

Elementary & Secondary Education Act (ESEA) Title III, Part A Program 2021-2022 Annual Report

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



December 2022



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 have achieved in the 2021-2022 school year. The report includes an overview of GaDOE’s English learner (EL) program structure, achievements, and growth. 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, three years of 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

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

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 trainings, regional trainings, 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. Sections 3111(a) and 3111(c)(3) explain how ED calculates the Title III grant awarded to GaDOE each year. Sections 3111(b)(2) and 3111(b)(3) describe the portion of the grant the state reserves for administrative and state activities, and the percent 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 fiscal year (FY) 2022 Title III, Part A allocation ED allocated to GaDOE in July 2021, the portion GaDOE reserved, and the portion GaDOE allocated to qualifying LEAs per statute requirements.

Chart 1 – Fiscal Year (FY) 22 SEA Title III, Part A Grant, and LEA Subgrant Awards
Source: USED Grant Award and GaDOE Finance

FY 22 Federal Grant and Subgrant Awards	Totals
FY 22 Title III, Part A Grant Award allocated from ED to GADOE	\$ 18,491,232
FY 22 Title III, Part A SEA Reservation for Title III State Activities and GaDOE Federal Programs Consolidated Grant Administration (5%)	\$924,561
FY 22 Title III, Part A Subgrant Awards allocated from GaDOE to LEAs:	
• FY 22 Title III, Part A English Learner Subgrant Allocations (90%)	\$ 16,688,337
• FY 22 Title III, Part A Immigrant Subgrant Allocations (5%)	\$ 878,334
• Total 95% Title III, Part A Subgrant Allocations to LEAs	\$17,566,671

SEA Grant Administration and State Activities

This section lists the activities the Title III, Part A Program achieved in 2021-2022 to meet federal requirements for grant administration and state activities. Sections 3111(b)(2)(A) and 3111(b)(2)(D) provide the 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 all LEAs, upon request from LEA, during cross-functional monitoring, and through resource development and training. During cross-functional monitoring, Title III, Part A Program Specialists review LEA written procedures, English learner data rosters and student level records to ensure these procedures are implemented in a standardized manner across the state. The GaDOE Data Collections office provides the EL Language Program (both ESOL and Title III, Part A) with data to inform technical assistance and support to 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 2021-2022, Title III, Part A Program Specialists provided technical assistance to the 103 LEAs that received an FY 22 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 trainings. Recordings are available in [GaDOE Community Professional Learning Catalog](#).

Chart 2: Title III, Part A Program Staff Training, 2021-2022

Source: Title IIIA Program Staff Records

Name of Training	Date of Training	Type	Number of Participants
On the Road to Success with Title III, Part A	July 14, 2021	Title III	98
Creating Effective Engagement Plans for all Families	July 15, 2021	Federal Programs	Unavailable
Designing a Supplemental English Language Program	July 26, 2021	Title III	69
Budgeting Title III, Part A Funds	August 13, 2021	Title III	92
Ensuring Accurate EL and Immigrant Data	August 26, 2021	Title III	223
After the Title III Budget is Approved: Program Implementation and Monitoring	September 22, 2021	Title III	70
Spotlight on Title III, Part A CFM: Digging Deeper into the Indicators	October 21, 2021	Title III	39
Spotlight on Title III CFM- Encore	November 8, 9, 10 2021	Title III	19
FY22 Immigrant Program Planning	January 11 & 13, 2022	Title III	51
FY23 CLIP General Overview	February 3, 2022	Federal Programs	Unavailable
Name of Training	Date of Training	Type	Number of Participants
FY23 SLDS CLIP Online Application Walkthrough for LEAs Webinar	February 3, 2022	Federal Programs	Unavailable
FY23 SLDS Streamlined CLIP Application Walkthrough for LEAs	February 3, 2022	Federal Programs	Unavailable
Financial Review and Reviewing Drawdowns for COF LEAs	February 21, 2022	Federal Programs	Unavailable
Equitable Services FY22 Mid-year Updates Webinar	March 2, 2022	Federal Programs	Unavailable
Conducting an EL Program Comprehensive Needs Assessment	May 5, 2022	Title III	48
Effectiveness vs. Evidence	June 14, 2022	Federal Programs	Unavailable
The Intersection of ESOL and Title III, Part A	June 14, 2022	Title III	24
Coordinating Federal Programs to Support English Learners	June 21, 2022	Federal Programs	25
Effective Implementation of Procedures for all Federal Programs	June 28, 2022	Federal Programs	Unavailable
The Role of the CLIP/Plan in the Title III, Part A Budget	June 28, 2022	Title III	9

In 2021-2022, Title III, Part A Program staff started a mentor/mentee program for new Title III directors in LEAs. Ten veteran Title III directors mentored ten new directors. At the end of the one-year mentorship program, mentees provided anecdotal feedback indicating they appreciated the camaraderie and guidance provided by their mentors and advocated that the program 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](#). Chart 3 lists some of these resources.

Chart 3: Title III, Part A Resources

Source: Title IIIA Program Webpage

Guidance Documents	Supporting Tools
<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 2021-2022, Title III Program staff reviewed the following number of LEAs’ CLIP, EL and Immigrant program plans and original and amended budget submissions. (Source: FY22 MyGaDOE ConApp Report)

- 223 approved CLIPs
- 100 approved original English learner budgets
- 170 approved EL budget amendments (see details below)
 - 94 Amendments 1 budget approved
 - 52 Amendments 2 budgets approved
 - 18 Amendments 3 budgets approved
 - 4 Amendments 4 budgets approved
 - 2 Amendments 5 budgets approved
- 47 approved original Immigrant budgets
 - 15 Amendments 1 budget approved
 - 1 Amendment 2 budgets approved

Professional Learning (PL)

In 2021-2022, GaDOE Title III, Part A Program Manager, ESOL Education Program Specialist, and ELA/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. Some of these were self-paced eWorkshops housed on the WIDA Consortium’s secure portal eLearning platform, some were WIDA-facilitated virtual workshops, and some were virtual 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 eWorkshops – July 1, 2021 – August 31, 2022*

Source: WIDA Professional Learning Reports

eWorkshop Name	Completed Certification
<i>Classroom Teachers: Engaging Multilingual Newcomers</i>	304
<i>Developing Language for Learning in Mathematics</i>	85
<i>Doing and Talking STEM</i>	23
<i>Engaging Multilingual Learners in Science: Making Sense of Phenomena</i>	16
<i>Equity-Focused Professional Learning Communities: A Resource Guide and Study Guides</i>	25
<i>Home Languages in the Classroom (Self-Paced)</i>	9
<i>Leading for Equity: Classroom Walkthrough</i>	75
<i>School Improvement: Planning for the Equitable Education of Multilingual Learners</i>	30
<i>Social Studies: Engaging Multilingual Learners through Inquiry</i>	68
<i>WIDA ELD Standards Framework: A Collaborative Approach</i>	767
<i>WIDA Writing Rubric</i>	34
Total:	1436

*The WIDA professional learning calendar year ran from July 1, 2021 through August 31, 2022.

Chart 5 shows the number of participants in the WIDA-facilitated virtual professional learning sessions.

Chart 5: WIDA-Facilitated Virtual Sessions

Source: Attendance records from WIDA Zoom meeting

Session Name	Date Presented	Number of Participants
Scaffolding Learning through Language, Elementary Cohort	September 21 and 28, 2021	27
Scaffolding Learning through Language, Secondary Cohort	September 23 and 30, 2021	25
Mathematical Meaning Making, Elementary Cohort	September 27 and October 4, 2021	11
Mathematical Meaning Making, Secondary Cohort	September 29 and October 6, 2021	16
Nurturing Speaking Growth, Elementary Cohort	December 2 & 9, 2021	37
Nurturing Speaking Growth, Secondary Cohort	November 30 & December 7, 2021	36
	Total	152

Chart 6 shows participant feedback from educators across all types of WIDA professional learning activities, both self-paced and WIDA facilitated.

Chart 6: 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
Self-paced and WIDA facilitated	1509	149 (~10%)	97	65%

Chart 7 shows participant attendance at two GaDOE-facilitated workshops, requested by LEAs, and Chart 8 shows participant feedback gathered on a PL feedback form.

Chart 7: LEA-Requested Professional Learning:

Source: Title III PL Workshop Attendance Records

LEA	Workshop Topic	Date Presented	Number of Participants
Madison County Charter School System	Planning Instruction with the WIDA ELD Standards Framework (Virtual)	October 8, 2021	8
West Georgia Regional Education Service Agency (RESA)	Building Professional Learning to Make Language Visible to English Learners (In-person)	January 3, 2022	16

Total:	24
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Chart 8: LEA-Requested Professional Learning Feedback

Source: Title III PL Feedback Form

Workshop	Total Participants	Total Feedback Responses	Total “Agree, Strongly Agree” Satisfied with PL	Percentage Positive Feedback Per Respondents
West Georgia Regional Education Service Agency (RESA)- <i>Building Professional Learning to Make Language Visible to English Learners</i>	16	5 or 30%	5	100%

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 during 2021-2022, as shown on Chart 9. These presentations provided LEAs with instructional tools and resources which are posted in the GaDOE Community Professional Learning Catalog or on the [ESOL Language Program webpage](#).

Chart 9: Title III State Activities Presentations at Conferences & Webinars

Source: Title III PL Webinar Attendance Records

Name	Conference/Webinar	Date
<i>English Learners in Charter Schools</i>	Webinar	July 30, 2021
<i>Elevating Support for English Learners and Their Families</i>	Dekalb County Title III/ESOL Teacher Conference (virtual)	August 28, 2021
<i>Making Academic Language Visible for English Learners in DLI</i>	Dual Language Immersion Conference (virtual)	August 28, 2021
<ol style="list-style-type: none"> 1. <i>Accelerating Language and Disciplinary Literacy for English Learners</i> 2. <i>Specific Learning Disabilities and English Learners – Fitting the Pieces Together</i> 	Kennesaw State University ESOL Conference (virtual)	March 2-3, 2022
<i>Support Services for English Learners</i>	Clayton County School System Student Support Services Summit (virtual)	June 8, 2022

Curriculum & Instruction Content/ESOL Specialists

Title III, Part A funded ELA/ESOL and mathematics/ESOL Program Specialists in the Division of Curriculum and Instruction provide professional learning opportunities and develop instructional resources for content teachers of English learners per statute requirement.

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.”

Chart 10 lists the 2021-2022 professional learning opportunities and resources the ELA/ESOL Specialist provided for teachers of English language arts.

Chart 10: Professional Learning and Resources for ELA Teachers of English Learners

Source: GaDOE ELA Program Staff Email Communication

Name	Date	Type of Activity	Audience & Location	Total Participants	Feedback Results
Digital Learning Plans, EL Supports	7/1/2021-6/30/2022	Resource with targeted support for teachers and families of English learners	All K-12 educators with special focus on ELA and literacy / GPB Home Classroom	15,470 page views	Ongoing positive feedback from RESAs and teachers, including requests for additional plans.
2021 Summer Literacy Conference & ESOL Institute	July 27-29, 2021	Conference	Birth-12 ELA and literacy educators, administrators, district leaders, and community members / Virtual *Currently accessible through the ELA Community Group, which has 880 members, the second largest of all Community Groups across the agency	Synchronous: 565 conference participants Asynchronous: 4,645 unique page views on conference webpage to date	96% rated session content the highest two rankings: 4 and 5. 92% likely/very likely to incorporate session content into work. 93% likely/very likely to extend learning. 92% likely/very likely to invite their colleagues to engage in the work they learned.
<i>Engaging English Learners in the Library Media Center</i>	10/12/21 and 11/16/21	Workshop in Collaboration with Library Media Specialist	Media Specialists / Virtual	Synchronous: 10 Available on-demand through the GADOE PL catalog	Not available
Library Media Collective	1/20/22	Presentation in	Media Specialists / Virtual	Synchronous: 10 Available on-demand through	Not available

		collaboration Library Media Specialist		the GaDOE PL catalog	
Georgia Language Arts Supervisors	4/22/22	Professional Development	ELA Coordinators / Perry, GA	40	Not available

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. As the Georgia Inspire platform continues to be developed and refined, content

teachers will have access to these associations to 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 for ELLs* and Alternate *ACCESS for ELLs* 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 are 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 ELPAP rates in 2020, 2021, and 2022 and the number of LEAs by three categories of rates. The number of LEAs administering the WIDA assessments to all English learners, as required in statute, remained fairly the same across the three years. However, from 2021 to 2022, the state experienced a 29% increase in the number of LEAs assessing 95% or more of their total EL student population. Likewise, the number of LEAs assessing less than 95% of their EL students decreased by 38%. LEAs with zero EL students did not receive a rate.

Chart 11: 2020-2022 ELP Assessment Participation (ELPAP) Rates

Source: MyGaDOE Portal Report: ELP Assessment Participation Rate

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

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

Title III, Part A Recipient LEAs FY 20, FY 21, and FY 22

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 three fiscal years: FY 20, FY 21, and FY 22.

LEAs may choose to consolidated 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 FY 20, FY 21, and FY 22 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	2019-2020	2020-2021	2021-2022
Traditional Federal Funding	80	84	83
Consolidation of Funds (CoF)	12	12	13
Regional Title III Part A Consortium with 4 LEAs	1	1	1
Charter Schools (State Level)	1	1	3
Total LEAs	97	101	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 at this time 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.

LEAs with smaller EL populations are 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 2021-2022, four LEAs formed the Multi-Regional Collaborative Consortium (MRCC): Crawford County Schools, Jasper County School District, Jones County Public Schools, and Twiggs County Public Schools, with the Jasper LEA serving as the lead fiscal agent.

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 and in FY 20, FY 21, and FY 22

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

	FY 20	FY 21	FY 22
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

In July 2021, GaDOE allocated 100 Title III, Part A English Learner subgrants to 103 qualifying LEAs (includes one regional consortium of four LEAs). In addition, in December 2021, the State Board of Education (SBOE) approved 20 Title III, Part A Immigrant subgrants to qualifying LEAs.

Subgrant Carryover Funds

One hundred percent of unexpended funds from the FY 21 Title III, Part A English Learner and Title III, Part A Immigrant subgrants were distributed to LEAs following their submission of the FY 21 Title III, Part A English Learner, and Immigrant Completion Reports and GaDOE’s approval of an original FY 22 budget for each of the FY 22 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. In 2021-2022, the most common reasons for carryover in Title III, Part A include unexpected challenges implementing program plans due to personnel shortages.

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 FY 21 Title III, Part A English Learner subgrant awards. In 2021-2022, three special LEAs, 40 charter school LEAs, and 83 traditional city and county school systems (LEAs) did not receive a Title III, Part A English Learner subgrant award.

Chart 14: Title III, Part A FY 22 Title III, Part A English Learner Subgrant Allocations and FY 21 English Learner Subgrant Carryover by LEA

Source: GaDOE Consolidated Application, GAORS

	LEA Name	FY 22 EL Allocation (July 2021)	FY 21 EL Carryover (November 2021)
1	Appling County School System	\$36,409	\$48,303
2	Atkinson County School System	\$25,031	\$794
3	Atlanta Public Schools	\$246,968	\$108,674
4	Bacon County School District	\$12,717	\$8,205
5	Banks County School System	\$15,661	\$19,342
6	Barrow County School System	\$170,401	\$25,981
7	Bartow County School System	\$101,598	\$41,470
8	Ben Hill County Schools	\$10,976	\$104
9	Bibb County School District	\$75,094	\$15,833
10	Brooks County Schools	\$14,457	\$8,760
11	Bryan County Schools	\$19,543	\$17,541
12	Buford City Schools	\$68,535	\$870
13	Bulloch County Schools	\$29,984	\$26,343
14	Calhoun City Schools	\$81,386	\$9,119
15	Carroll County Schools	\$54,212	\$20,662
16	Carrollton City Schools	\$51,937	\$25,223
17	Cartersville City Schools	\$55,685	\$1,593
18	Catoosa County Public Schools	\$18,740	\$1
19	Savannah Chatham County Public School System	\$235,590	\$160,774
20	Cherokee County School District	\$428,613	\$3,203
21	City Schools of Decatur	\$15,394	\$12,846
22	Clarke County School District	\$184,590	\$40,909
23	Clayton County Public Schools	\$724,975	\$188,025
24	Cobb County School District	\$1,568,146	\$320,726
25	Coffee County Schools	\$76,031	\$32,208
26	Colquitt County School District	\$196,771	\$47,600
27	Columbia County School District	\$78,575	\$22,498

	LEA Name	FY 22 EL Allocation (July 2021)	FY 21 EL Carryover (November 2021)
2	Commerce City Schools	\$13,252	\$2,184
29	Cook County Schools	\$19,945	\$7,266
30	Coweta County School System	\$78,307	\$32,340
31	Dalton Public Schools	\$225,417	\$23,148
32	Dawson County School District	\$16,598	\$418
33	Decatur County School District	\$22,087	\$5,078
34	DeKalb County School District	\$2,007,869	\$1,572,881
35	Dooly County School System	\$14,189	\$16,657
36	Dougherty County School System	\$30,252	\$3,936
37	Douglas County School System	\$211,897	\$82,357
38	Echols County Schools	\$19,142	\$0
39	Effingham County Schools	\$29,716	\$5,441
40	Elbert County School District	\$0	\$221
41	Emanuel County Schools	\$14,189	\$8,611
42	Evans County Charter School System	\$29,315	\$7,122
43	Fayette County Public Schools	\$110,567	\$0
44	Floyd County Schools	\$44,575	\$6,881
45	Forsyth County Schools	\$487,644	\$124,422
46	Franklin County Schools	\$19,543	\$1,788
47	Fulton County Schools	\$851,604	\$118,966
48	Gainesville City Schools	\$310,417	\$35,159
49	Gilmer County Schools	\$83,929	\$30,939
50	Glynn County Schools	\$110,433	\$13,523
51	Gordon County Schools	\$46,716	\$20,170
52	Grady County Schools	\$70,453	\$42,348
53	Greene County School System	\$19,677	\$24,093
54	Gwinnett County Public Schools	\$3,939,303	\$2,101,654
55	Habersham County Schools	\$122,078	\$0
56	Hall County Schools	\$740,770	\$372,104
57	Hart County Charter System	\$13,520	\$3,014
58	Henry County Schools	\$141,889	\$18,054
59	Houston County Board of Education	\$133,456	\$25,238
60	Jackson County School System	\$74,693	\$13,055
61	Jasper County (Lead Fiscal Agent for MRCC: Crawford, Jasper, Jones, Twiggs)	\$10,307	\$5,362
62	Jeff Davis County Schools	\$40,961	\$14,577
63	Jefferson City Schools	\$11,646	\$0
64	Laurens County Schools	\$16,197	\$15,330
65	Lee County School System	\$11,244	\$179
66	Liberty County School System	\$19,142	\$9,813
67	Long County School System	\$20,079	\$1,396
68	Lowndes County School District	\$32,929	\$25,690
69	Madison County Charter School System	\$27,709	\$4,405

	LEA Name	FY 22 EL Allocation (July 2021)	FY 21 EL Carryover (November 2021)
70	Marietta City Schools	\$204,401	\$6,271
71	Murray County Schools	\$81,921	\$21,238
72	Muscogee County School District	\$149,385	\$91,173
73	Newton County Schools	\$83,126	\$3,741
74	Oconee County Schools	\$33,331	\$7,179
75	Oglethorpe County School System	\$14,323	\$3,695
76	Paulding County School District	\$107,354	\$16,922
77	Peach County Schools	\$23,425	\$12,934
78	Pierce County Schools	\$15,528	\$6,605
79	Polk County School District	\$82,323	\$4,484
80	Putnam County Charter School System	\$25,701	\$13,964
81	Rabun County Schools	\$16,063	\$368
82	Richmond County School System	\$61,709	\$4,973
83	Rockdale County Public Schools	\$86,874	\$17,847
84	Rome City Schools	\$122,346	\$8,505
85	Griffin-Spalding County Schools	\$41,228	\$0
86	Sumter County Schools	\$29,181	\$10,068
87	Tattnall County Schools	\$29,716	\$627
88	Thomas County Schools	\$14,055	\$0
89	Tift County Schools	\$65,724	\$31,119
90	Toombs County Schools	\$31,323	\$4,974
91	Trion City Schools	\$11,378	\$29
92	Troup County School System	\$56,756	\$16,777
93	Valdosta City Schools	\$31,992	\$9,033
94	Walton County School District	\$67,866	\$14,570
95	Ware County Schools	\$16,465	\$1,381
96	Wayne County Public Schools	\$18,205	\$9,596
97	Whitfield County Schools	\$269,456	\$92,280
	STATE CHARTER SCHOOL LEA		
98	Georgia Cyber Academy	\$20,346	\$0
99	Georgia Fugees Academy	\$10,441	\$0
100	Mountain Education Charter High School	\$13,188	\$14,373

Title III, Part A Immigrant Subgrant Awards

This section provides the Title III, Part A statute section defining the required reservation of Title III funds to award immigrant subgrants to qualifying LEAs and GaDOE’s identification of these LEAs. This section also lists the LEAs receiving Title III, Part A Immigrant subgrant award allocations in FY 21 and FY 22.

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;...”

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: “Birth Country”, “Birth Date”, “Date Entered U.S. Schools” and “Less Than 3 Years in U.S. Schools”.

GaDOE Finance office calculates LEAs eligibility to receive a Title III, Part A Immigrant subgrant based on their current year count of immigrant students as reported to the state during the October FTE Data Collection. In Georgia, LEAs must have at least 50 immigrant students to be eligible to receive this subgrant. Secondly, the Finance office compares each LEA’s current immigrant student count to see if it is at least 10% higher than the average of the previous two years’ immigrant student counts in the LEA. 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%.

In November 2021, GaDOE Finance office calculated the Title III, Part A Immigrant subgrant awards for eligible LEAs. In December 2021, the State Board of Education (SBOE) approved the Title III, Part A Immigrant subgrant awards allocations. Chart 15 shows the number of LEAs eligible to receive a Title III, Part A Immigrant subgrant in FY 20, FY 21, and FY 22.

Chart 15: Number of Title III, Part A Immigrant Subgrants Awarded in FY 20, FY 21, and FY 22.

Source: GaDOE State Board of Education Meeting Minutes, December 2019, 2020, and 2021

	FY 20	FY 21	FY 22
Number of LEAs eligible to receive a Title III, Part A Immigrant Subgrant Award	46	15	20

Chart 16 shows the amount of each qualifying LEA’s Title III, Part A Immigrant subgrant award and any unexpended carryover funds received from the FY 21 Title III, Part A Immigrant subgrant award. Some LEAs also received unexpended Title III, Part A immigrant subgrant funds from prior years referred to as an “additional allocation”. In 2021-2022, three Special LEAs, 39 Charter School LEAs, and 160 traditional city and county school systems (LEAs) did not receive a Title III, Part A Immigrant subgrant award.

Chart 16: Title III, Part A FY 22 Immigrant Subgrant Allocations, FY 21 Immigrant Subgrant Carryover Funds and Additional Allocations by LEA

Source: GaDOE Consolidated Application, GAORS

	LEA Name	FY 22 Immigrant Allocation	FY 21 Immigrant Carryover	Additional Immigrant Allocation
1	Atkinson County School System	\$0	\$0	\$49
2	Bartow County School System	\$23,530	\$11,078	\$0
3	Bryan County Schools	\$0	\$0	\$74
4	Buford City Schools	\$0	\$0	\$198
5	Calhoun City Schools	\$0	\$13,679	\$0
6	Camden County Schools	\$0	\$14,724	\$0
7	Carroll County School System	\$0	\$0	\$149
8	Carrollton City Schools	\$33,615	\$0	\$5
9	Cartersville City Schools	\$21,158	\$0	\$3
10	Catoosa County Public Schools	\$0	\$104	\$0
11	Savannah Chatham County Public School System	\$0	\$0	\$12,057
12	Cherokee County School District	\$209,201	\$0	\$56
13	Clarke County School District	\$0	\$0	\$1,807
14	Cobb County School District	\$0	\$47,757	\$0
15	Colquitt County School District	\$22,542	0	\$756
16	Columbia County School District	\$51,411	\$35,886	\$0
17	Coweta County School System	\$0	\$68,308	\$0
18	Dawson County Schools	\$11,271	\$0	\$0
19	Dekalb County School District	\$0	\$0	\$434
20	Douglas County School System	\$0	\$47,881	\$0
21	Floyd County Schools	\$10,678	\$0	\$0
22	Forsyth County Schools	\$0	\$0	\$34,628
23	Fulton County Schools	\$0	\$0	\$20,030
24	Gainesville City Schools	\$0	\$0	\$259
25	Gilmer County Schools	\$26,694	\$12,730	\$0
26	Glynn County Schools	\$35,394	\$65,827	\$0
27	Grady County Schools	\$0	\$23,939	\$0
28	Gwinnett County Public Schools	\$0	\$0	\$81,153
29	Hall County Schools	\$128,132	\$0	\$0
30	Henry County Schools	\$58,925	\$20,710	\$0
31	Houston County Board of Education	\$0	\$0	\$3
32	Lee County School System	\$0	\$13,417	\$0
33	Liberty County Schools	\$0	\$0	\$150
34	Lowndes County School District	\$16,412	\$25,002	\$0
35	Marietta City Schools	\$93,330	\$0	\$0
36	Murray County Schools	\$28,869	\$29,797	\$0
37	Oconee County Schools	\$0	\$0	\$53
38	Paulding County School District	\$40,733	\$0	\$0

	LEA Name	FY 22 Immigrant Allocation	FY 21 Immigrant Carryover	Additional Immigrant Allocation
39	Polk County School District	\$0	\$0	\$18
40	Putnam County Charter School System	\$12,260	\$1,108	\$0
41	Rockdale County Public Schools	\$19,773	\$0	\$27
42	Rome City Schools	\$0	\$0	\$502
43	Sumter County Schools	\$0	\$0	\$719
44	Troup County School System	\$0	\$0	\$66
45	Valdosta City Schools	\$0	\$0	\$311
46	Walton County School District	\$13,446	\$0	\$1,328
47	Whitfield County Schools	\$20,960	\$0	\$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 State Education Agency 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 Georgia Department of Education (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 FY 21, all Title III recipient LEAs met MOE.

Consolidation of Funds Initiative

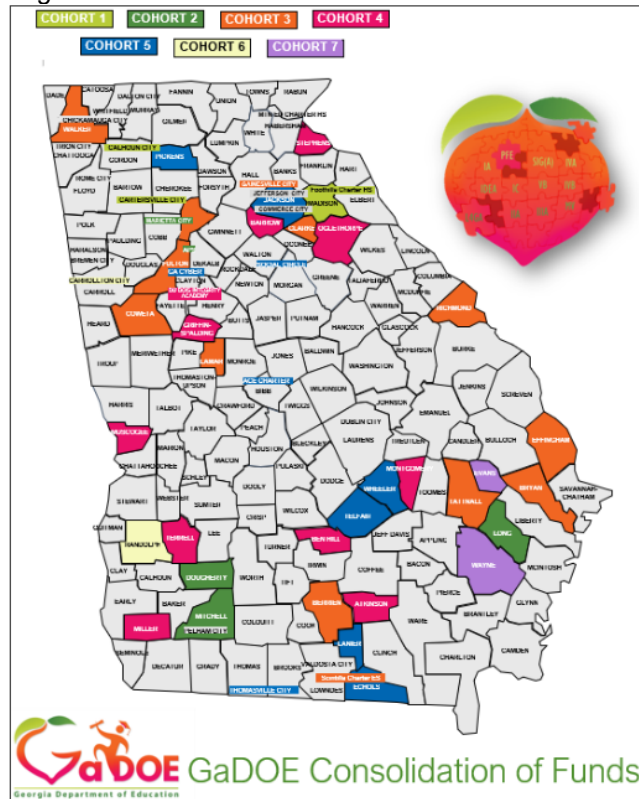
The Georgia Department of Education (GaDOE) and LEAs across Georgia are conducting the Consolidation of Funds Initiative to fully consolidate federal, state, and local funds in specific schools that operate Title I, Part A schoolwide programs. Once these funds are consolidated, the federal funds lose 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."

In the 2021-2022 school year, thirteen (13) LEAs participated in the Consolidation of Funds initiative for Title III, Part A. These were: Atkinson County School System, Barrow County School System, 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, and Tattnall County Schools.

Map 1: CoF LEAs 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.”

The opportunity to exercise federal funding flexibility is offered on an LEA basis to Title I, Part A schools as selected by the district. Once the funds are consolidated, they lose their identity as federal funds, and expenditures of those funds are no longer limited to the federal requirements for individual programs.

In FY 22, a total of 13 LEAs chose to consolidate their Title III, Part A English Learner subgrant award allocations into Fund 150 by participating in the Consolidation of Funds initiative. Three (3) LEAs chose to consolidate their Title III, Part A Immigrant subgrant award allocations. Each school receiving consolidated Title III, Part A funds is not required to expend funds on each of the three required areas: Supplemental Language Instruction Educational Program, EL Focused Professional Development, and EL Parent Engagement. Instead, the LEA is responsible for ensuring that all three areas are being addressed throughout the school system. It is possible that a school could submit their *Intent and Purpose* statements only addressing one Title III, Part A area, if the school system collectively meets the Title III, Part A intents and purposes in all three areas.

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 English Learners (ELs), EL-focused professional learning to the teachers and administrators who serve the eligible students and/or EL-focused parent and family engagement activities for the parents of English learners. LEAs follow all Federal statute and nonregulatory guidance when collaborating with private school officials during ongoing consultation to determine EL identification processes, EL services, and evaluation of services. The number of private schools participating in Title III, Part A equitable services has fluctuated slightly during the past three years. 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	
	Schools	ELs	Schools	ELs	Schools	ELs
Atlanta Public Schools	1	41	1	33	1	17
City Schools of Decatur	1	3	1	3	1	2
Cobb County School District	1	4	1	13	1	15
Dekalb County School District	2	57	3	55	2	48
Fulton County Schools	1	56	1	68	1	74
Gwinnett County Public Schools	2	63	2	113	2	131
Totals:	8	224	9	285	8	287

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 LEAs have identified in their CLIP over the past three 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 seemed to remain consistent over the past three years, the number of LEAs identifying challenges decreased. This may indicate that LEAs' EL programs are improving across the state.



Chart 18: Number of LEAs per CLIP-Identified EL Program Strengths in FY 20, FY 21, and FY 22

Source: FY 20, FY 21, and FY 22 LEAs' Consolidated LEA Improvement Plan (CLIP)

	LEA Identified EL Program Strengths	Number of LEAs		
		FY 20	FY 21	FY 22
1	EL-focused professional learning	41	37	28
2	EL-focused instructional resources	43	26	23
3	EL students' progress toward language proficiency as measured by ACCESS for ELLs/Alternate ACCESS for ELLs assessments	37	23	36
4	Effective ESOL teachers	48	15	15
5	Tutoring and summer school programs for ELs	14	15	14
6	EL parent communication and participation	24	13	15
7	Local ESOL Language Program	12	12	9
8	Collaboration: ESOL teachers, content teachers & administrators	17	9	11
9	EL students' performances on state ELA assessments	9	9	15
10	EL students' performances on state mathematics assessments	7	9	12

Chart 19: Number of LEAs per CLIP-Identified EL Program Challenges in FY 20, FY 21, and FY 22

Source: FY 20, FY 21, and FY 22 LEAs' Consolidated LEA Improvement Plan (CLIP)

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

LEA Title III, Part A Budgeted Funds

The information in this section provides a summary of percentages and categories of budgeted FY 22 Title III, Part A subgrant award allocations and the aligned 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 FY 22, 48% 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 FY 22, 39% 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.”*

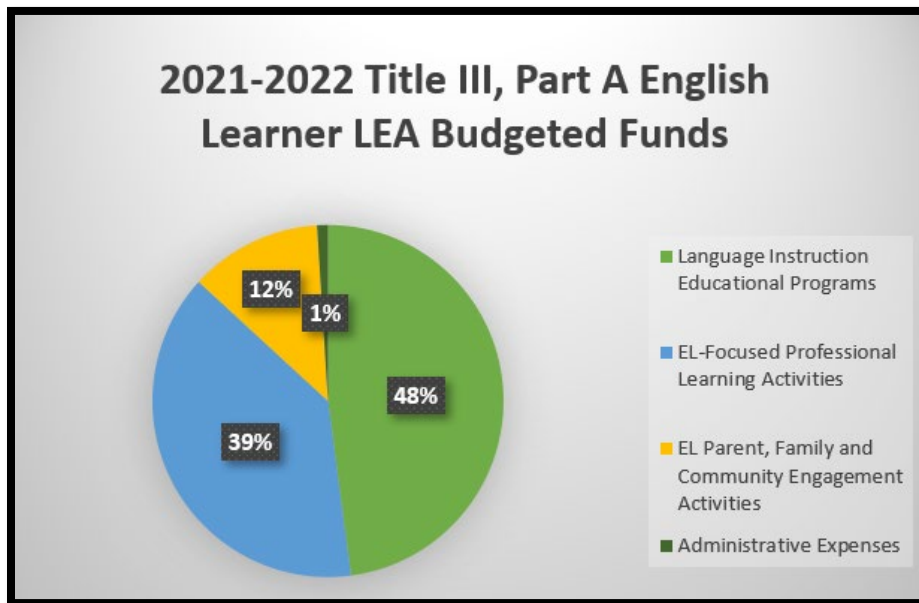
In FY 22, 12% of Title III, Part A English Learner subgrant funds were budgeted for EL parent engagement activities.

Thirteen (13) LEAs consolidated Title III, Part A English Learner funds with other federal, state, and local funds in schoolwide Title I, Part A programs, so their 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 FY 22 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 FY 22 Title III, Part A English Learner Subgrant Allocations Budgeted for Title III, Part A Activities by Statute Category

Source: FY 22 Title III English Learner Budgets



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

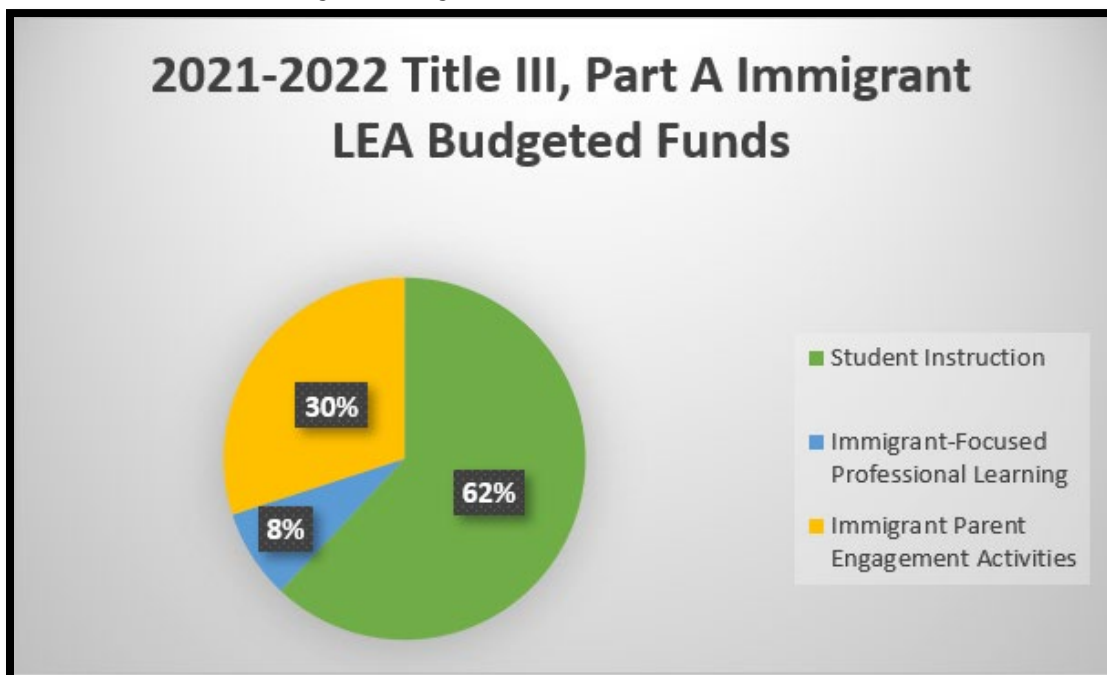
(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.”

In FY 22, 62% of Title III, Part A Immigrant subgrant funds were budgeted for student instruction, 8% for immigrant-focused professional learning for teachers and administrators, and 30% 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 FY 22 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 FY 22 Title III, Part A Immigrant Subgrant Allocations Budgeted for Title III, Part A Immigrant Activities by Statute Category

Source: FY 22 LEA Title III Immigrant Budgets



LEA Title III, Part A Program Expenditures

This section provides a summary report on the percentages and categories of expended FY 22 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 2021-2022, 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 11% to provide EL parent and family engagement programs. In addition, LEAs expended 2% 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 FY 22 Title III, Part A English Learner Subgrant Allocations Expended on Title III, Part A English Learner Activities by Statute Category

Source: FY 22 GaDOE Cube

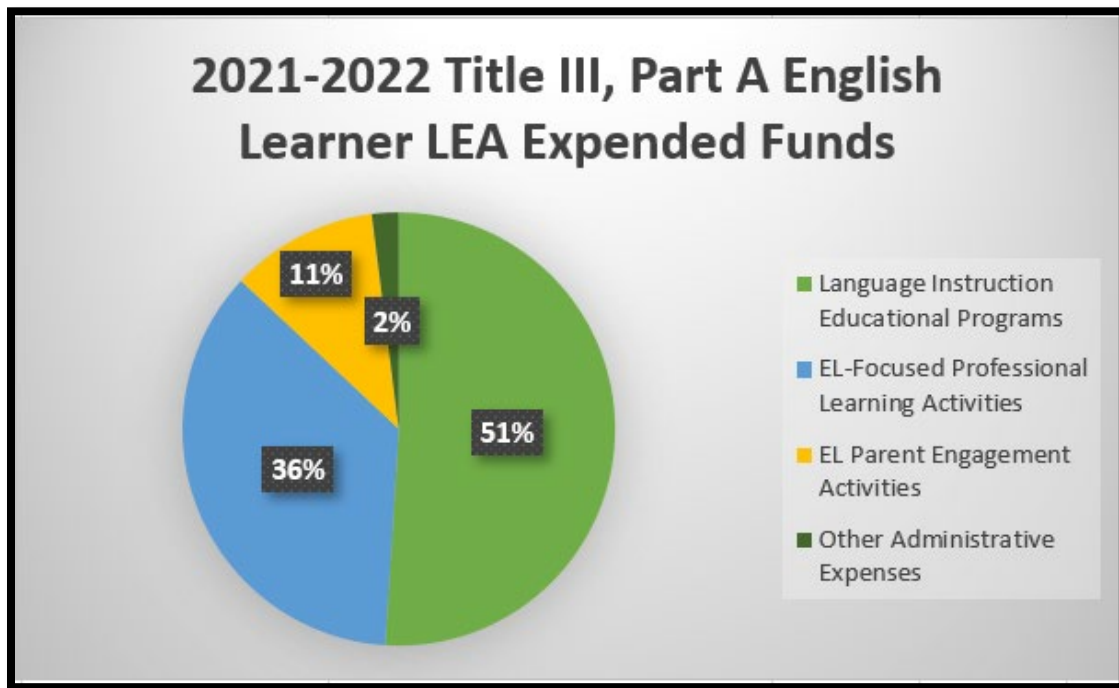


Chart 23 lists the number of LEAs that expended Title III, Part A English Learner funds in FY 20, FY 21, and FY 22 in each category of expenditures as defined by ED's *ESEA/ESSA Grant Program Consolidated State Program Report (CSPR)*. In FY 21, the number of LEAs using Title III, Part A English Learner subgrant funds to enhance existing language instruction education programs dropped from 76 to four. The additional funding

made available after the COVID-19 pandemic for LEAs to use to support language learning recovery may have contributed to this drop. Note that four categories where LEAs could expend Title III, Part A funds for EL students, but have traditionally not done so, are: Providing career and technical education, offering preschool and/or early college high school or dual or concurrent enrollment programs, and improving the instruction of ELs with disabilities.

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

Source: FY 20, FY 21, and FY 22 LEA Completion Reports

English Learner Grant Prioritized Activities		Number of LEAs		
		FY 20	FY 21	FY 22
1	Supporting the development and implementation of Language Instruction Education Programs (LIEPs) – Sec. 3115(a)(1) & 3115(c)(1)	50	76	54
2	Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs – Sec. 3115(a)(1)	76	4	0
3	Improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures - Sec. 3115(a)(2)	64	82	80
4	Professional development to teachers, school leaders, and other personnel serving ELs – Sec. 3115(c)(2)	70	82	84
5	EL Parent and community engagement activities that enhance or supplement LIEPs – Sec. 3115(c)(3) & Sec. 3115(d)(6)	38	70	69
6	Providing career and technical education for EL students – Sec. 3115(d)(3)(A)	6	0	0
7	Supporting implementation of schoolwide programs (COF LEAs) – Sec. 3115(a)(3)	11	12	13
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 FY 22, LEAs expended 70% of Title III, Part A Immigrant subgrant funds on student instruction, 5% on immigrant-focused professional learning for teachers and administrators, and 25% 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: FY 22 GaDOE Financial Cube

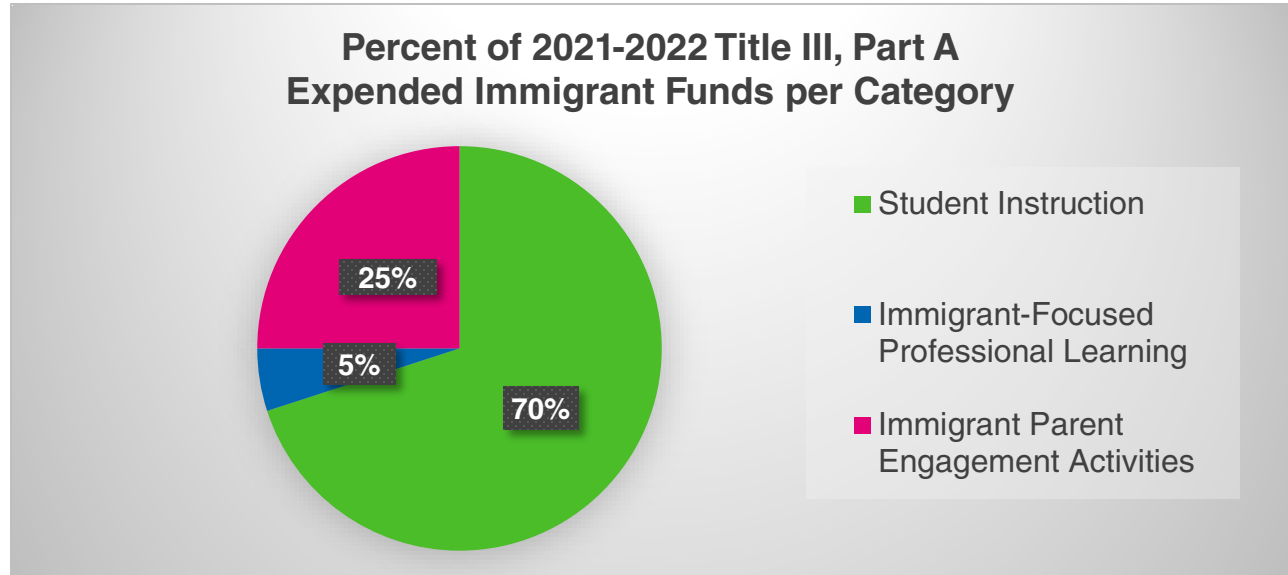


Chart 25 provides a comparison of the number of LEAs expending Title III, Part A Immigrant subgrant award funds in the past three years for each activity category as outlined in Title III, Part A statute, Section 3115(e). The chart demonstrates that the number of LEAs expending immigrant subgrant funds 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: FY 20, FY 21, and FY 22 LEA Completion Reports

Grant Prioritized Activities – Sec. 3115(e)(1)(A-G)	Number of LEAs		
	FY 20	FY 21	FY 22
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	11	20	22
B Recruitment of and support for personnel who have been specifically trained or are being trained to provide services to immigrant children	8	9	11
C Tutorials, mentoring, academic or career counseling	10	14	14
D Identification, development and acquisition of curricular materials, educational software, and technologies	9	29	17
E Basic instructional services directly attributable to the presence of immigrant children...additional classroom supplies, transportation, etc.	21	9	12
F Instructional programs of introduction to the educational system and civics education	6	7	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	0

State and LEA English Learner Assessment Data

This section describes federal reporting requirements regarding a state’s English learner assessment data and a visual snapshot of Georgia’s EL assessment data in the past three 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 Section 3121(a)(2), the state’s accountability system includes an indicator called *Progress Toward English Language Proficiency*. This indicator measures the extent to which English Learners (EL) are making progress toward English language proficiency, as measured by EL students’ level of English proficiency on the *ACCESS for ELLs / Alternate ACCESS* assessments moving from one state-defined Performance Band to a higher Performance Band on the state’s Accountability College and Career Ready Performance Index (CCRPI). The State’s CCRPI assigns points to schools in the ELP Progress indicator, which is converted to a score. Charts 26 and 27 show three years’ *Progress Toward English Language Proficiency* (ELP) data as reported in CCRPI data. The charts indicate how many LEAs have at least one school in each category. LEAs may be included in various categories. The total number of LEAs is not a sum of the number of LEAs in each category.

Chart 26: EL Progress toward English Language Proficiency (ELP) Rates by Grade Level as Measured by the ACCESS for ELLs Assessment in 2020, 2021, and 2022

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

	Progress Toward English Language Proficiency (ELP) Rates		
	2020	2021	2022
Elementary School Level	100.00	81.05	96.95
Middle School Level	52.78	43.80	56.46
High School Level	65.86	60.07	60.61

Chart 27: Number of LEAs by ELP Progress Rate by Grade Level Cluster, 2019-2022

Source: GaDOE CCRPI Progress Toward English Proficiency, 11.17.2020, 12.08.2021 and 11.16.22

ELP Progress Rates	Number of LEAs								
	Elementary School Level			Middle School Level			High School Level		
	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022
100	88	21	68	0	0	1	0	1	1
90 – 99	30	28	3	0	0	3	3	2	2
80 – 89	8	43	17	1	2	4	2	7	3
70 – 79	9	27	5	3	3	11	14	8	15
60 – 69	4	7	3	13	9	21	26	14	20
50 – 59	0	6	1	22	20	26	14	27	13
40 – 49	0	3	0	22	22	19	6	12	19
30 - 39	0	1	0	11	23	13	5	5	5
20 - 29	0	0	0	6	9	2	1	2	2
10 - 19	0	0	0	0	3	0	0	0	0
1 - 9	0	0	0	1	2	0	0	1	0
Too Few Students	48	49	58	85	80	74	93	91	85
Total Number of LEAs	187	185	190	164	173	175	164	170	165

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.

Chart 28 shows the state EL Exit Rates (when EL students have reached full English proficiency) in the past three years: 2019-2020, 2020-2021, and 2021-2022 and how the LEAs’ exit rates compared to the state’s overall exit rate.

Chart 28: SEA and LEA EL Exit Rates, 2019-2020, 2020-2021, and 2021-2022

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

	State Rate 9.3	State Rate 7.71	State Rate 10.53
	2020	2021	2022
LEA EL Exit Rates ≥ State Rate	75	108	81
LEA EL Exit Rates < State Rate	74	47	77
LEAs without an EL Exit Rate*	61	67	65
Totals:	210	222	223

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

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 2019-2020, LEAs did not administer the state academic achievement assessment (GA Milestones) and in 2020-2021, LEAs were not held accountable for students’ progress on the state academic achievement assessments. However, in 2021-2022, EL graduation rates were published by GaDOE Division of Assessment and Accountability. Chart 29 shows a comparison of EL graduation rates for the 4- and 5-year graduation cohorts in three school years: 2019-2020, 2020-2021, 2021-2022.

Chart 29: LEA English Learner Graduation Rates, 2019-2022

Source: GaDOE Accountability 2020 Graduation Rate Scores, Targets, and Flags by Subgroup 11.30.20 and Cohort Graduation Rate (4-year & 5-year), 12.08.21

Graduation Rates	4 Yr. Graduation Rate Number of LEAs “All Schools”			5 Yr. Graduation Rate Number of LEAs “All Schools”		
	2019- 2020	2020- 2021	2021- 2022	2019- 2020	2020- 2021	2021- 2022
100%	1	1	3	1	2	2
90 – 90%	4	7	5	2	6	10
80 – 89%	7	14	15	12	13	17
70 – 79%	16	16	16	14	12	11
60 – 69%	12	8	12	12	11	10
50 – 59%	9	6	5	5	7	1
40 – 49%	2	0	0	0	0	0
30 - 39%	0	0	0	1	0	0
20 - 29%	0	0	1	0	0	0
10 - 19	0	0	0	2	1	1
0 - 9	3	3	2	0	2	2

LEAs with TFS Schools	100	103	95	100	100	102
No Data	37	36	38	42	38	35
Total Number of LEAs	191	194	191	191	193	191

Title III, Part A Cross-Functional Monitoring Processes

As the state pass-through entity, GaDOE 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) Results in FY 21 and FY 22

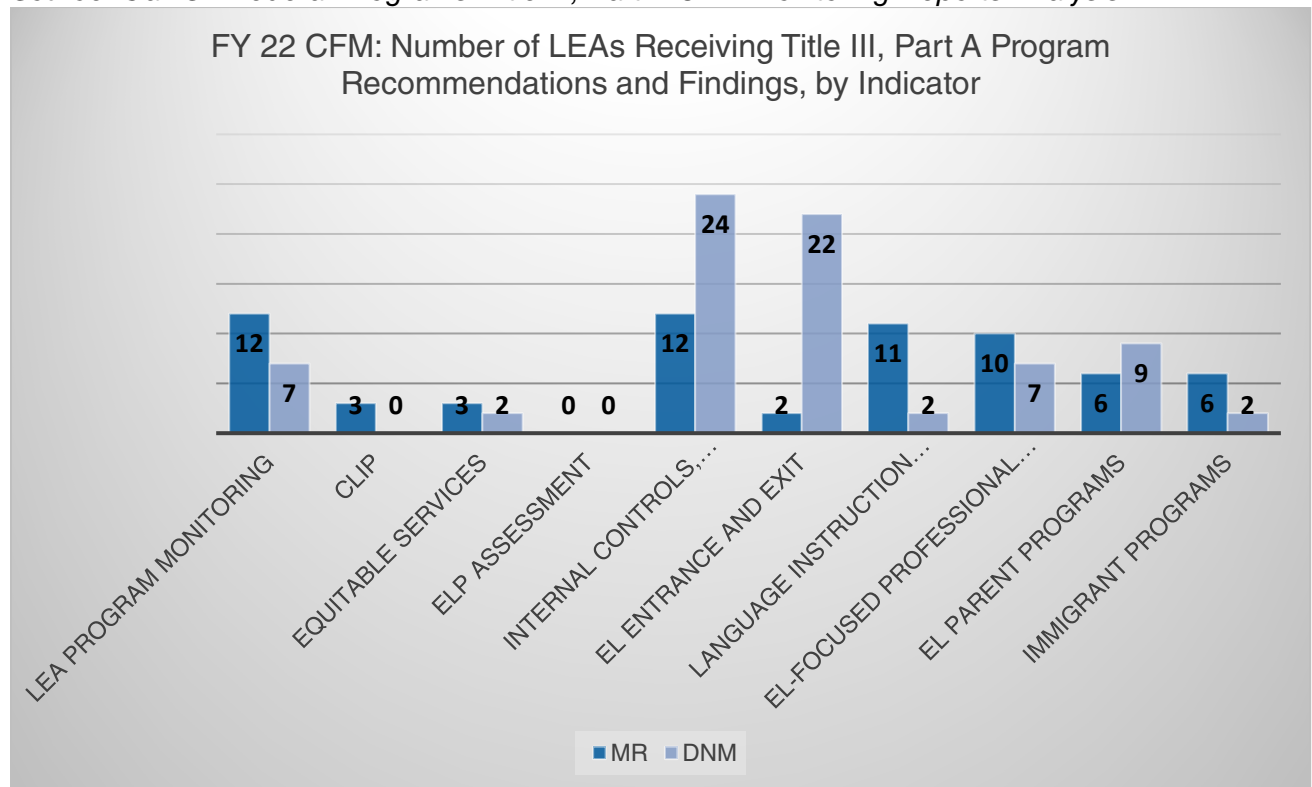
The *Federal Programs Cross-Functional Monitoring Document* outlined ten indicators for Title III, Part A to monitor. Five indicators were overarching for all federal programs: (1) LEA program monitoring, program implementation, and program effectiveness; (2) CLIP (stakeholders and evidence-based practices); (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, language instruction educational programs (LIEPs), EL-focused professional learning programs, EL parent programs, and immigrant programs (when applicable).

In FY 22, Title III, Part A program staff monitored 25 of the 103 Title III, Part A recipient LEAs in collaboration with GaDOE Federal Programs CFM monitoring from December 2021 to May 2022. The FY 22 CFM results for Title III, Part A were varied. For instance, one LEA met all the Title III, Part A monitoring indicators and two met most of them. The rest of the monitored LEAs met some indicators with recommendations and did not meet others.

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 30 shows the number of LEAs receiving recommendations and findings by CFM indicator and Chart 31 provides a summary of monitoring results in FY 19 through FY 22.

Chart 30: Number of LEAs in FY 22 CFM Cycle Receiving Recommendations and Findings by Indicator

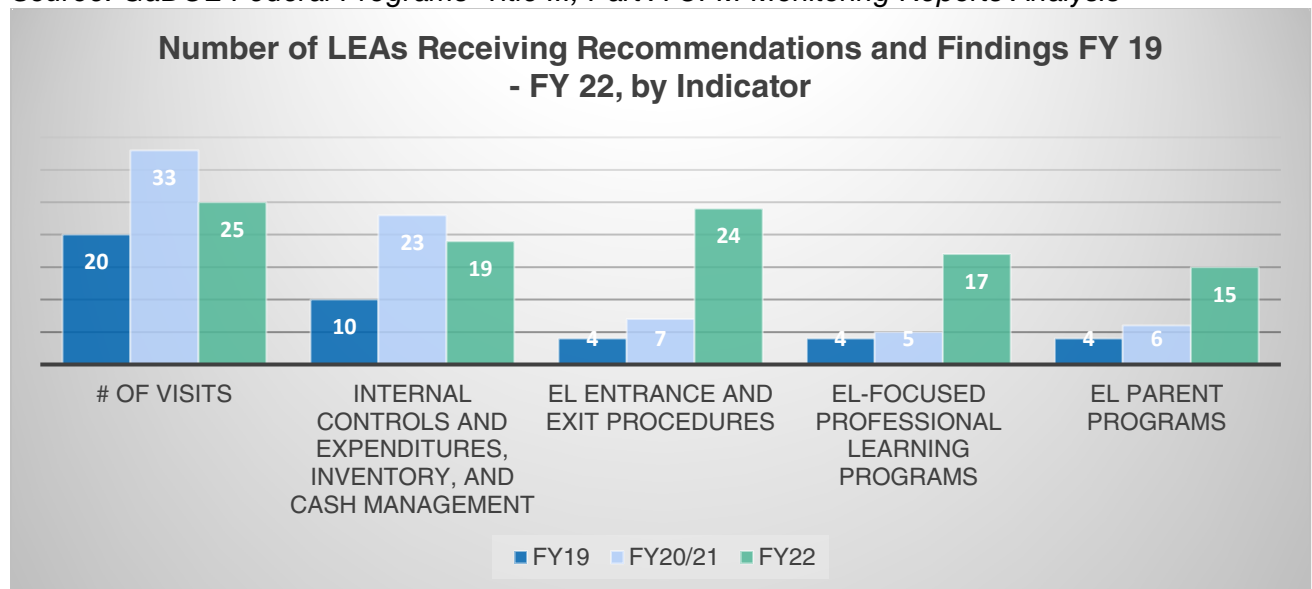
Source: GaDOE Federal Programs' Title III, Part A CFM Monitoring Reports Analysis



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

Chart 31: Number of LEAs Receiving Title III, Part A Recommendations and Findings by Indicator, FY 19 – FY 22 CFM

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



Title III, Part A Audit Resolutions/ Financial Reviews Completed

In 2021-2022, there were no Title III, Part A Audit resolutions for Title III-recipient LEAs.



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