



District of Columbia
Office of the State Superintendent of Education

2021-22 STATE TITLE III ADVISORY COMMITTEE

Summary Report

Oct. 7, 2022

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 (SEA) 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 that supports 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 on Wednesdays from 3:30-5 p.m. throughout the 2021-22 school year:

- Oct. 13, 2021
- Dec. 1, 2021
- Jan. 26, 2022
- March 16, 2022
- May 11, 2022

The 2021-22 school year committee addressed two priorities to help inform OSSE's policies, supports and resources for LEAs in serving students who are English learners:

- State rollout and implementation of the WIDA English Language Development Standards, 2020 Edition
- 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:

- Erin Bailey, Reading is Fundamental
- Marlinda Boxley, Mary McLeod Bethune Day Academy PCS
- Rachel Chaney, Meridian PCS
- Hannah Cousino, DC Public Charter School Board
- Amber Lee Church, ExtraOrdinary Educational Services
- Lauren Artzi, American Institutes for Research
- Amanda Cataneo, University of Maryland College Park
- Christian P. Aguiar, University of the District of Columbia Community College
- Kathleen Camden, DC Public Schools
- Theresa Kemp, DC Public Charter School Board
- Mekra Mack, DC Public Schools
- Margaret Marcus, University of Maryland College Park
- Rodrigo Villablanca, DC Bilingual Public Charter School
- Sarah CK Moore, University of Maryland College Park
- Joy Newman, DC Public Schools
- Ash Nicholes, E.L. Haynes PCS
- Alicia Passante, Center City PCS
- Madison Robertson, Meridian PCS
- Leslie Villegas, New America

Accomplishments by Priority

Priority Area	Accomplishments
State rollout and implementation of the WIDA English Language Development Standards, 2020 Edition	<ul style="list-style-type: none"> • The committee provided input on the direction of the state rollout of the updated standards framework. • OSSE used the committee’s input to better align the rollout plan with the current needs of educators in the District. • The committee engaged in a review of draft WIDA Standards Ready reflection tool.
DC dual language programming	<ul style="list-style-type: none"> • In 2020, OSSE released its first ever dual language roadmap. The committee noted: <ul style="list-style-type: none"> ○ Community engagement should emphasize multilingual stakeholders ○ The state lacks data about academic performance in non-English languages ○ Communication about programming needs to emphasize program features and goals ○ The state would benefit from a dual language handbook to include guidance and supports for dual language programs.