



FEDERAL PROGRAM DIRECTOR'S MEETING

TITLE III

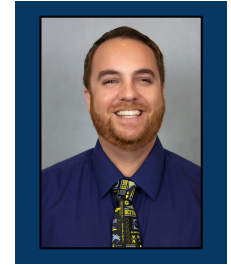
September 12, 2023

EL SUPPORT TEAM

- Federal & State Requirements
- ESSA Consolidated Grant Application and Compliance Report
- TIII, Part A ELA and TIII, Immigrant
- TIII Use of Funds
- TIII Parent, Family, and Community Engagement Activities
- Resources



Melanie Yocom, M.Ed.
Team Lead



Gabriel Verrone, M.Ed.
Instructional Coach



Indhira Salazar, M.B.A
EL Coach



FEDERAL & STATE REQUIREMENTS

August-October



EARLY FALL AT A GLANCE

2023-2024 Year At A Glance: Bilingual/ESL/Title III/EBs



July	August	September	October	November	December
<ul style="list-style-type: none"> Check SSA Title III & LEP warning amounts (Less than \$30,000 decline or join R11 Title III SSA) Check SSA Title III warning warning amounts (Only LEAs w/significant increase) Complete SSA Consolidated Grant Application or defer to Federal Programs for Title III Due September 1, 2023 Review state assessment results received in summer & verify/complete pending LPACs Final sending Parent Notification of Reclassification and Assessment of Program Exit Final sending LPAC Notification of Reclassification Complete & distribute EB Summer School progress reports to parents & file/upload for documentation Review & update EDMS coding for EBs Locate/order materials for BI/ESL classrooms Collaborate w/counselors & admin for class lists and schedules Verify quantity of enrollment and LEP data Lepa enrollment materials for EB identification Provide LAS Links training for test proctors Review DfW/CP to identify plan, & schedule PD for new and returning BI/ESL teachers and administrators Review & disseminate EB information: <ul style="list-style-type: none"> EB warning categories program placement ELMS data enrollment lists EB assessment status addresses parent denials Members, VI & Personal graduation plans 	<ul style="list-style-type: none"> View TEA LPAC Summer Modules Prepare LPAC for EB identification and TX transfer review Provide LAS Links training for test proctors Send home Parent Notification on Student Progress Home Due first 30 days of school per ESSA federal law Develop/refine process for Home Language Surveys Identify & assess potential new to TX EBs Retrieve TX transfer documentation Hold initial LPAC for new to TX identifications Hold review LPAC for TX transfers Send & document parent permission for newly identified EBs. Send parent permission within 30-days of LPAC. Verify parent permission for TX transfers Complete/confirm SSA Consolidated Grant Application or defer to Federal Programs for Title III Due September 1, 2023 Complete SSA Title III Consolidated Report w/ R11 Title III SSA members Due September 30 Review teacher certifications & assignments and prepare Bilingual Education Exceptional ESL Waiver if needed Due November 30 Collaborate w/counselors & admin for class lists and schedules Provide Instructional Accommodations to teachers of EBs, if support is needed Review DfW/CP to identify & plan PD for new and returning BI/ESL teachers and administrators EB Summer School PEIMS submissions Due Title III Review & disseminate EB information: <ul style="list-style-type: none"> EB warning categories program placement ELMS data enrollment lists EB assessment status addresses parent denials Members, VI & Personal graduation plans 	<ul style="list-style-type: none"> Complete SSA Title III Consolidated Report or R11 form for Title III SSA members Due September 30 Review teacher certifications & assignments and prepare Bilingual Education Exceptional ESL Waiver if needed Due November 30 Collaborate w/DfW and ARD to identify & complete documentation for EBs who meet criteria for Individualized Reclassification Process Schedule ARD for EBs who meet criteria for Individualized Reclassification Process Provide Instructional Accommodations to teachers of EBs, if support is needed Prepare & provide school board with the required EB annual program evaluation Due November 1st Complete BOY linguistic progress monitoring for Pre-K/Kindergarten EBs (LEA selects tool) REPEATED LPAC TASKS: <ul style="list-style-type: none"> Identify & assess potential new to TX EBs Retrieve TX transfer documentation Hold initial LPAC for new to TX identifications Hold review LPAC for TX transfers Send & document parent permission for newly identified EBs Verify parent permission for TX transfers Update/Verify EDMS coding for accuracy 	<ul style="list-style-type: none"> Review and update PEIMS data for Snapshot Due October 15th Complete & submit Bilingual Education Exceptional ESL Waiver if needed Due November 30 Prepare & provide school board with the required EB annual program evaluation Due November 30 Prepare & provide school board with the required EB annual program evaluation Due November 30 Use program evaluation to guide program improvement plans & to identify PD and program needs for EBs who meet criteria for Individualized Reclassification Process Collaborate w/DfW and ARD to identify & complete documentation for EBs who meet criteria for Individualized Reclassification Process Schedule ARD for EBs who meet criteria for Individualized Reclassification Process Schedule ARD for EBs who meet criteria for Individualized Reclassification Process Schedule ARD for EBs who meet criteria for Individualized Reclassification Process Schedule ARD for EBs who meet criteria for Individualized Reclassification Process Plan & schedule required Title III Parent, Family, Community engagement criteria for Individualized Reclassification Process Update Instructional Accommodations as needed, no LPAC required Monitor linguistic and academic progress (including parent denials) Collaborate w/District Testing Coordinator for December EOCs at 9-12th Plan & schedule required Title III Parent, Family, Community engagement REPEATED LPAC TASKS: <ul style="list-style-type: none"> Identify & assess potential new to TX EBs Retrieve TX transfer documentation Hold initial LPAC for new to TX identifications Hold review LPAC for TX transfers Send & document parent permission for newly identified EBs Verify parent permission for TX transfers Update/Verify EDMS coding for accuracy 	<ul style="list-style-type: none"> Complete & submit Bilingual Education Exceptional ESL Waiver if needed Due November 30 Prepare & provide school board with the required EB annual program evaluation Due November 30 Use program evaluation to guide program improvement plans & to identify PD and program needs for EBs who meet criteria for Individualized Reclassification Process Collaborate w/DfW and ARD to identify & complete documentation for EBs who meet criteria for Individualized Reclassification Process Schedule ARD for EBs who meet criteria for Individualized Reclassification Process Plan & schedule required Title III Parent, Family, Community engagement criteria for Individualized Reclassification Process Update Instructional Accommodations as needed, no LPAC required Monitor linguistic and academic progress (including parent denials) Collaborate w/District Testing Coordinator for December EOCs at 9-12th Plan & schedule required Title III Parent, Family, Community engagement REPEATED LPAC TASKS: <ul style="list-style-type: none"> Identify & assess potential new to TX EBs Retrieve TX transfer documentation Hold initial LPAC for new to TX identifications Hold review LPAC for TX transfers Send & document parent permission for newly identified EBs Verify parent permission for TX transfers Update/Verify EDMS coding for accuracy 	<ul style="list-style-type: none"> Monitor linguistic and academic progress (including parent denials) Update Instructional Accommodations as needed, no LPAC required Collaborate with DfW/CfC for state assessments Prepare for gauge collection for state assessments: years in U.S. schools, Asylee/Refugee/SIFE status, immigrant status Collaborate w/DfW and ARD to identify & complete documentation for EBs who meet criteria for Individualized Reclassification Process Schedule ARD for EBs who meet criteria for Individualized Reclassification Process Plan & schedule required Title III Parent, Family, Community engagement criteria for Individualized Reclassification Process TEA Title III validation notifications for LEAs selected REPEATED LPAC TASKS: <ul style="list-style-type: none"> Identify & assess potential new to TX EBs Retrieve TX transfer documentation Hold initial LPAC for new to TX identifications Hold review LPAC for TX transfers Send & document parent permission for newly identified EBs Verify parent permission for TX transfers Update/Verify EDMS coding for accuracy

Resources

Copyright © 2023 Education Service Center Region 11



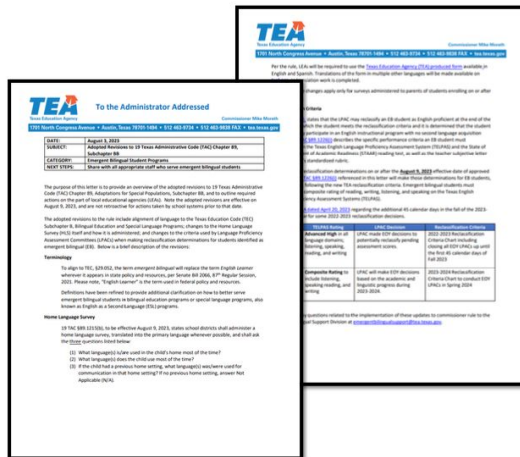
CHAPTER 89 UPDATES

To The Administrator Addressed (TAA) Letter

The TAA letter provided an overview of the revisions to Chapter 89 that were effective on August 9, 2023.

- Terminology
- Home Language Survey
- Reclassification Criteria

Important Reminder:
The 2022-2023 EOY reclassification decisions pending assessment results will use last year's [reclassification criteria chart](#) to qualify for reclassification.



**HLS EFFECTIVE 8/9/23
QUESTIONS ON TAA INCORRECT**

**RECLASSIFICATION ONLY
APPLICABLE FOR 23-24**

- ➔ Search TEA TAA
- ➔ Select top result *To The Administrator Addressed Correspondence*
- ➔ Find needed subject



New TEA Developed HLS

The HLS Form has the following changes:

- Divided into 2 parts
- Added District name
- Removed Address & phone number
- Added Assurance Checkbox
- Added Resource links
- 3rd Question

TEA
Texas Education Agency
1701 North Congress Avenue • Austin, Texas 78701-1438 • 512-463-0724 • 512-463-0838 FAX • tea.texas.gov
Commissioner Mike Morath

Student Name: _____ District Name: _____
Student ID#: _____ Campus Name: _____

HOME LANGUAGE SURVEY
19 TAC Chapter 89, Subchapter BIII, §§9.1215
(Home Language Survey only administered during initial enrollment in Texas public schools)

To be completed by Parent or Guardian for students enrolling in Prekindergarten* through grade 8 (or by students in grades 9-12).

* Prekindergarten includes any student enrolling in a 3- or 4-year-old school program.

Part One:
The state of Texas requires that the following information be completed for each student who enrolls in a Texas public school for the first time. It is the responsibility of the parent or guardian, not the school, to provide the language information requested by the questions below.

Dear Parent or Guardian:
Please answer the questions below about the languages your child or family uses. If your responses indicate the use of a language other than English, the school will conduct a language proficiency assessment to determine how well your child communicates in English. This information will be used to determine any appropriate linguistic supports and inform instructional recommendations. If you have questions about the purpose and use of the Home Language Survey, or you would like assistance in completing the form, please contact your school district personnel.

This survey shall be kept in each student's permanent record folder. A copy of this survey shall follow the student while enrolled in any public or open enrolled charter school in Texas.

August 2023 Page 1 of 2

TEA
Texas Education Agency
1701 North Congress Avenue • Austin, Texas 78701-1438 • 512-463-0724 • 512-463-0838 FAX • tea.texas.gov
Commissioner Mike Morath

Part Two:
Please answer the questions to the best of your ability.

1. Which languages are used at home? _____
2. Which languages are used by the child at home? _____
3. If the child had a previous home setting, which languages were used? If there was no previous home setting, answer Not Applicable (N/A). _____

By checking this box, I understand a request to correct an error to this Home Language Survey can only happen if:
1) my child has not yet been assessed for English proficiency; and
2) corrections are made within two calendar weeks of my child's enrollment date.

Note: Please contact your school about the benefits of bilingual education services. The following resources may also provide information on program services that foster bilingualism.

- [Parent Guardian Rights](#)
- [Bilingual Education Program](#)
- [Program Information Videos](#)

Please visit the Emergent Bilingual Support Portal (text.org) for additional information.

Signature of Parent/Guardian _____ Date _____
Signature of Student if Grades 9-12 _____ Date _____



ESSA

Consolidated Grant Application & Compliance Report



2023 - 2024 ESSA REMINDERS

- 2023 ESSA Consolidated Application -
Due *September 1, 2023*

- 2022-2023 ESSA Consolidated Compliance Report -
Due *September 29, 2023*



ESSA

2023-2024 ESSA Consolidated Federal Grant

- ESSA Application Training
- Sample Application
- Program Guidelines
- Program-Specific Provisions and Assurances
- General and Fiscal Guidelines

2022-2023 ESSA Consolidated Federal Grant

- Program Guidelines
- Program-Specific Provisions and Assurances
- General and Fiscal Guidelines
- Provisions and Assurances

2022-2023 ESSA Consolidated Compliance Report

- Title III, Part A (PR3002 & PR3114) Training Video
- Mockup Reports

Helpful Resource Links

- Funding Guidebook (May 2022)
- ESSA Compliance Report Resources
- Federal Funding Guidance & FAQs
- Budgeting Cost Guidance Handbook (April 2020)
- EDGAR Resources
- Supplement, Not Supplant
- Entitlements
- Amending an Application
- Grants Awarded Data (State & Federal)

Supplemental Resources

ESL Certification Training Online Course (FREE) and TeXES English as a Second Language (ESL) Supplemental #154 Preparation Manual (PDF 2.52 MB) - This online course and associated manual are intended to equip Texas educators who desire to increase capacity in their districts and to enhance their existing ESL programs beyond minimum state requirements. **Please note:** These resources are based on the current ESL certification standards and test framework. Although new ESL certification standards were adopted in July 2019, an updated version of the TeXES ESL Supplemental #154 exam has NOT yet been developed. Once the new test is developed, these resources will be revised.

Title III, Part A FAQ (September 2021)

Title III Engagement Website

Clarifying Title III LEA Required Activities under ESSA

TEALearn

- Title III, Part A Services for Non-Profit Schools
- Title III Early Childhood Education for English Learners
- Enhancing Instructional Opportunities for Immigrant Students



bit.ly/3QO8LOW



TITLE III



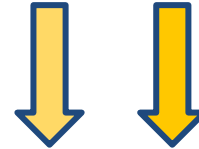
TITLE III, PART A ELA

TITLE III, IMMIGRANT



ENTITLEMENTS

Texas Education Agency
Federal Fiscal Compliance and Reporting Division
ESSA Consolidated Application
Planning Amounts (Alphabetical by Region)
Fiscal Year 2024



County										
Region	District	District Name	T1PA	T1PC Migrant	T1PD Subpart 1	T1PD Subpart 2	T2PA	T3PA Immigrant	T3PA ELA	T4PA
11	220950	REG XI EDUCATION SERVICE CENTER								



bit.ly/3E8Dm26



**PROGRAM GUIDELINES
2023-2024 EVERY STUDENT
SUCCEEDS ACT (ESSA)
CONSOLIDATED FEDERAL
GRANT APPLICATION**

*AUTHORIZED BY THE ELEMENTARY AND SECONDARY
EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY EVERY
STUDENT SUCCEEDS ACT (ESSA)*

Department of Grant Compliance and Administration
Special Populations Division
1701 North Congress Avenue, Austin, Texas 78701

© Texas Education Agency
2023 All Rights Reserved



**Title III, Part A—English Language
Acquisition, Language Enhancement, and
Academic Achievement**



**Title III, Part A—Immigrant Children and
Youth**




bit.ly/3KRKRhp



COMPLIANCE REPORT

Schedule Status:	<Selection_Process>	Report ID: XXXXXXXXXX00000000
 TEXAS EDUCATION AGENCY SAS#: XXXXXXXX	Organization: Campus/Site: Vendor ID:	County District: ESC Region: School Year:
<Name of Grant Program>		
Compliance Report PR3002 – Title III, Part A - ELA		

Schedule Status:	<Selection_Process>	Report ID: XXXXXXXXXX00000000
 TEXAS EDUCATION AGENCY SAS#: XXXXXXXX	Organization: Campus/Site: Vendor ID:	County District: ESC Region: School Year:
<Name of Grant Program>		
Compliance Report PR3114 – Title III, Part A - Immigrant		



TITLE III USE OF FUNDS

All Engagement Activities

Title I, Part A

All Families

Title III, Part A



Google Classroom Trainings	Meet the Teacher Night	Adult ESL Classes
Biliteracy Night	Parent Teacher Conferences	Exploring Career Paths
ESL Program Parent Meeting	FAFSA / TASFA Night	Storyteller Night
Parent Academy	District Newsletter (Spanish)	United Way Book Fair
Donuts with Dads	Virtual Open House	Texas Workforce Service Presentation









[Title III Engagement Resources for In-Person and Virtual Events](#)

Check out an extended list of successful parent, family, and community engagement events both in person and virtual.

Parent Virtual Event One Pagers

-  [How to use Google Classroom](#) [or Zoom](#)
-  [Book Club](#)
-  [Resource Showcase](#)

Family Virtual Event One Pagers

-  [Literacy Events](#)
-  [Cultural Fair](#)
-  [Field Trips](#)

Community Virtual Event One Pagers

-  [Resource Fair](#)
-  [Workforce Night](#)
-  [Service Project](#)



ENGAGEMENT PLANNING TOOL

PARENT - FAMILY - COMMUNITY



Ensure your data is saved, download the form to your desktop before entering information.

EA Agent:	Academic Year:	Completed By:

Use as a public school district, open enrollment charter school or regional education service center.

ENGAGEMENT PLANNING TOOL

Parent • Family • Community

PHASE 1

Needs Assessment

The LEA reviews its current demographics related to the English learner and immigrant populations to ensure the parent, family, and community engagement events scheduled target specific needs. The LEA reflects on their current practices in partnership with parents, families, and community partners in ways to support the cultures and traditions of their population. Strengths and needs based on the data are identified, initiating the second phase of the planning process.

REFLECT: What did we do last year? What was the outcome? List and describe the types of events implemented in the previous year and the outcome of each.

Engagement Type	Events Planned	Outcome	Evidence
Parent			
Family			
Community			

© Copyright 2022 Texas Education Agency (TEA). All Rights Reserved.



TIII EVENTS



The banner features a central graphic of two hands, one holding the other, set against a circular orange background. To the right, the text reads "Title III ENGAGEMENT" in green, with "• PARENT • FAMILY • COMMUNITY" below it. The time "9:00 a.m. – 11:00 a.m." is displayed in the top left. The bottom section is a green bar with "2023-2024 T3 Engagement Series" in white. Below this are three panels: "Parent Engagement" (Tuesday, October 17th) with a family photo, "Family Engagement" (Thursday, November 9th) with a family at a table, and "Community Engagement" (Tuesday, January 23rd) with a group of hands. The TEA logo is at the bottom center.

9:00 a.m. – 11:00 a.m.

Title III
ENGAGEMENT
• PARENT • FAMILY • COMMUNITY

2023-2024 T3 Engagement Series

Parent Engagement
Tuesday, October 17th

Family Engagement
Thursday, November 9th

Community Engagement
Tuesday, January 23rd

TEA



bit.ly/3ChLugx



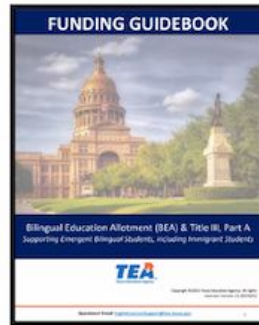
HELPFUL RESOURCES



[Title III FAQ](#)



[Txel.org](#)



[Funding Guidebook](#)



[Accountability & Compliance](#)



[Supplement, Not Supplant](#)



bit.ly/3AnKe9c



Title III, Part A FAQ

September 20, 2021



Title III, Part A Frequently Asked Questions (FAQ): Section Topics

Table of Contents

- [General](#)
- [English Language Acquisition \(ELA\)](#)
- [Immigrant Students](#)
- [Additional Resource Links](#)

For information on English learner program services and instructional guidance detailing program implementation, see the [SY 20-21 English Learner Guidance](#) and [SY 20-21 English Learner Program Implementation Guidance](#) located on the [COVID-19 Support: Special Populations](#) webpage.



bit.ly/45ViJSX



[Leadership
Connection](#)



bit.ly/47Lmwnx



Introducing the new web app!

TXELead

For Leaders Who Support Emergent Bilingual Students in Texas

- ✓ Quick Access
- ✓ Mobile Friendly
- ✓ Relevant Information




www.txlead.org



[TXELead - App for Leaders](#)

Allows administrators and educators to have access to the important documents at their fingertips. Check out this [How To" video](#).




TXELead

For Leaders Who Support Emergent Bilingual Students in Texas

Username or Email Address

Password



Remember Me



bit.ly/44slzws



HOW IMPACTFUL WAS TODAY'S LEARNING?

<https://bit.ly/3dHQDoH>

