

Title I, Part A Committee of Practitioners

March 11, 2022

Welcome

Dr. Ken Banter
Superintendent Richard Woods
Shaun Owen
John Wight

Committee of Practitioners

- Approval of October 15, 2021, Meeting Minutes
- FY23 Committee Member

Professional Learning

Dawn Ashmore
Professional Learning
Program Manager

GaDOE Community and Professional Learning Events Virtual Catalog

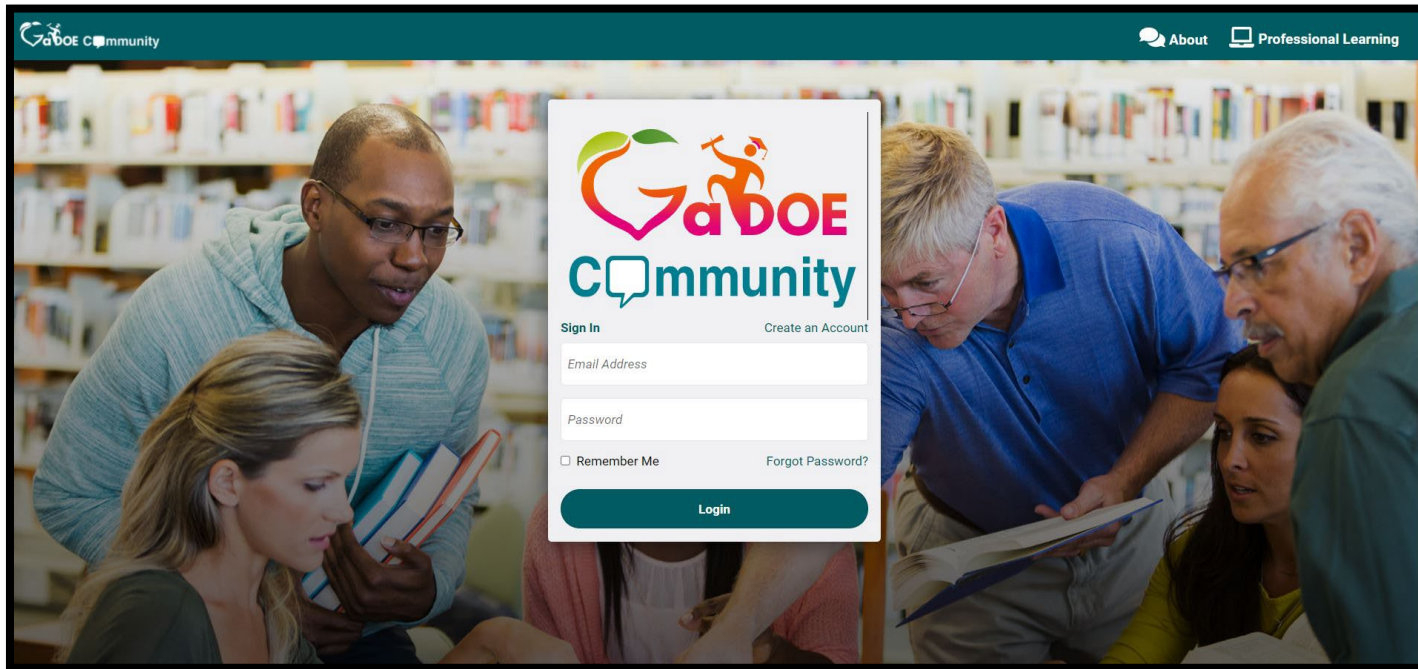
Introductions

Dawn Ashmore Ed.S.
Program Manager
Professional Learning and
Georgia Teacher of the Year program
Dashmore@doe.k12.ga.us



**GaDOE Professional
Learning Opportunities**

GaDOE Community



<https://community.gadoe.org/>

GaDOE Community

The screenshot shows the GaDOE Community homepage. On the left is a dark teal sidebar with navigation options: Welcome, News Feed, Professional Learning, Groups, Forums, Courses, Members, Documents, User Guide, Terms of Service, Privacy Policy, and Contact. The main content area features a header with the GaDOE Community logo and user profile 'Dawn Ashmore'. Below the header, there are tabs for 'All Groups' (189) and 'My Groups' (23). A 'Recently Active' filter is set to 'All'. A grid of group cards is displayed, each with a cover image, a 'Request Access' or 'Join group' button, the group name, type, and member count. The groups shown are: Arts Integration STEAM Cohort (Private, 47 members), Fifth Grade Math (Public, 214 members), High School U.S. History/Government/Economics/U.S. Intelligence (Public, 57 members), High School World History and Geography (Public, 24 members), District Gifted Coordinators (Private, 10 members), Office of Whole Child Supports (Public, 65 members), Assessment Development Advisory Council (Private, 26 members), and GaDOE ELA & Literacy (Public, 664 members).

The screenshot shows a post in the 'Mathematics' group. The group header includes the name 'Mathematics', a 'Public' status, and 'Organizers (6)'. Below the header are tabs for 'Discussions', 'Feed', 'Photos', 'Documents', 'Members' (621), 'Send Invites', and 'Subgroups' (16). The post title is 'MathCON for Teachers Day 1 Networking Activity', updated 7 months, 2 weeks ago, with 233 members and 255 posts. The post content includes instructions for a scavenger hunt activity. The instructions are: 1. Begin - Click on the link to explore 6 resources: <https://tinyurl.com/MathCONScavengerhunt>; 2. Explore - Browse as many resources as you'd like; 3. Identify - Select an activity or task you would like to implement within the 1st nine weeks of school; 4. Share - Take a screenshot of the activity or task to post within the Community Discussion board. The post also specifies the format for sharing: Grade level/course, Title of the resource, Title of activity or task, and a brief explanation of how the activity or task will be utilized within the first nine weeks. A note asks users to upload their screenshot with their post. The post is organized by Jenise Sexton on July 16, 2021, at 4:40 pm. A comment by Helen Pennebaker on July 19, 2021, at 2:51 pm says: 'I use all of these resources already...not kidding. This has been a great conference so far. Thanks so much!'.

<https://community.gadoe.org/>

GaDOE Professional Learning Events

The screenshot shows the GaDOE Professional Learning Events catalog. At the top, there is a search bar with the text "Search for events" and a "Find Events" button. Below the search bar, there are filters for "Today", "Event Type", "DOE Office", "Topic", "Audience", and "Clear". There are also links for "List", "Calendar", and navigation arrows. The main content area displays three event listings:

- January 31 @ 4:00 pm - 5:00 pm**
Imagine an Elementary Advanced Content Class
Join us as a Georgia teacher discusses how to implement the advanced content gifted services delivery model for upper elementary students. Learn best practices for how the advanced content model serves students; how to develop ELA, math, science, and social studies advanced content classes and more.
- February 2 @ 3:00 pm - 4:00 pm**
Intro to Reading and Evidence-Based Writing
This webinar will explore the tenets of reading and evidence-based writing and how it is assessed on the Georgia Milestones English Language Arts (ELA) Assessment. During the webinar, members of the Assessment and Accountability division will provide an overview of the Georgia Milestones ELA constructed-response scoring philosophy. Participants will engage in a deep dive of the Item and Scoring Sampler, the accompanying Supplement, and the intended use of each resource. Teachers will walk away with a clear understanding of how to facilitate and evaluate reading and evidence-based writing throughout the school year, impacting student achievement in the classroom and beyond!
- February 3 @ 4:30 pm - 5:30 pm**
FCCLA – Get the Word Out about Your Chapter
Join our Georgia FCCLA VP of Public Relations, Karolyne Gilleland, and Caitlin Roberson as they give you the tips and tricks of publicizing your local FCCLA Chapter. We will help you create a plan for your chapter officers to create social media posts for your chapter to recognize your members publicly and develop a newsletter to be released to your members, parents, and stakeholders.

Our GaDOE professional learning events catalog contains registration information for:

- Upcoming virtual and in-person webinars, workshops & conferences
- On-demand, recorded webinars
- By-request opportunities
 - Most by-request offerings are virtual, both synchronous and asynchronous.
- Updated regularly

GaDOE Professional Learning Opportunities

<https://www.gadoe.org/>

The screenshot shows the GaDOE website homepage. At the top left is the GaDOE logo. To the right are social media icons for Facebook, Twitter, Instagram, YouTube, Pinterest, and RSS. Below these is the name of the Georgia School Superintendent, Richard Woods, and a search bar. A green navigation bar contains links for 'Offices & Divisions', 'Programs & Initiatives', 'Data & Reporting', 'Learning & Curriculum', 'State Board & Policy', 'Finance & Operations', and 'Contact'. Below the navigation bar is a home icon and the text 'Georgia Department of Education'. The main content area features a large banner for 'Classroom Conversations' podcast, hosted by Ashley Mengwasser. The banner includes the text 'A new podcast from GPB Education and GaDOE' and '... A place for Georgia educators to share and learn'. Below the banner are three buttons: 'COVID-19 (Coronavirus) INFORMATION', 'GaDOE Professional Learning Opportunities' (highlighted with a red border), and 'Got Questions? AskDOE'.

GaDOE Professional Learning Opportunities

<https://plo.gadoe.org/>

GaDOE
Georgia Department of Education

Dawn Ashmore, Program Manager

Search this site

Need help with our website? Contact our Webmaster at ProfessionalLearning@GaDOE.org

PL Directory > Calendars > Organizations > Resources >

Professional Learning

CONTACT US

Dawn Ashmore, Ed.S.
Program Manager
678-372-0791
Dawn.Ashmore@doe.k12.ga.us
<https://www.gadoe.org>

PROFESSIONAL LEARNING OPPORTUNITIES

Professional Learning is the means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students.

Purpose:
To provide leadership, technical assistance, and resources to the Georgia education community in order to improve student learning.

GaDOE Professional Learning Events

Our GaDOE professional learning events catalog, housed in GaDOE Community, contains registration information for upcoming virtual and in-person webinars, workshops, and conferences. On-demand, pre-recorded webinars and by-request opportunities are also available to meet educators' professional learning needs. Most by-request offerings are virtual, both synchronous and asynchronous. Professional learning events are updated quarterly, and educational stakeholders are encouraged to visit the site often to review the latest agencywide offerings.

Join GaDOE Community

GaDOE Community is a private professional networking space to engage with colleagues across the state. Keeping student success at the core of our work, the GaDOE Community site is a platform connecting DOE teams, school and district staff, RESAs and other partners around the state to share important information, discuss ongoing work, and share success stories in ongoing and meaningful collaboration. Community fosters a digital participatory culture where all members actively engage in conversation that promotes continuous learning and innovation in the service of advancing student learning.



Dawn Ashmore, Program Manager

Need help with our website? Contact our Webmaster at ProfessionalLearningGA

<https://plo.gadoe.org/>

PL Directory Calendars
Professional Learning Directory

Professional Learning Directory

Data Comments Print Reload Workbook

	A	B	C	D	E	F	G
	GaDOE Office	GaDOE Division	GaDOE Program	Contact First Name	Contact Last Name	Contact Title/Position	Contact Email
8	Federal Programs	Consolidation of Funds	Consolidation of Funds	Carly	Ambler	Senior Manager State Ombudsman	cambler@doe.k12.ga.us
9	Federal Programs	Nita M. Lowey 21st Century Community Learning Centers	Nita M. Lowey 21st Century Community Learning Centers	Dedra	Cochran	Professional Learning Specialist	dedra.cochran@doe.k12.ga.us
10	Federal Programs	Special Education Services and Supports	Assistive Technology	Paula	Gumpman	Program Specialist	pgumpman@doe.k12.ga.us
11	Federal Programs	Special Education Services and Supports	Budget, Grants and Consolidated Application	Nicole	Croom	Program Specialist	ncroom@doe.k12.ga.us
12	Federal Programs	Special Education Services and Supports	Budgets, Grants, Data Collection and Reporting	Phoebie	Atkins	Program Specialist	patkins@doe.k12.ga.us
13	Federal Programs	Special Education Services and Supports	Family Engagement and Dispute Resolution	Anne	Ladd	Family Engagement Specialist	aladd@doe.k12.ga.us
14	Federal Programs	Special Education Services and Supports	Georgia Instructional Materials Center (GIMC)	Carson	Cochran	Program Manager	ccochran@doe.k12.ga.us
15	Federal Programs	Special Education Services and Supports	Georgia Network for Educational and Therapeutic Support (GNETS)	Vickie	Cleveland	Program Manager	Vcleveland@doe.k12.ga.us
16	Federal Programs	Special Education Services and Supports	Georgia Online IEP (GO-IEP)	Phoebie	Atkins	Program Specialist	patkins@doe.k12.ga.us
17	Federal Programs	Special Education Services and Supports	Instruction and Systemic Improvement, GLRS	Ann	Cross	Program Manager	leighann.cross@doe.k12.ga.us
18	Federal Programs	Special Education Services and Supports	Results Driven Accountability	Kachelle	White	Program Manager Senior	kawhite@doe.k12.ga.us

PL Contacts

CONTACT US

Dawn Ashmore, Ed.S.
Program Manager
678-372-0791
Dawn.Ashmore@doe.k12.ga.us
<https://www.gadoe.org>

SOCIAL FEEDS

Tweets by @georgiadepofed

GA Dept of Education @georgiadepofed

Multiple GaDOE departments host podcasts beneficial to educators, administrators, and staff.

We are continuously adding new podcasts. Stay up-to-date by checking the Agency's website and our social media.

GaDOE podcast list with links: blog.gadoe.org/podcasts/gadoe-po-...

Listen to Embed View on Twitter

Georgia Department of Education

Followed 49K followers

Listen to

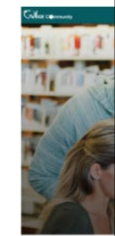
GaDOE Podcasts

Professional Learning

Professional Learning knowledge, skills, practices
Purpose:
To provide leadership, learning through organ...

GaDOE Professional Learning

Our GaDOE professional virtual and in-person work are also available to many asynchronous. Profess often to review the latest



Join GaDOE Community

GaDOE Community is success at the core of RESAs and other part ongoing and meaningful collaboration. Community fosters a digital participatory culture where all members actively engage in conversation that promotes continuous learning and innovation in the service of advancing student learning.



GaDOE Community

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The screenshot displays the GaDOE Community website interface. At the top, there is a dark teal navigation bar with the GaDOE Community logo on the left and links for 'About' and 'Professional Learning' on the right. The 'Professional Learning' link is highlighted with a red rectangular box. Below the navigation bar is a large background image of a diverse group of educators in a library setting, gathered around a table and looking at documents. Overlaid on this image is a white login form. The form features the GaDOE Community logo at the top, followed by 'Sign In' and 'Create an Account' links. Below these are input fields for 'Email Address' and 'Password'. There are also checkboxes for 'Remember Me' and a link for 'Forgot Password?'. A teal 'Login' button is positioned at the bottom of the form.

GaDOE Community

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List or Calendar View

GaDOE Professional Learning Events

Search for events

Today | Event Type | DOE Office | Topic | Audience | Clear


List Calendar < >

JAN 31
2022

January 31 @ 4:00 pm - 5:00 pm

Imagine an Elementary Advanced Content Class

Join us as a Georgia teacher discusses how to implement the advanced content gifted services delivery model for upper elementary students. Learn best practices for how the advanced content model serves students, how to develop ELA, math, science, and social studies advanced content classes and more.




FEB 2
2022

February 2 @ 3:00 pm - 4:00 pm

Intro to Reading and Evidence-Based Writing

This webinar will explore the tenets of reading and evidence-based writing and how it is assessed on the Georgia Milestones English Language Arts (ELA) Assessment. During the webinar, members of the Assessment and Accountability division will provide an overview of the Georgia Milestones ELA constructed-response scoring philosophy. Participants will engage in a deep dive of the Item and Scoring Sampler, the accompanying Supplement, and the intended use of each resource. Teachers will walk away with a clear understanding of how to facilitate and evaluate reading and evidence-based writing throughout the school year, impacting student achievement in the classroom and beyond!




FEB 3
2022

February 3 @ 4:30 pm - 5:30 pm

FCCLA – Get the Word Out about Your Chapter

Join our Georgia FCCLA VP of Public Relations, Karolyne Gilleland, and Caitlin Roberson as they give you the tips and tricks of publicizing your local FCCLA Chapter. We will help you create a plan for your chapter officers to create social media posts for your chapter to recognize your members publicly and develop a newsletter to be released to your members.



GaDOE Professional Learning Events

Search for events

Today | Event Type | DOE Office | Topic | Audience | Clear

Find Events

List Calendar <

March 2022

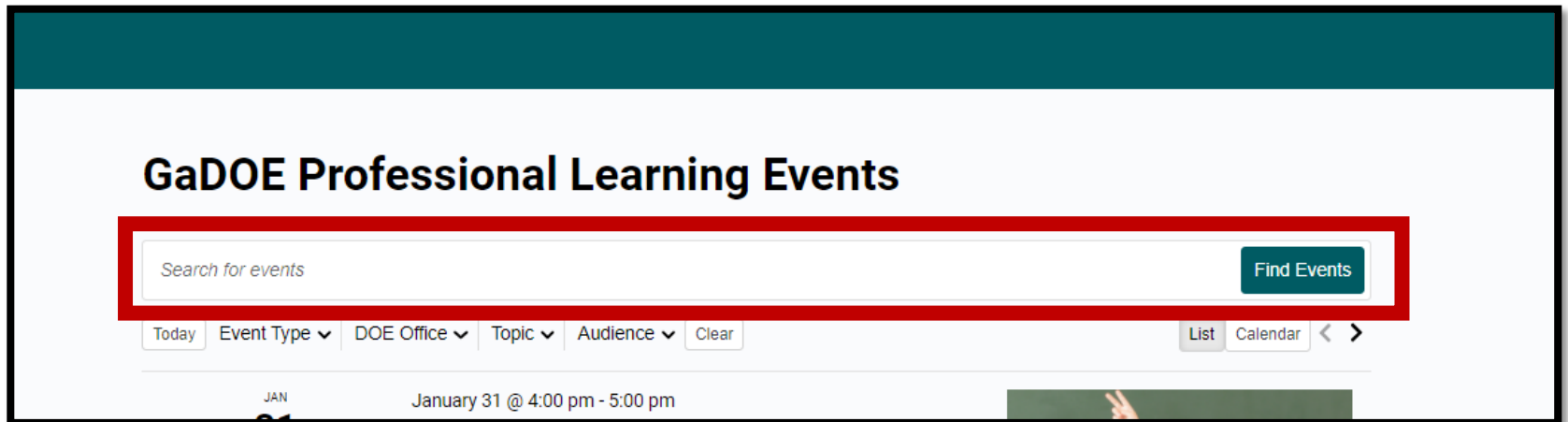
Sun	Mon	Tue	Wed	Thur	Fri	Sat
27	28	1	2	3	4	5
6	7 2 Events	8 7 Events	9 5 Events	10 6 Events	11 1 Events	12
13	14 1 Events	15 7 Events	16 4 Events	17 2 Events	18 1 Events	19
20	21 1 Events	22 3 Events	23 4 Events	24 2 Events	25	26
27	28 1 Events	29	30 1 Events	31 2 Events	1	2
3	4	5	6	7 2 Events	8	9

Filters

The screenshot shows the GaDOE Professional Learning Events interface. At the top, there is a search bar with the placeholder text "Search for events" and a "Find Events" button. Below the search bar, there are several filter dropdown menus: "Today", "Event Type", "DOE Office", "Topic", "Audience", and "Clear". The "Event Type" dropdown is highlighted with a red box. To the right of the filters, there are "List" and "Calendar" buttons, along with left and right navigation arrows.

- Event - By Region
 - Event - Multi-District
 - Event - Single District
 - Recorded Webinars
- Assessment & Accountability
 - CTAE
 - Federal Programs
 - Teaching & Learning
 - Technology Services
- After School Programs
 - Assessment
 - Blended Learning
 - Co-Teaching
 - CTAE
 - Data Collections
 - District Effectiveness
 - District Level Support
- Gifted and Talented Teachers
 - High School Teachers
 - Instructional Coaches/Coordinators
 - Librarians/Media Specialists
 - Mental Health and Wellbeing Specialists
 - Middle School Teachers

Filters



The screenshot displays the 'GaDOE Professional Learning Events' interface. A search bar with the placeholder text 'Search for events' and a 'Find Events' button is highlighted with a red rectangle. Below the search bar, there are filter options: 'Today', 'Event Type', 'DOE Office', 'Topic', 'Audience', and 'Clear'. To the right of these filters are 'List' and 'Calendar' buttons, along with left and right navigation arrows. Below the filters, a calendar view shows 'JAN' and an event for 'January 31 @ 4:00 pm - 5:00 pm'.

Accessing Events

GaDOE Professional Learning Events

Search for events

Today Event Type DOE Office Topic Audience Clear

MAR 3 2022

Teach an Elementary Gifted Resource Room Gr.4-5 #1

for Grades 4-5 Resource Room.

MAR 3 2022

March 3 @ 4:30 pm - 5:30 pm

FCCLA – Know Before You Go – SLC 2022

Georgia FCCLA State Leadership Conference (SLC) will be held in Athens, GA on March 24-26th. During this seminar, Caitlin Roberson will answer any questions advisers might have about SLC, go over the schedule-at-a-glance, discuss voting delegate procedures, things to do in Athens, and much more!

In lieu of the 6-hour Summer Professional Development Workshop at GACTE, Georgia FCCLA will be hosting Monthly Seminars throughout the school year to provide resources to FCCLA Advisers and encourage involvement throughout the year.

Attending 4 of the 8 monthly 1 hour-long seminars in their entirety will fulfill your Program of Work (POW) requirement for the "Summer Professional Development Workshop at GACTE".

GaDOE Professional Learning Events

Search for events Find Events

Today Event Type DOE Office Topic Audience Clear List Calendar < >

March 2022


Sun	Mon	Tue	Wed	Thur	Fri	Sat
27	28	1	2	2 Events	3	5
6	2 Events	7 Events	5 Events			
13	1 Events	7 Events	4 Events			
20	1 Events	3 Events	4 Events			
27	1 Events		1 Events	2 Events	3	2
3				2 Events		9

Events for: March 3, 2022

4:00 PM Teach an Elementary Gifted Resource Room Gr.4-5 #1


4:30 PM FCCLA – Know Before You Go – SLC 2022

Registering for Virtual Live Events



Intro to Reading and Evidence-Based Writing

February 2 @ 3:00 pm - 4:00 pm



Duration: 1 hour

Intended Audience: Elementary Teachers, High School Teachers, Middle School Teachers, Teacher Leaders

This webinar will explore the tenets of reading and evidence-based writing and how it is assessed on the Georgia Milestones English Language Arts (ELA) Assessment. During the webinar, members of the Assessment and Accountability division will provide an overview of the Georgia Milestones ELA constructed-response scoring philosophy. Participants will engage in a deep dive of the Item and Scoring Sampler, the accompanying Supplement, and the intended use of each resource. Teachers will walk away with a clear understanding of how to facilitate and evaluate reading and evidence-based writing throughout the school year, impacting student achievement in the classroom and beyond!

To report an issue with the event link, please email the event contact.

Primary Contact: Adrienne Simmons - asimmons@doe.k12.ga.us


DOE Office: Assessment & Accountability

Topics: Assessment, English Language Arts

Event Type: Event - Single Day

February 2, 2022
3:00 pm - 4:00 pm

[Register](#)



Introduction to Reading and Evidence-Based Writing, Grades 3-12

Event details

2/2/2022, 3:00 PM - 2/2/2022, 4:00 PM
Time zone: (UTC-05:00) Eastern Time (US & Canada)

Microsoft Teams meeting

This webinar will explore the tenets of reading and evidence-based writing, or REBW, and how it is assessed on the Georgia Milestones English Language Arts (ELA) Assessment. During the webinar, members of the Assessment and Accountability division will provide an overview of the Georgia Milestones ELA constructed-response scoring philosophy. Participants will additionally engage in a deep dive of the Item and Scoring Sampler, its accompanying Supplement, and the intended use of each resource. Teachers will walk away with a clear understanding of how to facilitate and evaluate reading and evidence-based writing throughout the school year, impacting student achievement in the classroom and beyond!

Speakers

- Lisa Hardman, Ed.S.
Assessment Specialist, K-5
- Adrienne Simmons, Ed.D.
Deputy Manager of Test Development

Register for this event * Required

First name *

Last name *

Email *

Job title *

School District/State Charter *

[Register now](#)

Recorded Webinar

GaDOE Professional Learning Events

Search for events Find Events

To: **Recorded** DOE Office Topic Audience Clear List Calendar >

Recorded Webinar

Special Education Spotlight on FTE Reports & Error

The purpose of this webinar is to provide district special education leaders support in identifying key FTE reports to review to verify accuracy in Special Education FTE reporting. District and school special education leaders will gain information about which reports are critical to review prior to superintendent sign off. FTE reports providing data which facilitates the general supervision of special education programs is a focus of the presentation.

Recorded Webinar

Best Practices for Narrative Writing, Gr 3-12

The Evaluating and Improving Student Writing series is designed to inform and enhance classroom writing practices. In this module, participants will develop a clear understanding of student expectations for narrative writing as defined by the Georgia Standards of Excellence in grades 3-12. Presenters will define key terms evident in the narrative writing state standards. Presenters will furthermore provide an overview of techniques used to compose engaging narratives. Participants will gain knowledge on rubric design and writer checklist application. Insight on how to foster student agency will be shared. Presenters will contrast the purposes and characteristics of formative and summative assessment related to narrative writing. Participants will walk away with a comprehensive awareness of tools and strategies to support writers in the classroom.


Recorded Webinar

Narrative Writing on Georgia Milestones, Gr 3-12

The Evaluating and Improving Student Writing series is designed to inform and enhance classroom writing practices. This module provides educators with an in-depth look into how narrative writing is assessed on the Georgia Milestones English Language Arts

Special Education Spotlight on FTE Reports & Error

Recorded Webinar



Duration: 1 hour

Intended Audience: District Leaders

The purpose of this webinar is to provide district special education leaders support in identifying key FTE reports to review to verify accuracy in Special Education FTE reporting. District and school special education leaders will gain information about which reports are critical to review prior to superintendent sign off. FTE reports providing data which facilitates the general supervision of special education programs is a focus of the presentation.

To report an issue with the event link, please email the event contact.

Primary Contact: Dawn Kemp - dkemp@doe.k12.ga.us
Secondary Contact: Linda Castellanos - lcastellanos@doe.k12.ga.us

DOE Office: Federal Programs

Topics: Data Collections, Special Education

Event Type: Recorded Webinar

Webinar URL: <https://lor2.gadoe.org/gadoe/file/7a1fa908-df10-459c-8343-9bd8938dbf74/1/Spotlight%20on%20FTE%20Reports%20and%20Errors%20Webinar%20Recording.zip/Spotlight%20on%20FTE%20Reports%20and%20Errors%20Webinar%20Recording.zip>

Additional Resources:

https://lor2.gadoe.org/gadoe/file/7a1fa908-df10-459c-8343-9bd8938dbf74/1/FTE%20Errors%20and%20Warnings_10-14-2021.pdf

By-Request Options

 **A Whole Child Approach to Student Success**

By Request



Duration: 1 hour
Intended Audience: Community Stakeholders, District Leaders, School Leaders, Teacher Leaders

Looking Beyond Behavior: A Whole Child Approach to Student Success.
Can you imagine sitting in a classroom, trying to understand math when you can't see the screen? What about if you had a toothache? Health barriers to learning and development, like uncorrected vision problems and dental pain, interfere with students' ability to learn in Georgia every day. This session will be focused on looking beyond presenting behaviors to consider underlying factors, including unmet basic health needs. Presenters will discuss methods for supporting student physical and mental health issues through population-based interventions and community partnerships.

To report an issue with the event link, please email the event contact.

Primary Contact: Mary Lauren Salvatore - msalvatore@doe.k12.ga.us
Secondary Contact: Cheryl Benefield - cbenefield@doe.k12.ga.us
DOE Office: Whole Child Supports and Strategic Partnerships
Topics: Mental Health and Wellbeing, Whole Child Supports
Event Type: Event - By Request

Request Link: <https://forms.office.com/r/u4y16bVswA>

2022 TLSD Division Professional Learning Request

Please complete form below for any Professional Learning request.

* Required

1. First and Last name of requestor *

2. Email of requestor *

3. Who is making this request? Choose all that apply. *

RESA
 District
 School
 IHE (Institute of Higher Education)

In-Person or virtual **workshop** requests can only be made by **school and district leaders**

Professional Learning



creativity

A/a

Design

sketch

HAR

www.gadoe.org



@georgiadeptofed



youtube.com/c/GeorgiaDepartmentofEducation

Dawn Ashmore, Ed.S.
Program Manager
Professional Learning and
Georgia Teacher of the Year Program
dashmore@doe.k12.ga.us



Georgia Department of Education

**EDUCATING
GEORGIA'S FUTURE**

Questions



Consolidation of Funds

Carly Ambler
Consolidation of Funds and
Equitable Services
Senior Program Manager

Equitable Services Updates

Carly Ambler
Consolidation of Funds and
Equitable Services
Senior Program Manager

Equitable Services Mid-Year Webinar (FY22)

Updated ES4PS Form A w IDEA Integration

Equitable Services Programs and Participation

Which of the following best describes the organization?

LEA - City or County District
 LEA - Charter School*
 LEA - DOC, DJJ, State Schools**
 Community-Based Organization

**In Georgia, State Charter Schools have attendance zones and not geographic boundaries, therefore they are not required to serve private school students in their attendance zones.*

GRANT PROGRAMS: Select all grant programs that LEA/Community-Based Organization will receive in the school year 2022 - 2023. This must include all grant programs that will be transferred to the LEA/Community-Based Organization.

Title I A
 Title I C
 Title II A
 Title III A
 Title III Part A Immigrant
 Title IV A
 Title IV B
 IDEA
 Other

New in Form A Settings

Revised Form A Pop-Up/Settings

Revised Participation Options

Did the private school have students identified as eligible in the child find process and/or does the private school intent to participate in equitable services under ESEA or another Federal grant? *

No Participation OR
 IDEA Eligible Student(s)
 ESEA Participation
 Other Federal Grant Participation

Equitable Services Mid-Year Webinar (FY22)

Updated ES4PS Form A w IDEA Integration

***New* CBO
Option**

Equitable Services Programs and Participation

Which of the following best describes the organization?
 LEA - City or County District LEA - Charter School* LEA - DOC, DJJ, State Schools** Community-Based Organization

In Georgia, State Charter Schools have attendance zones and not geographic boundaries, therefore they are not required to serve private school students in ESEA (IA, IC, IIA, IIIA, IVA) and IDEA.*

GRANT PROGRAMS: Select all grant programs that LEA/Community-Based Organization will receive in the school year 2022 - 2023. This must include all grant programs subject to equitable services including those that the LEA intends to transfer.*
 Title IV B Other

Comments

***New*
IDEA Section**

IDEA - Eligible Students & Provision of Equitable Services

Were any private school students determined to be eligible through the IDEA child find process as reported in the October 2021 FTE (FT085 Report) *
 Yes-Students were determined to be eligible and reported in FTE. Consultation occurred. One or more students will receive equitable services in the upcoming year.
 Yes-Students were determined to be eligible and reported in FTE. Consultation occurred. Stakeholders (LEA Officials, student Parent/Guardian(s) & private School Officials) determined that the eligible students(s) will NOT receive equitable services.



Equitable Services Mid-Year Webinar (FY22)

Updated ES4PS Form A w IDEA Integration

New
'Other' Option

Other Grant Program

SAMPLE

Intent to Participate

Does the private school intend to participate in equitable services? Participation may include ongoing consultation. *

Yes No

Is this correct? Yes No

Administrative Set-Aside

Percent(%) LEA/Community-Based Organization plans to set-aside for equitable services administration as discussed in consultation. (Example 0, 2,3,5, 4, 8, 7). LEAs/CBO's must adhere to statutory CAP. *

Is this correct? Yes No

Equitable Services Mid-Year Webinar (FY22)

Updated ES4PS Form A w IDEA Integration

New

Non-profit Status

Select all documentation shared in consultation that verifies the current nonprofit status of the private school. [34 C.F.R. § 300.13; ESEA Section 8101 (19) & (45)] *

- 1) 501(c)(3) 2) State Nonprofit Status 3) Incorporation Documentation
 4) Parent Organization (must also include item from 1-3 and a statement from the State or parent organization that the school is a local nonprofit affiliate)

New

Compliance with State Law

Is the private school a nonprofit elementary and/or secondary school that operates in compliance with state law(i.e. annual submission of attendance data via DE1111 as required by OCGA)? [34 C.F.R. § 300.13; ESEA Section 8101 (19) & (45)] *

- Yes No

Equitable Services Mid-Year Webinar (FY22)

Updated ES4PS Form A w IDEA Integration

The screenshot shows a web application interface for 'ESEA - Verified Student Counts'. The main content area is a table with columns for County, School Name, and Date. A modal window is open over the table, displaying the 'ESEA - Verified Student Counts' form. The form includes a 'Verified Student Counts' section with a text input field containing '0'. Below this is a dropdown menu for 'Method(s) the LEA selected to determine private school poverty' with a search box and a list of options: 'USDA National School Lunch Program', 'Comparable Poverty Data from a Survey', 'Comparable Poverty Data from a Different Source', 'Proportionality', 'An Equated Measure', and 'A Combination of Methods (specify in District comments section)'. There are also two 'Is this count correct?' sections with radio buttons for 'Yes' and 'No'. The table in the background has columns for County, School Name, Date, and several 'No' entries in the right-hand columns.

New
IIIA EL Logic

New Title IA
Poverty Method

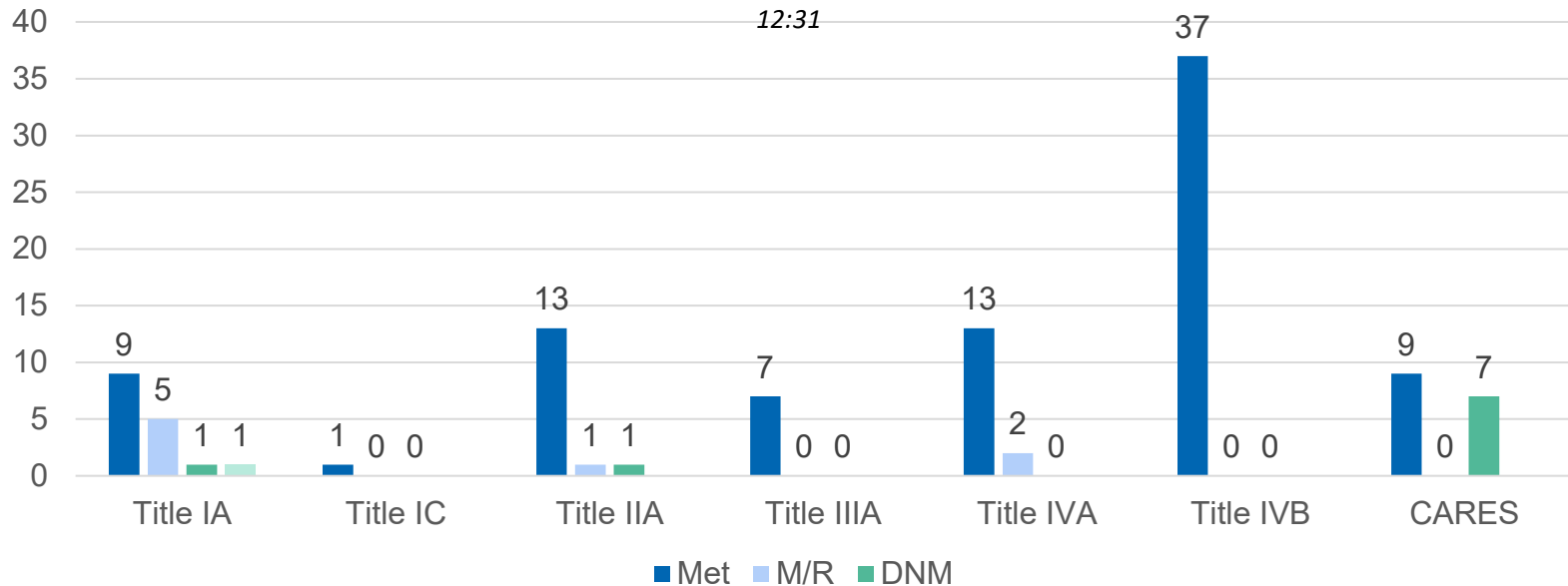
Title III, Part A: Verified Private School Immigrant Count K-12 - Count will be collected through Form A Amendment in year in which equitable services are provided.

Equitable Services Mid-Year Webinar (FY22)

Monitoring Results Summary YTD Indicator 3.1

2021-2022 Cross-Functional Monitoring

Data records are from the program office files as 03.10.22

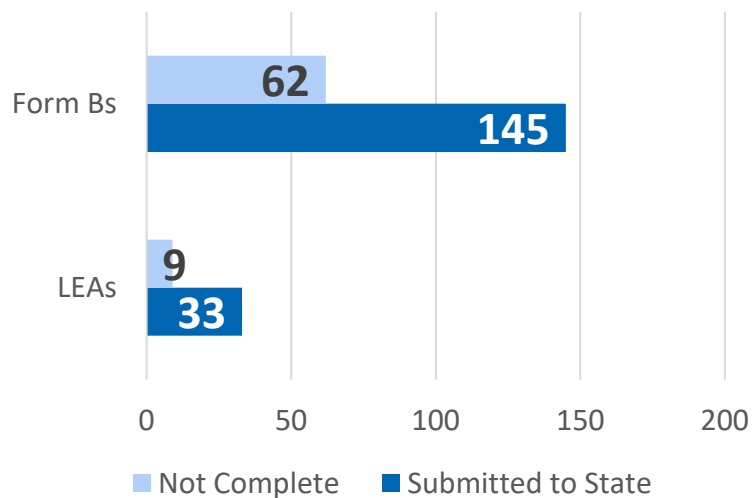


Recommendations and findings have been focused on consultation and poverty verification.

Equitable Services Mid-Year Webinar (FY22)

ESEA 2020-2021 Form B

ESEA- Form B Status



Data extracted from ES4PS 2020-2021 Form B as of 03.10.22
12:31

Next Steps

- Complete Form B
- Send Form B to Private School
- Sign-Off on Form B
- Submit to State

Equitable Services Mid-Year Webinar (FY22)

Title I, Part A Proportionate Share Worksheet

FY22 Worksheet Header w FY21 Carryover

LEA Name Barrow County	For FY: 2022				
	Poverty Source Selected Oct. 2019 FRL	Original	Adjusted	Redistributed	Carryover
LEA's FY22 Title I Total Allocation	\$2,648,936	\$2,648,354	N/A	N/A	
Amount of Title I/A Transferred by the District into IA (Form A/CLIP/Budget)	\$444,477	\$446,337	N/A	N/A	
Amount of Title I/A Transferred by the District into IA (Form A/CLIP/Budget)	\$126,059	\$126,059	N/A	N/A	
Federal Funds Transferred into Title I, Part A from Title II, Part A and/or Title IV, Part A	\$570,536	\$572,396	N/A	N/A	
Total LEA's Title I, Part A Funds Eligible for Equitable Services with Private Schools	\$3,219,472	\$3,220,750	N/A	N/A	
Total Number of Participating Private School Poverty Students Residing in Title I Attendance Zones (Agreed Upon Count)	3.00	3.00	N/A	N/A	
LEA's total number of Poverty Students in LEA's Title I Schools (Based on FY21 Guidance from ED)	5,190.00	5,190.00	N/A	N/A	
Total Poverty Count of LEA and Private Schools	\$1,931.68	\$1,932.45	N/A	N/A	
% of Private School Poverty to Total Poverty "Private School Proportionate Share"	0.06%	0.06%	N/A	N/A	
LEA's Private Schools' Proportionate Set-Aside for Title I Equitable Services	\$19.32	\$19.32	N/A	N/A	
Required 1% Set-Aside for Private Schools' Parents and Family Engagement Set-Aside in LEA's where IA Allocation ≥ \$500,000	\$1,912.37	\$1,913.13	N/A	N/A	
Amount Available for Instruction and Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	
Amount Transferred for Pooling to be Managed by LEA	\$0.00	\$0.00	\$0.00	\$0.00	
Amount Available to Calculate Administrative Set-Aside After Pooling	\$1,931.68	\$1,932.45	N/A	N/A	
LEA's FY22 Private Schools' Administrative % Agreed Upon with Private Schools (0% - 10%) listed on Form A	0.00%	0.00%	N/A	N/A	
LEA's FY22 Private Schools' Administrative Set-Aside	\$0.00	\$0.00	N/A	N/A	
If Applicable, Amount to be Redistributed Less Funds Expended Prior to Declining Funds/School Closure	N/A	N/A	\$0	N/A	
Prior Year's Private School's Carryover that will be redistributed with private schools who participated in prior year as indicated in Form B	N/A	N/A	N/A	\$0.00	
Count of Private School Students Traditional	3.00	3.00	N/A	N/A	
Count of Private School Students Pooling In-District	0.00	0.00	N/A	N/A	
Count of Private School Students Pooling Out-of-District	0.00	0.00	N/A	N/A	
Count of Private School Students Pooling Managed by District	0.00	0.00	N/A	N/A	
Administrative Set-Aside: Count of Private School Students Traditional, Pooling In-District or Pooling Managed by LEA	3.00	3.00	N/A	N/A	
Number of Students Among Schools who will receive Redistributed Funds and/or Carryover	N/A	N/A	3.00	0.00	



FY22 Worksheet Header w FY21 & FY20 Carryover

LEA Name Atlanta Public Schools	For FY: 2022					
	Poverty Source Selected Oct 2020 Direct Certification	Original	Adjusted	Redistributed	FY21 Carryover	FY20 Carryover
LEA's FY22 Title I Total Allocation	\$28,778,000	\$28,807,061	N/A	N/A	N/A	N/A
Amount of Title I/A Transferred by the District into IA (Form A/CLIP/Budget)	\$0	\$0	N/A	N/A	N/A	N/A
Amount of Title I/A Transferred by the District into IA (Form A/CLIP/Budget)	\$0	\$0	N/A	N/A	N/A	N/A
Federal Funds Transferred into Title I, Part A from Title II, Part A and/or Title IV, Part A	\$0	\$0	N/A	N/A	N/A	N/A
Total LEA's Title I, Part A Funds Eligible for Equitable Services with Private Schools	\$28,778,000	\$28,807,061	N/A	N/A	N/A	N/A
Total Number of Participating Private School Poverty Students Residing in Title I Attendance Zones (Agreed Upon Count)	240.00	240.00	N/A	N/A	N/A	N/A
LEA's total number of Poverty Students in LEA's Title I Schools (Based on FY21 Guidance from ED)	32,099.00	32,099.00	N/A	N/A	N/A	N/A
Total Poverty Count of LEA and Private Schools	32,339.00	32,339.00	N/A	N/A	N/A	N/A
% of Private School Poverty to Total Poverty "Private School Proportionate Share"	0.74%	0.74%	N/A	N/A	N/A	N/A
LEA's Private Schools' Proportionate Set-Aside for Title I Equitable Services	\$212,957.20	\$213,172.25	N/A	N/A	N/A	N/A
Required 1% Set-Aside for Private Schools' Parents and Family Engagement Set-Aside in LEA's where IA Allocation ≥ \$500,000	\$2,129.57	\$2,131.72	N/A	N/A	N/A	N/A
Amount Available for Instruction and Professional Development	\$210,827.63	\$211,040.53	N/A	N/A	N/A	N/A
Amount Transferred for Pooling to be Managed by LEA	\$3,549.29	\$3,952.87	\$0.00	\$4,149.00	\$4,149.00	\$4,149.00
Amount Available to Calculate Administrative Set-Aside After Pooling	\$219,150.96	\$219,354.62	\$0.00	\$0.00	\$0.00	\$0.00
LEA's FY22 Private Schools' Administrative % Agreed Upon with Private Schools (0% - 10%) listed on Form B	8.00%	8.00%	N/A	N/A	N/A	N/A
LEA's FY22 Private Schools' Administrative Set-Aside	\$17,533.08	\$17,548.37	N/A	N/A	N/A	N/A
If Applicable, Amount to be Redistributed Less Funds Expended Prior to Declining Funds/School Closure	N/A	N/A	\$0	N/A	N/A	N/A
Prior Year's Private School's Carryover that will be redistributed with private schools who participated in prior year as indicated in Form B	N/A	N/A	N/A	\$0.00	\$0.00	\$0.00
Count of Private School Students Traditional	225.00	225.00	N/A	N/A	N/A	N/A
Count of Private School Students Pooling In-District	11.00	11.00	N/A	N/A	N/A	N/A
Count of Private School Students Pooling Out-of-District	4.00	4.00	N/A	N/A	N/A	N/A
Count of Private School Students Pooling Managed by District	14.50	14.50	N/A	N/A	N/A	N/A
Administrative Set-Aside: Count of Private School Students Traditional, Pooling In-District or Pooling Managed by LEA	250.50	250.50	N/A	N/A	N/A	N/A
Number of Students Among Schools who will receive Redistributed Funds and/or Carryover	N/A	N/A	240.00	220.00	4.00	4.00



Equitable Services Mid-Year Webinar (FY22)

Title I, Part A Proportionate Share Worksheet

28			
29	#1 Total Amount for LEA to List as "Private School Equitable Services Set-Aside" in Set-Asides (Required) Section of IA Set-Aside Tab for Budget Approval	\$219,150.96	\$219,354.62
30	#2 Amount for LEA to List in "Private School Equitable Services Set-Aside" Description for Parent and Family Engagement	\$2,191.51	\$2,193.55
31	#3 Amount for LEA to List in "Private School Equitable Services Set-Aside" Description for Instruction and Professional Development	\$216,959.45	\$217,161.07
32	#4 Total Amount for LEA to List as "Private School Administrative Set-Aside" in Set-Asides (Optional) Section of IA Set-Aside Tab for Budget Approval	\$17,532.08	\$17,548.37
33	#5 Total Amount for LEA to List as "Private School Carryover" in Set-Asides (Optional) Section of IA Set-Aside Tab for Budget Approval	\$112,210.00	\$112,210.00
34			

Title I, Part A Attachments **Set Asides** Other Funds School Allocations Eligible Attendance Areas Data Collection

Print

This is a work section to indicate administrative funds that will not be a part of the per pupil allocations. These funds must be budgeted in the current fiscal year's budget, on the appropriate budget detail page as earmarked.

Set Asides (Required)	Amount	Comments
Neglected and Delinquent Set Aside	<input type="text"/>	LEA Neglected and Delinquent funds distributed between six site
Homeless Set Aside	<input type="text"/>	LEA has selected Method 1 to identify homeless student needs a
1% Parent and Family Engagement Set Aside	<input type="text"/>	Parent Engagement for planning and implementing effective par
Private School Equitable Services Set Aside	<input type="text"/>	\$XX PFE, \$XX Inst. & PD (Includes Pooling)

1 2 3

Set Asides (Optional)	Amount
Private School Administrative Set Aside 4	\$XXX
Indirect Cost Set Aside	\$XXX
Private School Carryover Set Aside 5	\$XXX

Includes Pooling

Budget Entry Guidance

Equitable Services Mid-Year Webinar (FY22)

Title I, Part A Proportionate Share Worksheet

FORM B Amount available to the private school as of September 30 to be entered in Form B
\$196,639.66
\$28,635.75
\$10,636.14
\$55,635.18
\$15,545.12
\$47,453.53
\$15,545.12
\$1,636.33
\$1,636.33
\$3,552.87
\$8,999.81
\$7,363.48

Form B

Form B Amount Included on proportionate share worksheet.

Carryover Section

Using Form B data submitted by LEAs, carryover has a space for individual and redistributed carryover to LEAs participating in the same year.

FY21 CARRYOVER Redistribution Qualifier: Did private school participate in FY21 & FY22 services? Did the school decline remaining funds?	FY21 CARRYOVER FY21 "Individual" Private School's Carryover due to extenuating circumstances	FY21 CARRYOVER Amount Remaining and Declined	FY21 CARRYOVER POVERTY COUNT Number of Private School Poverty Students for Carryover Redistribution	FY21 CARRYOVER POVERTY % Each Private School's % of Total Number of Private School Poverty Students	FY21 CARRYOVER Private School Carryover Redistributed to all private schools that participated in FY21 Services	FY21 CARRYOVER Redistributed Carryover + Individual Carryover Total	FY21 CARRYOVER Amount Remaining after Carryover Period as Reported on Form B
	\$115,054.00	\$0.00	220	100.00%	\$0.00	\$115,054.00	\$0.00
Yes; Needs Carryover	\$32,359.00		35	15.91%	\$0.00	\$32,359.00	
Yes; Needs Carryover	\$4,125.00		13	5.91%	\$0.00	\$4,125.00	
Yes; Needs Carryover	\$22,634.00		68	30.91%	\$0.00	\$22,634.00	
Yes; Needs Carryover	\$1,482.00		19	8.64%	\$0.00	\$1,482.00	
Yes; Needs Carryover	\$37,121.00		58	26.36%	\$0.00	\$37,121.00	
Yes; Needs Carryover	\$8,624.00		19	8.64%	\$0.00	\$8,624.00	
Yes; Needs Carryover	\$2,475.00		2	0.91%	\$0.00	\$2,475.00	
Yes; Needs Carryover	\$2,089.00		2	0.91%	\$0.00	\$2,089.00	
Yes; Needs Carryover	\$4,145.00		4	1.82%	\$0.00	\$4,145.00	
No; Not Eligible				0.00%	\$0.00	\$0.00	
No; Not Eligible				0.00%	\$0.00	\$0.00	
				0.00%	\$0.00	\$0.00	
				0.00%	\$0.00	\$0.00	

Equitable Services Mid-Year Webinar (FY22)

Ken

Pooling is Captured on One Page

- Admin set-aside after pooling
- Summary of Adjustment(s)
- Pooling Summary

NAME OF PRIVATE SCHOOL	POOLING Pooling Status	POVERTY COUNT Number of Private School Poverty Students (Using Nov 2020 Count)	POVERTY % Each Private School's % of Total Number of Private School Poverty Students	POVERTY % FOR ADMINISTRATIVE SET-ASIDE AFTER POOLING Each Private School's % of Total Number of Private School Poverty Students
Totals		240.00	100.00%	94.21%
Atlanta Youth Academy(843)	Traditional	35.00	14.58%	13.97%
Berean Christian Jr. Academy(55)	Traditional	13.00	5.42%	5.19%
Bright Futures Academy(963)	Traditional	68.00	28.33%	27.15%
Children of the Most High Illuminated Scholars(1343)	Traditional	19.00	7.92%	7.58%
Cristo Rey Atlanta Jesuit High School(1060)	Traditional	58.00	24.17%	23.15%
Dar-Un-Noor Academy(976)	Traditional	19.00	7.92%	7.58%
Greater Atlanta Adventist Academy(267)	Traditional	2.00	0.83%	0.80%
Mohammed Schools of Atlanta(977)	Traditional	2.00	0.83%	0.80%
Saint Thomas More Catholic School (518)	Pooling Out-of-District	4.00	1.67%	0.00%

Amount Transferred for Pooling Out of LEA	\$3,549.29	\$3,552.87
Amount Transferred for Pooling to be Managed by LEA	\$9,743.05	\$9,735.23

POOLING PRIVATE SCHOOLS Name of Private School	POOLING Pooling Status	POVERTY COUNT From Original LEA	POVERTY % Each Private School's % of Total Number of Private School Poverty Students	POVERTY % FOR ADMINISTRATIVE SET-ASIDE AFTER POOLING Each Private School's % of Total Number of Private School Poverty Students	ADJUSTED Private School's Title I Proportionate Share for Parent & Family Engagement Amount	ADJUSTED Private School's Title I Proportionate Share for Instruction and Professional Development	ADJUSTED Private School's Title I Proportionate Share for Administration	ADJUSTED Total Amount for Each Private School's Title I Equitable Services
Totals		14.50		5.79%	\$97.35	\$9,637.88	-\$1,015.77	\$8,719.46
Boyce Ansley (DeKalb)	Managed by LEA	7	N/A	2.79%	\$42.64	\$4,221.54	-\$490.37	\$3,774
Boyce Ansley (Fulton)	Managed by LEA	5.5	N/A	2.20%	\$44.42	\$4,397.20	-\$385.29	\$4,056
Boyce Ansley (Clayton)	Managed by LEA	2	N/A	0.80%	\$10.29	\$1,019.14	-\$140.11	\$889
			N/A	0.00%			\$0.00	\$0

Pooling Summary	POOLING Pooling Status	POVERTY COUNT From Original LEA	POVERTY % Each Private School's % of Total Number of Private School Poverty Students	POVERTY % FOR ADMINISTRATIVE SET-ASIDE AFTER POOLING Each Private School's % of Total Number of Private School Poverty Students	ORIGINAL Private School's Title I Proportionate Share for Parent & Family Engagement Amount	ORIGINAL Private School's Title I Proportionate Share for Instruction and Professional Development	ORIGINAL Private School's Title I Proportionate Share for Administration	ORIGINAL Total Amount for Each Private School's Title I Equitable Services
Pooling School 1		25.50			\$195.04	\$19,308.55	-\$1,784.70	\$17,718.89
Boyce Ansley (APS)	Pooling In-District	11	4.58%	4.39%	\$97.61	\$9,662.93	-\$769.87	\$8,991
Boyce Ansley (DeKalb)	Managed by LEA	7	N/A	2.79%	\$42.62	\$4,219.03	-\$489.92	\$3,772
Boyce Ansley (Fulton)	Managed by LEA	5.5	N/A	2.20%	\$44.51	\$4,406.23	-\$384.94	\$4,066
Boyce Ansley (Clayton)	Managed by LEA	2.00	N/A	0.80%	\$10.31	\$1,020.37	-\$139.98	\$890.70

Equitable Services Mid-Year Webinar (FY22)

Use of Private School Budget Feature

Consolidated Application

Budget

District Name :
 Fiscal Year : 2022
 Status : New (Date: Jan 14 2022 12:10PM)

Program Information | **Budget** | Comments | Audit Trail | Assurances | Programs

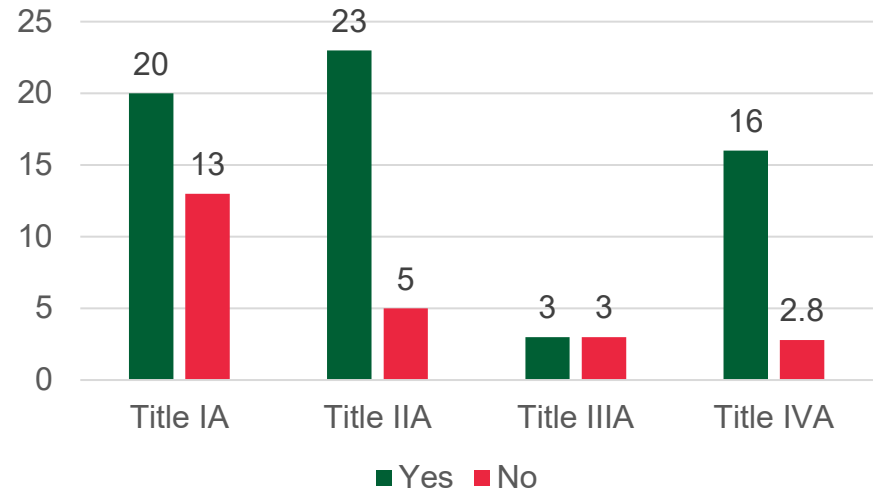
Program : Title II-A, Improving Teacher Quality

Current FY Allocation :
 Additional Allocation :
 Carry Over :
 Pooling Allocation :
 Total Grant Award :
 Transfer Amount :
 Total Amount to be Budgeted :

Budget Detail

Fiscal Year	From Program	School	Private School
2022	Title II-A, Improving Teacher Quality	The Paideia School	
2022	Title II-A, Improving Teacher Quality	The LIFE School of Atlanta, Inc.	
2022	Title II-A, Improving Teacher Quality	The Galloway School	
2022	Title II-A, Improving Teacher Quality	The Galloway School	
2022	Title II-A, Improving Teacher Quality	The Galloway School	
2022	Title II-A, Improving Teacher Quality	The Galloway School	
2022	Title II-A, Improving Teacher Quality	The Boyce L. Ansley School	
2022	Title II-A, Improving Teacher Quality	Greater Atlanta Adventist Academy	
2022	Title II-A, Improving Teacher Quality	Dar-Un-Noor Academy	
2022	Title II-A, Improving Teacher Quality	Cristo Rey Atlanta Jesuit High School	

LEA Use of Private School Budget Feature FY22



Data extracted from 2022 ConApp Cube as of 03.02.22
 Pooling (Contributing) LEAs with single school participation not included

Equitable Services Mid-Year Webinar (FY22)

Pooling Title I, Part A Funds Across LEAs

Nonpublic School - Year 1 Pooling	# of LEAs Pooling
Atlanta Youth Academy	3
Berean Christian Jr. Academy	3
Dar Un Noor	5
Light of the World Christian Academy	3
St. John the Evangelist	6
St. Joseph Catholic Parish School	8
St. Joseph Catholic School	7
Torah Day School	2
Waseca Montessori School	4

Nonpublic School - Year 2 Pooling	# of LEAs Pooling
The Boyce Ansley School	4
St. Francis Xavier Catholic School	3
St. Peter Claver Catholic School	7
St. Teresa Catholic School	4
St. Thomas More Catholic School	5

Final residency and poverty is being confirmed by LEAs and Private Schools in ongoing consultation.

Data based on October 2021 Private School Data Collections DE1111 Submissions and Private School Consultation Feedback

Equitable Services Mid-Year Webinar (FY22)

CLIP & Equitable Services Private School Needs

Summary of Needs in FY22 CLIP

7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY22 federal funds. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	
Title II, Part A	
Title III, Part A	
Title IV, Part A	
Title IV, Part B	
Title I, Part C	
IDEA 611 and 619	

- **Title I, Part A** – Tutoring, Software, and Parent Engagement Activities
- **Title II, Part A** – PD: Reading/Literacy, Differentiation, and Core Content
- **Title III, Part A** – Testing and PD
- **Title IV, Part A** – STEM/STEAM and Technology

Data extracted from 2022 CLIP Submissions as of 03.02.22

Questions

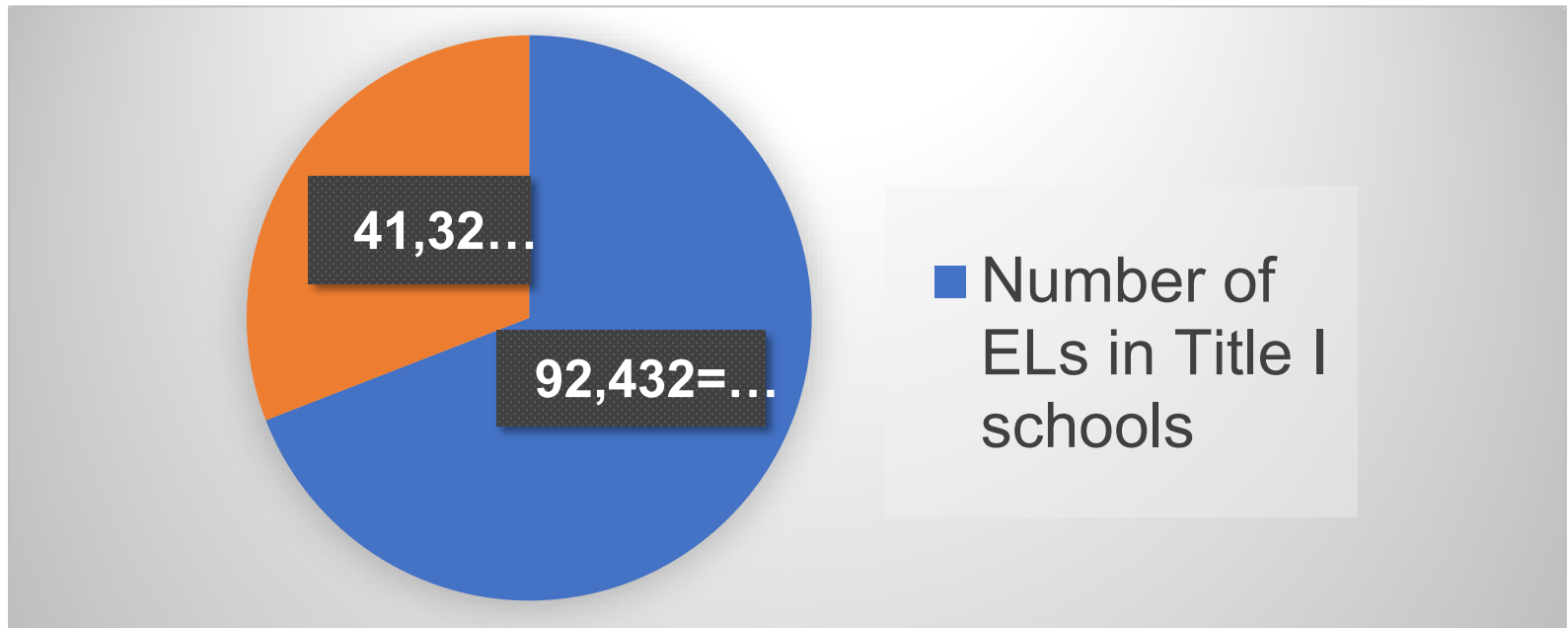


Serving English Learners and their Families in Title I, Part A

Dr. Meg Baker,
Program Manager,
ESOL & Title III, Part A



English Learners in Title I Schools



Title I Schools with no ELs:
147

Spanish	Hindi	Filipino, Tagalog,	Bulgarian	Micronesia	Slovak
Ghanian	Farsi, Dari, Persian	Cebuano, Visaya	Ukrainian	Pakistani	Macedonian
German	Karen, Karenni	Khmer, Cambodian	Creoles and	Greek	Creoles and
Vietnamese	Russian	Other Nigerian	pidgins, French	Mixteco	pidgins,
Korean	Japanese	Punjabi	based	Creoles and	Portuguese-
Portuguese	Bengali	Romanian	Senegal	pidgins	based
Ethiopia/Eritrean	Urdu	Lao	Languages	Samoan	Nahuatl
Burmese, Hakka	Sudan Languages	Turkish	Kurdish	Serbo-Croatian	Lithuanian
Chin,	Haitian Creole	Hebrew	Czech	Hungarian	Other Middle
Chinese	Somali	Other European	Dutch	Gaelic	Eastern
Arabic	Bantu	Armenian	Gbe	Mande	Uzbek
Other African	Hmong	Latin	Indonesian	Chad Languages	Icelandic
French	Creoles and	Cantonese	Patois/Patwa	Swedish	Turkmen
Mandarin	pidgins, English	Georgian	Italian	Iranian	Malay
Other Indian	based	Afrikaans	Estonian	Welsh	Finnish
Other Asian	Mayan Languages	Albanian	Polish	Zapoteco	Hakka
Gujarati	Bosnian	American Indian	Malay	Cherokee	Hawaiian
Swahili	Pashto/Pushtu	Thai	Danish	Laotian	Mongolian
Nepali				Other South	Flemish
				American	Mohawk

Parent Languages in Georgia's Schools

(October 2021)

Non-English Proficient Parents and OCR:

We are called to communicate with parents in a language they understand

OCR/DOJ *Dear Colleague Letter* -

- p. 28: “Schools have an obligation to ensure meaningful communication with EL parents in a language they can understand, and
 - To adequately notify EL parents of information about any program, service, or activity of a school...”
 - To identify limited English proficient parents’ preferred language and format (written vs. oral)
- p. 30: “Schools must provide guidance in a language parents can understand to ensure that parents understand their child’s rights, the range of EL services that their child could receive, and the benefits of such services.”

GaDOE Resources in Spanish

[A Family Guide to Understanding MTSS – in Spanish](#)

[ESSA Alternative FAQs for Families – in Spanish](#)

[ESOL Form Bank – 15 languages](#)

[Home Language Survey – 15 languages](#)

[Lexile Parent Resources including Spanish](#)

[Parents' Guide to CCRPI – in Spanish](#)

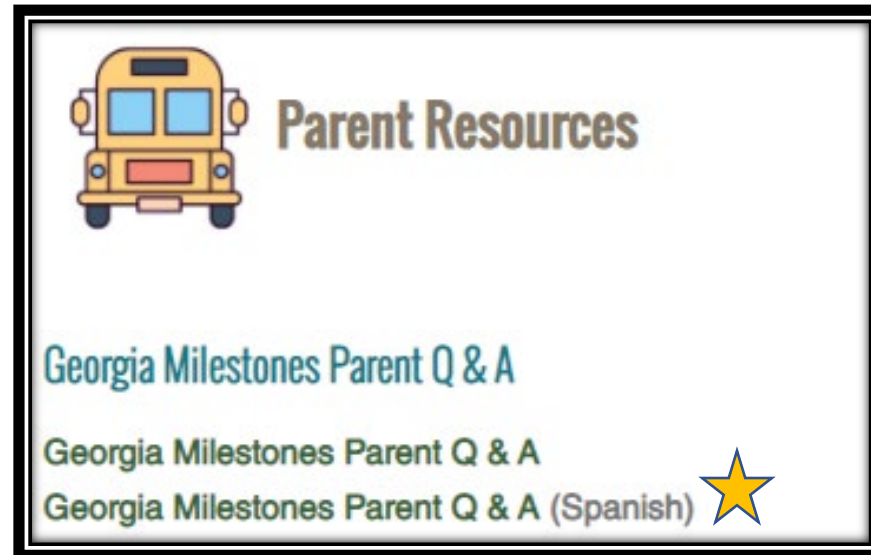
[Parent Survey in Spanish \(Special Education\)](#)

[Title I, Part A Parent Notification Letters – 15 languages](#)



NEW! Georgia Milestones- Parent Resources in Spanish

[Georgia Milestones Parent Q & A- Spanish](#)



Parents of ELs and Title I, Part A:

We are called to notify parents

- Provide notice to parents of English Learners (ELs) identified for participation or participating in a Title I or Title III language instruction educational program, not later than 30 days after the beginning of the school year with the required content outlined in the ESEA.
- For those children who are identified as EL during such school year the LEA shall notify the children's parents during the first 2 weeks of the EL being placed in a supplemental language program funded by Title I or Title III with the required content outlined in the ESEA.
- **ESEA:** Sec. 1112(e)(3)(A); Sec. 1112(e)(3)(B); Sec. 1112(e)(3)(D); Sec. 1112(e)(4);

Combined Parent Notification Letters

Annual Parent Notification
Annual Parent Waiver
Annual ACCESS test results

Combined Parent Notification for ESOL and Federal Programs Language Services



Combined Parent Notification for ESOL and Federal Programs Language Services [\[ENGLISH\]](#)

- Arabic version
- Bosnian Version
- Haitian Creole version
- French version
- Gujarati version
- Hindi version
- Japanese version
- Korean version
- Portuguese version
- Romanian version
- Russian version
- Spanish version
- Traditional Chinese version
- Urdu version
- Vietnamese version

[Insert School District Name]

Parent Notification of Student Eligibility for English to Speakers of Other Languages (ESOL) Language Program and Supplemental Language Instruction Services

Student Name: _____ Date: _____

School: _____ Grade Level: _____ Homeroom: _____

Dear Parents/Guardians:

The purpose of this letter is to notify you that your child has been identified as an English Learner (EL) based on the following test of English Language Proficiency (ELP):

- Kindergarten screener, WIDA Screener, ACCESS for ELLs 2.0, Alternate ACCESS for ELLs. Includes corresponding ELP level fields.

Your child is in our school's ESOL language program because his/her level of English proficiency was less than _____ on this test. See the left side of the chart below.

- Your child is also receiving supplemental language instruction services to develop English language skills and support academic success. See the right side of the chart below.
Your child is not receiving supplemental language instruction services.

Table with 2 columns: ESOL Language Program and Supplemental Language Instruction Services. Contains checkboxes for various ESOL models and a detailed note to LEAs regarding instructional methods.

Our language instruction program and services are effective in increasing the English and academic skills of students. If your child is in high school, the expected English Learner graduation rate is ____%.

[Insert School District Name]

To review the status of your child's academic achievement, please log in to the school's online parent portal: [NOTE TO LEAs: Insert your school's parent portal name and link here. If there is no parent portal, delete this sentence and describe how the parent can access the child's academic progress.]

The school will exit your child from this ESOL language program and supplement language service when he/she reaches the district's established level of English proficiency.

Please note that if your child has a disability, special education staff together with language support staff have determined the language services as specified in the Individualized Education Program (IEP).

You have the right to refuse the ESOL language program (See the left side of the chart on the previous page) and/or the supplemental language instruction services (See the right side of the chart on the previous page). Please contact the person listed below if you would like to decline participation for your child, if you would like to talk about the different language instruction services offered, or if you would like to learn about our parent meetings. Thank you.

Name: _____ Title: _____

Telephone Number: _____ E-mail: _____

School's Description of your child's ESOL Delivery Model: [NOTE TO LEAs: Please keep the description(s) applicable to the child and delete the others.]

- Pull-Out: EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
Push-in: EL students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher.
Resource center/Lab: EL students receive language assistance in a group setting supplemented by multimedia materials.
Scheduled ESOL class: In a class composed only of ELs, EL students receive instruction in foundational social and instructional English as well as in the academic languages of content.
Scheduled ESOL class in a Newcomer Program: EL students are participating in a Newcomer Program for recently arrived immigrants, in a class composed only of ELs. EL students receive instruction in foundational social and instructional English as well as in the academic languages of content.
Sheltered Content: EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students.
Sheltered Content in a Newcomer Program: EL students are participating in a Newcomer Program for recently arrived immigrants. EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students.
Dual Language Immersion: EL students receive language assistance through immersion in a dual language setting. The class includes EL students and non-EL students.
Innovative: _____

Parents of ELs and Title IA and Title IIIA: *We are called to build parents' capacity*

Parent Participation - The Local Education Agency (LEA) and school **shall** also implement an effective means of outreach to parents of English learners as to how they can be active participants in assisting their children to:

1. Attain English proficiency (such as meetings or communications about English Language Development Standards and WIDA Assessments)
2. Achieve at high levels within a well-rounded education
3. Meet the challenging State academic standards expected of all students

To also include the opportunity for regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I or Title III.

ESEA: Sec. 1116(e); Sec. 1116(f); Sec. 1112(e)(3)(C); Sec. 1112(e)(4);

2021 English Language Proficiency Assessment Participation (ELPAP) Rates

- GA received accountability waiver for monitoring 2021 assessment participation rates.
- 2021 ELPAP Rates posted in MyGaDOE Report Portal.
- GaDOE quality checks revealed instances where some students were missed from the calculation based on the extended 2021 testing window.
- GaDOE updated 2021 ELPAP rates. Posting soon.
- **No action needed from LEAs.**
- Updated rates could inform local procedures and self-monitoring processes.

Fostering Shared Responsibility for ELs and their Families – *What could Title I do?*

ESOL language instruction	Extending language learning opportunities	Assessing English language development	Parent, Family, Community Engagement

Questions



Academy of New Federal Programs Leaders

Kathleen Yarbrough
Federal Programs
Senior Manager

Academy of New Federal Program Leaders

New Program for FY23

The Academy of New Federal Program Leaders is designed to assist Federal Program leaders (with two or fewer years of experience) navigate through guidance, regulations, deadlines, policies, forms, and procedures.

Academy of New Federal Program Leaders

The next several slides are a proposal for the contents of the Academy of New Federal Program Leaders.

Prioritized Support from GaDOE Staff - The GaDOE staff provides technical assistance to all LEA staff. New Federal Program Leaders will be contacted by GaDOE staff at least monthly to check in and provide technical assistance.

Webinars - This series of webinars will cover timely relevant topics to deepen the knowledge of new Federal Program Leaders. These sessions consist of short presentations and time to answer questions.

Academy of New Federal Program Leaders

Weekly “Test Your Knowledge” Questions - Each week in the Federal Program Updates there will be 3 to 5 questions to test your knowledge of individual federal program. Immediately after answering, feedback on the correct answer will be provided. The regulation or guidance that supports the correct answer will also be linked for your convenience. These questions will be based upon upcoming requirements and the most frequently asked questions of the GaDOE staff.

Academy of New Federal Program Leaders

Comprehensive Timeline with Deadlines for all Federal Programs - This color-coded monthly calendar will make it easier to keep up with all the individual program requirements and deadlines.

Live Demonstrations – GaDOE staff will provide live demonstrations on how to navigate the different systems and platforms. These demonstrations will be recorded so that they can be accessed at any time.

A Panel of Experts – GaDOE will host quarterly meetings with experienced LEA Federal Program Leaders sharing their knowledge.

Academy of New Federal Program Leaders

Handbook Review - Each Federal Program at the GaDOE has a handbook that provides guidance and information to help LEAs create and maintain a compliant program. These handbooks have a wealth of information and can seem overwhelming. An on-demand training on each program's handbook is available and can be accessed at any time.

Academy of New Federal Program Leaders

How do we support new leaders who wear many different federal program hats in the district?

Academy of New Federal Program Leaders



Questions



Title I, Part A

Dr. Ken Banter

Title I, Part A, Senior Manager

Brittan Ayers

Title I, Part A, Program Specialist

Title I, Part A

- GaLearns
- Summer Learning Series
- Poll: Dates for FY23 COPs meetings

Questions



Title I, Part A Committee of Practitioners

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