

# What's New in Title III?

2018 – 2019 Edition

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**June 13** 10:15 - 11:15 am & 12:40 - 1:40 pm

# Today's Topics

## **The Consolidated Application**

- **Updated** Program Tab Questions
- **New!** “Effectiveness Level Template” option

## **Data Collections**

- **New!** Additional “Reason for Exit” code
- **New!** Date of ELP Screening
- Advance Notice: Parent Communication Language (2019-20)

## **Monitoring**

- **Updated** Monitoring Submission Requirements
- **Updated** End-of-Year Annual Report



# The Consolidated Application

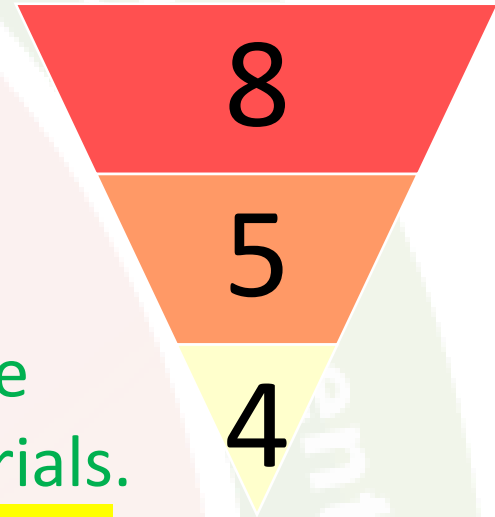
## Program Tab Questions – Title III

**1. STATE-FUNDED CORE LANGUAGE PROGRAM.** Describe the LEA's state/locally-funded ESOL program, activities and materials.

*[Sec. 3121 (a)(1)]* For LEAs in which schools are consolidating Title III funds, the entirety of the language support program (federal, state and local) will be described here.

Include in this response the number of ESOL personnel funded (fully or partially) through state/local QBE:

Number of ESOL teachers	
Number of ESOL coaches, if any	
Number of district level ESOL support staff, if any (e.g. interpreters, translators, admissions staff, counselors, etc.)	



actions

**Note:** In place of a response to **Questions 2, 3 and 4**, an LEA may instead elect to attach a “*Title III Effectiveness Template*” for each planned Title III-funded program/initiative, and “*Logic Model*” template, as necessary.

## **±2. SUPPLEMENTAL TITLE III PROGRAMS & EVIDENCE OF EFFECTIVENESS.**

Provide evidence of ~~Describe~~ the effectiveness of programs and activities proposed to be developed, implemented and administered under Title III that will help ELs increase their English language proficiency and meet the challenging state academic standards as identified in the CNA. Include extended learning opportunities, summer school, and any other innovative programs that are planned. [*Sec. 3116 (b)(1)*]

**2-3. SUSTAINED PROFESSIONAL LEARNING.** Describe the effective professional development ~~that will~~ planned to be provided to educators working with English learners, that is designed to improve their instruction and assessment of English learners as well as their ability to understand and implement practices, measures and strategies specific to English learners. ~~to ensure systematic growth for English learners in English language and academic content skills. Indicate the topics, the intended participant groups for each offering and the planned duration of each offering.~~ *[Sec. 3115(c)(2)]*

**4. OTHER ACTIVITIES.** Describe the other effective activities and strategies put in place to enhance or supplement English learner language programs and specify how these activities and strategies incorporate an aspect of parent, family and community engagement. *[Sec. 3116(b)(3)]*

~~4. Describe the LEA's policies and procedures for:~~

- ~~• entering students into the ESOL program;~~
- ~~• exiting students from the ESOL program, and;~~
- ~~• monitoring exited students' progress for a period of at least two years.~~

*Note: Question 5 applies only to LEAs distributing Title III funds directly to elementary and/or secondary schools.*

**3 5. TITLE III PROGRAM OVERSIGHT.** Describe how the LEA will ensure that elementary schools and secondary schools receiving funds under the subpart assist English learners in achieving English proficiency based on the State's English language proficiency assessment under section 1111(b)(2)(G), consistent with the State's long-term goals, as described in section 1111(c)(4)(A)(ii) and meeting the State's challenging academic standards. *[Sec. 3116(b)(2)]*

~~5. Describe how the LEA will provide technical assistance and support to its schools and educators to ensure effective implementation of its Title III-funded initiatives.~~

## Effectiveness Template – Optional Program Tab Upload

For Title III, the **Effectiveness Level Template** may be uploaded in lieu of responding to **Program Tab Questions #2** (*Effective Instructional Activities*), **#3** (*Effective Professional Learning Offerings*) or **#4** (*Other Activities*). Title III now has an Attachments tab.

### Effectiveness Level Template

**Instructions:** Please provide the following information related to the documentation you are submitting showing the effectiveness of your LEA's selected method(s), interventions (activities, strategies, & interventions) and/or instructional resources with the target population. Please complete one template for each method, activity, strategy, intervention, resource, etc. funded with federal funds. Thank you.

**District/LEA Name:** \_\_\_\_\_ **Year:** \_\_\_\_\_

Evidence base is for a federally-funded: (Check all that apply.)

- Method(s)
- Intervention(s)
- Activities
- Strategies
- Instructional Resource(s)

**Name of Method, Intervention, Activity, Strategy, or Instructional Resource:**

**Brief Description:**

**DIP/SIP Goal Addressed:**

## Logic Model Template – Program Tab Upload, as needed

Under the ESSA, if no **Evidence of Effectiveness** is found in research, an LEA must design a Logic Model for its intervention and record it on a template. **For Title III**, these templates should be attached along with the *Effectiveness Level Template* in the Program Tab, under “Attachments”.

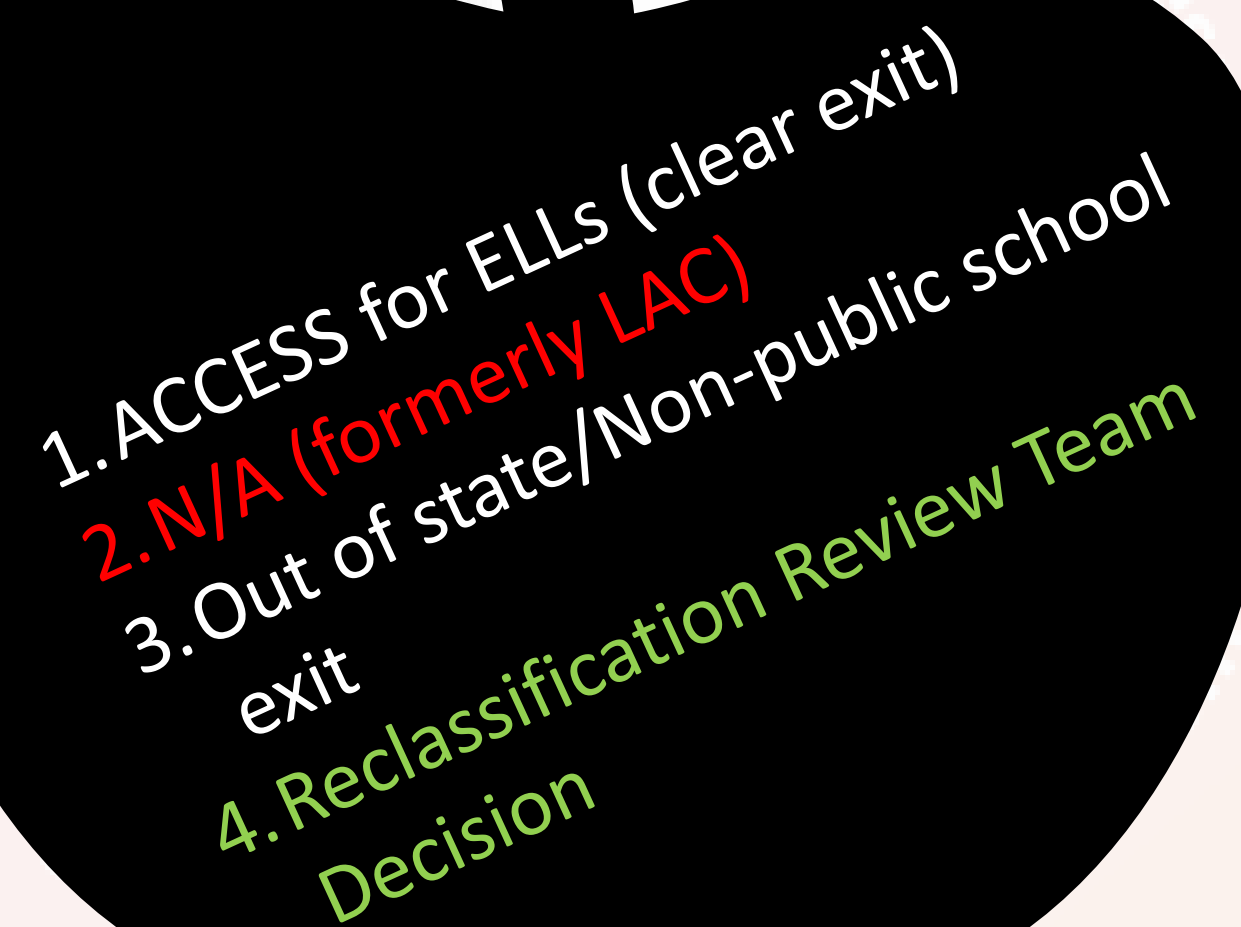
Sample Logic Model #1

SMART Goal	Name of Intervention (Strategy/Practice)	Current Research Available that demonstrates a rationale that it might work	Intervention Population	Plan of Action	How will success be measured? <i>What is the District's theory of change for this intervention?</i>	What are the outcomes or milestones that will evaluate success?	
						Mid-Year	End-of-Year



# Data Collections

Reason for Exit Code

- 
1. ACCESS for ELLs (clear exit)
  2. N/A (formerly LAC)
  3. Out of state/Non-public school exit
  4. Reclassification Review Team Decision

Date of ELP Screening (newly identified in 2018-19)

❖ **To Fulfill ESSA Monitoring Requirements**

**Title I, Sec. 1112(e)(3)(A) Parent Engagement**

- ❖ *Parent Notification of Title I or III Language Support Services, within 2 weeks of placement (newly-identified)*

**Title III, Sec. 3113(b)(2)**

- ❖ Screen within 30 days of school enrollment

Parent Communication Language (newly identified) – Optional Fall 2018, Required 2019

❖ **To Fulfill Title I Parent Communication Requirements**

**Title I, Sec. 1112(e)(4) Parent Engagement**

- ❖ *Parent Notification of Title I or III Language Support Services*, in a uniform format and in a language the parents can understand

# HLS Update – Required **NEXT YEAR, 2019-2020**

Georgia Department of Education  
ESOL & Title III Unit

## Required Home Language Survey



Dear Parent or Guardian:

In order to provide your child with the best possible education, we need to determine how well he or she speaks and understands English. This survey assists school personnel in deciding whether your child may be a candidate for additional English language support. Final qualification for language support is based on the results of an English language assessment.

Thank You

**Student Name (required information):**

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**Language Background (required information):**

1. Which language does your child best understand and speak?  

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2. Which language does your child most frequently speak at home?  

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3. Which language do adults in your home most frequently use when speaking with your child?  

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**Language for School Communication (not required):**

4. In which language would you prefer to receive **all** school information?  

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Signature of Parent/Guardian/Other

Date

So - to fulfill Title I, Parent Engagement requirements -

Question #4 **will** be required upon registration (*not necessarily on HLS*).

## Language for School Communication

“In which language would you prefer to receive **all** school information?”

# Monitoring

## Monitoring Indicators – *Now Aligned with CFM Rubric*

<i>Old</i>	<i>New</i>
I. Private Schools* II. Records & Maintenance* III. Instructional Programs IV. Professional Development V. Parent, Family & Community Engagement VI. Reporting VII. Fiduciary Responsibility*	I. LEA Monitoring of Programs* III. Private Schools* V. Internal Controls, Expenditures, Inventory, Drawdowns, Cost Principles* XIX. Title III Statute 19.1 – Entrance & Exit Procedures 19.2 – Instructional Programs 19.3 – Professional Learning 19.4 – Other Activities & Strategies 19.5 – Immigrant ( <i>if applicable</i> )

\* Overarching Indicator for all Federal Programs

## Pre-Monitoring Submission Requirements - *Data Spreadsheet*



### *Old*

LEA Supplied ALL Info for 1-4 (& 5-6, if onsite)

1. Private School EL Roster
2. LEA All Enrolled EL-Y
3. LEA All Enrolled EL-M1 & M2
4. LEA All Enrolled IMM
5. LEA Parent Contact Info (*Onsite Only*)
6. LEA Staff List (*Onsite Only*)

### *New*

LEA Supplies ALL Info for 1 (& 4-5, if onsite);  
LEA Updates GaDOE-Provided Info (2 & 3)

1. Private School EL Roster
2. \*LEA Newly-Enrolled EL-Y, EL-1 & EL-2s
3. LEA Newly-Enrolled IMM
4. LEA Parent Contact Info (*Onsite only*)
5. LEA Staff List (*Onsite Only*)

\* *Screener Date requested here*

# Title III (cont.)

Remember this  
from last year??



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

## Reporting

- Describe how the **T3 activities supplemented** local ESOL funded programs
- # and % **making progress** in ELP
  - All ELs, and **disaggregated by ELsWD**
- # and % **meeting proficiency**
- # and % **who exit ESOL**
- # and % **meeting Milestones goals for each of 4 years** after exit (**disaggregated by ELsWD**)
- # and % of ELs **not exiting after 5 yrs** as EL-Y

## End of Year Annual Report

In collaboration with Data Collections and because you will now provide your **ESOL program information** in the ConApp, LEAs will no longer be required to submit the **End-of-Year Title III Report!**





## Sessions of Interest to Title III Directors

- **Is This an Evidence-Based Strategy or Intervention? (All Programs)**
  - Wed 12:40-1:40 and 1:50-2:50
- **ESOL Collaboration 2.0: PD Blogging (Title III)**
  - Wed 1:50-2:50
- **Coordinating with Private Schools (All Programs)**
  - Wed 11:30-12:30 and 3:00-4:00
- **Title III Monitoring Overview (Title III)**
  - **Thurs 8:00-9:00 and 11:40-12:40**
- **Title III Budget Training (Title III)**
  - Wed 3:00-4:00; **Thurs 9:15-10:15**
- **Title I A – Parents of English Learners (Title I & Title III)**
  - Wed 1:50-2:50; **Thurs 10:30-11:30 and 12:50-1:50**

# Team Contact Info

**Dr. Jacqueline Ellis** – *General ESOL Program*  
([jjellis@doe.k12.ga.us](mailto:jjellis@doe.k12.ga.us))

## Title III Specialists

**Dr. Meg Baker** – **NorthWest** Region  
([mbaker@doe.k12.ga.us](mailto:mbaker@doe.k12.ga.us))

**Dr. Adria Griffin** – **NorthEast** Region  
([agriffin@doe.k12.ga.us](mailto:agriffin@doe.k12.ga.us))

**Ms. Dely Roberts** – **Mid** Region  
([droberts@doe.k12.ga.us](mailto:droberts@doe.k12.ga.us))

**Ms. Tammie Smith** – **South** Region  
([tsmith@doe.k12.ga.us](mailto:tsmith@doe.k12.ga.us))

Examine Progress

Effective

Thank  
you

The image features the words "Thank you" in a highly decorative, bubbly font. The word "Thank" is positioned above "you". Each letter is filled with a different pattern: 'T' has purple polka dots, 'h' has yellow hearts, 'a' has pink polka dots, 'n' has yellow stripes, and 'k' has pink hearts. The word "you" has 'y' with pink triangles, 'o' with yellow and pink swirls, and 'u' with purple stars. The text is surrounded by various decorative elements: a pink flower, a purple starburst, a grey swirl, and a yellow heart above "Thank"; a yellow starburst, a pink flower, and a black swirl to the left of "you"; and a pink flower and a black swirl to the right of "you". The entire graphic is set against a white background with a faint watermark of a smiling face.

Jeans

ntation

Interventions