**Title III, Part A English Learner**

**Program Information Plan**

**2024-2025**

\*\*\*Please use this template as a DRAFT workspace only. Do not submit this completed document with the Title IIIA EL budget. Instead, enter all responses directly in the consolidated application/Title IIIA EL Budget/Program Information Plan tab.

**Name and role of person completing this form:** Click or tap here to enter text.

**Name of Local Education Agency (LEA):** Click or tap here to enter text.

**Date:** Click or tap here to enter text.

**Instructions:**

* Traditionally funded LEAs complete #1-4 only.
* LEAs consolidating Title III funds (CoF) complete #1 and #5 only.
* Upload completed form in the “Attachments” tab in the consolidated application when submitting the FY25 Title III, Part A English Learner Budget.
* Use the following naming convention: LEA name\_FY25\_EL Program Information Plan.

**Questions:**

1. **STATE-FUNDED CORE LANGUAGE PROGRAM** – Describe the LEA’s state and locally funded ESOL language program, activities, and instructional resources **[ESEA/ESSA § 3121 (a) (1)]**. Ensure the description clearly demonstrates how the additional language instruction enhances or supplements ESOL. 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 system level ESOL support staff, if any (e.g., interpreters, translators, admissions staff, counselors, etc.) For LEAs consolidating Title IIIA with other federal, state, and local funds in Title IA schoolwide schools, please describe the entirety of the English language instruction educational programs provided to English learners, their teachers, and their parents.

Click or tap here to enter text.

1. **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 data, needs, and root causes) that will help ELs increase their English language proficiency and meet state academic standards. Describe how the federally funded LIEP supplements the ESOL program described in Question #1. Describe which subgroup of ELs were chosen for this extra language support, such as SLIFE, EL/SWD, gifted, recently arrived ELs, certain grade levels, etc.). *Ensure ALL proposed expenditures budgeted in Functions 1000 and 2700 are referenced in this section of the plan.* **[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 |  |  |  |  |
| Grades 3-5 |  |  |  |  |
| Grades 6-8 |  |  |  |  |
| Grades 9-12 |  |  |  |  |

1. **SUSTAINED PROFESSIONAL LEARNING (PL) –** Briefly describe the effective Title III Part A Professional Learning Plan for sustained EL-focused PL opportunities, 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. These details may be included in a Title III Professional Learning plan attached to the budget. *Ensure ALL proposed expenditures budgeted in Functions 2210 and 2213 are referenced in this section of the plan.* **[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, and which enhance or supplement the Title III Part A LIEP as described in the response to question #2. Please do not reference state/locally required parent-teacher meetings or OCR-required translation/interpretation services for school communication which would have been described in the response to Question #1: ESOL. These details may be included in a Title III Parent Outreach Program plan attached to the budget. *Ensure ALL proposed expenditures budgeted in Function 2100 are referenced in this section of the plan.* **[ESEA/ESSA § 3115(c)(3)].**

Click or tap here to enter text.

**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 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.