

# Quick Reference to Title III & ESOL Programs Processes with Changes shared in the *Federal Programs Summer Conference Sessions*, June 21 & 22, 2017

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## Links to Resources:

- **Conference PPTs** – <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx>
- **ESOL Program** – <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-%28ESOL%29-and-Title-III.aspx>
- **Title III EL & Immigrant Programs** – <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx>
- **Evidence-based Practices** –
  - **What Works Clearinghouse - ELs:** <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,EL>
  - **What Works Clearinghouse – Teacher Excellence:** <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Teacher-Excellence>
  - **Evidence for ESSA in Math & Reading Programs:** <https://www.evidenceforessa.org/>
  - **Best Evidence Encyclopedia:** [http://www.bestevidence.org/reading/ell/ell\\_read.htm](http://www.bestevidence.org/reading/ell/ell_read.htm)

## Categories & Programs where Changes May Have Occurred:

### 1. Student Registration Processes – ESOL Program

- a. Starting **2018-2019**, only use the **state-approved HLS**, signed/dated
- b. Input HLS results in SIS & **(NEW)** SLDS “EL Tab”

### 2. Student Screening Processes – ESOL Program

- a. Districts must screen potential ELs within 30 days of enrollment
- b. **(NEW) - WIDA screener** grades 1 (2<sup>nd</sup> semester) - 12 (Continue use of Kindergarten W-APT or MODEL in Kindergarten & 1<sup>st</sup> semester 1<sup>st</sup> grade.)
  - i. *Only screener scores may be considered for Eligibility purposes*
- c. **Optional** – Input Screener Results in ESOL TAB on SLDS, as well as SIS Program. *(Having electronic access to these data will be helpful when your LEA is Title III monitored and it must provide each EL’s screener scores and date of screening)*
- d. **(NEW)** – Contact Jacqueline (in ESOL unit) on rare occasion a non-EL is erroneously coded as EL

### 3. Parent Engagement Processes

- a. **(NEW)** “**Initial/Continuing Notification of ESOL Eligibility**” Letter to send to all parents whose child qualifies (or continues to qualify after ACCESS testing) for the ESOL program. – **ESOL Program**
- b. **(NEW)** **Title I Parent Notification of Supplemental Language Program form** - on Title I Family-School Partnership webpage under “Parent Capacity”. To be sent only to parents of those ELs the district selects to participate in title-funded supplemental language programs. – **Title I**
- c. Include EL parents in all District/School parent engagement outreach services, activities, etc. supplementing Title I EL parent outreach programs and providing Title III-funded services/activities to ELs’ parents that will help them learn English and help their children learn English and academically

achieve. (Refer to pages 12 & 13 of the Pink Book – T3 law!) **Note:** All parents of ELs should get this – not just parents of kids who are in the Title III program. – **Title I & Title III**

**Note:** The *Title I Parent Notification of Supplemental Language Program* letter (on the Title I Family-School Partnership website) is a **different letter** from the *Notification of Initial/Continuing ESOL Eligibility* letter (on the ESOL website).

- 1) The **ESOL** letter is sent to **all** ELs either when they are **newly identified** – i.e., *“Hey Mom & Dad, your child qualifies for our ESOL Program!”* or is **continuing** in the ESOL program based on ACCESS scores – i.e., *“Hey Mom & Dad, your child will be in ESOL again next fall!”* This letter also advises parents that they may contact the district if they wish to waive the state-funded direct ESOL services for their child.
- 2) The **Title I**-required letter is sent to only those parents of EL students who have been selected (based on district policies and protocols) to participate in additional, federally-funded language support through Title I or – more commonly - Title III. i.e., *“Hey Mom & Dad, your child will be offered the following federally-funded supplemental language services in addition to ESOL!”* Parents are advised that they may waive these title-funded services. (If they do – their child should be coded in Student Record as “Not Title III Served,” just like those EL students who the district did not select for participation in the title-funded supplemental language programming. This will allow districts to exclude them from data extractions when the state requests completion of the annual Title III performance reports.)

#### 4. Data Collection Processes

- a. **(NEW)** Monitored ELs will now be coded **EL-1** and **EL-2 – ESOL Program**
- b. **(NEW)** ELs who have exited the EL program 3 and 4 years ago will be coded **EL-3** and **EL-4**.
  - i. These students’ GA Milestones’ performances will now be included in the EL-subgroup for CCRPI accountability, which will be reported to the state. – **Title I Accountability**

#### 5. **(NEW) CLIP Processes – All Federal Programs (including Title III)**

- a. Identify EL needs in **CNA** (See *Title III Elements in the CNA* document on Title III website)
- b. Identify EL-focused actions to meet goals in **DIP** – per root cause analysis
  - i. In **Coherent Instructional System** – T3 requires evidence-based interventions (see page 11 in Pink Book – T3 Law)
  - ii. In **Effective Leadership System** - T3 requires evidence-based EL-focused PD for admin & principal & school leaders (see pages 11-12 Pink Book)
  - iii. In **Professional Capacity System** - T3 requires evidence-based EL-focused PD for all teachers of ELs (see pages 11-12)
  - iv. In **Family & Community Engagement System** – (see Pink Book pages 12 & 13 & section 3.d. above)
  - v. In **Supporting Learning Environment System** – per identified needs
- c. Make sure identified needs & action steps support the need for supplemental funds to “improve the education of ELs by assisting ELs to learn English and meet challenging state academic standards” (Purpose & Intent of Title III sub-grant).

#### 6. Title III Program Supplemental Funds – Title III

- a. **NEW:** Program Information TAB in ConApp

- i. Decide **how ELs will be served** with T3 funds at each school and describe this in the Program Information TAB – (Also must be described for parents on the new *Title I Notification of Supplemental Language Program* letter – see 3c above)
  - ii. Describe EL-focused PD for teachers, administrators, school-leaders & other community members
  - iii. Describe **how the LEA will ensure** that those schools that use T3 funds are assisting ELs in achieving language skill and content standards (i.e. internal monitoring, progress & data analysis)
  - iv. Describe **policies and procedures** for entry into and exit from ESOL and monitoring programs.
  - v. Describe District’s technical assistance/support to schools/educators to ensure effective implementation of Title III-funded initiatives.
- b. T3 Budget in ConApp**
- i. All items described specifically in budget will be supported by EL elements of the CAN & DIP as well as the Program Information TAB.
  - ii. **NEW:** Function Code #2213 (*See Title III Chart of Accounts & Budget Guiding Questions Document. Attend August Title III ConApp Webinars!*)
- c. Budget Attachments**
- i. **NEW:** A **Field Trip Form** will be required to be uploaded when EL and/or Immigrant field trips are in the corresponding budget. (*See Title III website*)
  - ii. All Title III-funded positions in the budget must have a job description uploaded in the ConApp Portal.
- d. Budget Submissions**
- i. **NEW:** Title III budgets must be submitted in the Portal for the Title III Specialist to preview and respond with approval or revisions. All budget communication must be in the Portal, we are no longer permitted to “preview” budgets outside of the Portal. Thank you.

**7. Cross-functional Monitoring Processes – All Federal Programs (including Title III)**

- a. **NEW:** Title III will be closely aligning its monitoring schedule to Title I’s schedule
- b. **NEW:** Title III monitoring documents will be shared between the GaDOE and the LEA exclusively through the GaDOE Portal – no more hard copy/emailed reports or Corrective Action Plans.
- c. Changes in monitoring requirements based on ESSA will be published on the Federal Programs’ Monitoring website.

**8. (NEW) Annual Program Reporting Requirements – Title III**

There are many! See **new** *Title III Resource Guide* (p. 27), in Title III Program Management section of Title III website. (See also Title III law Sec. 3121, p. 16 in Pink Book.)