

Elementary & Secondary Education Act (ESEA) Title III, Part A Program 2022-2023 Annual Report

**Language Instruction for English Learners
and Immigrant Students**



January 2024



This *Title III, Part A Annual Report* provides the state with a snapshot of the activities the Georgia Department of Education’s (GaDOE) Federal Programs Divisions’ Title III, Part A Program and local education agencies’ (LEAs) English Learner and Immigrant Programs conducted in the 2022-2023 school year. This report includes an overview of GaDOE’s Title III, Part A program structure, activities and outcomes. It also provides information and data on LEAs’ EL programs, financials, strengths, and challenges. Each section of the report is aligned to relevant Title III, Part A statute sections. When available, longitudinal data is included in the report for comparison purposes.

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Title III, Part A Program Staff

Georgia Department of Education

Federal Programs Division

Program Manager (1)

Source Funds: Federal Programs Consolidated Administration and State ESOL Program

1. Margaret E. D. Baker, Ed.D.

ESOL Education Program Specialist (1)

Source Funds: Title III, Part A State Activities and State ESOL Program

2. Noel Wilkinson

ELA/ESOL Program Specialist (1)

Source Funds: Title III, Part A State Activities and State ESOL Program

3. Asha Jassani

Mathematics/ESOL Program Specialist (1)

Source Funds: Title III, Part A State Activities and State ESOL Program

4. Isa Sánchez (.5) and Ye Na Parrett (.5)

Title III, Part A Education Program Specialists (3)

Source Funds: Federal Programs Consolidated Administration and Title III, Part A State Activities

5. Adria Griffin, Ed.D., Metro Atlanta & Middle Georgia Region (Lead)
6. Michael David Tucker, North Georgia Region
7. Tamela Smith, South Georgia Region

Grant Implementation Overview

As the state education agency (SEA), GaDOE sets policy, develops guidance, and provides training and technical assistance for Georgia LEAs. For example, Title III, Part A program specialists provide technical assistance to LEAs in an assigned region of the state that includes several Regional Educational Service Agency (RESA) regions. Training is coordinated at the state level and delivered through (a) collaborative Federal Programs' regional sessions and webinars, (b) specific Title III, Part A Program regional webinars, and (c) recorded webinars posted on the GaDOE Community/Professional Learning Catalog. The Title III, Part A Program publishes a *Title III, Part A Handbook* and maintains a public webpage on the GaDOE Federal Programs Division website.

The Federal grant period of performance is cyclical in nature beginning in July and ending in September of the following year – a 15-month grant cycle. In Georgia, LEAs begin the Federal grant process by completing a Comprehensive Needs Assessment (CNA) and consolidated Federal grant application called the Consolidated LEA Improvement Plan (CLIP). The application is maintained in the State Longitudinal Data System (SLDS) and is supported by regional Continuous Improvement Teams (CITs). These teams provide LEAs with continuous improvement support as part of the common framework for supporting schools and LEAs, called Georgia’s Systems for Continuous Improvement (GSCI), developed, and adopted by GaDOE. Once the CLIP is approved, LEAs submit a budget to the state using the MyGaDOE Consolidated Application (ConAPP) portal, based on subgrant award allocations from the state. After budget approval, LEAs administer the grant, submitting budget adjustments, called amendments, as needed, throughout the 15-month period of performance.



Based on the [Tydings amendment](#), Section 421(b) of the *General Education Provisions Act* (GEPA), 20 U.S.C. 1225(b), LEAs have 27 months to obligate Title III, Part A English Learner, and Immigrant subgrant funds. In general, under this provision, any funds not obligated and expended during the period for which they were awarded become carryover funds and may be obligated and expended during the succeeding fiscal year, in accordance with Federal statutes and regulations that apply to Title III, Part A program. Nevertheless, it is expected that LEAs draw down funds regularly throughout the fiscal year and expend all funds to implement their approved local plan consistent with their approved local budget to benefit English learners and immigrant students aligned to the purposes of the subgrant. Assigned specialists support LEAs’ work. In addition, staff across three GaDOE Divisions - Federal Programs, School and District Effectiveness, and Teaching and Learning - further assist LEAs needing comprehensive support.

Title III, Part A program specialists provide timely technical assistance to LEA Title III, Part A program directors as necessary to ensure compliance with state and federal laws and nonregulatory and *Education Department General Administrative Regulations* (EDGAR) guidance. In addition to technical assistance sessions, program specialists provide LEAs with professional learning opportunities through individual training, regional training, recorded webinars, and state conferences. LEAs are formally monitored for compliance through the GaDOE Cross-Functional Monitoring (CFM) process every four years or more frequently depending on annual risk assessment results. Based on the GaDOE 4-year CFM cycle, any LEA that does not participate in cross-functional monitoring may complete an annual self-monitoring review.

In Georgia, LEAs are required to have an external audit each year. Any audits from prior fiscal years that require program review are reported to GaDOE by the Georgia Department of Audits. GaDOE program staff resolve these audits. These are resolved directly with the LEAs. LEAs conclude the federal fiscal year with a completion report, finalized in the Grants Accounting Online Reporting System (GAORS).

Title III Statute Overview

Based on the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 and Continuing Appropriations Act, 2019, the United States Department of Education (ED) authorizes annual appropriations to states that include the Title III, Part A grant as outlined in the Elementary and Secondary Education Act (ESEA) of 1965 and amended through P.L. 115-141, by the Every Student Succeeds Act (ESSA) of 2015, enacted March 23, 2018.

The Title III statute is called *Language Instruction for English Learners and Immigrant Students* and includes the following five sections:

1. **Section 3001** Authorization of Appropriations
2. **Sections 3101-3131 Part A** – English Language Acquisition, Language Enhancement, and Academic Achievement Act
 - Subpart 1 – Grants and Subgrants for English Language Acquisition and Language Enhancement
 - Subpart 2 – Accountability and Administration
 - Subpart 3 – National Activities
3. **Sections 3201-3203 Part B** – General Provisions

Overview: Title III, Part A Grant Distribution

This section provides an overview of federal statute requirements and the distribution of Title III grant award funds in Georgia. Sections 3111(a) and 3111(c)(3) explain how ED calculates the Title III grant awarded to GaDOE. Sections 3111(b)(2) and 3111(b)(3) describe the portion of the grant the state reserves for administrative and state activities, and the percentage the state allocates to qualifying LEAs as subgrant awards.

ESEA Section 3111. FORMULA GRANTS TO STATES - (a) IN GENERAL. –

“In the case of each State educational agency having a plan approved by the Secretary for a fiscal year under section 3113, the Secretary shall make a grant for the year to the agency for the purposes specified in subsection (b). The grant shall consist of the allotment determined for the State educational agency under subsection (c).

Section 3111(c)(3) USE OF DATA FOR DETERMINATIONS. – “In making State allotments under paragraph (2) for each fiscal year, the Secretary shall –

(A) determine the number of English learners in a State and in all States, using the most accurate, up-to-date data, which shall be –

(i) data available from the American Community Survey conducted by the Department of Commerce, which may be multiyear estimates.

(ii) the number of students being assessed for English language proficiency, based on the State’s English language proficiency assessment under section 1111(b)(2)(G), which may be multiyear estimates; or

(iii) a combination of data available under clauses (i) and (ii); and

(B) determine the number of immigrant children and youth in the state and in all States based only on data available from the American Community Survey conducted by the Department of Commerce, which may be multiyear estimates.”

ESEA Sec. 3111 - FORMULA GRANTS TO STATES - (b) USE OF FUNDS. –

(2) STATE ACTIVITIES - “Each State educational agency receiving a grant under subsection (a) may reserve not more than 5 percent of the agency’s allotment under subsection (c) to carry out one or more of the following activities:”

(3) DIRECT ADMINISTRATIVE EXPENSES. – “From the amount reserved under paragraph (2), a State educational agency may use not more than 50% of such amount or \$175,000, whichever is greater, for the planning and direct administrative costs of carrying out paragraphs (1) and (2).”

Chart 1 provides a snapshot of the total Title III, Part A grant ED allocated to Georgia in July 2022, the portion GaDOE reserved, and the portion the State Board of Education (SBOE) approved for subgrant award allocations to qualifying LEAs per statute requirements for the fiscal year (FY) 2023. In January 2023, ED awarded additional Title III, Part A funds to the state which were distributed in the Title III, Part A Immigrant subgrant awards.

Chart 1 – Fiscal Year 2023 SEA Title III, Part A Grant, and LEA Subgrant Awards

Source: USED Grant Award and GaDOE Finance

FY 23 Federal Grant and Subgrant Awards	Totals
FY23 Title III, Part A Grant Award allocated to GADOE (Includes \$19,662,984 awarded in July 2022 and \$82,381 awarded in January 2023.)	\$19,745,365
FY23 Title III, Part A SEA Reserved for Title III State Activities and GaDOE Federal Programs Consolidated Grant Administration (5%)	\$987,268
FY23 Title III, Part A Subgrant Awards allocated to LEAs:	
95% of Title III, Part A Grant Allocated to LEAs	\$18,758,097
FY23 Title III, Part A English Learner Subgrant Allocations (90%)	\$17,745,843
FY23 Title III, Part A Immigrant Subgrant Allocations (5%)	\$1,012,254

SEA Grant Administration and State Activities

This section lists the activities of the state's Title III, Part A Program conducted in the school year (SY) 2022-2023 to meet federal requirements for grant administration and state activities. Statutory regulations in ESEA Sections 3111(b)(2)(A) and 3111(b)(2)(D) provide a framework for these state activities.

Sec. 3111(b)(2)(A) *“Establishing and implementing standardized statewide entrance and exit procedures, including a requirement that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.”*

All LEAs in the state are required to implement statewide standardized entrance and exit procedures to identify English learners within 30 days of enrollment in a school. Throughout the school year, the Title III, Part A Program staff provide technical assistance on EL entrance and exit procedures to LEAs, upon request, during cross-functional monitoring (CFM) processes, and through resource development, webinars and training. During CFM, Title III, Part A Program Specialists review LEAs' written procedures, English learner data rosters and student level records to ensure the procedures are implemented in a standardized manner across the state. The GaDOE Data Collections office provides the EL Language Program (both the state funded ESOL language program and Title III, Part A) with data to inform technical assistance and support LEAs regarding the accurate identification of English learners.

Sec. 3111(b)(2)(D) *“Providing technical assistance and other forms of assistance to eligible entities that are receiving subgrants from a State educational agency under this subpart, including assistance in (i) identify and implementing effective language instruction educational programs and curricula for teaching English learners; (ii) helping English learners meet the same challenging state academic standards that all children are expected to meet; (iii) identifying or developing, and implementing, measures of English proficiency; and (iv) strengthening and increasing parent, family and community engagement in programs that serve English learners.”*

Technical Assistance, Training, and Resources

In SY 2022-2023, Title III, Part A Program Specialists provided technical assistance to the 103 LEAs that received an FY23 Title III, Part A subgrant allocation for English learners and/or immigrant students. Program staff provided LEAs with training focused on planning, budgeting, and implementing Title III, Part A EL and Immigrant programs. Chart 2 provides a list of these training opportunities. Recordings are posted in [GaDOE Community Professional Learning Catalog/Recorded Events](#) for LEAs to view and download.

Chart 2: Title III, Part A Program Staff Training, 2022-2023

Source: Title IIIA Program Staff Records and GaDOE Community/PL/Recorded Events

Name of Training	Date of Training	Type	Number of Participants
<i>Designing an EL Program Plan</i>	July 19, 2022	Title III	82
<i>Developing the Title IIIA EL Budget</i>	August 2, 2022	Title III	78
<i>New Federal Program Leaders' Academy Month Series</i>	August 12, September 9, October 14, November 18, 2022, and January 6, March 3, and April 14, 2023	Federal Programs	Unavailable
<i>Deploying the Title IIIA Program Plan</i>	October 18, 2022	Title III	45
<i>Drafting a Title IIIA Immigrant Program Plan and Budget</i>	January 10, 2023	Title III	46
<i>FY24 SLDS CLIP Online Application Walkthrough for LEAs Webinar</i>	January 26, 2023	Federal Programs	Unavailable
<i>FY24 SLDS Streamlined CLIP Application Walkthrough for LEAs</i>	January 26, 2023	Federal Programs	Unavailable
<i>Equitable Services FY23 Midyear Updates Webinar</i>	February 8, 2023	Federal Programs	Unavailable
<i>Determining the Effectiveness of the Plan</i>	March 21, 2023	Title III	59
<i>Differentiating Evidence-Base from Effectiveness</i>	June 8, 2023	Title III	48
<i>Be SMART-Start Now-Effectiveness Can't Wait</i>	June 15, 2023	Title III	44
<i>The Role of the CLIP/Plan in the Title III, Part A Budget</i>	June 28, 2022	Title III	9

In 2022-2023, Title III, Part A Program staff continued the mentor/mentee program for new Title III directors in LEAs that was started in 2021-2022. Twelve veteran Title III directors mentored thirteen new directors. At the end of the one-year mentorship program, mentees provided anecdotal feedback indicating they appreciated the guidance provided by their mentors and indicated they thought the program should continue.

In addition to providing technical assistance and training, the Title III, Part A program specialists developed resources and implementation tools for LEA directors to access on the [Title III, Part A Program webpage](#) or in [GaDOE Community/Title IIIA Directors Group](#). Chart 3 lists some of these resources.

Chart 3: Title III, Part A Resources

Source: Title IIIA Program Webpage and GaDOE Community/Title IIIA Directors Community Group

Guidance Documents	Resources
<i>Title III, Part A Program Handbook</i>	English Learner Program Information Plan Template
<i>EL Language Programs – State Guidance Handbook (EL Entrance & Exit Procedures)</i>	Title III, Part A Chart of Accounts
<i>Title III, Part A CFM Companion Guide</i>	Title III, Part A Budget Guiding Questions
<i>Program Funding Differences: State ESOL and Federal Title III, Part A</i>	Title III, Part A Budget Submission Checklist
	Title III, Part A Budget Frequently Asked Questions
	Logic Model Template
	Field Trip Approval Form

In SY2022-2023, Title III Program staff reviewed the following number of LEAs' CLIPs, EL and Immigrant program plans and original and amended budget submissions. (Source: FY22 CLIPs and Budgets By Region)

- 225 approved CLIPs
- 103 approved original English learner budgets
- 40 approved original Immigrant budgets

Professional Learning (PL)

In SY2022-2023, the four members of the Title III, Part A State Activities team (Title III, Part A/ESOL Program Manager, ESOL Education Program Specialist, ELA/ESOL Specialist and Math/ESOL Specialist) provided the state with a variety of professional learning (PL) activities and developed teacher resources per Title III, Part A statute Section 3111(b).

ESEA Sec. 3111(b)(2)(B)(1): *“Providing effective teacher and principal preparation, effective professional development activities, and other effective activities related to the education of English learners.”*

ESEA Sec. 3111(b)(2)(B)(2)(ii): *“Improving teaching skills in meeting the diverse needs of English learners, including how to implement effective programs and curricula on teaching English learners.”*

The Title III, Part A State Activities Program, often in conjunction with the [WIDA Consortium](#) of which Georgia is a member state, offered a variety of PL activities for teachers and school leaders who work with English learners, as well as ESOL endorsement instructors. Some of these were self-paced workshops accessed on the WIDA secure portal's professional learning platform, some were WIDA-facilitated virtual and hybrid workshops, and some were virtual and in-person PL opportunities provided by GaDOE staff.

Note that the [WIDA Consortium](#) is a collaborative group of 41 member states, territories, and federal agencies. In 2003, the name WIDA originally stood for the three states on a U.S. English language proficiency assessment grant proposal: Wisconsin, Delaware, and Arkansas. Today, the name WIDA represents the entire WIDA community of states, territories, federal agencies, and international schools.

Chart 4 provides information on outputs from these professional learning opportunities, i.e., how many educators completed the workshops and received a completion certificate.

Chart 4: Educator Engagement in WIDA Consortium Self-Paced Workshops – September 1, 2022 – August 31, 2023*

Source: WIDA Professional Learning Reports

Workshop Name	Completed Certification
<i>WIDA ELD Standards Framework: A Collaborative Approach</i>	570
<i>Making Language Visible in the Classroom: Explore the Key Language Uses</i>	570
<i>Classroom Educators: Engaging Multilingual Newcomers</i>	257
<i>Reframing Education for Long-term English Learners (LTELS)</i>	120
<i>Developing Language for Learning in Mathematics</i>	42
<i>Engaging Multilingual Learners in Science: Making Sense of Phenomena</i>	31
<i>Social Studies: Engaging Multilingual Learners through Inquiry</i>	28
<i>Home Languages in the Classroom</i>	22
Total:	1640

*The WIDA professional learning calendar year ran from September 1, 2022, through August 31, 2023.

Chart 5 shows the number of educators who participated in the WIDA-facilitated virtual professional learning sessions in SY2022-2023.

Chart 5: 2022-2023 WIDA-Facilitated Virtual Sessions

Source: Attendance records from WIDA Zoom meeting

Session Name	Dates	Number of Participants
<i>Considerations when Educating Multilingual Learners with Identified Learning Disabilities (6 Modules in partnership with the International Consortium for Multilingual Excellence (ICMEE) eWorkshops)</i>	September 7, 12, & 26, October 17 & 24, November 8, & 28, 2022	22
<i>Planning with the ELD Standards Framework, Elementary Cohort</i>	September 13 & 20, 2022	36
<i>Planning with the ELD Standards Framework, Secondary Cohort</i>	September 15 & 22, 2022	26
<i>Nurturing Speaking Growth, Elementary Cohort</i>	October 4 & 11, 2022	34
<i>Nurturing Speaking Growth, Secondary Cohort</i>	October 6 & 13, 2022	33
<i>Language Specialists: Engaging Multilingual Newcomers</i>	March 7, 14, & 21, 2023	39
	Total	168

Chart 6 shows the number of participants in the WIDA-facilitated hybrid (webinar, in-person with online resources) professional learning sessions provided for ESOL endorsement instructors.

Chart 6: 2022-2023 WIDA-Facilitated Hybrid Professional Learning Sessions

Source: Workshop Attendance Sign-in Sheets

Session Name	Date Presented	Location	Number of Participants
<i>Teacher Leaders: Planning with the ELD Standards Framework</i>	May 16 (virtual) and May 23, 2023 (in-person)	Forsyth County Board of Education	25
<i>Teacher Leaders: Planning with the ELD Standards Framework</i>	May 18 (virtual) and May 25, 2023 (in-person)	Rockdale County Public Schools	14
Total			39

Chart 7 highlights educators’ feedback regarding the WIDA professional learning opportunities in SY2022-2023.

Chart 7: 2022-2023 WIDA Professional Learning Participant Feedback

Source: WIDA State-specific PL Feedback Report

Workshop Type	Total Participants	Total Feedback Responses	Total “Agree, Strongly Agree” Ideas/Practices can be implemented in work setting	Percentage Positive Feedback Per Respondents
<ul style="list-style-type: none"> • Virtual – Facilitated • In-Person • Virtual Self-Paced • Hybrid (In-person and Virtual) 	1847	927 (50.2 %)	656	70.8 %

Title III, Part A Program state activities staff collaborated with GaDOE Curriculum and Instruction and the Division of Special Education Services and Supports to present at various conferences and virtual webinars during 2022-2023, as shown on Chart 8. These presentations provided LEAs with information, instructional tools and resources. Some are posted in the [GaDOE Community Professional Learning Events](#).

Chart 8: Title III State Activities Conference & Webinar Presentations

Source: Title III PL Webinar Attendance Records

Name	Location	Date
<i>Become Agents of Change for English Learners – A Shared Responsibility</i>	Department of Juvenile Justice Educational Conference, Buford, Georgia	July 12, 2022
<i>Teaching Dually Identified Students (EL/SWD) in Secondary Settings</i>	GaDOE FY23 State Systemic Improvement Plan (SSIP) Fall Professional Learning Series (Virtual)	October 26, 2022
<i>Leveraging GaDOE Tech Tools to Elevate EL Education</i>	GATESOL Annual Conference: <i>Language at the Heart of Learning</i> (Virtual)	October 27-29, 2022
<i>Elevating Education for EL Students with Disabilities</i>	Special Education and the School Administrator Academy (SESAA) (Virtual)	November 9, 2022
<i>English Learners and Students with Disabilities</i>	GaDOE Special Education Leadership Development Academy (SELDA) - Virtual	December 15, 2022
<i>Elevating Education for EL/SWD through Collaboration</i>	ESOL and Special Education PL, Forsyth County Schools	January 4, 2023
<i>Georgia Student Growth Model for English Language Proficiency (GSGM for ELP)</i>	School & District Improvement Instructional Leaders Conference, Macon, Georgia	February 28 – March 1, 2023
<i>Using GSGM for ELP to Elevate EL Data</i>	KSU 21 st Annual ESOL Conference: <i>Forging a Multilingual CommUNITY</i> (Virtual)	March 8-9 2023
<i>Elevating Education for EL/SWD through Collaboration</i>		
<i>Leveraging GaDOE Tech Tools to Make Language Visible</i>		
<i>Elevating Students' Academic English Voice – A Continuous Improvement Approach!</i>	<i>The Student Experience: Elevating Student Voice</i> , DeKalb County School District's 2023 Summer Institute for Instructional Leaders	June 13-14, 2023

Curriculum & Instruction Content/ESOL Specialists

The Title III, Part A state activities portion of the grant funded one ELA/ESOL and one mathematics/ESOL Program Specialist in the Division of Curriculum and Instruction for the purpose of providing English learner focused professional learning for ELA and mathematics teachers of English learners. In addition, the content/ESOL specialists developed instructional resources for to support teachers in meeting the needs of English learners in content classrooms.

ESEA Sec. 3111(b)(2)(D) – State Activities – “Providing technical assistance and other forms of assistance... including assistance in – (ii) “helping English learners meet the same challenging State academic standards that all children are expected to meet.”

In SY2022-2023, the ELA/ESOL Specialist participated in various meetings across the state with the ELA standards committee, standards revision committee, academic review committee, citizens review committee, Dyslexia Task Force, School and District Improvement, and the Georgia Language Arts Supervisors (GLAS). Chart 9 lists the additional professional learning opportunities and resources the ELA/ESOL Specialist provided for teachers of English language arts.

Chart 9: 2022-2023 Professional Learning Presentations and Resources for ELA Teachers of English Learners

Source: GaDOE ELA Program Staff Email Communication

Name of Activity or Resource	Date	Type of Activity or Resource	Audience & Location	Total Participants
Making Connections for ELs in ELA and Social Studies	July 12, 2022	Department of Juvenile Justice Conference Becoming Agents of Change	K-12 ELA and S.S. educators, Buford, GA	11
Language-to-content standards associations	October – November 2022	Resources in GaDOE SuitCASE platform	K-12 ELA educators / virtual	18
Making ELA Visible	May 8, 2023	GATESOL Making Content Visible Summer Series	K-12 Educators / Virtual	30
Elevating Instruction for English Learners in ELA	June 13-14, 2023	DeKalb County Schools Summer Institute	K-12 Educators, Stone Mountain, GA	10

In SY2022-2023, the Mathematics/ESOL Specialist participated in various professional learning activities led by the GaDOE mathematics team to launch mathematics’ teachers’ understanding on how to teach the new mathematics standards: Math Mentors at the Regional Education Service Agencies (RESA) and the *Tour Around Georgia*. Chart 10 lists the additional resources developed for teachers of English learners and the EL-specific professional learning provided.

Chart 10: 2022-2023 Professional Learning Presentations and Resources for Mathematics Teachers of English Learners

Source: GaDOE Mathematics Program Staff Email Communication

Name of Activity or Resource	Date	Type of Activity or Resource	Audience & Location	Total Participants
<i>“Supporting Multilingual Learners in Mathematics” Resource</i>	July 19-21, 2022	MathCon 2022	Virtual	1,300
Making Mathematics Visible	May 8, 2023	GATESOL Making Content Visible Summer Series	K-12 Educators / Virtual	17
Empowering English Learners to Excel in Mathematics: Elevating Student Voice	June 13-14, 2023	DeKalb County Schools Summer Institute	K-12 Educators, Stone Mountain, GA	195

English Language Proficiency and Content Standards

Federal statute requirements regarding state English language proficiency (ELP) standards, their alignment to state content standards, and their annual assessment are described in the following Title I, Part A and Title III, Part A sections:

ESEA Section 1111(b)(2)(F) – English Language Proficiency Standards. – *“Each state plan shall demonstrate that the state has adopted English language proficiency standards that (i) are derived from the four recognized domains of speaking, listening, reading, and writing; (ii) address the different proficiency levels of English learners; and (iii) are aligned with the challenging state academic standards.”*

ESEA Section 1111(b)(2)(G) – Assessments of English Language Proficiency – **“(i) In General.** – *Each state plan shall demonstrate that local educational agencies in the state will provide for an annual assessment of English proficiency of all English learners in the schools served by the state educational agency. (ii) Alignment.* – *The assessments described in clause (i) shall be aligned with the state’s English language proficiency standards described in paragraph (1)(F).*

Since 2006, as a member of the WIDA Consortium, the state ELP standards in Georgia are the WIDA English language development (ELD) standards. The statutory requirement that ELP standards be aligned with the state’s academic standards implies that language standards correspond to content standards. “ELP standards should contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the state’s academic content standards appropriate to each grade in at least reading/language arts, mathematics, and science.” (*A State’s Guide to the USDE Assessment Peer Review Process*, June 22, 2018, p. 24.)

In 2021-2022, GADOE Division of Technology Services launched a digital platform for content and language standards called GaDOE SuitCASE. Using this platform, GADOE Content/ESOL Specialists identified associations between language and content standards (digitally provided by the WIDA Consortium) that aligned with *Georgia Standards of Excellence*. In the fall of 2022, a state Teacher Working Committee validated GaDOE curriculum teams' associations between the language and content standards in GADOE SuitCASE. The GaDOE Inspire platform continues to be developed and refined providing content teachers with access to the language-to-content associations which can inform unit lesson planning and design to teach English learners the English language expectations needed to be successful in content classrooms.

ELP Assessment Participation Rate

Federal statute requires a state to ensure that its LEAs “provide an annual ELP assessment of all ELs in grades K-12 in schools served by the state [**Section 1111(b)(2)(G)** and **34 Code of Federal Regulations (CFR) §200.6(h)**]. In addition, Title III, Part A statute [Section 3113(b)(3)] requires that the state provide an assurance that *“the agency will ensure that eligible entities receiving a subgrant under this subpart annually assess the English proficiency of all English learners participating in a program funded under this subpart, consistent with section 1111(b)(2)(G).”*

As a member of the WIDA Consortium, LEAs annually administer the WIDA ACCESS and Alternate ACCESS assessments during the January–March testing window. GaDOE Accountability posts LEA's annual ELP Assessment Participation (ELPAP) rates in the MyGaDOE portal ELPAP report platform. LEAs may download a data file containing the EL students' names and information regarding reasons for non-participation. These reasons were previously reported to the state in the Accountability Non-Participation Application. LEAs can also download a template in the ELPAP platform to design a local corrective action plan when necessary.

Chart 11 shows the state's ELPAP rates from 2020-2023 and the number of LEAs organized into categories of ELPAP rates. The number of LEAs administering the WIDA assessments to all English learners, as required in statute, remained fairly the same across three of the four years, around 97%, with a slight dip during the 2021 WIDA ACCESS/Alternate ACCESS test administration, possibly due to the Pandemic that year. Since 2021 the number of LEAs assessing 100% of their EL students has increased from 50 to 66. Likewise, the number of LEAs assessing at least 95% of their EL students has increased each year. As expected, the number of LEAs assessing less than 95% of their EL students has decreased since 2021.

Chart 11: FY2020 - FY2023 ELP Assessment Participation (ELPAP) Rates

Source: MyGaDOE Portal Report: ELP Assessment Participation Rate

	2020	2021	2022	2023
State ELP Assessment Participation Rates	97%	88%	97.25%	97.54%

LEA ELP Assessment Participation Rates	Number of LEAs			
	2020	2021	2022	2023
ELP Assessment Participation Rate = 100%	59	50	53	66
ELP Assessment Participation Rate = 95-99%	84	85	110	107
ELP Assessment Participation Rate < 95%	53	66	41	32
ELP Assessment Participation Rate = 0	n/a	n/a	3	6
Total LEAs with EL Students	196	201	207	211

Title III, Part A Subgrant Award Recipient LEAs FY20 to FY23

The number of LEAs that qualify to receive a Title III, Part A subgrant allocation varies each year for three reasons: (1) The total Title III, Part A grant allocated to the state, which depends on (2) the total EL student population in the state, and (3) Title III statute (Section 3114(b)) requires that a state not award a Title III, Part A subgrant less than \$10,000. Therefore, to qualify for a Title III subgrant allocation, an LEA must have enough English learners to earn at least a \$10,000 allocation. Chart 12 shows the change in the number of LEAs receiving a Title III subgrant award allocation in the past four fiscal years.

LEAs may choose to consolidate federal, state, and local funds in schoolwide programs, or they may choose to expend Title III funds individually. Chart 12 also shows how many of the Title III recipient LEAs consolidated funds or expended them in the traditional federal funding manner.

Chart 12: Number and Type of LEAs Receiving an FY20, FY21, FY22 and FY23 Title III Para A English Learner Subgrant Award

Source: GaDOE Board of Education Approved Allocations in July and December in each fiscal year

Type of LEA Subgrantees	FY2020	FY2021	FY2022	FY2023
Traditional Federal Funding	80	84	83	85
Consolidation of Funds (CoF)	12	12	13	15
Regional Title III Part A Consortium with 4 LEAs	1	1	1	0
Charter Schools (State Level)	1	1	3	3
Total LEAs	97	101	103	103

Title III, Part A Program Grant Administration

Title III, Part A English Learner Subgrant Grant Awards

Citations

Elementary and Secondary Education Act of 1965, as Amended through P.L. 115-141, Enacted March 23, 2018, Sections 3001 - 3203

CFDA: 84.365A

Formula Grant Overview

Calculated annually, the Title III, Part A subgrant is a formula grant comprised of two separate allocations at the LEA level based on EL and immigrant student populations in both public and participating private nonprofit schools in Georgia.

The Title III, Part A English learner subgrant is calculated based on the public-school EL=Yes (EL=Y) student population count as reported to the state by LEAs during the March FTE/QBE Data Collections count. Per **Title III Sec. 3114(a)**, the allocation should bear the same relationship to the amount received by the State and remaining after making the required reservation as the population of English learners in schools served by the eligible entity bears to the population of English learners in schools served by all eligible entities in the State.

In addition, LEAs with participating private schools report to the state by March 31 the number of EL students in participating private schools; this number is needed to determine the next fiscal year Title III, Part A allocations for public and private schools. These LEAs will also use the Equitable Services for Private Schools (EQ4PS) platform in the State Longitudinal Data System (SLDS) to report this same information to the state by June 30 each year.

Chart 13 shows the minimum number of identified and enrolled English learners an LEA needed to report at the March FTE count to be awarded a Title III, Part A subgrant the following fiscal year.

Chart 13: Number of ELs Needed to Meet Title III, Part A \$10,000 Minimum Threshold

Source: GaDOE Board of Education Approved Allocations, July & December for each fiscal year

	FY20	FY21	FY22	FY23
Number of English learners needed to meet the \$10,000 threshold to be eligible to receive a Title III English Learner Subgrant award.	89	84	77	79

LEAs with smaller EL populations were invited to form or join a regional LEA consortium so together they can meet the EL student population threshold to be eligible for a Title III,

Part A English learner subgrant award. In 2022-2023, no LEAs formed a regional consortium. Therefore, in July 2022, GaDOE allocated 103 Title III, Part A English Learner subgrants to independently qualifying LEAs. In addition, in December 2022, the State Board of Education (SBOE) approved 27 Title III, Part A Immigrant subgrants to independently qualifying LEAs.

Title III, Part A EL and Immigrant Subgrant Carryover Funds

One hundred percent of unexpended funds from the FY22 Title III, Part A English Learner and Title III, Part A Immigrant subgrants were distributed to LEAs following their submission of the FY22 Title III, Part A English Learner, and Immigrant Completion Reports and GaDOE’s approval of an original FY23 budget for each of the FY23 allocated subgrants.

GaDOE staff provided technical assistance as needed to support LEAs in expending subgrant funds in a timely manner and thus benefiting the students for whom the funds were allocated. Chart 14 shows the amount of each qualifying LEA’s Title III, Part A English Learner Subgrant award and any unexpended carryover funds received from the FY22 Title III, Part A English Learner subgrant awards.

Chart 14: Title III, Part A FY23 Title III, Part A English Learner Subgrant Allocations and FY22 English Learner Subgrant Carryover by LEA

Source: GaDOE Consolidated Application, GAORS

	LEA Name	FY23 EL Allocation (July 2022)	FY22 EL Carryover (November 2022)
1	Appling County School System	\$35,526	\$36,409
2	Atkinson County School System	\$25,077	\$1,805
3	Atlanta Public Schools	\$240,193	\$130,772
4	Bacon County School District	\$12,669	\$7,798
5	Banks County School System	\$17,110	\$15,661
6	Barrow County School System	\$185,729	\$0.00
7	Bartow County School System	\$99,264	\$35,138
8	Ben Hill County Schools	\$10,318	\$2,636
9	Bibb County School District	\$82,807	\$21,528
10	Brooks County Schools	\$15,673	\$3,075
11	Bryan County Schools	\$22,073	\$19,206
12	Buford City Schools	\$70,791	\$3,157
13	Bulloch County Schools	\$31,347	\$0.00
14	Calhoun City Schools	\$85,550	\$10,344
15	Camden County Schools	\$12,539	\$0.00
16	Carroll County Schools	\$59,167	\$29,878
17	Carrollton City Schools	\$58,906	\$30,330
18	Cartersville City Schools	\$55,379	\$1,943
19	Catoosa County Public Schools	\$22,726	\$1,873
20	Savannah Chatham County Public School System	\$258,218	\$153,288
21	Cherokee County School District	\$457,138	\$12,181
22	City Schools of Decatur	\$18,024	\$15,272

	LEA Name	FY23 EL Allocation (July 2022)	FY22 EL Carryover (November 2022)
23	Clarke County School District	\$203,622	\$25,972
24	Clayton County Public Schools	\$804,041	\$137,332
25	Cobb County School District	\$1,657,714	\$408,097
26	Coffee County Schools	\$78,236	\$16,906
27	Colquitt County School District	\$190,561	\$16,614
28	Columbia County School District	\$86,464	\$21,976
29	Commerce City Schools	\$13,453	\$109
30	Cook County Schools	\$20,637	\$12,239
31	Coweta County School System	\$88,032	\$29,020
32	Crisp County Schools	\$11,624	\$5,512
33	Dalton Public Schools	\$239,410	\$24,484
34	Dawson County School District	\$20,114	\$116
35	Decatur County School District	\$20,637	\$6,325
36	DeKalb County School District	\$2,114,068	\$1,470,537
37	Dooly County School System	\$14,367	\$7,714
38	Dougherty County School System	\$32,522	\$4,171
39	Douglas County School System	\$227,263	\$62,714
40	Echols County Schools	\$17,894	\$347
41	Effingham County Schools	\$38,008	\$6,529
42	Emanuel County Schools	\$13,322	\$11,540
43	Evans County Charter School System	\$27,298	\$7,153
44	Fayette County Public Schools	\$111,411	\$9,089
45	Floyd County Schools	\$43,624	\$11,803
46	Forsyth County Schools	\$516,827	\$244,156
47	Franklin County Schools	\$19,461	\$1,417
48	Fulton County Schools	\$876,922	\$0.00
49	Gainesville City Schools	\$300,274	\$20,732
50	Gilmer County Schools	\$90,775	\$31,121
51	Glynn County Schools	\$109,583	\$37,258
55	Gordon County Schools	\$51,853	\$17,166
53	Grady County Schools	\$71,183	\$0.00
54	Greene County School System	\$20,637	\$14,453
55	Gwinnett County Public Schools	\$4,290,963	\$3,299,425
56	Habersham County Schools	\$123,819	\$179
57	Hall County Schools	\$767,470	\$414,785
58	Hart County Charter System	\$16,588	\$2,613
59	Henry County Schools	\$163,394	\$13,742
60	Houston County Board of Education	\$130,480	\$29,705
61	Jackson County School System	\$89,338	\$7,355
62	Jasper County	\$10,971	\$3,656
63	Jeff Davis County Schools	\$36,049	\$1,814
64	Jefferson City Schools	\$10,710	\$0
65	Laurens County Schools	\$17,371	\$1,152
66	Liberty County School System	\$18,808	\$9,766

	LEA Name	FY23 EL Allocation (July 2022)	FY22 EL Carryover (November 2022)
67	Long County School System	\$19,722	\$1,891
68	Lowndes County School District	\$30,694	\$3,240
69	Lumpkin County Schools	\$10,318	\$0
70	Madison County Charter School System	\$28,734	\$1,930
71	Marietta City Schools	\$217,859	\$12,528
72	Morgan County Schools	\$10,449	\$0.00
73	Murray County Schools	\$85,942	\$4,009
74	Muscogee County School District	\$154,774	\$26,879
75	Newton County Schools	\$87,117	\$0.00
76	Oconee County Schools	\$33,959	\$5,869
77	Oglethorpe County School System	\$13,584	\$3,235
78	Paulding County School District	\$133,876	\$31,224
79	Peach County Schools	\$24,816	\$16,748
80	Pierce County Schools	\$14,759	\$0.00
81	Polk County School District	\$84,113	\$41,484
82	Putnam County Charter School System	\$26,906	\$16,554
83	Rabun County Schools	\$16,849	\$1,822
84	Richmond County School System	\$72,750	\$256
85	Rockdale County Public Schools	\$97,436	\$0.00
86	Rome City Schools	\$134,137	\$18,428
87	Griffin-Spalding County Schools	\$42,187	\$0
88	Sumter County Schools	\$32,261	\$20,206
89	Tattnall County Schools	\$28,212	\$1,263
90	Thomas County Schools	\$12,669	\$0
91	Tift County Schools	\$66,350	\$43,598
92	Toombs County Schools	\$30,041	\$551
93	Trion City Schools	\$13,322	\$0.00
94	Troup County School System	\$60,995	\$24,866
95	Valdosta City Schools	\$28,734	\$16,780
96	Walker County Schools	\$10,579	0.00
97	Walton County School District	\$73,926	\$0.00
98	Ware County Schools	\$17,110	\$698
99	Wayne County Public Schools	\$18,939	\$7,802
100	Whitfield County Schools	\$272,193	\$115,728
	STATE CHARTER SCHOOL LEAs		
101	Georgia Cyber Academy	\$25,469	\$0
102	Georgia Fugees Academy	\$16,065	\$17,00
103	Mountain Education Charter High School	\$13,975	\$12,266

Title III, Part A Immigrant Subgrant Awards

This section includes the Title III, Part A statute section regarding the required reservation of Title III funds that states must make to award immigrant subgrants to qualifying LEAs and how the GaDOE identifies eligible LEAs. This section also lists the LEAs who received a Title IIIA Immigrant subgrant in FY23 and those who received FY22 carryover funds.

Immigrant children and youth are students ages 3-21 who were not born in the United States or Puerto Rico and have been in U.S. schools for less than 3 years. (See [Immigrant Definition & Allocation Rules](#)). GaDOE Data Collections office provides the Title III, Part A program with a report of each LEA's current immigrant students using four student record elements: "COUNTRY OF BIRTH", "DATE OF BIRTH", "DATE ENTERED US SCHOOLS" and "LESS THAN 3 YEARS IN US SCHOOL".

Title III Sec. 3114(d)(1) – *“An SEA shall reserve not more than 15% of the Title III allotment to award subgrants to eligible entities in the State that experienced a significant increase, as compared to the average of the two (2) preceding fiscal years, in the percentage or number of immigrant children and youth, who have enrolled, during the fiscal year for which the subgrant is made, in public and nonpublic elementary schools and secondary schools in the geographic areas under the jurisdiction of, or serve by, such entities;...”*

The GaDOE calculates LEAs eligibility to receive a Title III, Part A Immigrant subgrant based on the LEA's current year count of immigrant students as reported to the state during the FTE-1 Data Collection in October. In Georgia, LEAs' current immigrant student population must meet the following two criteria to be eligible for an Immigrant subgrant:

1. Have a least 50 immigrant students.
2. Have experienced a significant increase in immigrant children and youth.

Georgia defines a “significant increase” in immigrant children and youth as a current number of immigrant students that exceeds the average of the last two years' count by at least 10%. Chart 15 provides a variety of information related to the Title III, Part A Immigrant subgrant allocations across four fiscal years.

Chart 15: Title III, Part A Immigrant Subgrant Funds, Number of Qualifying LEAs, Number of Immigrants in Qualifying LEAs, and Per Pupil Allocations, FY20, FY21, FY22, and FY23.

Source: GaDOE State Board of Education Talking Points, December 2019, 2020, 2021, and 2022

	FY20	FY21	FY22	FY23
Total Title IIIA grant funds reserved for Immigrant subgrant allocations	\$744,109	\$825,313	\$878,334	\$1,012,254
Number of qualifying LEAs	46	15	20	27
Number of immigrants in qualifying LEAs	29,160	1794	4442	17,655
Total Per Pupil Allocation	\$25.52	\$460.04	\$197.73	\$52.90

In December 2022, 27 the SBOE approved Title III, Part A Immigrant subgrant award allocations for 27 qualifying LEAs. In January 2023, ED granted GaDOE an additional Title III, Part A grant allocation which was the included in the Immigrant allocations for these same 27 LEAs. Chart 16 shows the amount of each qualifying LEA's FY23 Title III, Part A

Immigrant subgrant award and any unexpended carryover funds from their FY22 Title III, Part A Immigrant subgrant award. Due to a state waiver from EL, some LEAs also received unexpended FY21 Title III, Part A immigrant subgrant funds included in the far right “additional allocation” column. Note that since eligibility for a Title IIIA Immigrant subgrant allocation varies from year to year, even if an LEA does not receive an FY23 allocation, the unexpended FY22 carryover funds are available to expend on Immigrant Program activities in FY23 for immigrant children and youth, their teachers, and/or their families.

Chart 16: Title III, Part A FY23 Immigrant Subgrant Allocations, FY22 Immigrant Subgrant Carryover Funds and Additional Allocations by LEA

Source: GaDOE Consolidated Application, GAORS

	LEA Name	Immigrant Allocation FY23	Immigrant Carryover FY22	Additional Immigrant Allocation
1	Atkinson County School System	\$0	\$0	\$49
2	Barrow County School System	\$11,868	\$0	\$0
3	Bartow County School System	\$0	\$3,240	\$0
4	Bryan County Schools	\$8,199	\$0	\$0
5	Buford City Schools	\$8,658	\$0	\$0
6	Calhoun City Schools	\$0	\$555	\$0
7	Camden County Schools	\$0	\$0	\$36
8	Carroll County School System	\$6,479	\$0	\$0
9	Carrollton City Schools	\$9,976	\$26,122	\$0
10	Cartersville City Schools	\$0	\$731	\$0
11	Catoosa County Public Schools	\$0	\$0	\$0
12	Savannah Chatham County Public School System	\$58,482	\$0	\$0
13	Cherokee County School District	\$0	\$13,317	\$0
14	Clarke County School District	\$20,297	\$0	\$0
15	Clayton County School District	\$54,239	\$0	\$0
16	Cobb County School District	\$0	\$47,757	\$0
17	Colquitt County School District	\$0	\$11,385	\$0
18	Columbia County School District	\$20,297	\$51,191	\$0
19	Coweta County School System	\$0	\$0	\$45,905
20	Dawson County Schools	\$3,211	\$4,424	\$0
21	Dekalb County School District	\$0	\$0	\$0
22	Douglas County School System	\$22,361	\$0	\$169
23	Floyd County Schools	\$3,039	\$5,714	\$0
24	Forsyth County Schools	\$91,679	\$0	\$0
25	Fulton County Schools	\$0	\$0	\$0
26	Gainesville City Schools	\$0	\$0	\$0
27	Gilmer County Schools	\$0	\$23,682	\$0
28	Glynn County Schools	\$12,155	\$35,394	\$49,890
29	Grady County Schools	\$0	\$23,939	\$288
30	Gwinnett County Public Schools	\$518,080	\$0	\$0
31	Hall County Schools	\$42,199	\$210	\$0
32	Henry County Schools	\$23,278	\$5,511	\$0
33	Houston County Board of Education	\$0	\$0	\$0
34	Jackson County School System	\$7,626	\$0	\$0

	LEA Name	Immigrant Allocation FY23	Immigrant Carryover FY22	Additional Immigrant Allocation
35	Lee County School System	\$0	\$0	\$5,607
36	Liberty County Schools	\$0	\$0	\$0
37	Lowndes County School District	\$0	\$14,128	\$0
38	Marietta City Schools	\$28,324	\$0	\$0
39	Mountain Education Charter High School	\$2,867	\$0	\$0
40	Murray County Schools	\$8,314	\$28,869	\$3,523
41	Newton County School System	\$6,192	\$0	\$0
42	Oconee County Schools	\$0	\$0	\$0
43	Paulding County School District	\$13,416	\$10,172	\$0
44	Polk County School District	\$0	\$0	\$0
45	Putnam County Charter School System	\$0	\$12,260	\$104
46	Rockdale County Public Schools	\$10,492	\$12,145	\$0
47	Rome City Schools	\$0	\$0	\$0
48	Sumter County Schools	\$0	\$0	\$0
49	Troup County School System	\$9,460	\$0	\$0
50	Valdosta City Schools	\$0	\$0	\$0
51	Walton County School District	\$4,587	\$3,367	\$0
52	Whitfield County Schools	\$6,479	\$17,329	\$0

Maintenance of Effort (MOE)

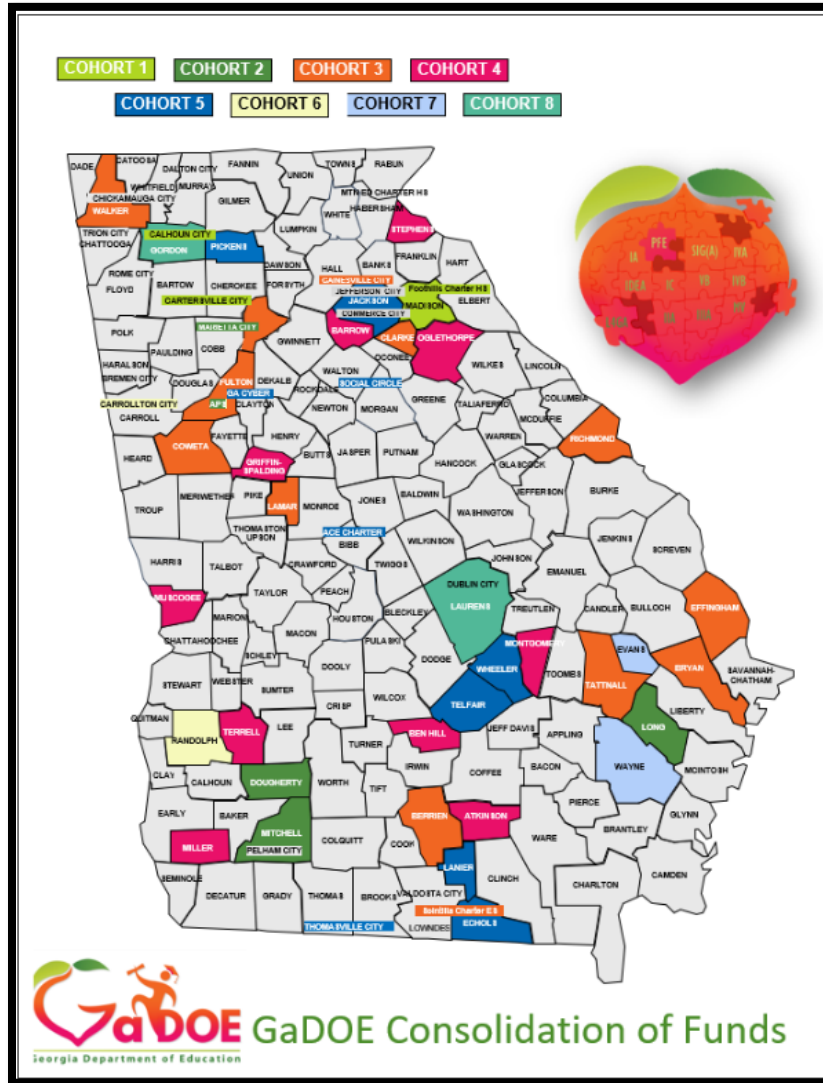
ESSA addresses the LEA’s responsibility to maintain local funding. If an LEA fails to maintain fiscal effort (MOE), the SEA may be required to reduce the current year allocation. Under Sec. 8521 of ESSA, a local educational agency may receive funds under a covered program for any fiscal year only if the GaDOE finds that either the combined fiscal effort per student or the aggregate expenditures of the agency and the State with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year, subject to the requirements of subsection (b). In FY23, all Title III recipient LEAs met MOE.

Consolidation of Funds Initiative

The Georgia Department of Education (GaDOE) and LEAs across Georgia collaborate on the Consolidation of Funds (CoF) Initiative to fully consolidate federal, state, and local funds in specific schools that operate Title I, Part A schoolwide programs. Once these funds are consolidated, the federal funds lose their identity as federal funds, and expenditures of those funds are no longer limited to the federal requirements for individual programs. A schoolwide program school that consolidates federal program funds “is not required to meet most statutory or regulatory requirements of the program applicable at the school level but must meet the intent and purposes of that program to ensure that the needs of the intended

beneficiaries are met." Map 1 shows all LEAs that participated in the CoF initiative in 2022-2023.

Map 1: LEAs Participating in Consolidation of Funds Initiative in Georgia by Cohort
Source: GADOE Federal Programs Consolidation of Funds Office



According to Title III, Part A nonregulatory guidance (September 2016), section A-11, “An LEA may consolidate its Title III funds in a schoolwide program pursuant to the requirements of Section 1114(a) of the ESEA. Under that Section, the LEA is not required to maintain separate fiscal accounting records by program if it maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purpose of each Federal program from which it consolidates funds.”

In the 2022-2023 school year, fifteen (15) LEAs participated in the Consolidation of Funds initiative for Title III, Part A. These were: Atkinson County School System, Barrow County School System, Ben Hill County Schools, Calhoun City Schools, Cartersville City Schools,

Dougherty County School System, Echols County Schools, Gainesville City Schools, Georgia Cyber Academy, Long County School System, Marietta City Schools, Madison County Charter School System, Oglethorpe County School System, Tattnall County Schools, and Wayne County Public Schools. Three of these LEAs also chose to consolidate the Title III, Part A Immigrant subgrant award allocations.

Non-Public School Participation in Title III, Part A Equitable Services

Non-public, non-profit schools who choose to participate in Title III, Part A may select to use their equitable service allocation to provide additional language and/or academic instructional services to eligible EL students, EL-focused professional learning to teachers and administrators who serve ELs, and/or EL-focused parent and family engagement activities for their parents. During ongoing meaningful consultation between LEAs and participating private school officials, it is determined how EL students will be identified, EL services will be provided and evaluated. The number of private schools participating in Title III, Part A equitable services fluctuates slightly each year. Chart 17 shows these minor changes.

Chart 17: Private Schools Participating in Title III, Part A Equitable Services

Source: GaDOE ES4PS Application

System Name	Number of Participating Private Schools & EL Students							
	2019-2020		2020-2021		2021-2022		2022-2023	
	Schools	ELs	Schools	ELs	Schools	ELs	Schools	ELs
Atlanta Public Schools	1	41	1	33	1	17	1	15
City Schools of Decatur	1	3	1	3	1	2	1	1
Cobb County School District	1	4	1	13	1	15	1	17
Dekalb County School District	2	57	3	55	2	48	3	60
Fulton County Schools	1	56	1	68	1	74	1	64
Gwinnett County Public Schools	2	63	2	113	2	131	2	86
Totals:	8	224	9	285	8	287	9	243

LEA Identified Strengths and Challenges

Grounded in a process of Continuous Improvement as identified in the GaDOE Systems of Continuous Improvement framework, LEAs identify strengths and challenges of their Title III, Part A and/or ESOL language programs as part of the annual Consolidated LEA Improvement Plan (CLIP). In addition, LEAs establish district and/or school level improvement goals based on an analysis and prioritization of system and school needs. Charts 18 and 19 provide a list of the EL program strengths and challenges that LEAs have identified in their CLIP over the past four years. Similarities exist across the state as several LEAs chose the same strengths and/or challenges. Although the number of LEAs identifying the same strengths seems to remain consistent over the past three years, the number of LEAs identifying challenges decreased. Chart 10 shows that in the 2022-2023 school year, LEAs identified new challenges that had not been identified previously.



Chart 18: Number of LEAs Per CLIP-Identified EL Program Strengths in FY20, FY21, FY22, and FY23

Source: FY20, FY21, and FY22 LEAs' Consolidated LEA Improvement Plan (CLIP)

	LEA Identified EL Program Strengths	Number of LEAs			
		FY20	FY21	FY22	FY23
1	EL-focused professional learning	41	37	28	23
2	EL-focused instructional resources	43	26	23	16
3	EL students' progress toward language proficiency as measured by <i>ACCESS for ELLs/Alternate ACCESS for ELLs</i> assessments	37	23	36	24
4	Effective ESOL teachers	48	15	15	19
5	Tutoring and summer school programs for ELs	14	15	14	10
6	EL parent communication and participation	24	13	15	12
7	Local ESOL Language Program	12	12	9	19
8	Collaboration: ESOL teachers, content teachers & administrators	17	9	11	6
9	EL students' performances on state ELA assessments	9	9	15	10
10	EL students' performances on state mathematics assessments	7	9	12	4

Chart 19: Number of LEAs per CLIP-Identified EL Program Challenges in FY20, FY21, FY22, and FY23

Source: FY20, FY21, FY22, FY23 LEAs' Consolidated LEA Improvement Plan (CLIP)

	LEA Identified EL Program Challenges	Number of LEAs			
		FY20	FY21	FY22	FY23
1	Poor academic and language performance of EL students	20	20	21	12
2	EL to non-ELs performance gap on state assessments	50	13	30	20
3	Lack of ESOL certified/endorsed teachers	40	11	13	27
4	Encouraging EL parent engagement	11	11	11	18
5	Providing EL-focused professional learning opportunities	34	10	23	22
6	Scheduling ESOL courses for EL students	29	10	11	16
7	Lack of translation/interpretation services for EL parents	27	7	9	16
8	Students with Limited or Interrupted Formal Education (SLIFE)	26	7	14	8
9	EL student performance in state ELA assessments	23	7	7	6
10	The need for ESOL teachers to be content area experts	13	7	3	10
11	Poor EL graduation rate	12	7	4	1
12	Meeting the needs of newcomer ELs	10	6	14	11
13	ESOL teacher retention				3
14	Transportation for parents of ELs to facilitate parent, family, and community engagement				1
15	Providing support for ELs with special needs				1
16	Lack of Title IIIA program(s) implementation with fidelity				1

LEA Title III, Part A Budgeted Funds

The information in this section provides a summary of percentages and categories of budgeted FY23 Title III, Part A English Learner and Immigrant subgrant award allocations aligned to statute requirements.

English Learner Budgets

Section 3115(c) REQUIRED SUBGRANTEE ACTIVITIES, states that *“Each eligible entity receiving funds under section 31154(a) shall use the funds – (1) to increase the English proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate successes in increasing (A) English language proficiency; and (B) student academic achievement.”*

In FY23, 47% of Title III, Part A English Learner subgrant funds were budgeted for language instruction educational programs.

Title III, Part A statute also states that an eligible entity “*shall use the funds (2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, and other school leaders, administrators, and other school or community-based organizational personnel, that is (A) designed to improve the instruction and assessment of English learners; (B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners; (C) effective in increasing children’s English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and (D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conference) to have a positive and lasting impact on the teachers’ performance in the classroom,*”

In FY23, 40% of Title III, Part A English Learner subgrant funds were budgeted for EL-focused professional learning activities.

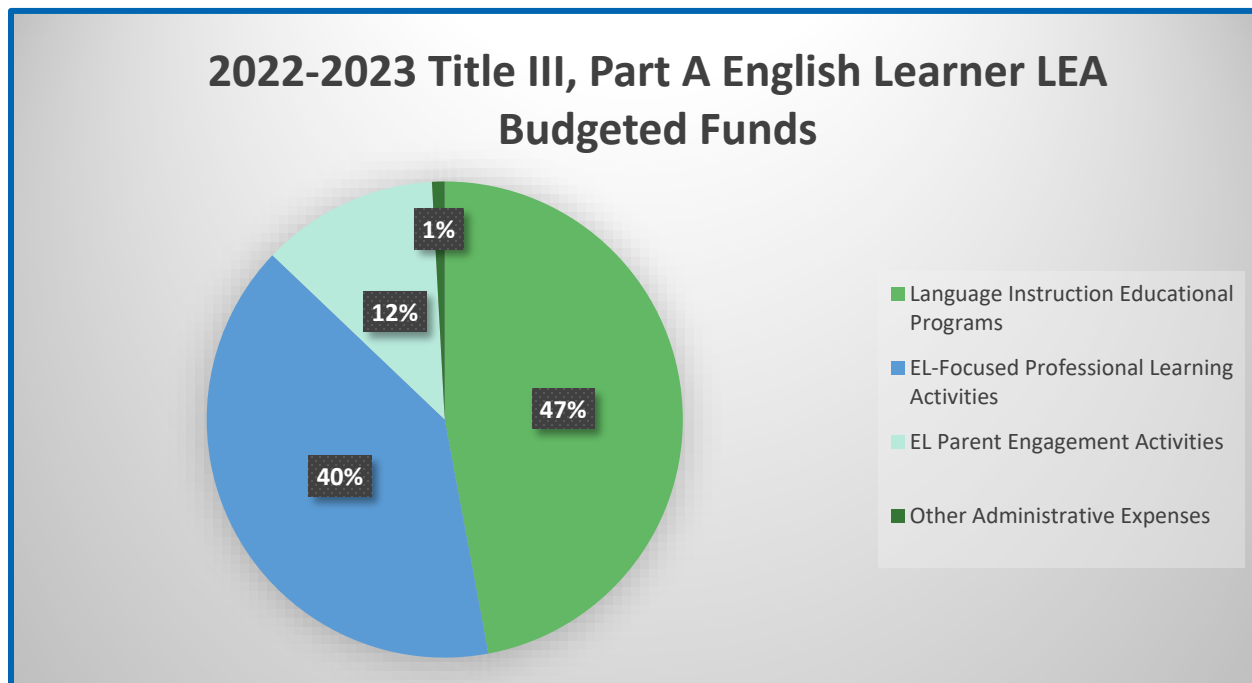
Finally, Title III, Part A statute states that an eligible entity “*shall use the funds (3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners which (a) shall include parent, family, and community engagement activities; and (B) may include strategies that serve to coordinate and align related programs.*”

In FY23, 12% of Title III, Part A English Learner subgrant funds were budgeted for EL parent engagement activities.

Fifteen (15) LEAs consolidated Title III, Part A English Learner funds with other federal, state, and local funds in schoolwide Title I, Part A programs, so these budgets cannot be traced directly to the three categories of required activities in Title III, Part A. The information on Chart 20 shows the percent of FY23 Title III, Part A English learner subgrant allocations that were budgeted on Title III, Part A English learner activities by the three categories of expenditures explicitly stated in Title III, Part A statute.

Chart 20: Percent of FY23 Title III, Part A English Learner Subgrant Allocations Budgeted for Title III, Part A Activities by Statute Category

Source: FY23 GaDOE Cube



Immigrant Budgets

Section 3115(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH. – states that “an eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhance instructional opportunities for immigrant children and youth, which may include –

(A) family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;

(B) recruitment of, and support for personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.

(D) identification, development and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds.

(E) basic instructional services that are directly attributable to the present of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services.

(F) other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

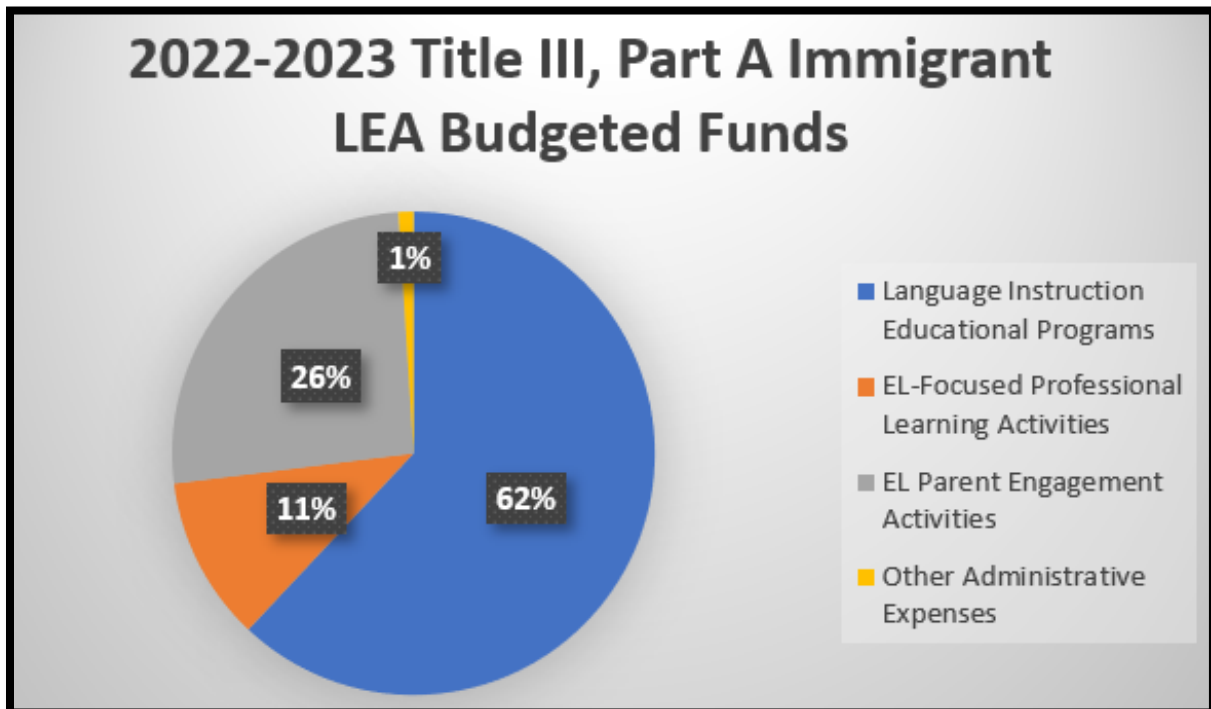
(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.”

In FY23, 62% of Title III, Part A Immigrant subgrant funds were budgeted for student instruction, 11% for immigrant-focused professional learning for teachers and administrators, and 26% for immigrant parent engagement activities.

Three LEAs consolidated Title III, Part A Immigrant funds with other federal, state, and local funds in schoolwide Title I, Part A programs, so those budgets cannot be traced directly to any of these seven categories of possible immigrant activities. Chart 21 shows the percent of FY23 Title III, Part A immigrant subgrant allocations that were budgeted on Title III, Part A immigrant activities by the various categories of expenditures explicitly stated in Title III, Part A statute.

Chart 21: Percent of FY23 Title III, Part A Immigrant Subgrant Allocations Budgeted for Title III, Part A Immigrant Activities by Statute Category

Source: FY23 GaDOE Cube



LEA Title III, Part A Program Expenditures

This section provides a summary report on the percentages and categories of expended FY23 Title III, Part A subgrant award allocations. LEAs expend funds per the GaDOE approved initial budgets and subsequent amendments.

English Learner Subgrant Award Expenditures

In 2022-2023, LEAs expended 51% of their Title III, Part A English Learner subgrant funds to provide English learners with supplemental language instruction educational programs. LEAs expended 36% to provide teachers and school leaders with EL-focused professional learning, and 12% to provide EL parent and family engagement outreach programs. In addition, LEAs expended 1% on grant administration. Chart 22 shows the portion of Title III, Part A English Learner subgrant funds expended on various activities as required in statute.

Chart 22: Percent of FY23 Title III, Part A English Learner Subgrant Allocations Expended on Title III, Part A English Learner Activities by Statute Category

Source: FY23 GaDOE Cube

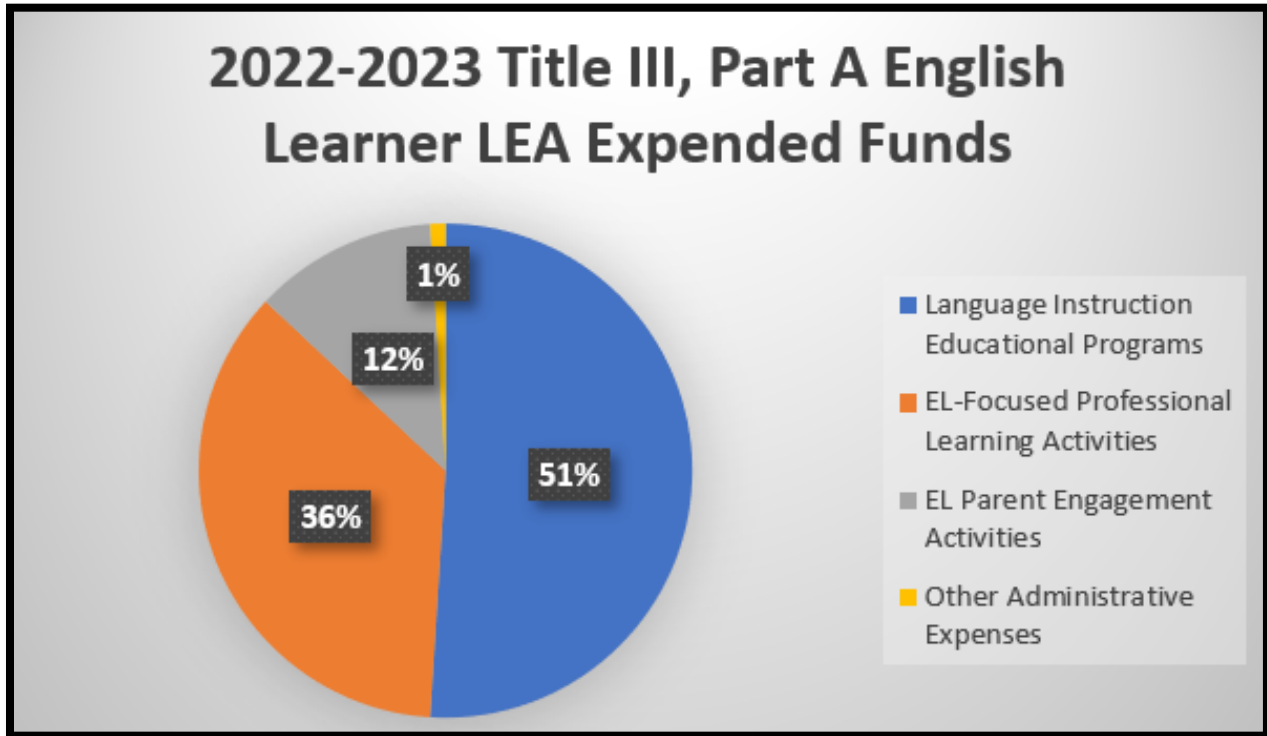


Chart 23 lists the number of LEAs that expended Title III, Part A English Learner funds in FY21, FY22, and FY23 in each category of expenditures as defined by ED's *ESEA/ESSA Grant Program Consolidated State Program Report (CSPR)*.

Chart 23: Number of LEAs Expending Title III, Part A English Learner Subgrant Award Allocations in each of ED's CSPR Reporting Categories

Source: FY21, FY22 and FY23 LEA Completion Reports as Reflected in the CUBE

	English Learner Grant Prioritized Activities	Number of LEAs		
		FY21	FY22	FY23
1	Supporting the development and implementation of Language Instruction Education Programs (LIEPs) Sec. 3115(a)(1) and 3115(c)(1)	76	54	84
2	Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs – Sec. 3115(a)(1)	4	0	3
3	Improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures - Sec. 3115(a)(2)	82	80	86
4	Professional development to teachers, school leaders, and other personnel serving ELs – Sec. 3115(c)(2)	82	84	82
5	EL Parent and community engagement activities that enhance or supplement LIEPs – Sec. 3115(c)(3) and Sec. 3115(d)(6)	70	69	77
6	Providing career and technical education for EL students Sec. 3115(d)(3)(A)	0	0	0
7	Supporting implementation of schoolwide programs (COF LEAs) – Sec. 3115(a)(3)	12	13	15
8	Supporting the development and implementation of effective pre-school programs – Sec. 3115(d)(4)	0	0	0
9	Offering early college high school or dual or concurrent enrollment programs to help EL students achieve success in post-secondary education – Sec. 3115(d)(8)	0	0	0
10	Improving instruction of ELs with disabilities by providing educational technology, instructional materials, access to networks for materials, training, and communication, and incorporation of resources into curricula and programs. Sec. 3115(d)(7)	0	0	0

Immigrant Subgrant Award Expenditures

In FY23, LEAs expended 66% of Title III, Part A Immigrant subgrant funds on student instruction, 6% on immigrant-focused professional learning for teachers and administrators, and 28% on immigrant parent engagement activities. Chart 24 provides a visual summary of the expenditures by categories and percentages.

Chart 24: Percent of FY 22 Title III, Part A Immigrant Subgrant Allocations Expended on Title III, Part A Immigrant Activities by Statute Category

Source: FY23 GaDOE Cube

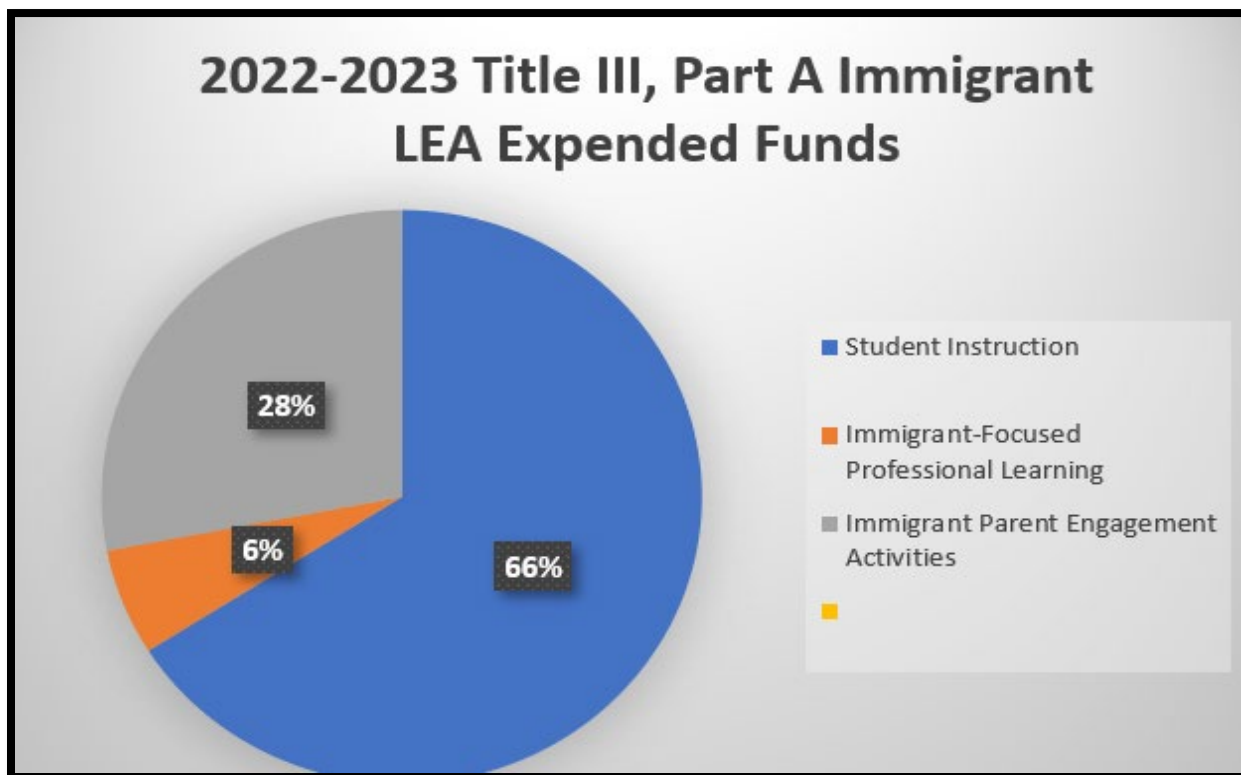


Chart 25 provides a comparison of the number of LEAs expending Title III, Part A Immigrant subgrant award funds in the past three years for each activity category as outlined in Title III, Part A statute, Section 3115(e). The chart demonstrates that the number of LEAs expending immigrant subgrant funds in each category seems to remain consistent across the years throughout the state.

Chart 25: Number of LEAs Expending Title III, Part A Immigrant Subgrant Award Allocations in each of Activity Category of Section 3115(e)

Source: FY21, FY22 and FY23 LEA Completion Reports

Grant Prioritized Activities – Sec. 3115(e)(1)(A-G)		Number of LEAs		
		FY21	FY22	FY23
A	Family literacy, parent/family outreach, and training activities designed to assist parents and families to become active participants in the education of their children	20	22	19
B	Recruitment of and support for personnel who have been specifically trained or are being trained to provide services to immigrant children	9	11	12
C	Tutorials, mentoring, academic or career counseling	14	14	12

D	Identification, development and acquisition of curricular materials, educational software, and technologies	29	17	23
E	Basic instructional services directly attributable to the presence of immigrant children...additional classroom supplies, transportation, etc.	9	12	17
F	Instructional programs of introduction to the educational system and civics education	7	2	2
G	Activities coordinated with community-based organizations, institutions of higher education, private sector, or entities with expertise in working with immigrants to assist parents and families of immigrant children by offering comprehensive community services.	0	0	2

State English Learner Accountability Data

This section describes federal reporting requirements under Title III, Part A and a visual snapshot of Georgia’s EL English language proficiency and academic achievement assessment data in the past four years.

Federal Reporting Requirements

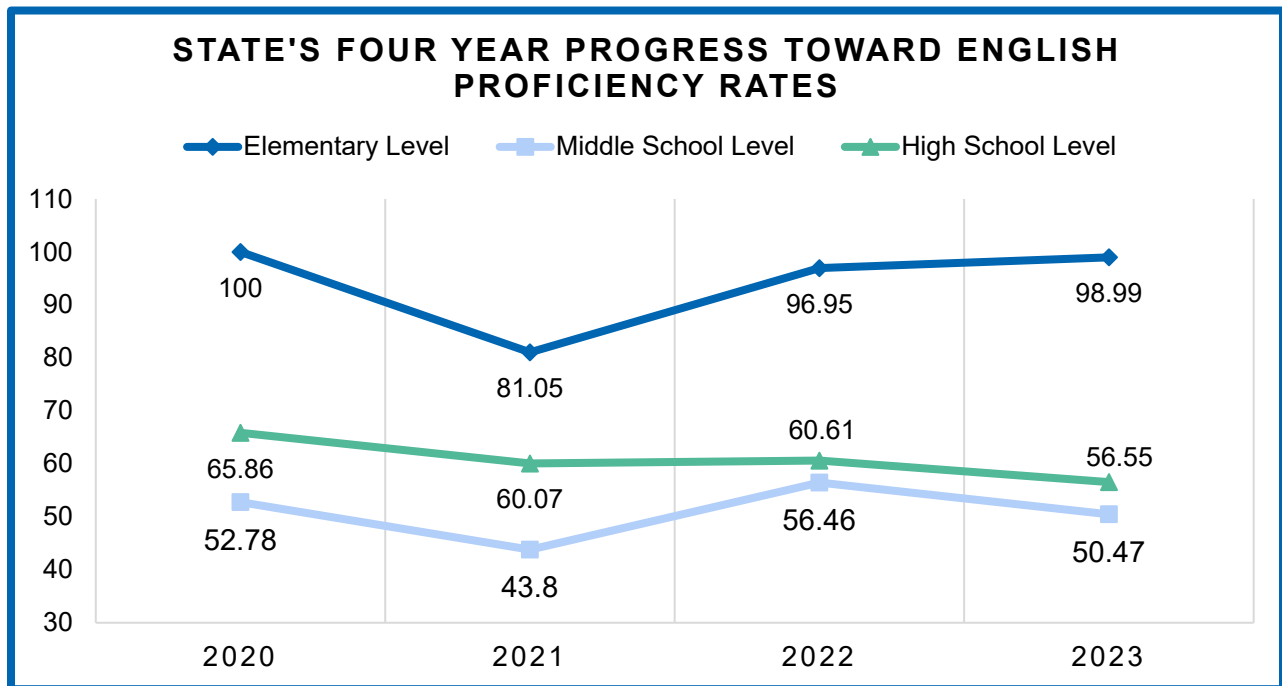
Under the **ESSA, Section 3121 REPORTING (a) IN GENERAL.** – *“Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribe by the agency, on the activities conducted and children served under such subpart that includes –*

- (1) “a description of the programs and activities conducted by the entity with the funds received under subpart 1 during the 2 immediately preceding fiscal years, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds;*
- (2)” the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at the minimum, by English learners with a disability.*

To meet statutory requirements, GaDOE’s accountability reporting system, the College and Career Ready Performance Index, or CCRPI, includes a school and state performance indicator called *Progress Toward English Language Proficiency*. This indicator measures whether EL students are improving within a performance band or moving up to another performance band, as indicated by their level of English proficiency measured by the WIDA ACCESS / Alternate ACCESS assessments. The data in Graph 1 show four years of *Progress Toward English Language Proficiency* (ELP) rates or scores as reported in state CCRPI data.

Graph 1: EL Progress toward English Language Proficiency (ELP) Rates by School Level as Measured by the ACCESS for ELLs Assessment in 2020, 2021, 2022, and 2023

Source: GaDOE CCRPI Progress Toward English Language Proficiency, 11.17.20, 12.08.2021, 11.16.2022, and 1.17.2024



EL students at the elementary level make more progress toward English language proficiency than EL students at the middle and high school levels. The data shows a slight dip in 2021 possibly due to post-Pandemic factors. The general trend for high school EL students' progress toward English proficiency rates has been downward the past four years.

Under the **ESSA, Section 3121 REPORTING (a) IN GENERAL.** – “Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribe by the agency, on the activities conducted and children served under such subpart that includes –

(3) “the number and percentage of ELs attaining English Language Proficiency based on state English language proficiency standards established under section 1111(b)(1)(F) by the end of each school year, as determined by the state’s English proficiency assessment under section 1111(b)(2)(G).

(4) “the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency.

Graph 2 shows Georgia’s EL Exit Rates (when EL students have reached full English proficiency) in the past four years and Chart 26 shows the number of LEAs with higher or lower EL exit rates as compared to the state’s EL exit rate.

Graph 2: SEA EL Exit Rates from 2020 – 2023

Source: GOSA Downloadable Data EL Exit Rate Report 2019-2020, 2020-2021, 2021-2022, 2022-2023 by SEA and LEA

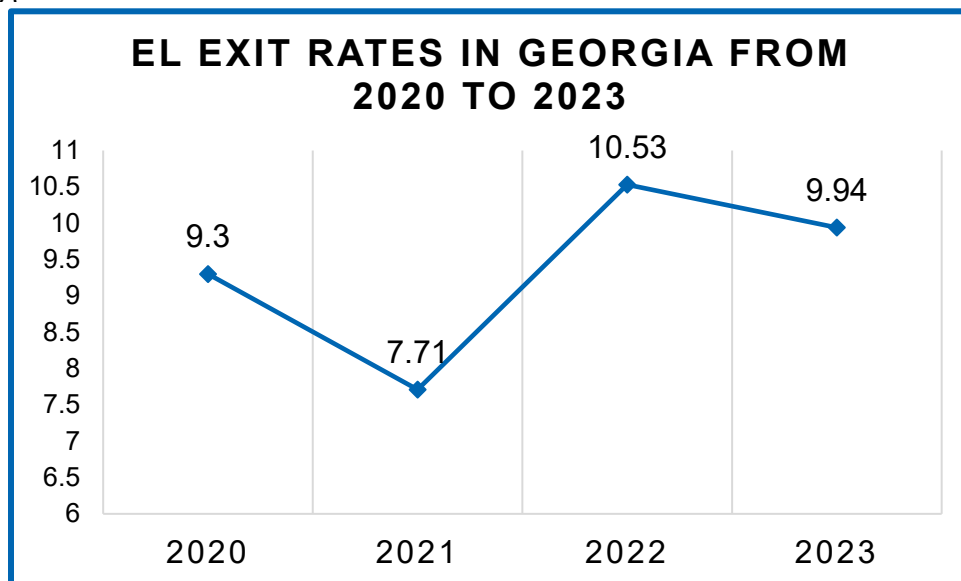


Chart 26: Number of LEAs with EL Exit Rates Higher or Lower than the State Rate in 2019-2020, 2020-2021, 2021-2022, and 2022-2023

Source: GOSA Downloadable Data EL Exit Rate Report 2019-2020, 2020-2021, 2021-2022, 2022-2023 by SEA and LEA

	Number of LEAs in Each Year			
	2020	2021	2022	2023
EL Exit Rates ≥ State Rate	75	108	81	101
EL Exit Rates < State Rate	74	47	77	65
No Calculated EL Exit Rates*	61	67	65	61
Totals:	210	222	223	227

*Some LEAs in Georgia do not have a significant EL student population and the EL Exit Rate cannot be calculated.

ESEA Section 3121(a)(6) states that each eligible entity that receives a subgrant from a State educational agency under Title III, Part A shall provide the agency with a report on the activities conducted and children served under this subpart that includes the number and percentage of English learners who have not attained English language proficiency within five (5) years of initial classification as an EL student and first enrollment in the LEA.

The state reported to USED that in 2022-2023 that out of 68,488 EL students with five consecutive years enrollment in Georgia public schools, 31,096 or 45% had not attained English proficiency within those five years and 37,392 or 55% had.

Under **Section 3121 REPORTING (a) IN GENERAL.** – “Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribe by the agency, on the activities conducted and children served under such subpart that includes – 5) “the number and percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability.

In January 2024, the GaDOE Office of Accountability provided the state with the 2022-2023 content mastery scores for student subgroups, including English learners. This was the first time since 2020 that the EL subgroup academic achievement performance could be compared across the state. Charts 27, 28, 29, and 30 provide a snapshot of English learners’ academic achievement in English language arts, mathematics, science, and social students at the elementary, middle and high school levels, as measured on the state Georgia Milestones content assessments administered in spring 2023.

According to the [CCRPI webpage](#), “Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career.” Each chart includes the content mastery score, score target, and score flag. A green flag indicates the subgroup met the improvement target, a gold flag indicates the subgroup made progress, but did not meet the improvement target, and a red flag indicates the subgroup did not make progress and did not meet the improvement target. A green flag with a gold star indicates that the EL subgroup met the improvement target.

Chart 27: ELA Content Mastery – EL Subgroup Georgia Milestones

Source: CCRPI 2023 Reports

Grade Band	ELA Content Mastery Score	ELA Content Mastery Score Target	ELA Content Mastery Score Flag	Reading At or Above Grade Level
Elementary	48.40	49.07		56.65%
Middle	43.63	43.54		53.51%
High	23.45	26.05		30.97%

Chart 28: Mathematics Content Mastery – EL Subgroup Georgia Milestones

Source: CCRPI 2023 Reports

Grade Band	Mathematics Content Mastery Score	Mathematics Content Mastery Score Target	Mathematics Content Mastery Score Flag
Elementary	60.28	58.95	
Middle	47.56	46.47	
High	37.56	34.41	

Chart 29: Science Content Mastery – EL Subgroup Georgia Milestones

Source: CCRPI 2023 Reports






Grade Band	Science Content Mastery Score	Science Content Mastery Score Target	Science Content Mastery Score Flag
Elementary	46.99	50.68	
Middle	31.89	36.31	
High	35.50	36.22	

Chart 30: Social Studies Content Mastery – EL Subgroup Georgia Milestones



Source: CCRPI 2023 Reports

Grade Band	Social Studies Content Mastery Score	Social Studies Mastery Score Target	Social Studies Content Mastery Score Flag
Middle	40.50	44.84	
High	35.80	36.77	

The CCRPI graduation rate indicator measures whether students are graduating from high school with a regular diploma in four or five years. The English learner graduation rate component includes both the four- and five-year adjusted cohort graduation rate and is only applicable to high schools. The red score flag indicates the EL subgroup did not make progress and did not meet the improvement target.

Chart 31: State English Learner Graduation Rates, Targets, and Flags

Source: CCRPI 2023 Reports

	Rate	Target	Score Flag
4-Year Cohort	65.98%	66.95%	
5-Year Cohort	71.67%	72.58%	

Title III, Part A Cross-Functional Monitoring Processes

As the state pass-through entity, the GaDOE Federal Programs office is responsible for overseeing the successful implementation of Title III, Part A programs in LEAs (including LEA provision of equitable services). **Section 3113(b)(3)(F)** states the SEA must provide an assurance in its state plan that it will “monitor each eligible entity receiving a subgrant under this subpart for compliance with applicable Federal fiscal requirements.” According to the Uniform Grants Guidance (2 CFR 200.328), monitoring by the non-federal entity must cover each program, function, or activity.

GaDOE monitors LEAs' federal programs implementation on a 4-year cycle and includes LEAs who are identified as high risk according to the annual risk assessment. As part of the annual review process in determining which LEAs are to be monitored, the Division of Federal Programs conducts a risk assessment using a combination of elements defined by GaDOE. An LEA's risk assessment rating is determined by using both its risk rating, based on a set of established High-Risk elements developed by the Division of Federal Programs and a risk rating from GaDOE's Financial Review Division.

During the summer of each year, the Division of Federal Programs completes a risk assessment to determine if an LEA falls into the high-risk category. The results of the risk assessment determine which LEAs may be added to the regular cross-functional monitoring (CFM) cycle for that year. The SEA has the responsibility to monitor high-risk LEAs (**2 CFR § 200.331(b)(1-4)**). The Division of Federal Programs defines high-risk as:

1. LEAs showing evidence of serious or chronic compliance problems.
2. LEAs with financial monitoring/audit findings; and/or LEAs with a high number of complaints from parents and other stakeholders about program implementation.
3. Other elements that may cause an LEA to be determined high-risk include size of allocation and new federal programs or fiscal management personnel in the LEA.
4. High-risk does not necessarily mean an LEA is not meeting the requirements of the program, federal regulations, or administrative procedures. It does mean that an LEA may be at a higher risk of having program elements that could cause it to not meet requirements associated with federal rules, regulations, and administrative procedures.

Title III, Part A Cross-functional Monitoring (CFM) FY23 Results

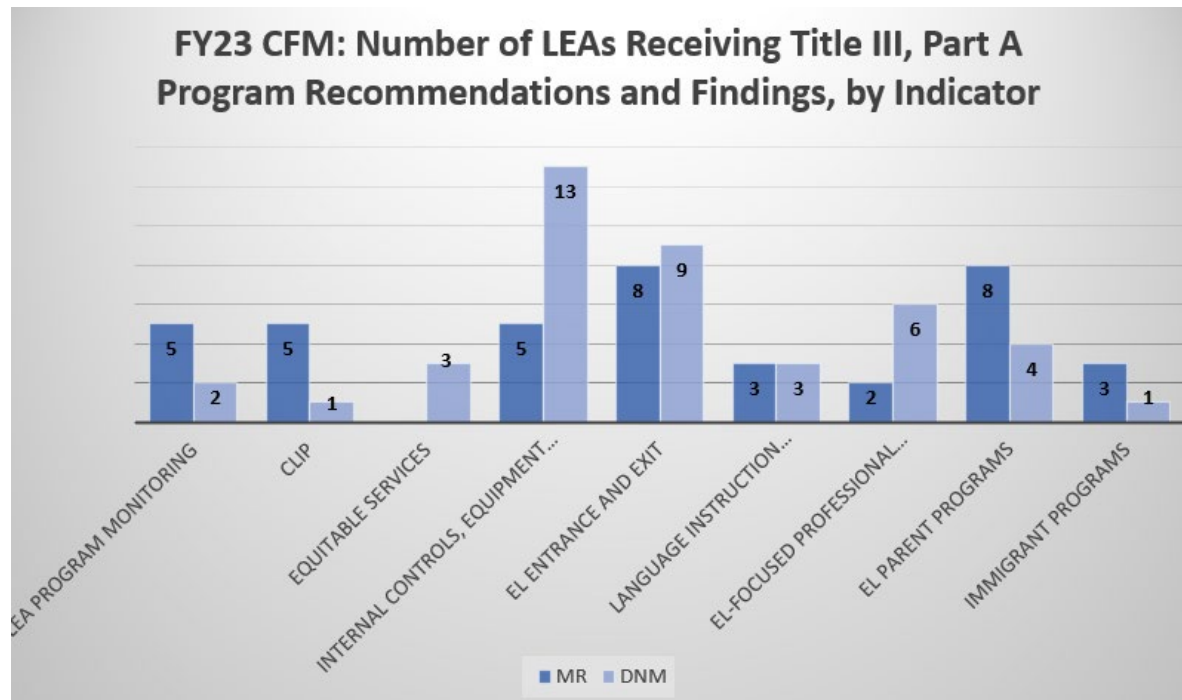
The *Federal Programs Cross-Functional Monitoring (CFM) Document* outlined ten indicators for Title III, Part A to monitor. Five indicators were overarching for all federal programs: (1) LEA program monitoring, program implementation, and program effectiveness; (2) CLIP (stakeholders and evidence-based practices); (3) equitable services; (4) ELP assessment participation rate; (5) internal controls and expenditures, inventory, and fiscal drawdowns. The five indicators specific to Title III, Part A were: EL entrance and exit Procedures, federal funded language instruction educational programs (LIEPs), federally funded EL-focused professional learning programs, federally funded EL parent programs, and federally funded immigrant programs (when applicable).

In FY23, in collaboration with GaDOE Federal Programs CFM monitoring, Title III, Part A program staff monitored 22 of the 103 Title III, Part A recipient LEAs from December 2022 to May 2023. The FY23 CFM results were varied. For instance, one LEA met all the Title III, Part A monitoring indicators and seven met most of them. The rest of the monitored LEAs met some indicators with recommendations and did not meet other indicators.

The most frequent area where LEAs did not meet statutory and state expectations were expenditures that did not comply with the supplement, not supplant, clause in Title III, Part A. Common errors were also found in LEAs' written and implemented internal controls and a lack of supporting documentation as evidence of compliance with statute and applicable regulations. Chart 32 shows the number of LEAs receiving recommendations and findings by CFM indicator and Chart 33 provides a summary of monitoring results from FY19 to FY23.

Chart 32: Number of LEAs in FY23 CFM Cycle Receiving Recommendations and Findings by Indicator

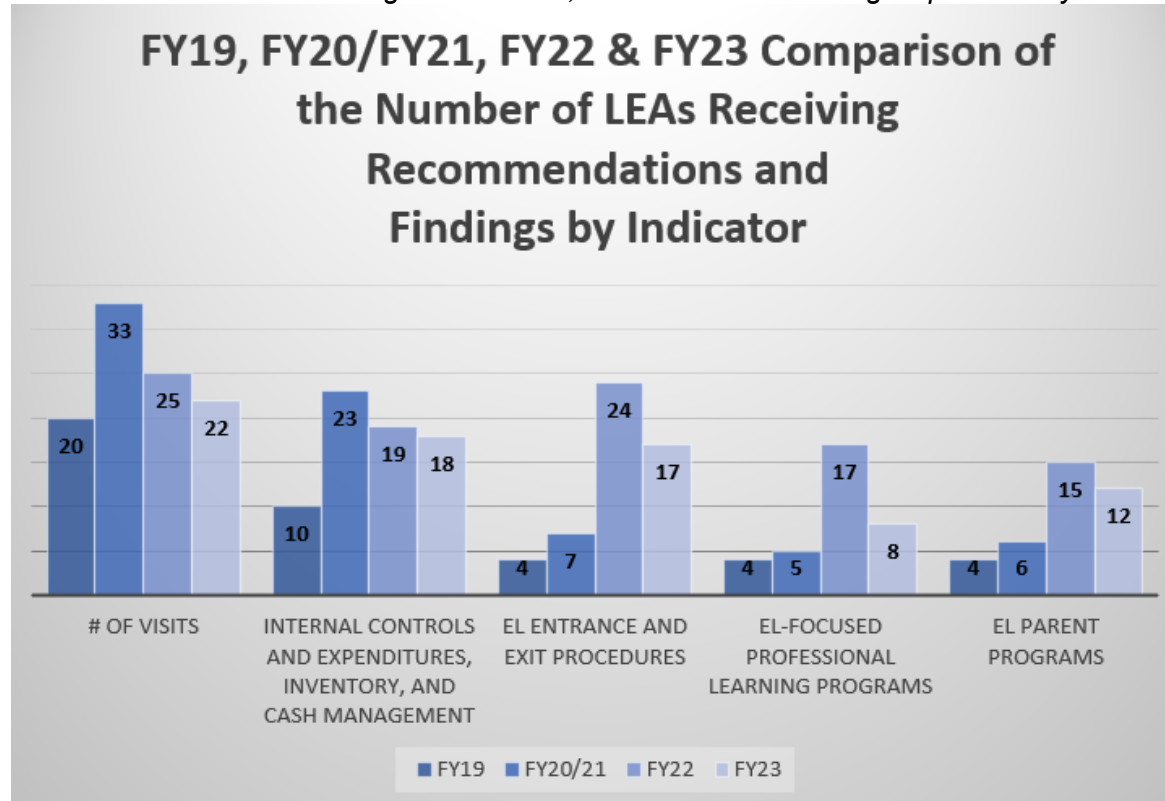
Source: GaDOE Federal Programs' Title III, Part A CFM Monitoring Reports Analysis



*MR = Met with Recommendations
 **DNM = Did Not Meet Indicator Requirements

Chart 33: Number of LEAs Receiving Title III, Part A Recommendations and Findings by Indicator, FY19 – FY23 CFM

Source: GaDOE Federal Programs' Title III, Part A CFM Monitoring Reports Analysis



Title III, Part A Audit Resolutions/ Financial Reviews Completed

In 2022-2023, there were no Title III, Part A Audit resolutions for Title III-recipient LEAs.



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