



District of Columbia
Office of the State Superintendent of Education

2020-21 STATE TITLE III ADVISORY COMMITTEE

Summary Report

Aug. 17, 2021

Introduction

Title III of the Elementary and Secondary Education Act of 1965 (ESEA) provides supplementary funding to help ensure that English learners attain English proficiency, achieve at high academic levels, and can meet the same challenging state academic standards that all children meet. Title III requires that each state education agency consult with local education agencies (LEAs), teachers, Title III grantees, parents of English learners, and other relevant stakeholders in developing its Title III state plan.

The Office of the State Superintendent of Education (OSSE) convenes an annual State ESEA Title III Advisory Committee, recruiting school and LEA administrators, teachers, parents/guardians, educators from institutions of higher education, and members of community organizations. The committee serves as an advisory body supporting OSSE in its responsibilities under Title III of the ESEA for the District of Columbia. The committee's overarching goals are to:

- Provide expertise in identifying strengths and most salient needs and concerns of the children who are English learners, including immigrant students in the District.
- Analyze strengths and gaps in existing Title III-related policy, guidelines, and technical assistance.
- Contribute to OSSE's guidelines for educational programs, administration, and accountability to support LEAs in ensuring that immigrant children and English learners attain English proficiency and meet state academic achievement standards.

Five meetings were held virtually throughout the 2020-21 school year:

- Thursday, Oct. 15, 2020, 3:30-5 p.m.
- Thursday, Dec. 3, 2020, 3:30-5 p.m.
- Thursday, Jan. 28, 2021, 3:30-5 p.m.
- Thursday, March 18, 2021, 3:30-5 p.m.
- Thursday, May 13, 2021, 3:30-5 p.m.

The 2020-21 school year committee addressed three priorities to help inform OSSE's policies, supports, and resources for LEAs in serving students who are English learners:

- State-level supports for English learners during distance learning
- English learner chapter of the Comprehensive State Literacy Plan
- DC dual language roadmap

Committee Members

The 19 committee members represented teachers, LEA EL coordinators, teacher educators and policy experts from a range of organizations:

- Sulaiman Adeoye, Gallaudet University
- Marlinda Boxley, Mary McLeod Bethune Day Academy PCS
- Rachel Chaney, Meridian PCS
- Hannah Cousino, DC Public Charter School Board
- Lucia Cuomo, DC Public Schools
- Regina D'Alessandro, E.L. Haynes PCS
- Joseph Egan, Latin American Montessori Bilingual PCS
- Elba Garcia, DC Public Schools
- Jessica Hiltabidel, Inspired Teaching Demonstration School
- Drew Hodges, Relay Graduate School of Education
- Elani Lawrence, Carlos Rosario International PCS
- Margaret Marcus, University of Maryland College Park
- Deena Marshall, E.L. Haynes PCS
- Sarah CK Moore, University of Maryland College Park
- Joy Newman, DC Public Schools
- Ash Nicholes, E.L. Haynes PCS
- Alicia Passante, Center City PCS
- Kerry Richardson, Washington Latin PCS
- Bobbie Verdegaal, DC Public Schools

Accomplishments by Priority

Priority Area	Accomplishments
State-level supports for English learners during distance learning	<ul style="list-style-type: none"> • The committee provided input on effective practices and areas of need for serving English learner equitably during distance learning. • OSSE used the committee’s input to create a strategies guide for LEAs, which was disseminated and used in OSSE’s professional learning: Eleven Actionable Strategies for LEAs to Support English Learners’ Success During the 2020-21 School Year • At the end of the 2020-21 school year, the committee engaged in a review of the 2020-21 guide and helped identify timely updates and new resources given the return to in-person learning in the context of the pandemic. • OSSE incorporated the input and released an updated guide: LEA English Learner Program Improvement Strategies for the 2021-22 School Year
English learner chapter of the District’s Comprehensive Literacy Plan	<ul style="list-style-type: none"> • The committee gave input into the District’s Comprehensive Literacy Plan, which LEAS will use to guide their applications for the comprehensive literacy state development grant. • The committee helped shape the structure and content of the section on English learners by giving feedback on the outline and drafts, resulting in a robust guide on literacy as it pertains to multilingual students learning English as a new language.

DC dual language roadmap	<ul style="list-style-type: none">• In 2020, OSSE released OSSE’s first ever dual language roadmap. The committee reviewed the major findings and provided recommendations on next steps:<ul style="list-style-type: none">○ Provide professional learning sessions on the dual language roadmap and equity for English learners,○ Explore opportunities to ensure that English learners have access to dual language programs,○ Encourage recruitment and participation in dual language programs from communities that have been historically underrepresented,○ Explore options to recognize and monitor language acquisition and proficiency in a language other than English, and○ Disaggregate data to analyze dual language students’ outcomes including English language growth and proficient, performance in content areas, and performance of ELs and never ELs in dual language programs.
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Recommendations for the Next Committee

At the conclusion of State Title III Advisory Committee meeting cycle, a survey was provided to all members to elicit their feedback on the experience and their recommendations for the next cycle of convenings. The following areas (from the eight sections of OSSE’s EL policies and procedures document) were rated as most important for the committee to address in the 2021-22 school year:

- Staffing, professional development: increasing the number of teachers who are prepared to teach English learners, including general education teachers
- Assessment: examining interim assessments used across LEAs and systems for measuring growth during the school year
- Exiting and reclassification: revisiting the current criteria for exiting from English learner services
- Family engagement: strategies for supporting families and helping families to be more aware of English learner programs

Incoming members will also provide input into the 2021-22 school year committee’s priorities.