

# On the Road to Success with Title III!



**Federal Programs  
ESSA & IDEA  
Summer Professional  
Learning Series  
July 14, 2021**

# Presenting Today:



Dr. Meg  
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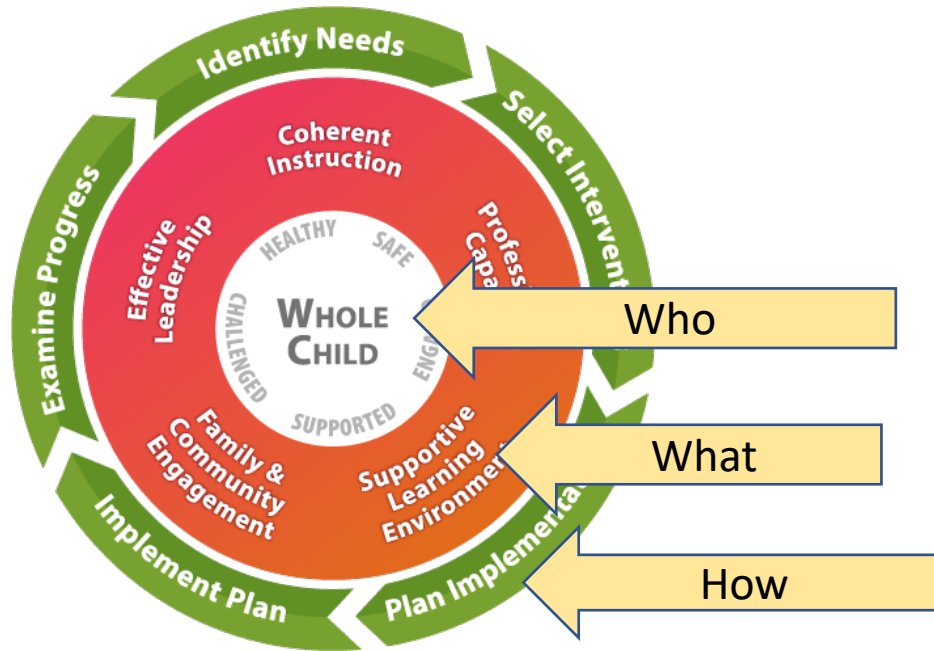


Dr. Adria  
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# English Learners in Georgia's Systems of Continuous Improvement



Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act.  
***There is no other route to success.***

- Pablo Picasso

**Success begins with a vision and a plan to achieve that vision.**



# How did you plan your summer vacation?

- Did you consider what kind of vacation you wanted/needed?
- Did you start with the budget, or did you decide where you wanted to go first?
- Did you arrive at your destination before planning what you wanted to do there?

## 12 Steps to Plan a Multi-Destination Trip

Steps to simplify travel planning:



#1

Plot Destinations



#2

Select Date Range



#3

Research Transportation



#4

Set Budget



#5

Review & Adjust Itinerary with Partner



#6

Book Transportation



#7

Book Hotels



#8

Book Activities



#10

Pack Carry-On



#11

Order Currency

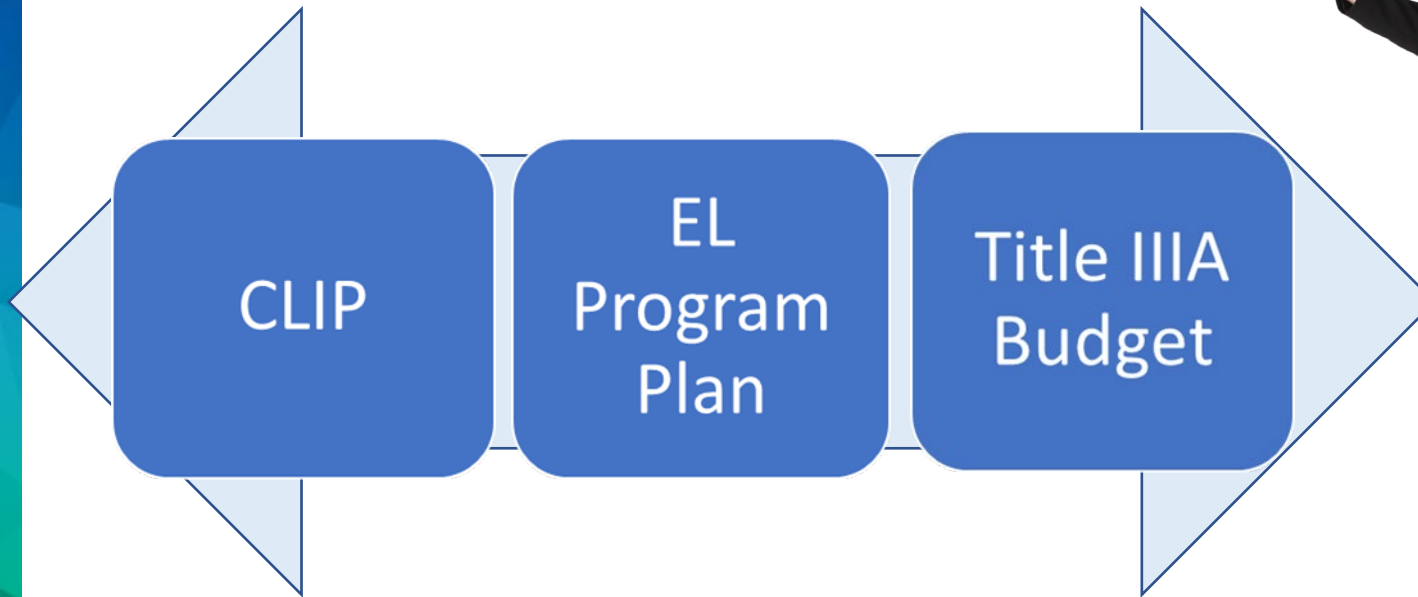


#12

Print Copies of Reservations and Personal IDs

### Travel!

Look out where you want to go and when, research logical destinations, set budget, review basic itinerary with travel partner, book transportation, then hotels and activities, plan outfits ahead of time, pack carry-on, order currency, print copies of all reservations and personal IDs. Finally, relax, have fun and take lots of pictures!



*Title III director establishes written procedures for how the CLIP, EL program & Title IIIA budget are going to align*

# CLIP

- Where are we going & why?
- What steps in the vacation planning process might correlate to the CLIP process?



# CLIP: Stakeholders



Teachers and leaders of English learners



EL parents (Title IA)



Immigrant students' families



Community personnel with expertise in EL and/or immigrant



# CLIP: Strengths & Challenges of the Title III Part A and ESOL Programs

EL students'  
needs: English  
language?  
Academics?

Immigrant  
students' needs?

EL parents'  
needs?

English  
language  
proficiency  
progress data?

Subgroup  
academic data?

Demographic  
data?

Perception  
data?

# EL Program Strengths & Challenges

## Federal Program

### Strength:

72% of the Gr. 1-5 ELs who participated in the Title IIIA after-school tutoring program improved basic reading skills as measured by Spring MAP RIT Growth data and Spring literacy data

### Challenge:

Limited English proficiency of parents restricts their involvement and support. Parent survey showed that 52% of parents "seldom" or "never" attend Title IIIA activities provided by LEA.

## State Program

### Strength:

The LEA has employed more ESOL teachers than the QBE-funded allotment to provide daily ESOL language instruction at a 30/1 student-teacher caseload ratio in all schools.

### Challenge:

Need for a Vietnamese translator (in addition to our Spanish translator) to interpret parent meetings for growing Vietnamese population.

# CLIP Action Steps

**Student** focused – *How can we help students learn more school English?*

**Teacher** focused – *How can we build teachers' capacity to teach ELs academic English?*

**Parent** focused – *How can we build parents' capacity to help their children learn school English?*

# Title III Actions Steps

## Allowable

- Title IIIA funds will be used to provide training for all teachers of ELs on effective instructional strategies for teaching ELs.
- Title IIIA funds will provide interventions to meet the needs of immigrant students as they adjust to school in the United States.

## Non-Allowable

- Title IIIA funds will partially fund salaries for registration personnel at the International Student Intake Center.
- Title IIIA funds will partially fund salaries of bilingual family engagement specialists to increase Title IA and Title IVA required partnerships with families and other stakeholders.

Questions?







## Next – the EL Program Plan: *What are we going to do?*

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1. **What is our Title IIIA Plan** to provide specific ELs with supplemental language instruction activities, interventions, or programs (LIEP)?
2. **What is our Title IIIA Plan** to provide all *non-ESOL* teachers, administrators, school, and system leaders with EL-focused professional learning opportunities?
3. **What is our Title IIIA Plan** to provide EL parents, families and community members with activities and programs that supplement the Title IA parent program activities, and which enhance the Title IIIA language (LIEP) *activities*?

# New *EL Program Information Plan* TEMPLATE

Submitted budgets will be reviewed after **EL Program Plan** (and other applicable attachments) are uploaded in EL Attachments Tab.

## How to obtain this TEMPLATE

1. Download in session today
2. Download from the Title III Part A Language Program website
3. Will also be sent in an email from the program manager when the Title IIIA Grant Award Notifications (GANs) have been uploaded to the ConAPP.

## Instructions

1. Complete the TEMPLATE
2. Save using this naming convention: *LEA Name\_FY22\_EL Program Information Plan*
3. Upload to the Title IIIA English Learner Budget Attachments TAB when the budget is submitted.

# FY22 NEW & Improved EL Program Plan TEMPLATE



*Educating Georgia's Future*

## FY 2022 Title III, Part A English Learner Program Information Plan

Name and role of person completing this form: [Click or tap here to enter text.](#)

Name of LEA: [Click or tap here to enter text.](#)

Date: [Click or tap to enter a date.](#)

Instructions: *Traditionally funded LEAs complete #1-4 only.* **LEAs consolidating funds complete #1 and #5 only.** Upload completed form in the “Attachments” tab in the consolidated application when submitting the FY 22 Title III, Part A English Learner Budget. Use the following naming convention: LEA name\_FY22\_EL Program Information Plan.

# The Core EL Program - ESOL

1. **STATE-FUNDED CORE LANGUAGE PROGRAM** - Describe the LEA's state/locally funded ESOL program, activities, and materials [**ESEA/ESSA § 3121 (a)(1)**]. Describe how the LEA meets the ten OCR obligations for language instruction programs. Include in this response the number of ESOL personnel funded (fully or partially) through state/local QBE or through consolidated funds: ESOL teachers, ESOL Instructional Coaches, and the number of district level ESOL support staff, if any (e.g., interpreters, translators, admissions staff, counselors, etc.). For LEAs in which schools are consolidating Title III funds, the entirety of the language support program (federal, state, and local) should be described here.

Click or tap here to enter text.

2. **SUPPLEMENTAL TITLE III LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)** - Briefly describe the effective Title III Part A Program Plan for extended, enhanced, or additional language learning opportunities, interventions, or other language-focused activities to be provided to specific English learners (based on CLIP data, needs, and root causes) that will help ELs increase their English language proficiency and meet state academic standards. Describe how this Title IIIA-funded LIEP supplements the ESOL Language Program described in #1 above and which subgroup of ELs were chosen for this extra language support (e.g., SLIFE, EL/SWD, gifted, recently arrived ELs, etc). *Please reference ALL proposed expenditures budgeted in Functions 1000 and 2700. [ESEA/ESSA § 3116(b)(1), § 3115(c)(1)]*

Click or tap here to enter text.

Identify the English Language Proficiency (ELP) levels of English learners that will be targeted for additional or enhanced language learning opportunities in the Title IIIA-funded LIEPs. (Choose all ELP levels that apply per grade level group.)

	ELP 1	ELP 2	ELP 3	ELP 4
Grades K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grades 3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grades 6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grades 9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



3. **SUSTAINED PROFESSIONAL LEARNING (PL)** - Briefly describe the effective Title III Part A Professional Learning Plan for sustained EL-focused PL opportunities, as identified in the CLIP, to be provided to educators, administrators, school, and system leaders working with English learners, that is designed to improve the instruction and assessment of ELs and the educators' ability to understand and implement practices, measures, and strategies specific to ELs. *Please reference ALL proposed expenditures budgeted in Functions 2210 and 2213. [ESEA/ESSA § 3115(c)(2)]*

Click or tap here to enter text.

4. **OTHER ACTIVITIES** - Briefly describe the effective Title III Part A Plan to provide EL parents, families and community members with activities and programs that supplement the Title I Part A parent program activities identified in the CLIP, and which enhance or supplement the Title III Part A LIEP as described in the response to #2. Please do not reference state/locally required parent-teacher meetings or OCR-required translation/interpretation services for school communication which should be described in the response to #1. *Please reference ALL proposed expenditures budgeted in Function 2100. [ESEA/ESSA§ 3115(c)(3)]*

Click or tap here to enter text.

# For LEAs Consolidating Local, State, and Federal Funds (COF)

5. **TITLE III PROGRAM OVERSIGHT in LEAs Consolidating Title III funds - Only COF LEAs must respond to this question.** Briefly describe how district leadership will ensure that the LEA's elementary and secondary schools receiving consolidated Title IIIA funds for schoolwide programs are assisting their English learners in achieving English proficiency as defined by the ACCESS/Alt. ACCESS test score results and are meeting GA Milestones subgroup targets. Please be specific regarding district leadership actions that support school actions. [ESEA/ESSA§ 3116 (b)(2)]

Click or tap here to enter text.

Questions?



**Remember  
...Fund your  
plan; don't  
plan your  
funds**

## **Finally – The Budget: *What do we need to make the PLAN work?***

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Do we need staff? Full-time?  
Partial? Additional  
compensation?

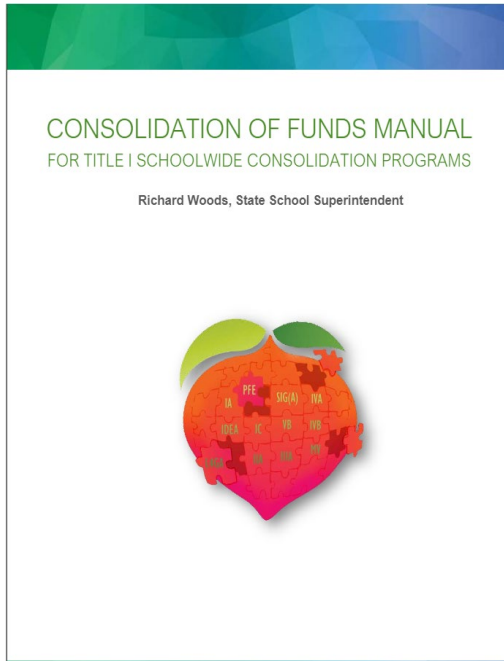
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What instructional resources or  
supplies do we need?

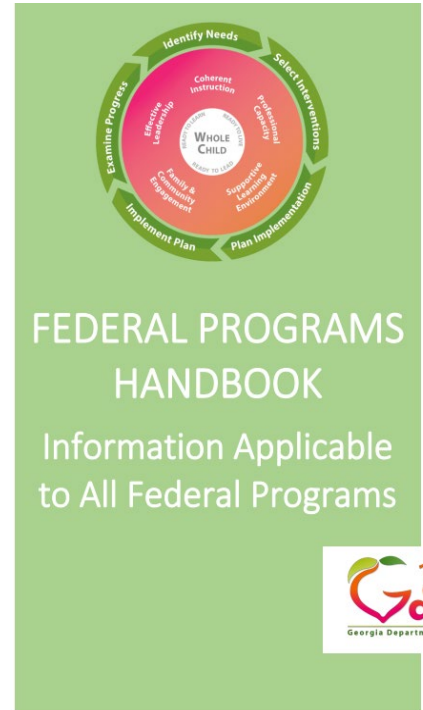
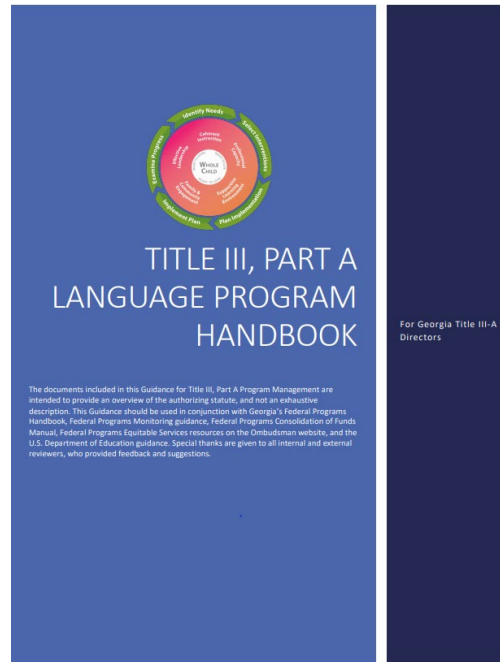
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How much will it cost to contract  
for EL-focused PD?

# Consolidation of Funds Manual



# Federal Programs Handbook



# Title III, A Program Handbook



# Budget Guiding Questions Document



*Educating Georgia's Future*

## Budget Guiding Questions for Title III-A English Learner & Immigrant Budgets

FY22 Title III-A EL & Immigrant Grant FAIN: **S365A210010**



## The Budget: What do we need to make the PLAN work?



	1000	2100	2210 2213	2700
Additional compensation for staff to implement Title IIIA LIEP?	x			
Instructional resources and/or technology for EL students & teachers to use in the Title IIIA LIEP?	x			
Instructional supplies to implement the Title IIIA LIEP?	x			
Transportation for EL students and/or EL parents to participate in the LIEP or PFE?				x
Travel for EL focused PD?			x	
Registration fees for EL focused PD?			x	
Supplemental staff PD work?			x	
Staff to provide English classes for parents of English Learners		x		

# Title III Budget Tools

## Title III Part A Budget Tools

- **NEW:** English Learner Program Information Plan TEMPLATE
- Program Funding Differences: State ESOL and Federal Title III, Part A
- Budget Guiding Questions
- Title III, Part A Chart of Accounts
- Title III Budget FAQs
- FY22 Indirect Cost Rates
- Indirect Cost Rate Calculator
- Field Trip Approval Form (English Learner)
- Field Trip Approval Form (Immigrant)
- Effectiveness Level Template
- Recommended Logic Model Template
- Budget Submission Checklist
- Budget Amendment Flowchart Infographic

# Examples of Alignment

CLIP	EL Program Plan	Budget
<p><b>Challenge:</b> 80% Immigrant students in high school</p> <p><b>Action Step:</b> Newcomer Program</p>	<p><b>LIEP Action Step:</b> Procure instructional resources specifically for Newcomers</p> <p><b>PFE:</b> Provide parents of H.S. Newcomers with special sessions explaining US schools</p>	<p><b>1000/532</b> - software</p> <p><b>1000/642</b> - books</p> <p><b>2100/199</b> – staff</p> <p><b>2100/610</b> - supplies</p>
<p><b>Challenge:</b> 85% of ELs in middle school have been classified as an EL for four or more years.</p> <p><b>Action Step:</b> Middle School EL summer program.</p>	<p><b>LIEP Action Step:</b> Implement a four-week summer school program for middle school ELs.</p> <p><b>PFE:</b> Provide parents with a one day a week session to learn how to support their children learn English.</p>	<p><b>1000/199</b> – staff</p> <p><b>1000/610</b> - supplies</p> <p><b>1000/642</b> – books/resources</p> <p><b>2100/199</b> - parent staff</p> <p><b>2100/610</b> - supplies for parent activities</p> <p><b>2700/180</b> - bus drivers</p> <p><b>2700/620</b> - bus fuel</p>
<p><b>Challenge:</b> A shortage of ESOL certified/endorsed teachers.</p>	<p><b>PD Action Step:</b> Pay for teachers to enroll in the ESOL endorsement.</p>	<p><b>2213/116</b> – teacher stipends</p> <p><b>2213/642</b> – books for ESOL courses</p> <p><b>2213/810</b> – registration at RESA ESOL endorsement courses</p>

# Examples of Non-Alignment

CLIP	EL Program Plan	Budget
<p><b>Challenge:</b> Only 2% of EL parents attend school &amp; district parent engagement activities.</p>	<p><b>Action Step:</b> Purchase digital language learning resources for EL students</p>	<p><b>2213/199</b> – additional compensation to staff working on curriculum maps in summer</p>
<p><b>Challenge:</b> Middle School ELs are not meeting Math Achievement targets for subgroup – 2 years in a row</p>	<p><b>Action Step:</b> Hire a full-time translator to assist with student enrollment, district-required document translation and interpreting at parent conferences.</p>	<p><b>1000/610</b> – purchase ESOL classroom supplies, vocabulary games, science manipulatives</p>
<p><b>Challenge:</b> 52% of ELs scored at or below the Developing level on the 2019 ACCESS 2.0.</p>	<p><b>Action Step:</b> Purchase a Math software program for targeted ELs.</p>	<p><b>2213/116</b> – pay stipends to ESOL teachers for attending ESOL teacher staff meetings after school once a month</p>

Questions?



# 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*



Title III, Part A English Learner  
Language Programs - New  
Director's Course

Course ID: 579535



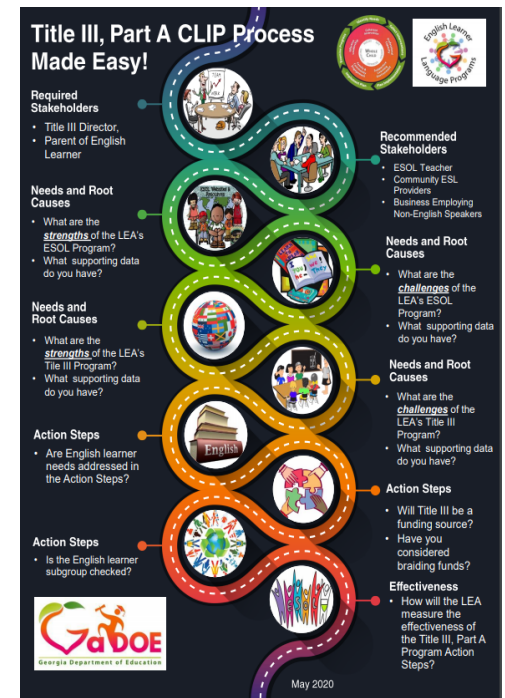
Title III, Part A: EL Exit Procedures

Course ID: 516772



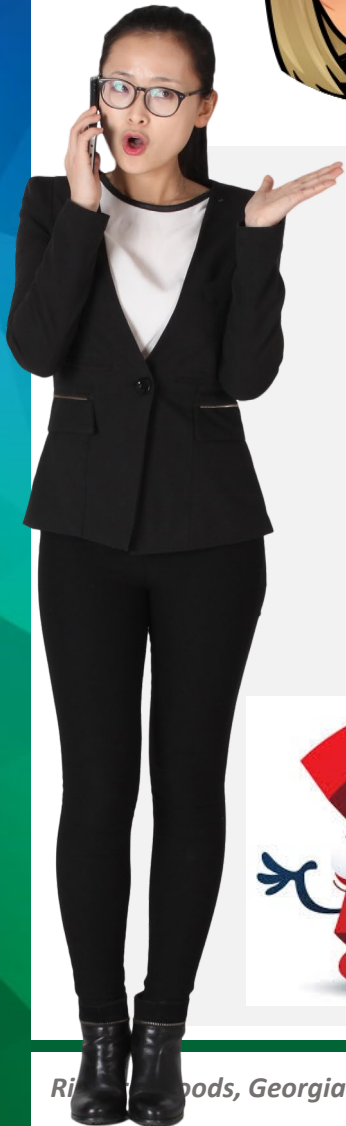
# Check out the Title III, Part A webpage for infographics on...

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



"If you talk about it, it's a dream,  
if you envision it, it's possible,  
but if you schedule it, it's real."

Tony Robbins



Contact your regional Title IIIA Program Specialist with questions.

### North Region

David Tucker

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404-991-4408

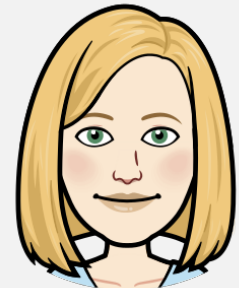


### Central Region (including Metro Atlanta)

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# Feedback

Please complete our workshop survey:

- Go here: <https://form.jotform.com/211754158308961>

- Or scan this QR code:



Click [here](#) and follow the **NEW** Federal Programs/ESSA IDEA Facebook page!

Or scan this QR Code:

