title III Differences
3. Title III, Part A CLIP Process
4. Title III, Part A Budget Tips
5. Title III, Part A Budget Amendment Flowchart
6. Title III, Part A Self-Monitoring Process
7. Title III, Part A Immigrant Program
Contact your regional Title IIIA Program Specialist with questions.

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