

# Tips for Drafting a Successful Title III Plan



The Title III-EL plan is the easiest plan to draft since there is nothing to invent. It is simply a matter of picking activities from a list. What is required from districts is to be specific according to their needs.

The plan is not something districts must put in place and then find ways to fund. The plan is a yearly budgetary plan of funds on hand for a specific purpose and population. It justifies the use of Title III-EL funds in place. It is not a comprehensive plan with a long span and general statements. Activities must **cover specific needs of English Learners (ELs)**. The guidance provides more information and samples to address the basics. There is no need to copy and paste these samples. The focus must remain on the districts' actual needs.

## A SUGGESTION

Personnel in charge may bring in parents, teachers and administrators to help draft the plan. There is no need to confine oneself in an office and struggle to draft a Title III-EL plan.

## EXAMPLE 1

*Districts have to conduct professional development (PD):* What is needed from a district is the focus; the EL skills to acquire or achieve; and the EL teaching models, methods, packages, etc., to instruct teachers and other personnel. For example, indicate that you will hire a professional to provide a specific service. This will explain why money is showing in the budget under "purchased services." The skills acquired during the PD can be stated under the objectives or strategies, and the hire can be part of the action steps. There are several ways of breaking down an activity. All statements must be meaningful.

## SPECIFIC EXAMPLE WHEN FUNDS ARE PLACED UNDER "PURCHASED SERVICES"

"The district will hire a professional to provide **X** hours of high-quality professional development opportunities for all staff to acquire skills in establishing, implementing, monitoring, evaluating and sustaining instructional **model** or English language development programs (e.g., SIOP) for ELs."

## EXAMPLE 2

*Districts have to increase English proficiency and academic achievement:* Districts need to indicate the skills they need to teach their children, as well as the EL methods/packages to implement, so that students will be able to reach their goals.

## EXAMPLE 3

*Districts have to include parent involvement or engagement:* The district should specify activities to conduct that will include parents and the community, and make sure such involvement helps the district provide excellent professional development or helps students reach English proficiency or achieve academically. Involvement does not include food fairs or fashion shows. It has to be quality involvement. However, there is a list of permissible/allowable activities that districts can choose from (and be focused on) if money is left over after planning the required activities.

## ADDITIONAL ELEMENTS

The simplest way to address **evaluation** is to analyze the most current data in hand, establish expectations for the current school year and indicate any corrective actions if the targets are not met. One must be proactive. When all **objectives** are met, a district may decide to continue its current direction with the best improvements. There is always room for additional improvement.

## NOTES

- Any time money is allocated in the budget, a person reading the plan should be able to find the related activity. For example, "The district will hire a supplemental teacher (or a paraprofessional) to implement, monitor, evaluate and sustain the SIOP program." Or, "The district will purchase the **X** EL package to increase ELs' skills in reading, writing, speaking and listening by **X** percent." The latter example shows any reader not only the purpose of the purchased package, but also its expected and researched impact on the skills of ELs. ➔



- Keep in mind that literacy traditionally covers reading and writing. The highly needed skills for ELs are not only in their ability to read, write, speak and listen but also in their ability to achieve academically.
- The following are separate programs: Title III-EL, Title III-Immigrant, Refugee School Impact and Migrant Education. This plan pertains to Title III-EL funds.
- **The deadline to submit the Title III-EL plan each year is July 1.**
- The Department of Elementary and Secondary Education has provided sample sentences, the list from which to choose activities and example errors to avoid that could delay approval. There is really nothing to invent.

### **THE “HOUSEHOLD ANALOGY”**

When writing the Title III-EL plan, imagine a household given money by the government to help pay for necessary expenses. The rules state that, when spending the money, the rent or mortgage must be paid for first, followed by food and utilities. If money is left over, then other items (clothing, electronics, etc.) can be purchased.

The government also requires the household to answer the question, “What are you planning on doing with the money I am giving you?” The household is expected to answer that question completely with a focus on each level of spending. The Title III-EL plan is your chance to answer a similar question with the same level of focus.

Also, imagine that when answering that question, the household instead explains what it plans to do with money it inherited from other family members. The family plans on using this money to take a vacation. Or, the household talks about the money it already has that it can use to pay for rent, food and utilities. Is this what the government wants to know, even if the vacation or the extra money would benefit the family? It is almost as if the household is suggesting that the government’s money is not needed.

### **FOR MORE INFORMATION**

To learn more about Title III-EL plans, please contact:

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