

# A Year in the Life of a Virginia Title III Coordinator

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## July

- Submit the Title III application by July 1 based on the previous year's level Title III funding.
- Review the 5-year federal program monitoring (FPM) schedule for the coming year to determine if your division will be monitored for Title III compliance.
- Analyze WIDA ACCESS data and update the division SIS
  - Remove all ELs who have achieved 4.4+ on the WIDA ACCESS test from the identified EL status
  - Remove IY students that no longer meet the IY definition
  - Remove SLIFE that no longer meet the SLIFE definition
  - Review DRC upload and work with the division DDOT to enter scores into the SIS
- Evaluate your LIEP services for effectiveness - see final page
- Work collaboratively with Title I to revise or update all EL parent notification letters.
- Plan return-to-school meetings & professional development (PD) for staff.
- Provide PD to principals on Title III Civil Rights, EL teacher 'Look-Fors', and scheduling.
- Coordinate translation of division documents as needed.
- Meet with division stakeholders to analyze EL numbers and needs.

### Possible Additional Tasks

- *Oversee/coordinate summer programming for ELs.*
- *Oversee/coordinate summer projects such as curriculum writing and PD.*

## August

- Train all stakeholders on the division's written EL Entrance Procedures to include all school registrars, secretaries, EL teachers, counselors, and administrators as applicable.
- Train on EL, IY and SLIFE definitions.
  - Review registration documents to ensure division compliance
  - Train on roles and responsibilities for each step
- Review the following:
  - WIDA Screener certificates for test administrators;
  - LIEP staffing levels;
  - EL transitions to the next grade cluster or school;
  - SRC data with the DDOT; and
  - Division documents and forms for alignment to ESSA requirements (be sure there are no references to NCLB law or wording)
- Plan EL PD for the school year - secure locations and dates.
- Meet with finance staff responsible for Title III grants to determine remaining Title III funds for all open grant awards to include EL and IY funds (if allocated).
- Finalize all updated letters, intake documents, and beginning of school year PD.
- Ensure translation and interpretation resources and contacts are shared for Back-to-School nights.
- Work collaboratively with Title I to print/send LEP parent notification letters within 30 days of the beginning of the school year and 14 days thereafter.

### Possible Additional Tasks

- *Review and update division EL Handbook*

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## September

- Check VA Education Update Newsletters for the release of initial Title III allocation.
- Amend your application to reflect EL and IY (if applicable) initial allocations. Once approved, submit a Budget Transfer Request (BTR).
- Monitor the screening of new potential ELs - Kindergarten through 12<sup>th</sup> grade.
- Review the integrity of the EL Entrance Procedures at every grade span to ensure **that all new ELs are captured on the SRC EL data upload prior to September 30.**
- Review EL participation and accommodation meeting processes and forms to be used. (Consider testing deadlines such as Fall Growth assessments).
- Coordinate with division personnel on parent conference dates to provide adequate interpretation services.
- Collect data on students enrolled without WIDA ACCESS scores to be reported during ELPC.

### Possible Additional Tasks

- *Family Engagement to welcome all new LEP families - begin a yearlong program of LEP parent engagement.*

## October

- Hold EL PD for staff.
- Complete ELPC. (EL Proficiency Collection to ensure accurate SOQ funding).
- Conduct SOL EL Participation committee meetings.
- Ensure that reimbursements have been submitted for the Title III grant award ending on September 30. Funds should be spent down to \$0.
- Submit reimbursements for subsequent grant award years in a timely fashion to ensure spend down.
- Prepare order for WIDA ACCESS test materials.
- Participate in ELPC to submit all students who did not have WIDA ACCESS score.

### Possible Additional Tasks

- *Program walk-throughs of instruction - provide feedback to EL teachers*

## November

- Schedule a date for the Title III FPM (if applicable) and begin preparing the evidence collection.
- Work with DDOT to submit WIDA ACCESS test information into the DRC/AMS secure site prior to testing in January-March to order test materials. Email [Student\\_Assessment@doe.virginia.gov](mailto:Student_Assessment@doe.virginia.gov) with WIDA ACCESS questions.
- Ensure that WIDA Screener, K-Screener, and WIDA ACCESS certificates are in place for all test administrators. Meet with EL teachers and school STCs to cover expectations for WIDA ACCESS test and preparations.
- Check SSWS for Title III ESEA Reports. (this date may vary based on testing window).

### Possible Additional Tasks

- *EL PD/book studies, etc.*
- *Program walk-throughs of instruction - provide feedback to EL teachers.*

## December

- Make division schedule for ACCESS testing with stakeholders.

### Possible Additional Tasks

**BREATHE! BREATHE! BREATHE!**

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## January

- Ensure necessary technology for WIDA ACCESS testing is in place.
- WIDA ACCESS window opens. All ELs at proficiency levels 1.0-4.3, state codes 1 and 2, must be tested on the WIDA ACCESS or WIDA Alternate ACCESS tests.
- Review IEP documents to make sure WIDA ACCESS accommodations are captured.
- Review data/reports to make sure all ELs are identified and slated to take the WIDA ACCESS test.
- Email [Student\\_Assessment@doe.virginia.gov](mailto:Student_Assessment@doe.virginia.gov) with WIDA ACCESS questions.
- Begin analyzing and predicting staffing needs to make/request budget additions.
- Virginia WIDA ACCESS window opens.

### Possible Additional Tasks

- *VESA Conference.*
- *TESOL conference*
- *National ESEA Conference*

## February

- WIDA ACCESS Testing - Federally mandated annual ELP Assessment.

### Possible Additional Tasks

- *VESA Conference.*
- *TESOL conference*
- *National ESEA Conference*

## March

- Check to ensure EL Participation Plans are reviewed and signed prior to SOL/EOC assessments.
- Hold EL PD for staff and LEP parent/family engagement activities.
- Make sure all WIDA ACCESS materials are returned to DRC.
- Reach out to private schools regarding Title III equitable services.
- If division wide staffing meetings are held, make recommendations for EL programming.

### Possible Additional Tasks

- *Begin coordinating and planning for EL summer programs*

## April

- Check VDOE emails for information about: 1) the release of the annual federal applications; and 2) the summer Coordinator's Academy.
- Complete the WIDA ACCESS data verification within the window.
- Plan for EL school transition process.
- LEP parent/family engagement activities.
- Look out for PD opportunities offered by Title III VDOE for the following school year.

### Possible Additional Tasks

- *EL PD/book studies, etc.*
- *Program walk-throughs of instruction- provide feedback to EL teachers*

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## May

- Complete a needs assessment for the upcoming year that includes EL teacher/EL student ratios, LIEP services, materials, LEP parent engagement, collaborative partnerships, and EL PD. Gather qualitative data while you wait for the quantitative data.
- Work on the upcoming year's Title III grant application using level funding from the previous year.
- Check grant balances and spenddown amounts. Read VDOE spend down notifications! Spend down all funds ending on September 30 to \$0.
- Begin making materials orders for program.
- Review ACCESS data during the Data Validation Window.
- Submit ACCESS information on ELs not tested to the state, as ESSA requires 100% participation.

### Possible Additional Tasks

- *Program walk-throughs of EL instruction- provide feedback to EL and content teachers.*
- *Assist with interviews for new staff*

## June

- Complete the division's internal approval process for the upcoming year's Title III application and pay attention to spend down notifications from VDOE.
- Finalize Title III application for school board approval to submit on or before July 1.
- Disseminate WIDA ACCESS scores (they generally arrive in early June).
- Support EL transitions (Pre-K to K, elementary to middle, and middle to high).

### Additional Tasks

- *Finalize EL summer programs plans.*
- *Supervise EL summer programs.*

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## LIEP Models

- Review EL teacher schedules. **Are all identified ELs grades K-12 (excluding opt-outs) who are at proficiency levels 1-4.3 being provided direct LIEP services?**
- Review minutes of LIEP services per proficiency level at each school. **Are they equitable across the division?**

**Note: Minutes of LIEP services data will be closely reviewed during the next division Title III FPM to ensure all applicable ELs are being served and LIEP services are equitable. This is the highest area of Title III FPM findings. Be sure there are no LIEP services gaps in your division!**

**Are the LIEP Model(s) in your division demonstrably effective according to the data?**

- List the [LIEP Model\(s\)](#) used in your school division by grade span.
- Identify the content taught in each LIEP Model. Does it align with the LIEP Model(s)?
- Identify the core materials used in the LIEP Model(s).
- Does your division require ESL lesson plans? Who has oversight in reviewing the plans?
- List the individual LIEP Model(s) training provided per grade span or division wide.

### Elementary

- Newcomer
- ESL/ELD
- Content Classes with Integrated ESL Support
- Dual Language
- Transitional Bilingual

### Middle

- Newcomer
- ESL/ELD
- Content Classes with Integrated ESL Support
- Dual Language
- Transitional Bilingual

### High

- Newcomer
- ESL/ELD
- Content Classes with Integrated ESL Support
- Dual Language
- Transitional Bilingual

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### LIEP Evaluations

**Note: A periodic evaluation of LIEP services to determine effectiveness in assisting ELs to attain English proficiency and achieve academically is federally required. Ineffective LIEP services must be modified.**

Identify division stakeholders necessary to effectively to evaluate and modify the LIEP (as needed). Data to be analyzed in the LIEP evaluation should include, but is not limited, to:

- Number of ELs in the division; Growth in the number of ELs over the past year and in the past five years;
- Spring WIDA ACCESS scores by division, school, and student;
- Progress data by grade spans - did all grade spans meet the ESSA State EL Progress Target?
- Comparison of your program compare with the state average? (SSWS Report)
- SOL and EOC correlations with WIDA ACCESS data and EL placement;
- Number of ELs Codes 1,2,& 4 - Code 2 as an opt out %;
- Number of LTELs, SLIFE, Former EL subgroups, subdivide by grade span;
- Average years to exit the LIEP program?
- Number and percent of former ELs who passed the Reading SOL/EOC;
- Number and percent of former ELs who passed the Math SOL/EOC;
- Number of dually identified ELs;
- Number and percent of ELs graduating or dropping out compared to never-ELs. Identify trends, schools and pathway to graduation factors;
- Number of ELs who graduated in 4 years;
- Number of ELs who graduated in 5 years;
- Number and percent ELs in CTE, gifted, AP, dual enrollment, and other specialty academic courses;
- Number of LEP parent/family engagement events held by grade span;
- Effectiveness of LEP parent/family engagement;
- Number of EL PD opportunities provided and the number of stakeholders who attended; and
- Effectiveness of EL PD.
- Correlate teacher effectiveness and PD offered by the SEA/LEA and/or schools.

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## LIEP Staffing

As of 7/1/2024- [Virginia State Code: EL Staffing Ratio](#)

SOQ by EL Proficiency Level released in [Virginia Education Update Newsletter Article 2024-23-206](#) (see ratios below)

1. The Standards of Quality (SOQ) English Learner (EL) staffing ratios change effective FY 2025 based on EL student proficiency levels as stated in the Chapter 2 appropriation act:

*"The number of such English Learner teacher positions required pursuant to the Standards of Quality are as established below:*

EL Student Proficiency Level	SOQ Staffing Required
One	1 position per 20 EL students
Two	1 position per 30 EL students
Three	1 position per 40 EL students
Four	1 position per 50 EL students
All Other Identified EL Students	1 position per 100 EL students

*To provide flexibility in implementing this new staffing standard in the first year, the number of English Learner teachers required for each school division for the first year shall be equal to the number of such teachers that were required during the 2023-2024 school year, plus one half of the additional positions required in the above table for the first year."*

Note the staffing flexibility provided in the paragraph above for FY 2025 only.

- Meet with each school administrator to review school EL data and plan LIEP services for the school year.
- Review the EL roster for number of enrolled ELs at proficiency levels 1-4.3.
- Identify the number of ESL-endorsed EL teachers and align with the SOQ based on direct LIEP service to ELs at proficiency levels 1-4.3.
- Review each EL teacher schedule to include school, grades, EL students, EL levels, EL subgroups, LIEP Models, & content support through language acquisition and co-planning time. Are all ELs served?
- Participate in October ELPC to submit all students without WIDA ACCESS scores.