Title III Toolkit At A Glance

VAFEPA
October 17th 2018

Virginia Department of Education

Overview

1. Why is The Title III Toolkit Important?
2. What is in the Title III Toolkit?
3. Scavenger hunt
4. Jigsaw Read
5. Gallery Walk
6. Professional development

Who wrote the Toolkit?

The English Learner Tool Kit, is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' (OCR) and the U.S. Department of Justice's (DOJ) joint guidance, "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to EL students under civil rights laws and other federal requirements such as The Dear Colleague Letter

Where is the Toolkit?

- The Title III Toolkit can be found on the [VDOE Title III](#) Site

- The [Newcomers Title III Toolkit](#) is also available

What is in the Toolkit?

Tools and Resources for:

Chapter 1- **Identifying** All ELs

Chapter 2 - Providing ELs with a **Language Assistance Program**

Chapter 3 - **Staffing** and Supporting an EL Program

Chapter 4 - Providing ELs **Equal Access** to Curriculum and Extra Curricular Programs

Chapter 5 - Creating an Inclusive Environment and **Avoiding the Unnecessary Segregation** of ELs

Toolkit

Tools and Resources for:

Chapter 6 - Addressing ELs with **Disabilities**

Chapter 7 - Serving ELs who **Opt Out** of EL Programs

Chapter 8 - **Monitoring and Exiting** ELs from EL Programs and Services

Chapter 9 - **Evaluating the Effectiveness** of a District's EL Program

Chapter 10 - Ensuring Meaningful Communication with **Limited English Parents**

Scavenger Hunt

- Chapter number, title and descriptor
- Key Points
- ESSA Update
- Green Subheadings
- Tools #1,#2,#3,#4
- Samples (Chapter 1 only)
- Resources
- Links to ed.gov

Jigsaw Read

- **Key Points and ESSA Updates**
- **Green Subheadings** (review the 1st two pages)
- **Tool #1**
- **Tool #2**
- **Tool #3**
- **Tool #4**

Share Out with your group

- How easy was your section to read?
- Could a content teacher, administrator, registrar or parent understand this section?
- How practical was this section?
- Key point(s)
- Who needs to know?
- Immediate action step required

Create a Gallery Walk

Choose a scribe

- Name the Chapter
- Write key points from the chapter
- Identify the most useful #tool
- Immediate action steps for your LEA

Gallery Share Out

Choose one person from your group to share with the room:

- Name the Chapter
- Key points from the chapter
- Identify the most useful tool and why
- Immediate action steps for your LEA

Walk through the gallery

Professional Development

As a group decide:
- Which key point would you start with, if you were to train on the whole chapter?
- Who would the audience be?
- When would be a good time to do this training?
- How long would you need?
- What would your training look like?

How would you provide training on all 10 chapters of the Toolkit?

Walk away with a plan

Use the template provided to build a plan to train key stakeholders on the Title III Toolkit.

Louise Marks
Title III Coordinator
Program of Administration and Accountability

Virginia Department of Education
101 N. 14th Street
Richmond, VA 23219

Telephone (804) 225 2901

Email: louise.marks@doe.virginia.gov

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