

# Multilingual Education Program

*Completing Title III Forms Associated with the  
Consolidated Grant Application in EGMS*



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

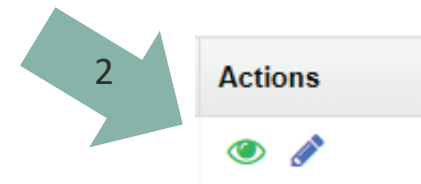
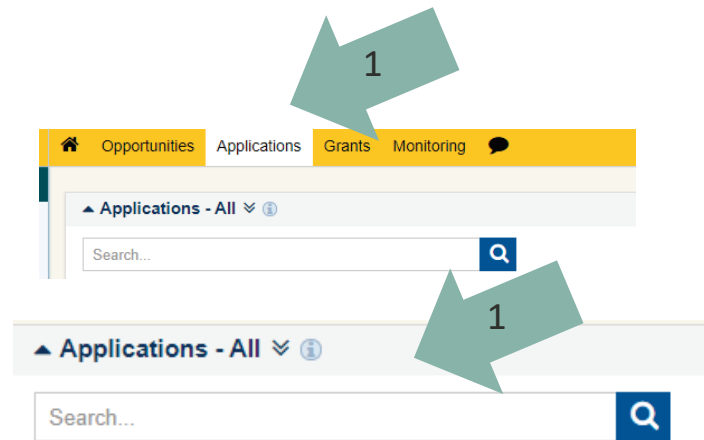


## **Title III Forms in the Consolidated Grant Application in EGMS**

- How to access Title III Forms
- Walk through of each of the 3 forms
  - Program Evaluation, Improvements and Professional Learning
  - Title III Services for AI/AN
  - Equitable Services for Private School Participation in Title III
- CGA Family Engagement form questions specific to Title III

# Forms Access

1. In EGMS, navigate to the applications tab and locate the CGA application. This is found in the list of "Applications – All" or you can enter the EGMS ID in the search window
2. On the far right-hand side, select the pencil icon to edit or the eye icon to view the application.



# Forms Access

1. At the top under the green progress bar line, navigate to the Forms and Files tab.
2. The list of all the forms associated with the CGA will show up. Navigate to form #19 – FP 232 – Title III Part A – Program Evaluation, Improvements and Professional Learning
3. On the far right, select the pencil icon to edit or the eye icon to view

The screenshot shows a software interface with a progress bar at the top. The progress bar has a green segment on the left labeled 'Created' and a grey segment on the right labeled 'Submitted'. Below the progress bar is a navigation menu with tabs: Overview, Budget, Responsibilities, Forms and Files (selected), History, and Collab. Below the navigation menu is a table of forms:

19	FP232 - Title IIIA - Program Evaluation, Improvements, and Professional Learning
20	FP 232 – Title III, Part A – Eligible Native American Students
21	FP 232 - Title III, Part A - Equitable Services

Below the table is an 'Actions' menu with two icons: a green eye icon and a blue pencil icon.

Three green arrows with numbers 1, 2, and 3 point to the 'Forms and Files' tab, the first row of the table, and the 'Actions' menu respectively.

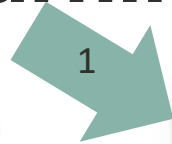


## **Title III Forms in the CGA**

- Program Evaluation, Improvements and Professional Learning

# Program Evaluation, Improvements and Professional Learning Form: Orientation

1. This screen shot shows each of the 7 sections collapsed. When you first open this form, the sections will NOT be collapsed. The small arrow on the left of each section opens/collapses the section
2. The first 3 sections provide information on the district, the allocation, and tools to support the district in evaluating the program
3. Next slides go through each of the 4 sections that must be completed.



- ▼ Organization and Application Information
- ▼ Title III Program Evaluation, Improvements, and Professional Learning (District Package)
- ▼ Language Instructional Education Program Evaluation
- ▼ Program Evaluation Components
- ▼ Districts with one or more buildings that have been identified for English Learner Progress
- ▼ Title III Budget Activity Details
- ▼ Required Professional Learning Plan (Under ESSA, districts are required to allocate Title III funding for professional development activities).



- ▼ Organization and Application Information
- ▼ Title III Program Evaluation, Improvements, and Professional Learning (District Package)
- ▲ Language Instructional Education Program Evaluation
  - Graduation rate for English learners / OSPI Report Card
  - Washington School Improvement Framework / English Learner Progress
  - EL Toolkit – Ch. 9 Evaluating the Effectiveness of a District's EL Program

# Program Evaluation, Improvements, and Professional Learning Form: Program Evaluation Section

1. The first section to fill out is Program Evaluation Components

2. Each row of this table is referencing a different group of ML students

1. Row 1 Current students. The # and % of students exiting services is an indicator of program effectiveness

2. Row 2 Academic performance of exited students.

3. Row 3 Possible LTELs.

4. Row 4: Students dually qualified as ML and SWD.



Program Evaluation Components			
Districts are responsible for meeting the Civil Rights dual obligation to provide both English language development instruction and ensure all identified ELs are meeting challenging state academic standards.			
ESSA required data reporting elements for school districts	Number of Multilingual English Learner (ML)	Percent of Total Multilingual English Learner (ML)	Based on the data from column 2 and 3, describe the action steps that will be taken to improve the TRIP services and outcomes for each group of students (row).
Number and % of MLs attaining ELP and exiting ML services (indicates program effectiveness).	▲ Number <input type="text"/>	▲ Percentage <input type="text"/>	▲ Action steps <input type="text"/>
Number and % of former MLs who meet standard on academic assessments for 2 & 4 years after exiting.	▲ Number <input type="text"/>	▲ Percentage <input type="text"/>	▲ Action steps <input type="text"/>
Number and % of MLs who have not exited ML services after 5 years.	▲ Number <input type="text"/>	▲ Percentage <input type="text"/>	▲ Action steps <input type="text"/>
Number and % of MLs who dually qualify for Special Education.	▲ Number <input type="text"/>	▲ Percentage <input type="text"/>	▲ Action steps <input type="text"/>



## ESSA required data reporting elements for school districts

Number and % of MLs attaining ELP and exiting ML services (indicates program effectiveness).

Number and % of former MLs who meet standard on academic assessments for 2 & 4 years after exiting.

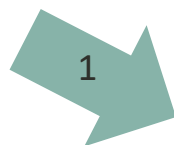
Number and % of MLs who have not exited ML services after 5 years.

Number and % of MLs who dually qualify for Special Education.



# Program Evaluation, Improvements and Professional Learning Form: Program Evaluation Section

1. For each group (row) enter the number of students (1st column) and the % of the district ML population (2<sup>nd</sup> column)
2. The third column focuses on action steps for continuous improvement of the program to improve outcomes for that student group. What will you do differently this year to improve student outcomes? Action steps should be specific to that group's unique needs.



Number of Multilingual English Learner (ML)	Percent of Total Multilingual English Learner (ML)
▲ Number <input type="text"/>	▲ Percentage <input type="text"/>
▲ Number <input type="text"/>	▲ Percentage <input type="text"/>
▲ Number <input type="text"/>	▲ Percentage <input type="text"/>
▲ Number <input type="text"/>	▲ Percentage <input type="text"/>



Based on the data from column 2 and 3, describe the action steps that will be taken to improve the TBIP services and outcomes for each group of students (row).

▲ Action steps

▲ Action steps

▲ Action steps

▲ Action steps



# Program Evaluation, Improvements and Professional Learning Form: Buildings Identified for EL Progress Section

1. Next section: Districts with one or more buildings that have been identified for English Learner Progress.
2. The three questions relate to any/all buildings identified for EL Progress. For districts with more than one building identified, goals and measures of progress should be identified for each building.
3. For question 3 (activities), indicate those undertaken across the buildings.
4. NOTE: Question 3 has a scroll bar on the right to view all options.

Organization and Application Information

Title III Program Evaluation, Improvements, and Professional Learning (District Package)

Language Instructional Education Program Evaluation

Program Evaluation Components

Districts with one or more buildings that have been identified for English Learner Progress

Title III Budget Activity Details

Required Professional Learning Plan (Under ESSA, districts are required to allocate Title III funding for professional development activities)

Districts with one or more buildings that have been identified for English Learner Progress

1. Please state the goal(s) relevant to improving EL services and outcomes from each building's school improvement plan. ①

2. How is each building measuring progress toward that goal? ①

3. What high leverage activities are being taken to achieve their stated goal(s)?

Select All

Co-teaching

Online/technology supports

Supplemental materials

Push-in support

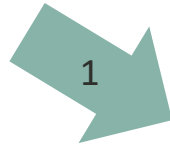
Bilingual/bridged materials in the content areas

The use of a content framework such as GLAD, SIOP, or AVID Excel

Curriculum mapping

3a. If you have selected "Other", please describe ①

# Program Evaluation, Improvements and Professional Learning Form: Budget Activity Details



1. Details of budget expenditures for Title III (formerly entered on the students counts page in iGrants) are now entered through the Budget Activity Details section of this form.
2. **NOTE:** The allowable activity codes and expenditures are outlined in this section of the form. Please reference this section when entering the details for your budgeted funds.

## ▲ Title III Budget Activity Details

There is a two percent administrative cap (including the indirect rate) for this program.

Eligibility is defined by the State Transitional Bilingual Instructional Program and the Title III guidance for Native Americans and private schools.

Eligible students are drawn from the:

- Transitional Bilingual Instructional Program Student Count
- Native American Student Count (students must have a qualifying placement score and cannot qualify for TBIP because their first language is not English)
- Private School Student Count (only ELs identified in participating schools may be included).

Use of Title III Funds: Title III section 3115, requires that available funds be used "to supplement the level of Federal, State, and local public financing." "supplant" means "to take the place of."

Describe how the district will use Title III supplemental funds. Select from the following allowable activities:

### 21 - Supervision

- Limited to <2% of allocation

### 24 - Guidance and Counseling

- Supplemental family engagement activities such as supplies for meetings (no food allowable), translation/interpretation for events
- Salaries and/or extra hours for EL Advocate (here or activity code 27)

### 27 - Teaching

- Salaries for certificated and classified for extended day or extended year EL instruction only.
- Supplies for allowable activities (e.g. extended day/year), instructional materials and related contracts
- Extra hours for staff for family engagement activities
- Extra hours or costs associated with annual evaluation of EL program
- Salaries and/or extra hours for EL Advocates (here or activity code 24)
- Administrative costs for language assessments (screener/annual) for private school students

### 31 - Instructional Professional Development (Required activity)

- Salaries for certificated coaches/PD specialists for EL
- Substitute costs for staff attending PD (must be specific to EL)
- Stipends for extra hours for PD (must be specific to EL) for certificated/classified staff
- Tuition support for professional learning including support to obtain EL/BE endorsement

### 32 - Instructional Technology

- Instructional technology (software and/or hardware) that is specific to ELD (hardware may ONLY be used for the ELD program for the district)
- Instructional technology support for families in acquiring English

### 33 - Curriculum

- Curriculum development (e.g. co-planning, crosswalk work among content and WIDA standards)
- Curricular resources specific to ELD or to support meaningful access to content

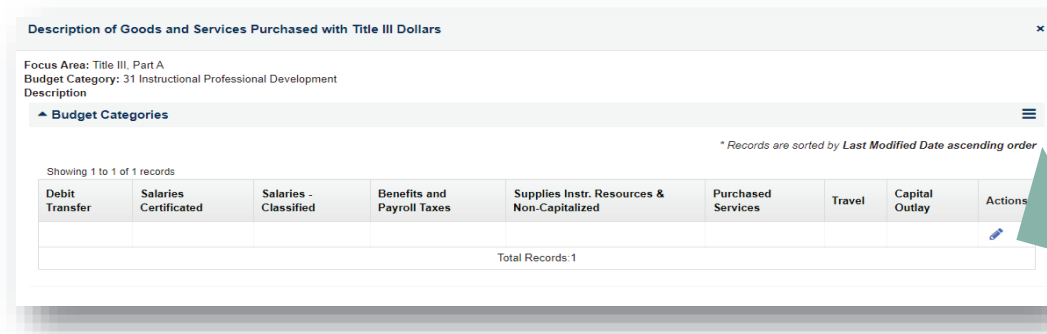
# Program Evaluation, Improvements and Professional Learning Form: Budget Activity Details

1. Click on the + next to the BP as shown.
2. The section will expand to show the activities and the amount submitted in the budget for each activity.
3. The pencil on the far right for each activity code will be used to add details for the budgeted expenditures

The screenshot shows a web interface for budget activity details. At the top, a list item is partially visible: "Curricular resources specific to ELD or to support meaningful access to content". Below this is a table with a header "Support Year" and one row containing a plus sign icon and the code "BP01". A green arrow labeled "1" points to this plus sign. Below the table is a section titled "Budget Categories" with a dropdown arrow. This section contains a list of activity codes and categories: "Focus Area : Title III, Part A", "21 Supervision-Instruction", "24 Guidance and Counseling", "27 Teaching", "31 Instructional Professional Dev", "32 Instructional Technology", and "33 Curriculum". To the right of this list is an "Actions" column containing pencil icons for each activity code. A green arrow labeled "2" points to the "27 Teaching" activity code, and a green arrow labeled "3" points to the pencil icon in the "Actions" column for the "27 Teaching" activity.

# Program Evaluation, Improvements and Professional Learning Form: Budget Activity Details Section

1. Click on the pencil icon to the far right for each activity code with budgeted funds (This example is for activity code 31.)
2. Complete each box (as needed) with a description of how the funds will be spent.
3. Hit SAVE in upper right to return to the previous screen and select another activity.
4. Repeat this process for each activity code with budgeted funds
5. NOTE: The form will NOT validate if object codes with budgeted funds are left blank



Description of Goods and Services Purchased with Title III Dollars

Focus Area: Title III, Part A  
Budget Category: 31 Instructional Professional Development  
Description

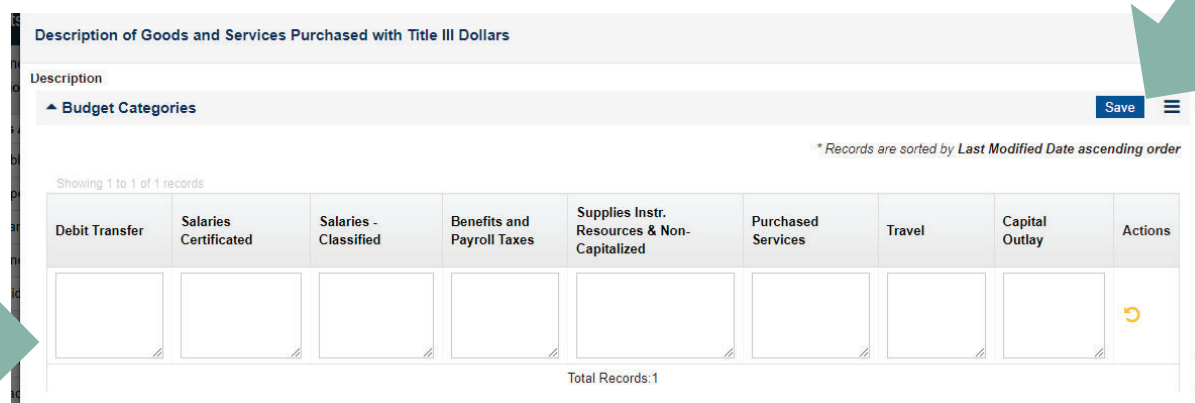
▲ Budget Categories

\* Records are sorted by Last Modified Date ascending order

Showing 1 to 1 of 1 records

Debit Transfer	Salaries Certificated	Salaries - Classified	Benefits and Payroll Taxes	Supplies Instr. Resources & Non-Capitalized	Purchased Services	Travel	Capital Outlay	Actions
								

Total Records: 1



Description of Goods and Services Purchased with Title III Dollars


Description

▲ Budget Categories

Save

\* Records are sorted by Last Modified Date ascending order

Showing 1 to 1 of 1 records

Debit Transfer	Salaries Certificated	Salaries - Classified	Benefits and Payroll Taxes	Supplies Instr. Resources & Non-Capitalized	Purchased Services	Travel	Capital Outlay	Actions
								

Total Records: 1

# Program Evaluation, Improvements and Professional Learning Form: Required Professional Learning Section

1. Note the requirements for professional learning and complete both questions. Ongoing training on WIDA ELD Standards Framework for all teachers/staff/administrators is expected.



▲ Required Professional Learning Plan (Under ESSA, districts are required to allocate Title III funding for professional development activities).

Approvable professional learning plans must provide learning opportunities that are both

- Research based and specifically designed for English learners; and
- Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.

▲ 1. Include a summary of the professional development plan that is specific to language acquisition ⓘ

Approvable professional learning plans will provide for teachers, administrators, and others involved in language instruction educational programs to:

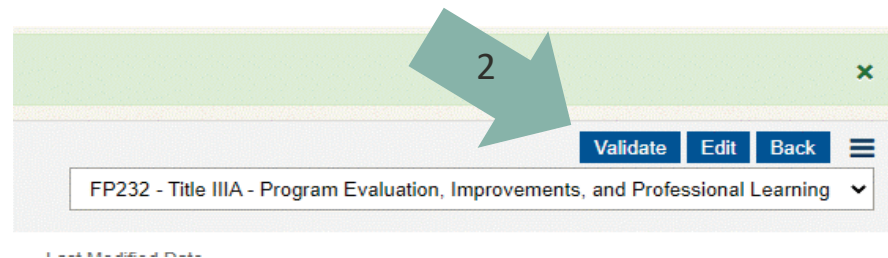
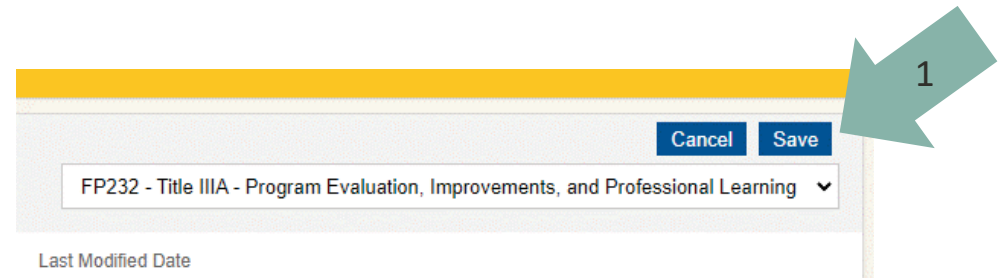
- Improve the instruction and assessment of ELs; and
- Enhance educators' ability to understand and use curricula, assessment measures, and instructional strategies specific to ELs.

▲ 2. How will the district measure the effectiveness of professional development that is funded through Title III. ⓘ



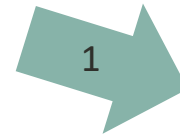
# Program Evaluation, Improvements and Professional Learning Form: Save and Validate

1. Frequent saving by selecting the save button at the top or bottom of the form is recommended.
2. Once the form is completed and saved, then the validate button will appear next to the save button at the top.
3. Select validate to see if errors are identified.
4. Fix any errors, save again, and select validate again
5. Once the form validates without errors, it is completed



# Navigate to the next form

1. A drop-down menu in the upper right-hand corner of the form contains all the forms associated with the CGA. You can select a form from there.
2. Once the form you are working on is validated, the system will return you to the list of all the forms associated with the CGA.
3. Choose #20 Title III Part A Eligible Native American Alaska Native (AI/AN)



Cancel Save

FP 232 - Title III, Part A - Eligible Native American Students

FP 201 - Title I, Part A - Set Asides

FP 201 - Title I, Part A - LEA Provisions

FP 206 - Title I, Part C - Migrant Education Equitable Services

FP 206 - Title I, Part C - Migrant Education - Program Planning and Services

FP 206 - Title I, Part C - Migrant Education Program - Public Schools

FP 206 - Title I, Part C - Program Expenditures

CGA - Comprehensive Needs Assessment and Priorities

FP 208 - Title I, Part D - Subpart 2 Local and ESD Application

FP 239 - Title II, Part A - Class Size Reduction

FP 232 - Title III, Part A - Equitable Services

FP 211 - Title IV, Part A - Equitable Services

FP 225 - Title V, Part B - REAP Alternative Fund Use Authority

FP 211 - Title IV, Part A

FP 262 - Title V, Part B - Rural and Low-Income Schools (RLIS) Grant

FP 209 - Title I, Part D - Subpart 1, State Agency Application

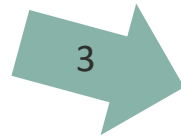
FP 231 - Title III, Part A - Equitable Services (Consortium)

FP 239 - Title II, Part A - Professional Learning Plans

FP232 - Title IIIA - Program Evaluation, Improvements, and Professional Learning

FP 239 - Title II, Part A - Equitable Services

FP 232 - Title III, Part A - Eligible Native American Students



19	FP232 - Title IIIA - Program Evaluation, Improvements, I
20	FP 232 - Title III, Part A - Eligible Native American Stu
21	FP 232 - Title III, Part A - Equitable Services





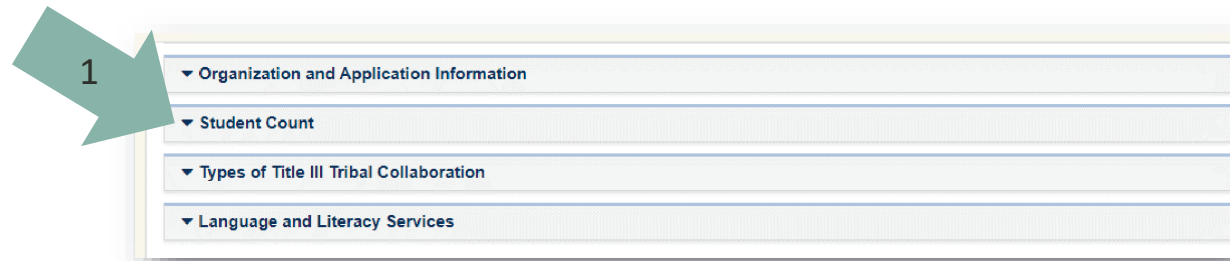
## **Title III Forms in the CGA**

Services for AI/AN Students



# Title III Eligible AI/AN Students Form: Overview

1. This screen shot shows each of the 4 sections collapsed. When you first open this form, the sections will NOT be collapsed. The small arrow on the left of each section opens/collapses the section
2. The first section provides information on the district and application
3. Next slides go through each of the 3 sections that must be completed.



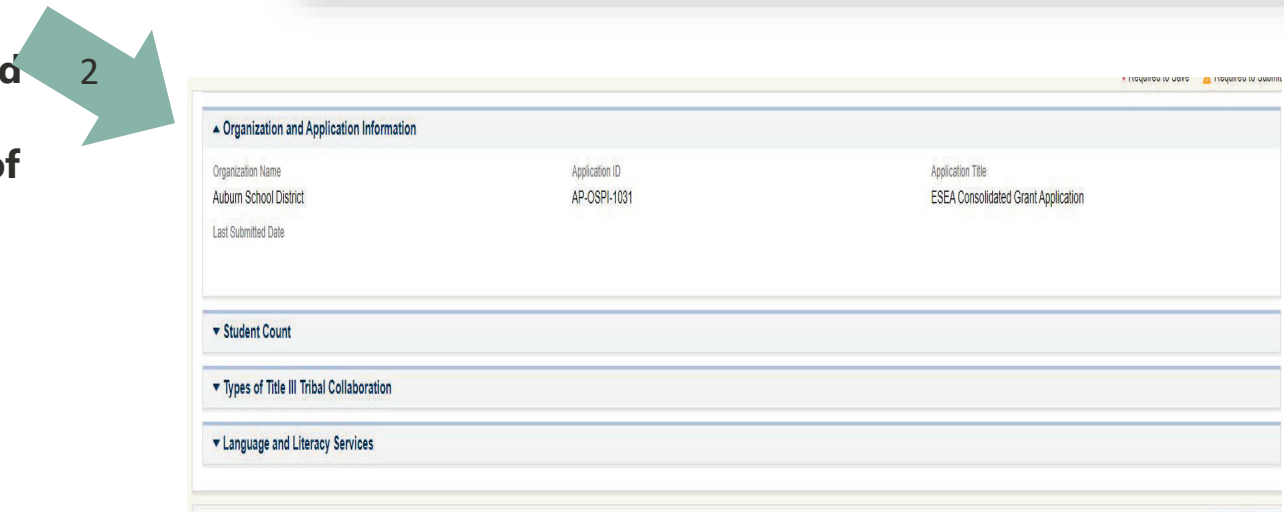
1

▼ Organization and Application Information

▼ Student Count

▼ Types of Title III Tribal Collaboration

▼ Language and Literacy Services



2

▲ Organization and Application Information

Organization Name	Application ID	Application Title
Auburn School District	AP-OSPI-1031	ESEA Consolidated Grant Application
Last Submitted Date		

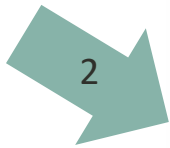
▼ Student Count

▼ Types of Title III Tribal Collaboration

▼ Language and Literacy Services

# Title III Eligible AI/AN Students Form: Student Counts Section

1. The Student Counts Sections has one question.
2. Enter the number of AI/AN students identified as eligible for Title III supported language and literacy services that are being served.



▲ Student Count

American Indian and Alaska Native (AI/AN) learners who are reported as AI/AN/Non-Hispanic, AI/AN/Hispanic, or AI/AN/Biracial in CED are academically at risk (This may include difficulties in speaking, reading, writing, or understanding the English language may be sufficient where the language of instruction is English; or the opportunity to participate fully in society may qualify for English language development services).

⚠ How many AI/AN learners who are not bilingual, but who may still have a need for language support, are being served?



# Title III Eligible AI/AN Students Form: Types of Title III Tribal Collaboration Section

1. There are 3 options:
  1. Districts for whom tribal consultation is required
  2. Districts NOT required to consult but who have a Title VI Program
  3. Districts NOT required to consult and who do NOT have a Title VI Program
2. Complete the questions that match your district. Note that options 1 and 2 have additional questions that must be answered.



**Types of Title III Tribal Collaboration**

Please indicate the type of Tribal Collaboration your district has completed to prepare your Title III application. (Check only one)

**1. ESSA Tribal Consultation Required.** Districts where 50% or more of the district's students are identified as American Indian/Alaska Native and/or the district receives \$40,000 recognized Tribe(s) before submitting plans and applications of identified Title programs including Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement) before submitting plans and applications of identified Title programs including Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement).

**1a. If you check option #1 above, describe how the district's Native American Education director/coordinator has been involved in the development of this grant application. Please provide their name and email address.** ⓘ

**2. District is not required to do ESSA Tribal Consultation but has a Title VI program.** District EL coordinator collaborates with Title VI coordinator to develop the language and literacy plan.

**2a. If you check option #2 above, describe how the district's Native American Education director/coordinator has been involved in the development of this grant application. Please provide their name and email address.** ⓘ

**3. District is not required to do ESSA Tribal Consultation and does not have a Title VI program.**



# Title III Eligible AI/AN Students Form: Language and Literacy Services Section

1. Select from the menu of options the pre-approved language and literacy services your district provides, supported by Title III funds for eligible AI/AN students.
2. Please note that if you select “other” you must provide details. “Other” is approvable if the services align with Office of Native Education expectations and guidance for wholistic, culturally responsive language and literacy services. Services not specific to AI/AN students are not approvable.
3. Save then validate the form.



▲ Language and Literacy Services

What supplemental language and literacy services are provided to Title III eligible Native American Students? See drop down list and check all that apply. Responses are reviewed based on Washington State Education guidelines for appropriate language and literacy services based on whole-child, culturally appropriate support. Responses are reviewed and approved by the Office of Native Education.

- Supplemental implementation of the [Since Time Immemorial curriculum](#) or tribally-developed history lessons with a language and literacy focus for Title III eligible students.
- Professional learning specific to culturally relevant instruction for Native American students for EL educators (supplemental) to use the [Since Time Immemorial curriculum](#).
- Hosting family nights and introducing the [Since Time Immemorial](#) and tribally-developed curriculum as a resource to build language and literacy with their children.
- [Northwest Native American reading curriculum](#)
- Literacy activities in preparation for the canoe journey or other tribally specific gatherings.
- Other (describe below)

If 'Other' option is selected as a response in the question above, please describe here: ⓘ

Cancel Save

FP 232 – Title III, Part A – Eligible Native American Students ▼

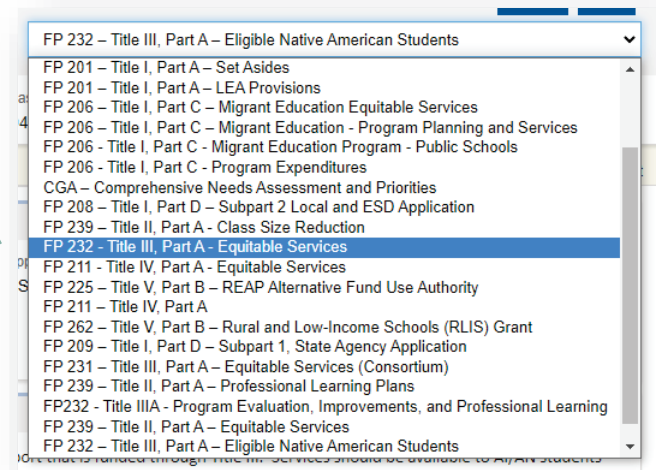
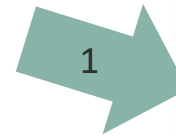


Validate

FP 232 – Title III, Part A – Eligible Native American Students

# Navigate to the next form

1. A drop-down menu in the upper right-hand corner of the form contains all the forms associated with the CGA. You can select a form from there.
2. Once the form you are working on is validated, the system will return you to the list of all the forms associated with the CGA.
3. Choose #21 Title III Part A Equitable Services



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20	FP 232 – Title III, Part A – Eligible Native American Stu
21	FP 232 - Title III, Part A - Equitable Services

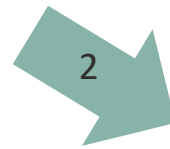


## **Title III Forms in the CGA**

Equitable Services

# Equitable Services Form

1. The equitable services form has 3 sections: Organization Information, Overview and LEA Private Schools Participating in Title III Part A.
2. In the Overview Section, answer the 2 questions (a 2<sup>nd</sup> question will open up if the district selects "yes" to the 1<sup>st</sup> question). If your district does not have any private schools wishing to participate in Title III services, select "no", then save and validate this form.
3. If your district does have private school participation, verify the information in the LEA Private School section and edit/update as needed, then save and validate this form.



**Overview**

1. Does the LEA have any private schools participating in Title III, Part A equitable services.

Yes

2. The LEA has uploaded an Affirmation of Consultation documentation into the Private School

Yes

An LEA must provide for the equitable participation of eligible private school students, their teachers, and education personnel in the program. (ESEA Sections 8501-8504). Under ESSA, OSPI is required to collect the anticipated number of students that will receive Title III services each year on or around May 1. All districts must complete this survey in order to participate in the program. OSPI must also report out the amount of set-aside by private school. Once that allocation is made available to the LEA, the LEA must ensure that the amount is used for the equitable participation of eligible private school students.

LEA Contact for Private School Title III, Part A Services

Name

Email

Phone

LEA Private Schools Participating in Title III, Part A

This table has been populated with the list of private schools residing within your LEA that indicated they intend to participate in Equitable Services in Federal Programs for this funding cycle. After consulting with each of the private schools listed, indicate whether they will participate (yes/no) in Title III and the number of eligible students (eligibility must have been established by a home language survey and a language screening assessment).

Search...



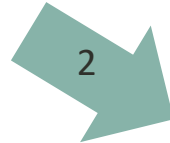
## **Title III Forms in the CGA**

- CGA Family and Community Engagement: Sections specific to Title III



# CGA Family and Community Engagement

1. Two sections are specific to recipients of Title III and must be completed
2. In the Family and Community Engagement Strategies by Student Group, select the strategies your district will use.
3. At the bottom of the form, in the section on Family and Community Engagement in the Development of the Consolidated plan, describe the recommendations made by families and communities of students receiving services through Title III. Input from families is required to receive Title III funding.



**Multilingual Learners**  
ESEA Sec. 3111(b)(2)(D)(iv); 3115 (d)(6)(B);  
3121 (b)(4)(C)

▲ Select strategies:

- Select All
- Improvements to the school system of identifying family language needs.
- Free and effective language assistance for interpreting documents and school events.
- Expanded communications to families who may not be able to access traditional routes of communication
- Workforce development of interpreters and other school staff who assist in communications.
- The creation of supporting documents that help families understand matters of informed consent such as report cards, class registrations, and assessment reports.
- Professional development that distinguishes engagement from notification.
- Other

If "Other", please describe ⓘ

▲ Family and Community Engagement in Development of the Consolidated Plan (LEAs receiving Title III and/or Title I, Part C funds only)

Provide a brief summary of recommendations made by the families and communities of students receiving services through Title III and/or Title I, Part C funds that informed the development of the LEA's Consolidated Plan. ⓘ



# Questions?

Contact us:

[Sue.Connolly@k12.wa.us](mailto:Sue.Connolly@k12.wa.us)

[Shannon.Martin@k12.wa.us](mailto:Shannon.Martin@k12.wa.us)

[Educational Grant Management](#)

[System \(EGMS\) at OSPI](#)