



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Title III, Part A EL Program Plan Description

(to submit with Budget)

1. STATE-FUNDED CORE ESOL LANGUAGE PROGRAM.

Note:

- **All LEAs** must complete this section, even if the District has no EL students. In that case, the answer would be the District's ESOL language program plan, in case any EL students enroll during the school year.
- The LEA's ESOL language program to be described here is **NOT** the LEA's Title IIIA-funded supplemental language program, as described in Questions 4.2 - 4.5.

Describe the LEA's state/locally-funded ESOL program, instructional activities, personnel, resources and assessment. **[Sec. 3121 (a)(1)]** The ESOL language program must not rely upon federal funds and must be: 1) Based on sound educational theory, 2) Adequately resourced and 3) Periodically evaluated for success. *[Castañeda v. Pickard, 1981]*

Include the methods or models of English instruction, the instructional resources and/or curriculum provided by the District for students in the ESOL language program, how the language program is assessed, the opportunities the District provides for ESOL teachers' professional learning (including conferences & workshops), and how parents of students in the ESOL program are engaged in their child's progress towards English language proficiency and academic achievement.

Include in this response the number of ESOL personnel funded (fully or partially) through state/local QBE:

- **Number of ESOL teachers including lead teachers**
- **Number of ESOL coaches or specialists, if any**
- **Number of district level ESOL support staff, if any (e.g. interpreters, translators, admissions staff, parent liaisons, counselors, etc.)**

Note: Questions 2, 3 and 4 do not apply to an LEA consolidating all Title III, Part A funds in Title I schoolwide schools.

2. SUPPLEMENTAL TITLE III PROGRAMS & EVIDENCE OF EFFECTIVENESS.

Provide evidence of the effectiveness of the federally-funded language instruction educational programs (LIEP) and activities proposed to be developed, implemented and administered that will help ELs increase their English language proficiency and meet the challenging state academic standards as identified in the District's CNA. Include extended learning opportunities, summer school, and any other innovative programs that are planned. **[Sec. 3115(c)(1)]**

(All budget items in Function #1000, and possibly in Function #2700 (if providing transportation) would align with your Plan here.)



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3. SUSTAINED PROFESSIONAL LEARNING.

Describe the federally-funded effective EL-focused professional development to be provided to educators (teachers, administrators, and other personnel) working with English learners, that is designed to improve the instruction and assessment of this subgroup of students, and to enhance the ability of their teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for these students. Describe how this PD will be effective and of enough intensity and duration (not to include one-day or short-term workshops and conferences), such that it has a positive and lasting impact on teachers' performance in the classroom. **[Sec. 3115(c)(2)]**

(All items in budget Functions #2210 and #2213 would align with your Plan here.)

4. OTHER ACTIVITIES.

Describe the other federally-funded activities and strategies to enhance or supplement language instruction educational programs for English learners and specify how these activities and strategies incorporate an aspect of parent, family and community engagement, participation, outreach, and/or training. **[Sec. 3115(c)(3)]** and **Sec. 3115(d)(6)(A)(B)** and **Sec. 3116(b)(3)]**

(All items in budget Function #2100 would align with your Plan here.)

Note: Only LEAs consolidating Title III, Part A funds in Title I schoolwide schools should complete Questions #5.

5. TITLE III PROGRAM OVERSIGHT

Describe how the LEA will ensure that elementary schools and secondary schools receiving funds under the subpart assist English learners in achieving English proficiency based on the State's English language proficiency assessment under section **1111(b)(2)(G)**, consistent with the State's long-term goals, as described in section **1111(c)(4)(A)(ii)** and meeting the State's challenging academic standards. **[Sec. 3116(b)(2)]**