

Budget Details

ESC of Central Ohio (046938) - Franklin County - 2022 - Consolidated - Rev 0 - Title III Language Instruction for English Learners

Title III consortia fiscal agents must complete the full Budget Details page. Districts and community schools who contribute to Title III consortia only need to complete the items with an asterisk (*).

****Title III consortium fiscal agents must upload their MOUs/Contracts with their consortium members ****
[Upload Documents](#)

Part 1: Providing Effective Programs and Activities for English Learners

Programs of Instruction for ELs - (Select one or more, as applicable), Once selected, please indicate the Language (Name of the language of instruction(s), other than English, used in the programs).

English as a Second Language (ESL) Program (Please indicate the name of the language(s) in the box provided)
English

Content Classes with Integrated ESL Support (SIOP) (Please indicate the name of the language(s) in the box provided)
English

Transitional Bilingual Educational Program (Please indicate the name of the language(s) in the box provided)
English

Dual Language Program (Two-way immersion) (Please indicate the name of the language(s) in the box provided)

Newcomer Program (self-contained educational intervention) (Please indicate the name of the language(s) in the box provided)
English

Early College/Career and Technical Education (Please indicate the name of the language(s) in the box provided)
English

Preschool (Please indicate the name of the language(s) in the box provided)

Other Any Additional Language Instruction Educational Programs (LIEPs) that are not captured in the table above. (Please describe in the box provided)

***Meeting Standards, 3116(b)2.** Describe how your district/school will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in “(A) achieving English proficiency based on the Ohio English Language Proficiency Assessment (OELPA), consistent with the State’s long-term goals, as described in Ohio’s ESSA plan (Section C, p. 6), and (B) meeting Ohio’s challenging academic standards.

This SY 2021-22 the consortia districts will focus on a suite of professional development relating to all 4 core standards and researched instructional services to meet or exceed scores of progress in learning English on the OELPA assessment according to the Ohio’s ESSA plan. Districts involved in the EL Consortium implement Multi-Tiered Systems of Support, meaning students will receive tiered interventions based on

their needs, will share and develop collaborative structures for best practice support for the student. Some students need pull out instruction delivered in smaller groups or on an individual basis; other students benefit most from tutoring and in-class support. Collaborative discussions around improving student achievement and instruction will be the focus of the English Learner Administrative Network (ELAN) to meet Ohio's plan of proficiency.

Authorized Activities to Improve Instruction Program for ELs and Immigrant Children Using Title III Funds - (Select at least one)

- Supporting the development and implementation of Language Instruction Educational Programs (LIEPs)
- Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs
- Supporting implementation of school wide programs.
- Professional development to teachers and other personnel serving ELs
- Parent and community engagement activities
- Supporting the development and implementation of pre-school programs
- Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures
- Improving instruction of ELs with disabilities
- Providing tutorials, career, and technical education
- Offering programs to help ELS achieve success in post-secondary education
- Other activities consistent with Title III purposes (Please describe in the box provided)

The district assures that the above selected activity/activities will supplement and not supplant federally-required basic core language support programs for ELLs

Districts participating in the EL Consortium with the Educational Service Center of Central Ohio provide and implement Multi-Tiered Systems of Support to students based on student need. Some districts are utilizing an inclusion instructional approach for delivering EL services to students. Students are placed in general educational settings with the support of an EL instructor providing consultation to the teacher and supporting the student in the classroom. Second and third tiered services include small group instruction, one-on-one instruction, resource room, or separate classes for a period of time. Reviewing 2020-21 report cards of ESC consortium district's and feedback from 80% of the districts indicated the following: teaching reading (phonics/vocabulary) and mathematics, comprehensive program professional development instructional services for staff, family supports and interpreting services.

5 Please estimate the number of ADDITIONAL TESOL endorsed/licensed teachers that will be needed for the upcoming 5 fiscal years. *This number should reflect the anticipated additional teachers needed. Do not include the number of ESL/bilingual teachers currently working in the ELI programs.

FTEs Paid with Title III Funds (direct and/or contract service) - Title III can pay only for services that supplement obligations to ELs under Title VI and

EEOA. See A-3, Non-Regulatory Guidance (September 23, 2016)

Instruction: Certified teachers with ESL and/or Bilingual Education Endorsement	Instruction: Bilingual and other instructional assistants
Support Services: Non-Instructional	Specify Support Services Non-Instructional FTE
Governance/Administration	Family/Community
Professional Development	Specify Professional Development FTE

Purposes of Approaches and Methodologies for Teaching ELs and Immigrant Youth - (Select at least one)

- Develop new English language instruction education and academic instruction programs
- Expand/enhance existing English language and academic instruction program
- Implement schoolwide program(s) to restructure/reform/upgrade language and academic content instruction
- Implement agency-wide programs to restructure/reform/upgrade language instruction education and academic content instruction programs

Briefly describe program selected(s) above. Note: In carrying out above programs using Title III funds, approaches and methodologies must be evidence-based and supplemental to federally-required basic core language support programs for English Learners (EL).

Districts involved in the EL Consortium implement Multi-Tiered Systems of Support, which means students receive tiered interventions based on their needs. Some students need pull out instruction delivered in smaller groups or on an individual basis; other students benefit most from tutoring and in-class support. Some students also receive the benefits of sheltered instruction, a research-based form of instruction that improves the learning and success of ELs in the classroom. Additionally, instruction strategies will be informed by current Best Practices, inclusion, customized coaching and consultation, along with key software programs that track data to improve student learning. Some students also receive the benefits of sheltered instruction, a research-based form of instruction that improves the learning and success of ELs in the classroom.

Part 2: Professional Development - (Select appropriate descriptors)

- Promotes strategies and activities that enhance LIEPS by including parent, family and community engagement
- Designed to improve and enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners
- Designed for classroom teachers (including those who are not settings of LIEPs), principals, other school leaders, administrators, and other school or community-based personnel (identify participant roles) Content Teachers

***Professional Development, 3115(c)2.** Describe how the district/school will provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational program), principals, and other school leaders, administrators, and other school or community-based organizational personnel that is a) designed to improve the instruction and assessment of English learners;

b) designed to enhance the ability of staff to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;

c) effective in increasing children's English language proficiency or substantially increasing subject matter knowledge, teaching knowledge, and teaching skills of such teachers;

d) of sufficient intensity and duration to have positive and lasting impact.

The description must explain how Title III-funded professional development is supplemental to the use of State and local funds, e.g., the PD has not been done before.

Many attend the state Ohio TESOL conference, as well as other SST presentations at smaller venues focusing on instructional strategies for ELs, specifically in Second Language Acquisition, English Language Arts, and Mathematics. Additionally, the ESC of Central Ohio will provide PD to consortium and non-member districts through the following means: workshop, coaching, consultation, job-embedded, and in an ongoing manner. Sheltered instruction "Best Practices" will be a primary focus for the ESC and its member districts for content teachers both for advanced and basic training opportunities. The ESC of Central Ohio will help facilitate and carry out this PD on a district level and cohort level (grouped by geographical proximity), with the intent of individualizing the PD to better meet the needs of district staff and students. By placing district members in geographical cohorts, the ESC of Central Ohio is aiding in the cost efficiency and fiscal responsibility of consortium members. By carrying out PD in this manner, Title III funds can be maximized to support educators and EL students. Districts may utilize Title III funds for supplemental EL tutors to attend specialized professional development designed for educators working with ELs.

Part 3: Parent, Family and Community Engagement

***Parent, Family and Community Engagement, 3116(b)3.** Describe how the district will promote parent, family, and community engagement in the education of English learners.

The English Learner Administrator Network (ELAN) leadership group will discuss enhancements to the parent involvement approaches within districts. Parent input and increased family engagement activities will be discussed collaboratively and implementation will be supported within districts. Both, teachers and parents will be trained on how to work and support their students with obtaining proficiency levels. Parent supplies for family literacy and math will be provided to enhance learning outcomes. The ESC of Central Ohio has hired a Family/Community Engagement liaison to support professional development and district leadership for improving communication and academic awareness of English Learners. In addition, take home learning materials and self-guided family awareness software will be implemented to ensure content understandings at the proficiency level.

- Parent, Family and Community Engagement - (Select appropriate descriptors)**
- Translation and Interpretation Services for Parents
 - Family Literacy Training
 - Family Liaison
 - Parent Involvement Materials
 - Other (Please describe)

Purchased Services - Amounts paid for personal services rendered by personnel who are not on the payroll of the school district, and other services which the school district may purchase.

Instruction Purchased Services

Teachers/Tutors	Instructional Paraprofessional
Instructional materials	Equipment/Hardware
Software/License	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = \$0.00

Support Services Purchased Services - (Title III - Administrative expenses may not exceed 2%)

Title III Coordinator (See Help)	Instructional/Library Materials
Library/Media Services	Equipment/Hardware
Program Evaluation	Coach (HQ in content area)
1,000.00 Translation and Interpretation Services	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = \$50.00

Governance Purchased Services - (Title III - Administrative expenses may not exceed 2%)

Program Director	Audit costs for Title III only, unless there is an indirect cost authorization
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = \$0.00	

Professional Development Purchased Services

College Credits (ESL and/or Bilingual Education Endorsement)	Consultant
Coach (HQ in content area)	Substitute Teachers
106.317.21 Training/Software/Licenses	Travel Mileage/Meeting Expense
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description

5% of budget cell = \$5,315.86

Family Community Purchased Services

2,000.00 Translation and Interpretation Services for Parents

Family Literacy Training

Family Liaison

Parent Involvement Materials

Other Purchased Services (may not exceed 5% without History Log justification)

Other Purchased Services: Description

5% of budget cell = \$100.00

Transportation Purchased Services

After School/Summer School Transportation

Other Purchased Services (may not exceed 5% without History Log justification)

Other Purchased Services: Description

5% of budget cell = \$0.00

Nonpublic Purchased Services

Third Party Provider

Name of Third Party Provider

Other Purchased Services (may not exceed 5% without History Log justification)

Other Purchased Services: Description

5% of budget cell = \$0.00

Nonpublic ELs Services

Briefly describe how the Nonpublic Equitable services will be delivered:

Nonpublic school supplies will be purchased to supplement the London City School District participating nonpublic school.

Supplies/Capital Expenditures

Briefly describe the supplies to be paid with Title III funds. Note: Title-III funded supplies must be used for activities that are reasonable, necessary, and allocable for Title III program implementation. - Note: Food and entertainment items are generally not allowable purchases, however reasonable meals necessary for an all-day staff/parent activities may be allowable.

Funds that are set aside in Supplies reflect the totals for supplemental instructional supplies, professional development and family/community

supplies to district initiatives. Publications for teachers and parents will be for training purposes. London CSD's one nonpublic school will be purchased literacy supplemental materials for 2 EL students. Additional districts are investing in specialized supplemental instructional materials for their students that will enhance instructional delivery to ELs.