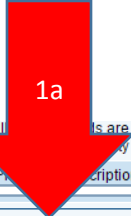


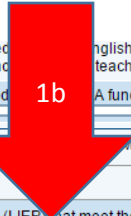
Title III, Program Details

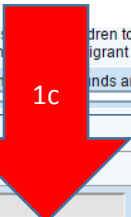
The program details page provides an area for LEAs to document the proposed strategies and uses of Title III funds to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards.

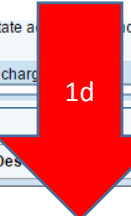
Note: To be eligible for Title III, Part A Funds, LEAs should consult the comprehensive needs assessment documented in the GPS LEA Planning Tool. Only consortia leads and stand-alone leads will complete this page.

1. On this page you will see the following information
 - a. Administrative Activities – LEA administrative activities
 - b. Proposed Uses of Funds – ESSA-identified strategies allowable for Title III
 - c. Amount – Area to document Title III funds allotted for specified strategies
 - d. Description of Strategy – Area to describe the LEAs implementation of the strategy
 - e. EL Professional Development Activities –PD conducted in previous year using Title III funding
 - f. Number of Participants in Professional Development – Number of individuals who participated in PD conducted in previous year using Title III funding


1a


1b


1c


1d

Proposed Uses of Funds	Amount	Description of Strategy
Providing effective language instruction educational programs (LIEP) that meet the needs of English learners and demonstrate success in increasing English language proficiency and student academic achievement.	* \$ <input type="text"/>	*
Providing effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals and other school leaders, administrators, and other school or community-based organizational personnel.	* \$ <input type="text"/>	*
Providing and implementing other effective activities and strategies that enhance or supplement LIEPs for English learners, which shall include parent, family, and community engagement activities; and may include strategies that serve to coordinate and align related programs.	* \$ <input type="text"/>	*
Total:	\$ <input type="text" value="0.00"/>	

1e

*** Identify the types of EL (ESL/ELL) Professional Development activities that were offered during 2016 - 2017 School-Year - Check all that apply**

- Instructional strategies for EL (ESL/ELL) students
- Understanding and implementation of assessment of EL students
- Understanding and implementation of ELP standards and academic content standards for EL students
- Alignment of the curriculum in language instruction educational programs to ELP standards
- Subject matter knowledge for teachers
- Other (please specify)

1f

Indicate the number of participants in EL Professional Development activities (2016 - 2017):

PD provided to content classroom teachers	*	<input type="text"/>
PD provided to EL (ESL/ELL) classroom teachers	*	<input type="text"/>
PD provided to principals	*	<input type="text"/>
PD provided to administrators (other than principals)	*	<input type="text"/>
PD provided to other school personnel (non-administrative)	*	<input type="text"/>
PD provided to community-based organization personnel	*	<input type="text"/>
TOTAL		<input type="text" value="0"/>

2. Enter into the narrative box the administrative activities that will be conducted utilizing the Title III administrative funding portion of the grant.
3. Enter the amount of LEA Title III funds applied for each allowable Title III strategy.
 - a. **Note: A number amount must be provided for each strategy in order to successfully submit the ESEA application within the system. If a particular strategy is not relevant to a specific LEA, an amount of "0" should be recorded.**
4. Provide a description of how the LEA will utilize the Title III strategy within the county context as related to the funding amount. The selection of the strategy should be driven by the outcome of the LEA's needs assessment.
 - a. **Note: A text description must be provided for each strategy in order to successfully submit the ESEA application within the system. If a particular strategy is not relevant to a specific LEA, "N/A" should be recorded in the field.**

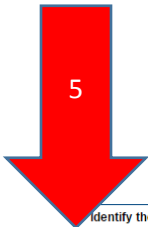
Title III, Part A funds are made available to LEAs to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards. In carrying out these activities with such funds, the eligible entity shall use effective approaches and methodologies for teaching English learners and immigrant children and youth.

*** 1. Provide a description of the administrative activities supported with Title III-A funds. (Note that administrative funds are capped at 2%, not including any indirect charges)**

2. Indicate the proposed uses of Title III funds and provide a description of allowable activities.

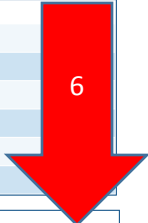
Proposed Uses of Funds	Amount	Description of Strategy
Providing effective language instruction educational programs (LIEPs) that meet the needs of English learners and demonstrate success in increasing English proficiency and student academic achievement.	* \$ <input type="text"/>	<input type="text"/>
Providing effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals and other school leaders, administrators, and other school or community-based organizational personnel.	\$ <input type="text"/>	<input type="text"/>
Providing and implementing other effective activities and strategies that enhance or supplement LIEPs for English learners, which shall include parent, family, and community engagement activities; and may include strategies that serve to coordinate and align related programs.	* \$ <input type="text"/>	<input type="text"/>
Total:	\$ <input type="text" value="0.00"/>	

5. Click on the checkboxes that correspond with the types of professional development activities that were conducted during the previous year utilizing Title III funding.
6. Provide a count for each participant type who received professional development during the previous year.
 - a. **Note: A number amount must be provided for each type in order to successfully submit the ESEA application within the system. If a particular type is not relevant to a specific LEA, an amount of "0" should be recorded.**



Identify the types of EL (ESL/ELL) Professional Development activities that were offered during 2016 - 2017 School-Year - Check all that apply

- Instructional strategies for EL (ESL/ELL) students
- Understanding and implementation of assessment of EL students
- Understanding and implementation of ELP standards and academic content standards for EL students
- Alignment of the curriculum in language instruction educational programs to ELP standards
- Subject matter knowledge for teachers
- Other (please specify)



Indicate the number of participants in EL Professional Development activities (2016 - 2017):

PD provided to content classroom teachers	*	<input type="text"/>
PD provided to EL (ESL/ELL) classroom teachers	*	<input type="text"/>
PD provided to principals	*	<input type="text"/>
PD provided to administrators (other than principals)	*	<input type="text"/>
PD provided to other school personnel (non-administrative)	*	<input type="text"/>
PD provided to community-based organization personnel	*	<input type="text"/>
TOTAL		0