

Using the Budget Description Standards, list the proposed activities that support the English Language Development program by enhancing the English language development or access to core content instruction. Include: (1) any braiding funding, (2) cost breakdown for staff, materials, travel, substitutes, etc., (3) any other information that may be needed to determine: reasonable/necessary and allocable with TIII funds.

The English Language Program Associate works collaboratively to provide professional development and technical assistance to staff on English Language Development for elementary and secondary levels as well as K- 12 support for staff providing English Language Development. They also provide professional development and support to ELD teachers and content classroom teachers in Title I-A schools with the implementation of effective instructional strategies and improved supplemental instructional materials to ensure quality, fidelity, and consistency of instruction in order to improve student achievement for English Language Learners.

Title I-A and III Funds will be used to fund a Program Associate (PA) for Title I-A and non-Title I-A schools. Half of our schools will be Title I-A in the 2026-27 School Year, so the FTE is split 50/50. The PA will work with leaders, teachers, and coaches to provide guidance and support related to educating English Learners. The hourly salary for this PA is \$59/hour rounded up to the nearest dollar based on a 192 workday calendar and a 40-hour work week. Based on the budgeted amount of \$90,362, this equals 1,532 hours for the 2026-2027 school year.

We will collect appropriate time and effort documentation on all FTE funded with Title III.

The Program Associate for English Acquisition will provide professional development to staff on ELD; provide professional development and support to ELD teachers, with the implementation of effective instructional strategies and improved supplemental instructional materials to ensure quality, fidelity and consistency of instruction thus improving student achievement for English Language Learners. Implementation of a technical or collegial coaching model focused on the instruction of ELD and sheltered or native language instruction and based on the needs of the teacher related instructional strategies, instructional delivery methodologies and analysis of results pertaining to ELD for English Language Learners. May conduct classroom or teacher demonstrations and/or modeling on new and improved ELD and Sheltered instructional strategies and use of teaching materials for use in the ESOL/Bilingual designated classrooms.

The PA will support instructional mentors and licensed teachers in identifying and using learning activities that integrate SIOP/GLAD, ELD and native language support for literacy and transference to ELD into all aspects of the curriculum. They may review student data and explore ways with teachers to adjust instructional strategies and activities to improve the academic success and language acquisition of students who are second language learners. They reassure that the English Language Learner student has access and opportunity to the elementary or secondary curriculum. PA uses the FTE time allocated accordingly for the percentage of time they spend supporting teachers and programs at non-Title I-A schools.

The Program Associate supports K-12 ELD implementation for curriculum and Instruction. The main focus of work in this role is ELD. This includes curriculum development for Integrated ELD, stand-alone ELD and the Newcomer programs in SKPS. The PA facilitates the ELD program development, working with building administrators and staff on ELD instruction and assessment. They facilitate the Constructing Meaning, Systematic ELD and GLAD training and follow up for implementation with coaching teachers. The ELD Program Associate facilitates the program and instruction evaluation as

required by ODE.

The Program Associate is responsible for researching supplemental materials and resources for the English Learner programs. This position provides professional development opportunities for teachers and Instructional Mentors with regard to current research-based practices for teaching English Learners. The Program Associate provides professional development and supports teachers with ELs at non-Title IA schools with the implementation of effective research based instructional strategies and improved supplemental instructional materials to ensure quality, fidelity and consistency of instruction in the areas of the district Comprehensive Literacy Model and English Language Acquisition strategies, the Literacy Squared Framework, ELD, and GLAD and Constructing Meaning. The position provides professional development to teachers and coaches on the instruction of ELD and sheltered or native language instruction based on the needs of the district related to instructional strategies, instructional delivery methodologies and analysis of results pertaining to ELD for English Language Learners. The PA reviews student data on a district level and explores ways to adjust instructional strategies and activities to improve the academic success and language acquisition of students who are second language learners. They model best practice for classroom teachers in the implementation of research-based strategies and coordinate the curriculum in order to improve student achievement for those English Language Learners with the greatest academic needs.

To support an increase in immigrant students speaking Spanish and Chuukese and to meet both academic and SEL needs K-12, hire 2.0 FTE central office bilingual instructional assistants for partial year (will also braid into 2026-27 Title III Immigrant Grant as well). These IAs are located at elementary schools and will target interventions for Spanish and Chuukese student groups based on school level needs to meet the same challenging state academic content and student academic achievement standards as all children are expected to meet. These positions have historically been funded by Title III and Title III Immigrant. The hourly rate for these positions is \$50 per hour rounded to the nearest dollar based on a 40-hour work week and a 188 workday calendar. Based on the budgeted amount of \$116,711, this equals 2,334 hours for school year 2026-2027.

These positions will not be engaged in any civil rights, state or other federal requirements while working under TIII funds. This includes but is not limited to translation of information that the district has deemed all parents/guardians need to know, any ESSA parent notification requirements, etc. These BLIA positions will not be engaging in any of these activities.

These FTEs will support 3 elementary schools at about 30 kids per 1.00 FTE.

Using the Budget Description Standards, list the proposed professional development that support the English Language Development program by enhancing the English language development or access to core content instruction. Include: (1) any braiding funding, (2) cost breakdown for staff, materials, travel, substitutes, etc., (3) any other information that may be needed to determine: reasonable/necessary and allocable with TIII fund. Include how this PD will be sustainable in the description.

Professional learning opportunities for our district staff will be provided via our Program Associates.

See narrative in above textbox for Program Associate duties and supports to staff/students.
\$5,019 additional earnings (130), \$1,753 benefits (2xx)

TOTAL: \$6,772

Integrated ELD Teacher Professional Learning Cohorts

Funding will support professional learning cohorts for Integrated ELD teachers focused on developing and implementing Constructing Meaning instructional practices. Participants will meet monthly to strengthen language-development instruction and collaborate on effective teaching strategies for multilingual learners. Teachers will engage in data analysis protocols aligned to English language development, utilizing tools such as Flashlight 360 and student writing assessments to monitor progress and inform instructional planning. 19 Integrated ELD licensed teachers in grades 6-12 will participate in the professional learning collaboration and virtual trainings with Flashlight 360.

Cost: 19 teachers × 9 additional contract hours = \$11,050 (130), \$4,340 (2xx)

The strategies and learning provided during this time funded by Title III is in addition to time educators have to implement the instructional program.

3 Professional Development Virtual Event 60-90 minute online professional development sessions delivered by a dedicated Educational Coach designed to support educators in their utilization of Flashlight360. The budgeted amounts below reflect licensed additional earnings and the associated benefits for a total of \$8,610 for these 3 systematic and ongoing PD sessions. Impact and implementation metrics will include classroom observations, staff input and feedback and student performance data. This information will be used to drive planning and next steps.

Using the Budget Description Standards, list all supplemental activities for Multilingual EL parents, families, and community members. Include the following information to determine reasonable/necessary and allocable with TIII funds: (1) cost breakdown for any staff hours, supplies/materials, anticipated number of participants, etc.

Chuukese Family Engagement - Saturday mornings family, staff and community members come together to discuss/evaluate concerns/issues of students. Topics include training for parents on how to support their child's academic content and language acquisition. If space is not available to meet on Saturdays, the district will host these groups during school hours. This was the practice last school year when these groups met on Mondays and Wednesdays to connect with families for Chuukese family engagement.

Cost Breakdown:

Classified Additional Earnings - 1,000

Benefits - 800

Travel/Mileage - 300

Consumables - 1000

Marshallese Family Engagement Night - this is conducted annually to assist our Marshallese families with a shared space to build community and sense of belonging and to support language development. The session is intended for families to better engage and support their students to be successful in their education. 30 family participants. They share a light meal and childcare is provided. Topics include training for parents on how to support their child's academic content and language acquisition.

Cost Breakdown:

Classified Additional Earnings - 1,000

Benefits - 800
Travel/Mileage - 300
Consumables - 1000

Cultural Focus Groups - Identify, recruit and meet with culturally specific focus groups to gather feedback and to help identify supports and resources for students. This information will be used as part of our needs assessment to inform Title III planning and the needs of our English Language Learners. The staff rate of pay is \$64/hour. Topics include training for parents on how to support their child's academic content and language acquisition.

SKPS plans to hold 3 Cultural Focus Groups during the 2026-2027 school year. The hourly pay is \$64/hour based on 10 hours per Cultural Resource Specialist for a total of 150 hours.

Cost Breakdown:
Classified Additional Earnings - 3,000
Benefits - 2,000
Travel/Mileage - 300
Consumables - 1000

List additional allowable activities. Include number of participants in all family, parent, community activities to ensure the requested amount is reasonable. Include the number of students, teachers, etc. for any extended day/year activity

0.25 FTE Senior Secretary Bilingual. This position is also funded 0.75 FTE in Title I-A. This position will work to supplement the support of our Title III team by running EL data and updating student rosters, working to support communication between parents, students and schools, schedule and prepare materials for Cultural Focus group sessions.

The district will maintain comprehensive and complete time and effort logs for all staff that has braided funding. This Senior Secretary Bilingual position will not perform any activity required under another federal grant while using Title III funds.

The hourly rate of pay for the Senior secretary Bilingual is \$50/hour based on a 260-day workday calendar and a 40-hour workweek.

5.00 FTE - Community Resource Specialists (CRS) - Will have cultural and language background for the following:

1.00 FTE - ARABIC
1.00 FTE - SWAHILI
1.00 FTE - CHUUKESSE
1.00 FTE - RUSSIAN
1.00 FTE - MARSHALLESE

We will collect appropriate time and effort documentation on all FTE funded with Title III.

CRSs will be Support roles at the district level that would work to provide needed services such as: coordination for eligible students/families with various community agencies, provide connections for families to address any experienced trauma, gather culturally specific needs and find ways to meet those needs, equip families with strategies/tools to use at home for language development which

may include early literacy, math, student skills and language scaffolding. These roles also serve as liaisons to our school staff to make sure they have strategies to make content comprehensible and accessible. They will assist with any needed development, implementation, and evaluation of the educational activities/programs, including offerings to families. Additionally, these positions will also assist with any coordination of extended learning, this may look like before/after school tutoring opportunities, weekend study sessions, or summer learning. The goal of this work is to bridge learning loss gaps and to prevent further learning loss.

Additional Earnings/Overtime for work done outside of their contracted 40-hour work week in order to meet the needs of families and students throughout the schoolyear.

The hourly pay for the CRSs is \$64/hour based on a 208 workday calendar and a 40-hour workweek.

Rosetta Stone is a language learning software designed to help students acquire English through an immersive, interactive, and adaptive approach. It supports English Language Learners (ELLs) by building foundational skills in speaking, listening, reading, and writing.

1. Immersive Learning Environment

- * Uses a "Dynamic Immersion" method, presenting language concepts in context without translation.
- * Promotes intuitive language learning through images, audio, and speech recognition.

2. Speech Recognition Technology

- * TruAccent™ technology helps students practice pronunciation and gain confidence in speaking.
- * Immediate feedback improves speaking accuracy and fluency.

3. Self-Paced and Personalized

- * Lessons are adaptive and allow learners to progress at their own pace.
- * Aligns with learners' language proficiency and learning goals.

4. Vocabulary and Grammar Building

- * Structured modules introduce vocabulary and grammatical structures in meaningful contexts.
- * Repetitive and contextual practice reinforces retention.

5. Cultural Exposure

- * Content often includes cultural references to help students understand language in real-world settings.

6. Accessible and Flexible

- * Available on multiple platforms (desktop, tablet, mobile), supporting learning inside and outside the classroom.

- * Online access allows for anytime, anywhere learning.

- * Evaluation on implementation and impact will be through annual program evaluations and quarterly surveys to families for feedback.

Software - Licenses will be braided across Titles I-A and I-C to support all students and families across our district. Title III licenses will only be assigned to eligible students

Cost Breakdown:

Cost per license - 79.75

Total licenses - 185

Total Cost - 14,747

3 Secondary Schools for Summer Language Academy 2027

North Salem HS, McKay HS, and South HS will serve up to 75 students each in an intensive themed based, collaborative program designed to assist ELs reach their next level of language proficiency and bring new speakers of English additional and intensive language support in a 3-week period. This

program has only been funded with Title III resources.

Based on Summer Language Academy 2026, we spent \$69,479 for this activity across three schools, which included \$51,253 for additional earnings, \$17,823 for benefits, and \$403 for supplies. For Summer Language Academy 2027, we have budgeted \$75,000, \$25,00 for each school, to cover additional earnings, benefits, supplies, non-reimbursable transportation, and print taking into account COLA.

Cost Breakdown:

Additional earnings: \$30,000

Benefits: \$11,745

Supplies/Consumables: \$20,000

Non-reimbursable transportation: \$8,255

Print: \$5000

Number of days: Up to 60 hours, over 3 weeks.

Flashlight360 is a speaking and writing progress monitoring tool with scoring and feedback that gives multilingual students an asset-based platform to showcase their full language capabilities – and provides the right-now, actionable data in five areas of speaking and three areas of writing.

800 - Student License + Insight Premium Flashlight Learning Access provided to the following student groups:

6th-12th Grade: Access for identified students at Emerging & Progressing ELD levels. This will be ongoing professional development.

The Student License + Insight Premium is a 12-month subscription for a student to utilize Flashlight360, it includes scoring of the beginning of the year (BOY), middle of the year (MOY), and end of year (EOY)** benchmark by the Flashlight Insight Team. It also includes all updates, resources, and access for all building teachers, administrators, and district administrators.

Included in the online access is Sparks Flashlight Learning. Sparks are mini lessons crafted to strengthen data-informed instruction and support personalized student learning and language development.

Each mini lesson features differentiated scaffolds to meet a range of language proficiency levels. Skill-focused instruction is amplified through paired A/B lessons, offering multiple opportunities for practice and growth. Each set includes teacher slides, student slides, and printable resources such as graphic organizers to enhance learning. This license was paid for using 2024-25 Title III in September 2025.

We meet on a quarterly basis to review the data from the scored Flashlight 360 team. Reports on usages and student growth and comparison to ELPA growth are analyzed. Teachers are invited to these presentations and provided opportunities to work with grade level ELD teachers to analyze data. We use comparison data for EL's who use Flashlight prompts with writing and speaking practices and to those who have not had access. In our review, students who had consistent access demonstrated growth on the platform.

Cost Breakdown:

Cost per license - \$100.00

Total Licenses - 600

Total Cost - 60,000