**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 |
| **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 |
| **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 |
| **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 |