A Year in the Life of a Virginia Title III Coordinator

This chart is a baseline reference of Title III Coordinator responsibilities that should be addressed throughout the school year (if applicable). This document is not mandatory for school divisions and should not be construed as fully inclusive of all Title III responsibilities. This document is not sanctioned by the Department of Education. School division calendars can affect the month for these tasks. The information provided is to support a Title III Coordinator in Virginia as they plan their yearly tasks. This document is a template and should be edited as needed.

| **Month** | **Suggested Baseline Tasks** | **LEA Notes** | **LEA Next Steps** |
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| **July** | * Submit the Title III application to OMEGA by July 1, based on the previous year’s level funding for Title III.
* Review the federal program monitoring (FPM) schedule for the coming year.
* Analyze student ACCESS data
* Remove all ELs from the EL status based on achieving 4.4+ on the ACCESS for ELs test
* Remove IY students that no longer meet IY definition
* Remove SLIFE that no longer meet the SLIFE definition
* Review DRC upload and work with the DDOT to enter the 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 and professional learning for staff.
* Provide Principal PD on Title III Civil Rights and EL teacher ‘Look-Fors’ and scheduling.
* Coordinate translation of division documents.
* Meet with Virtual school 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 professional learning opportunities*.
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| **August** | * Train all stakeholders on the division’s written EL entrance procedures, to include all school registrars.
* Train on EL, IY and SLIFE definitions.
	+ Review registration documents for compliant wording
	+ 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 ESSA language alignment
* Plan EL PD for the school year – secure locations and dates.
* Meet with the Title III accountant and determine remaining Title III EL for all open grant awards.
* Determine if there is IY money remaining (if allocated).
* Finalize all updated letters, intake documents, and beginning of school year professional learning.
* 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 within 14 days of a student’s enrollment thereafter.

**Possible Additional Tasks** * *Review and update EL handbook*
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| **September** | * Check Superintendent’s Memos for the release of original Title III allocation. Amend your application to reflect EL and IY original allocation.
* Submit a Budget Transfer Request (BTR).
* Monitor the screening of new potential ELs – Kindergarten through 12th grade.
* Review the integrity of the entrance procedures at every grade span.
* 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 in order to provide adequate interpretation services.

**Possible Additional Tasks** * *EL Family Engagement to welcome all new EL families – begin a yearlong program of LEP parent engagement.*
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| **October** | * Hold EL professional development for staff.
* Conduct SOL EL Participation committee meetings.
* Ensure that reimbursements have been submitted for the award year ending on September 30 to spend down the award to $0.
* Submit reimbursements for subsequent award years in a timely fashion to ensure spend down for those allocations.
* Prepare order for WIDA ACCESS test materials.

**Possible Additional Tasks** * *Program walk-throughs of instruction - provide feedback to EL teachers*
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| **November** | * Schedule a date for the Title III FPM and begin preparing (if applicable).
* Work with DDOT to submit WIDA ACCESS for ELLs test information into the DRC/AMS secure site prior to testing in January-March to order test materials. Email Student\_Assessment@doe.virginia.gov with ACCESS questions.
* Ensure that WIDA Screener, K-Screener and ACCESS certificates are in place for all test administrators.
* Meet with LIEP teachers and STCs to cover expectations for ACCESS test and preparations
* Check SSWS for Title III ESEA Reports. (this date may vary based on testing window)

**Possible Additional Tasks** * *EL Professional learning/ book studies, etc.*
* *Program walk-throughs of instruction- provide feedback to EL teachers*.
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| **December** | * Make division schedule for ACCESS testing with stakeholders.

**Possible Additional Tasks** *Breathe!* |  |  |
| **January** | * Ensure necessary technology for ACCESS for ELLs testing is in place.
* ACCESS for ELLs window opens. All Level 1.0-4.3 ELs, state coded 1 or 2 must be tested on the ACCESS for ELLs or Alternate ACCESS tests.
* Review IEP documents to make sure ACCESS accommodations are captured.
* Review data/EL reports to make sure all ELs are identified and are slated to take the ACCESS for ELLs test.
* Email Student\_Assessment@doe.virginia.gov with ACCESS questions.
* Begin analyzing and predicting staffing needs to make/ request budget additions.

**Possible Additional Tasks**  |  |  |
| **February**  | * ACCESS Testing – Federally Mandated Annual ELP Assessment.

**Possible Additional Tasks** * *VESA Conference.*
* *TESOL conference*
* *National ESEA Conference*
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| **March** | * Check to ensure EL Participation Plans are reviewed and signed prior to SOL/EOC assessments.
* Hold EL professional development for staff and parent engagement activities.
* Make sure all ACCESS for ELLs materials are returned to DRC.
* Reach out to private schools regarding equitable service.
* If staffing meetings are held division wide: make recommendations.

**Possible Additional Tasks** * *Begin coordinating and planning for EL summer programs*
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| **April** | * Check VDOE emails for information about 1) the release of the annual federal applications and 2) the summer Coordinator’s Academy.
* Complete the ACCESS for ELLs data verification window.
* Plan for EL school transition process.
* Parent engagement activities.
* Look out for professional development opportunities offered by Title III VDOE for the following school year.

**Possible Additional Tasks** * *EL Professional learning/ 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 teacher/EL student ratios, materials, parent engagement, collaborations, LIEPs, professional development … 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 the emails! Spend down funds to zero.
* 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 instruction- provide feedback to EL teachers.*
* *Assist with interviews for new staff*
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| **June** | * Complete the division’s internal approval process for the upcoming year’s application and adhere to spenddown reminders received via VDOE email.
* Finalize Title III application for School Board approval in order to submit application prior to July 1.
* Disseminate ACCESS for ELLs scores, which 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***](https://www.doe.virginia.gov/home/showpublisheddocument/20424/638043624355500000) | * List the [LIEP Models](https://www.doe.virginia.gov/home/showpublisheddocument/20424/638043624355500000) used in your school division by grade span.
* List the individual LIEP Model training provided per grade span or division wide.
* Identify the core curriculum and content taught in each LIEP Model.
* Identify the core LIEP materials.
* Does your division require ESL lesson plans?
* Identify the minutes of service provided through each model per week – is this effective?
* Review each school and identify the minutes of service from the lowest to the highest. Is this equitable?
* School \_\_\_\_\_\_\_\_\_ Lowest minutes \_\_\_\_\_\_ to Highest minutes\_\_\_\_\_
* Ensure every EL 1 to 4.3 (including those who also receive sped services) are receiving direct EL instruction through a LIEP model.
 | **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 Evaluation***](https://oese.ed.gov/files/2020/10/eltoolkit.pdf) | Identify division stakeholders to work with you 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 your division;
* Growth in the number of ELs over the past year and the past five years;
* Spring ACCESS for ELLs scores by division, school, and student;
* Calculate Progress data by grade spans – did all grade spans meet the ESSA State Progress Target?
* How does your program compare to the state average? (SSWS Report)
* SOL and EOC correlations with ACCESS for ELLs data and LIEP 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 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 ELs dually identified with special education;
* Number and percent of ELs graduating or dropping out, compared to non 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 courses;
* Number of EL parent engagement events held by grade span;
* Effectiveness of parent engagement;
* Number of professional learning opportunities provided and the number of stakeholders who attended; and
* Effectiveness of professional learning.

Correlate teacher effectiveness and professional development offered by the SEA/LEA and/or schools.  |  |  |
| [***LIEP Staffing***](https://oese.ed.gov/files/2020/10/eltoolkit.pdf) | **As of 10/2021** [**- Virginia State Code: 20:1000 ratio**](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13%3A2/) **= a caseload no more than 1 EL teacher to 50 ELs, ELP levels 1 to 4.3.** * Meet with each school administrator to review school EL data and plan LIEP service for the school year.
* Review the EL roster for each EL teacher and identify the SOQ for each EL teacher based on direct service to ELs level 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.
 | Total number of EL endorsed teachers \_\_\_\_Total number of ELs \_\_\_\_Division ratio \_\_\_\_\_: \_\_\_\_ |  |