**Colleagues’ Ideas Generated in Breakout Groups During the “After the Title III Budget is Approved: Program Implementation and Self-Monitoring” 9/22/21 session**

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| **EL Program** | **Program Details to Consider** | **Source Documentation to Maintain** | **Self-Monitoring Processes to Implement** |
| **LIEP - Extended Learning Opportunities**(after/before school, summer school, intercessions**)** | * Plan and budget
* Review Needs Assessment and data
* Which ELs will attend?
* Proficiency levels?
* Availability of teachers, staff, administrators
* Facility availability
* Transportation needs and availability
* Curriculum & resources
* Pre and post assessments to gauge growth
* District set hourly pay

Examples:* 2-week language camp (immigrant and lower proficiency, separated by grade level bands (avg 60 students at 4 schools targeting elementary with transportation provided (teacher referral)
* Summer school for SPED, migrant and ELs. 3 weeks full day, meals and transportation provided
* Extended day opportunities (migrants and ELs identified from benchmark assessments)
* Summer camp with field trips (Ga Southern partnership) 2 weeks, full day. No meals/no transportation
* After school tutoring ELs all grades (avg participation fluctuates with grade levels. Hourly rates for tutoring -- $45/ hour and state rate/hour)
* Summer school for credit recovery (APEX/ Edgenuity)
 | * Handbook with procedures and expectations
* EL Program Plan
* Tutor contract/working agreement
* Staff timesheets
* Lesson plans
* Attendance sheets /Student sign-in-sign-out sheet
* Payroll sheets
* Assessment summary
* Pre/post assessment data (STAR 360, Lexile scores
* Unofficial job description of staff working in extended learning opportunities
* Perception survey data
* Purchase orders for materials and supplies
* Effectiveness data on extended learning programs
 | * Program specific data
* Student progress reports
* Observations/Walkthroughs
* Director schedule to visit extended learning programs
* Evidence of director visits of extended learning programs
* Timeline for schools to submit extended learning program documentation to director
* Teacher/leader input with recommendations
* Parent surveys with feedback
* Time sheets
* Attendance rosters
* Pre/post assessment data
* Staff perception survey data
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| **LIEP - Language or academic focused instructional software program** | * Cost
* T3 allowable?
* Subscription year
* Number of licenses available
* Can only be provided to EL students who participate in the ESOL program
* Is it effective with ELs?
* How often must students use it for it to be effective?
* Will students assigned to the program have the time to use it as recommended?
* Staff training (included/ extra cost?)
* Other required materials (headphones, iPads, etc.)
* Which ELs will use the program?
* When will the students use the program (summer, after school)?

**Sample Subscriptions/Programs:*** Lexia Core 5 Reading
* Power Up Literacy
* Rosetta Stone
* Near Pod
* Flocabulary
* BrainPop ESL
* Finish Line
* Grapeseed (Literacy)
* Imagine Learning
* Learning A-Z
* Education City
* Escalate English
* Model
* Newsela
* Learning Farm
* Fast ForWord
 | * If it will cost the LEA more than $25,000 (across all funding sources) - check suspension and debarment (SAM) website to see if vendor has fraudulent activity
* Quote showing number of licenses, cost per license, subscription date
* Student usage reports
* Student growth reports
* Evidence-based / Effectiveness Measure Form
* Effectiveness evidence
* Subscription dates
* PO documents (vendor packet)
* List of students who are using the program
* Evidence of using the program (time on task)
 | * Usage reports (time, number of students/ participants/teachers)
* Student growth data/logic model data
* ACCESS, Benchmark, MAP etc. data
* Designate individuals to monitor program usage
* School/LEA procedures of how student usage and progress will be monitored
* If not being used as planned, corrective action for school to improve use
* Evidence of the director following the LEA’s written procedures
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| **EL-Focused Professional Development** | * Logistics (virtual,

in-person, pacing, duration)* Create opportunities for ALL teachers and administrators of ELs, not just ESOL teachers
* Tailored to the needs of staﬀ and students as identified in the data
* Funds availability
* Do we offer EL-focused PD throughout the entire school year and not “one and done” sessions?

**Examples:** * Monthly PLC sessions
* Book studies
* SIOP strategy training
* Canvas courses
* GaDOE PL courses
* WIDA courses
* Monthly info. sent to Principals
* Conferences with staff re-delivery upon return: GATESOL, KSU ESOL, etc.
* ESOL Endorsement
 | * LEA’s yearlong EL-focused PD Plan
* Presentations
* Handouts
* Sign-in sheets
* Agenda
* Feedback survey results
* Evidence of learning (required to pay stipends)
* Completion certiﬁcates
* Quizzes
* Admin. walk-throughs to see if teacher is demonstrating what was learned in the PD
* Worksheets
* Book study questions and answers
* Evidence of redelivery to faculty and staff
 | * Director’s checklist of monitoring PD
* Evidence of director check-in at various PD sessions
* EL-focused PD plan
* Feedback survey results
* Administrator’s classroom observations of implementation of PD documentation
* Evidence of director’s review of lesson plans demonstrating implementation of PD
* Course completion certificates
* POs for purchased PD
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| **Parent-Family Engagement (PFE) Activities** | * Do the EL PFE activities support and align with the Language Instruction Education Program (LIEP)?
* Will interpreters be needed? For what languages? How will we finance them?
* Will we offer face-to-face, virtual or a combination of both types of activities?
* Did we survey the parents to find out what they need and want?
* Will transportation be provided? How will it be funded?
* Will we provide childcare for the parent’s younger children? How will it be funded? What activities will we do with those children?
* How will the Title III-funded EL PFE program be different from what the LEA or Title I-A provides for all parents?
* Are we engaging the parents in activities as opposed to “sit and get” presentations?
* Will we offer our PFE sessions during different times of the day to work around parent’s work schedules?

Examples:* EL Spring meeting -provide bookbags filled with teacher created materials and bilingual reading books for the parents and students to read at home during the scummer.
* Literacy classes provided for parents
* Train the parents on the Title III funded software programs their students will use so the student can use it at home.
* Have a parent component of the EL summer school program
* Title III funded EL Parent Liaison
* EL-focused newsletters and other non-LEA or state-required documentation sent to parents in a language they can understand
 | * Activity sign in sheets, agendas and materials shared with parents
* Parent survey results to determine effectiveness of the PFE program
* Evidence of sending invitations in multiple ways and in languages the parents can understand
* Recorded sessions
 | * Yearlong EL Parent, Family and Community Engagement Program Plan
* Calendar of PFE events
* Checklist of LEA’s PFE program requirements
* Evidence of the plan being followed
* Evidence that the director or designee attended Title III PFE activities
* Analysis of survey feedback to determine effectiveness of PFE program
* Parent attendance data
* Analysis of staff feedback of PFE program
* Title III program manual describing the PFE program procedures
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