

# What's New in Title III This Year?

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# In a word? ESSA.

- Please keep in mind that we are still in the *negotiated rulemaking* process.
- What is "*neg reg*"? For our purposes, it's a federal process by which USED meets with interested parties to negotiate the terms of ESSA. Negotiations are over, but now...
- May 31: USED published the final Notice of Proposed Rulemaking in the Federal Register, allowing 60 days for public comment.

# ESSA timeline, cont.

- **August 1:** USED will review all comments and must respond. Final language undergoes reviews by USED, OMB and Office of Information and Regulatory Affairs.
- **October:** Final regulations should be published and will go into effect.
- **July 1, 2017:** ESSA goes into effect.

What does this mean for us? It means that **what is shared today is still preliminary**. Nothing is certain until **October** at the earliest! This is general info only.

# What We Know

The most important take-away today?

...Title III and Title I directors must collaborate!

- **Title I Sec. 1112(a)(1)(B)** requires districts' Title I programs to coordinate with other ESSA programs
- **Title I Sec. 1112(c)(4)** requires districts to assure that services "*such as services for English Learners*" be coordinated and integrated at the LEA or school level.
- **Title I Sec. 1112(e)(3)(C)** requires EL parent outreach in the form of "regular meetings"
- **Title III Sec. 3116(a)(2)(A)** requires LEAs to use Title III funds to support the EL goals (now) developed under Title I

# Behind the Scenes...

- Many ESSA changes impact how USED regulates the **State** level programs.
- Most of these *may* not be noticeable to Georgia school districts. Why?
  - We already have statewide ESOL standards
  - Our ESOL standards are already aligned to content standards
  - We already have a statewide ELP assessment
  - We (mostly) have a statewide uniform ESOL screener
    - *Guidance has been requested from USED on whether multiple screeners aligned to the same ELP assessment is considered uniform*
  - We (generally) have statewide uniform exit procedures
    - *Guidance has been requested from USED regarding whether "non-clear" exit decisions made at the school level is considered uniform*

# The more “obvious” changes to Title III



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- AMAO 1 – the requirement that a certain percent of ELs make annual progress on our ELP assessment – **gone from Title III**
- AMAO 2 – the requirement that a certain percent of ELs achieve proficiency – **gone from Title III**
- AMAO 3 – the requirement that a certain percent of ELs meet GM content area goals – **gone from Title III**
- Therefore, “failure to meet” letters to parents – **gone**
- Title III District Improvement Plans? **Gone!**

# What does this mean?

- EL accountability will no longer be within the purview of Title III directors.
- BUT, if you work in Title I, you will still be involved in EL accountability. It is now found in *Title I, Section 1111(b)(4)(A)(ii)*. Language proficiency and content goals (GM) will now be set by Title I/Accountability.
- ESSA accountability determinations will apply only to students taking the GM for accountability purposes – meaning, in grades 3-8 and once in H.S. *Title I, Section 1111(c)(4)(B)(iv)*

# And test deferrals?

ESSA provides two options, of which the State must select one or provide procedures for LEA choice:

- Continue with status quo (New qualifying students may defer ELA and SS once, and not be included in accountability **if** they have taken the ELP test) **or**
- Administer all GM tests to new ELs, making that a 'baseline' year with no accountability. The next year, for accountability, those ELs will be held **only** to growth targets. The following year, those ELs will be held to growth **and** proficiency/achievement targets.

# LEA Program Changes



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- Districts will have **3** required activities on which they **must** expend their Title III funds.
  - Improving programs for English Learners (not new)
  - Providing long-term ESOL-related PD to teachers, administrators and other school/community-based personnel (not new)
  - Provide and implement parent, family and community engagement activities that enhance or supplement the ESOL program (new-ish)

These will be described and fleshed out by LEAs in their 2017 CLIP/Title III Program Plan.

# New allowable activities



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- REMEMBER: This does not begin until 2017-18
- Some new **options** for LEAs:
  - Providing tutorials for academic or career / tech education.
  - Intensified instruction, possibly including materials in a language ELs can understand, interpreters and translators
  - Implementing pre-school, elementary and high school language programs
  - Offering early college high school/dual enrollment programs/courses to help ELs succeed in postsecondary school

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# Anything else new?

- Potential ELs **must** now be screened **within 30 days of enrollment**. *Sec. 3113(b)(2)*
- Did the student qualify for ESOL? The Parent Notification requirement is **now under Title I**, *Sec. 1112(e)(3)(A)*. (This means that Title III funds may not be used to generate or disseminate notification letters.)

# Annual Reporting

- LEAs will need to:
  - Describe the programs and activities performed using Title III funds **AND** how they supplemented State- and locally-funded programs
  - Report the # and % of ELs making progress toward achieving ELP, **with SpEd ELs disaggregated**
  - Report the # and % attaining ELP
  - Report the # and % meeting content goals for **each of the 4 years after exit from ESOL, with SpEd ELs disaggregated**
  - Report the # and % of ELs who have not reached ELP within 5 years of initial classification as an EL and first enrollment in the LEA



# So What's NOT New?



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- **Title III still exists** as an independent Title program  
*(Don't let anyone tell you otherwise!)*
- **Allocations should be similar** to those under NCLB
- LEAs still must qualify for **\$10,000 to be a 'stand-alone'** district
- The Statewide Consortium is still allowable! 😊
- **Title III still supplements** the OCR-compliant, basic state ESOL program
- The LEA must assure that **ALL teachers** who have ELs in their classes are **English proficient\*\*\***



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