Title I
Committee of Practitioners

November 5, 2018
Annual State Report Card

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Georgia Department of Education
ESEA 1111(h)(1) A State that receives Title I funds shall prepare and disseminate widely to the public an annual report card for the State as a whole that is:

• Concise

• Presented in an understandable and uniform format that is developed in consultation with parents, in a language that parents can understand; and

• Widely accessible to the public, on a single webpage of the SEA, the State report card, and all LEAs’ report cards
ESEA 1111(h)(2) A LEA that receives Title I funds shall prepare and disseminate widely to the public an annual LEA report card for the agency as a whole and each school served by the agency:

- **Concise**
- Present in an understandable and uniform format, in a language that parents can understand; and
- **Accessible to the public, which shall include:**
  - Placing on the website of the LEA (December 31, 2018), and
  - If the LEA does not have a website, provide information to the public in another manner developed by the LEA.
What has GaDOE done to meet these requirements?

1. Ongoing meetings with personnel from the Governor’s Office of Student Achievement (GOSA), Data Collections, and Accountability

2. GOSA developed a unique URL link for each LEA that includes each school’s report card within the LEA

3. Hosted a webinar in September for LEAs to review the ESEA report card requirements

4. Title I will be checking if LEAs have posted the URL to their websites during cross-functional monitoring
Welcome to Banks County Schools where Attitude is Everything!

Click on the link to view Banks County’s School Report Cards.

https://schoolgrades.georgia.gov/school-search?f[0]=field_district:18
Banks County School District
District Enroll: 2765
Address: 102 Hwy 51 South, Homer, GA 30547
District Letter Grade: C

Banks County Middle School
District: Banks County
Grades: 6-8
Clusters: Middle
Address: 712 Thompson St, Homer, GA 30547
School Letter Grade: B

Banks County Elementary School
District: Banks County
Grades: 3-5
Clusters: Elementary
Address: 180 Highway 51 S, Homer, GA 30547
School Letter Grade: B

Banks County High School
District: Banks County
Grades: 9-12
Clusters: High
Address: 1486 Historic Homer Hwy, Homer, GA 30547
School Letter Grade: C
English Learners in Title I, Part A

Committee of Practitioners
November 5, 2018
Randy Phillips & Meg Baker
Purpose of this Presentation

• To provide an overview of Title I, Part A English Learner’s parent notification and participation, with a focus on requirements under ESSA

• To review ways Title I, Part A (and Title III, Part A) funds can be used to implement these requirements

• To discuss questions GaDOE has received along with your questions
What is a supplemental program?

Supplemental EL Supports (Federal)

Federal: Title III, Part A

Federal: Title I, Part A

Separate – but COORDINATED – Supports

State-funded ESOL Program

EL Supports (State)

Federal: Title I, Part A

Federal: Title III, Part A
PURPOSE of the STATE-FUNDED ESOL PROGRAM

English to Speakers of Other Languages (ESOL) is a state-funded instructional program for eligible English Learners (ELs) in grades K-12 (Georgia School Law Code 1981, § 20-2-156, enacted in 1985).
PURPOSE OF TITLE I, PART A
ESSA SECTION 1111

• To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps

Supplements the State-funded ESOL Program!
PURPOSE OF **TITLE III, PART A**
ESSA SECTION 3102

- To help ensure that English Learners, including immigrant children and youth, attain English language proficiency and meet the same standards that all children are expected to meet.

Supplements the State-funded ESOL Program and other Title programs!
Effective Means of Outreach to Parents of ELs
Requirement under ESSA for Title I, Part A, Section 1112(e)(3)(C):

(i) IN GENERAL. —

Each LEA receiving Title I, Part A funds **shall implement** an **effective means of outreach to parents of English Learners** to inform the parents regarding how the parents can—

- (I) be involved in the education of their children; and
- (II) be active participants in assisting their children to—
  - (aa) attain English proficiency;
  - (bb) achieve at high levels within a well-rounded education; and
  - (cc) meet the challenging State academic standards expected of all students.
Requirement under ESSA for Title I, Part A, Section 1112(e)(3)(C):

(ii) REGULAR MEETINGS. -

Implementing an effective means of outreach to parents of English Learners shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I or Title III.

Note: These regular meetings are not to be confused with the ESOL Program parent meetings.
Is this NEW??
(Hint: Not really!)

- Under No Child Left Behind (NCLB), these federal requirements were in both Title I and Title III law. In Georgia, the Title III unit chose to take full responsibility for ensuring compliance with this requirement.

- Under the ESSA, now the EL parent notification and meetings requirements are solely in Title I statute.

As a result, Title I funds in Title I schools can and should be used to meet this requirement, and collaboration between District’s Title I, Title III, and ESOL staff is encouraged.
Removed from Title III, Remain in Title I

LEA activities that are now only in Title I, Part A include:

EL parent notification regarding *(Title-funded)* language instruction educational programs (LIEPs) and related information (ESEA Section 1112(e)(3)(A));

Parent participation (effective means of outreach with specified topics) (ESEA Section 1112(e)(3)(C)); and

Reporting to the State on the number and percentage of ELs achieving English Language Proficiency (ELP) (ESEA Section 1111(h)(2))

Reminder: LEA Title I, Title III, & ESOL staff “collaborate” to “coordinate” services for students!
EL Parent, Family and Community Engagement

The amended ESEA provisions for parent, family, and community engagement with regard to ELs:

Title I-funded LEAs **must**: provide effective outreach to parents of ELs (ESEA Section 1112(e)(3)(C)).

LEAs **must** also provide effective outreach to parents of all ELs at **Non-Title I Schools**, but may utilize Title III, Part A or state/local funds in order to meet this mandate, since Title I funds CANNOT be used at Non-Title I Schools. (See Non-regulatory guidance)
EL Parent, Family, and Community Engagement

- Title I requires LEAs that receive a Title I subgrant to implement an effective means of outreach to parents of ELs.

  - Outreach must include holding, and sending notice of opportunities for, regular meetings in order to gather and respond to recommendations from parents of ELs.
  - Meetings must include specifics regarding ways parents can support ELs’ content and language proficiency skills.
Inviting All Title I Parents—Including Outreach to Parents of ELs

Use multiple ways of inviting parents in an understandable language!

Annual Title I Meeting with agenda items:
• English Language Development Standards
• WIDA Assessments

Parent Input Meetings with agenda items:
• Parent and Family Engagement Policy
• School-Parent Compact
• Building School Staff Capacity
• 1% set-aside for family engagement

Building Parent Capacity Sessions with agenda items:
• Using the Parent Portal
• Sharing Social Media posted in English & other languages
• Forwarding websites in English & other languages

3/22/19
Building the Capacity of Parents of ELs

GaDOE Parents of EL Webpage: [http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx](http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx)
Building the Capacity of Parents of ELs

Helping Parents to Navigate and Find Resources on Websites

Example of a Website in English & Spanish for Families

http://www.colorincolorado.org/
Federally Funded Outreach to Parents of ELs

Title I funded in Title I schools

- Translations of Invitations
- Interpreters at Meetings
- Meeting Materials
Federally Funded Outreach to Parents of ELs

After using Title I funds and if additional funds are needed, Title III funds can supplement Title I funded outreach efforts as described in Title III law.

In non-Title I schools, Title III funds can also supplement state and local funds.
Non-Regulatory Guidance of 2016

A State and its LEAs may use Title III funds for activities relating to ELs that were previously required under Title III and are now required under Title I as long as:

1. The specific use of funds is consistent with the purpose of Title III and meets Federal guidelines for “reasonable and necessary costs” (See 2 Code of Federal Regulations (CFR) Parts 200 and 225);
2. The specific use of funds is supplemental to the SEA’s or LEA’s civil rights obligations to ELs under Title VI and the EEOA; and
3. The SEA or LEA can demonstrate that it is also using Title III funds to conduct activities required under Title III (for SEAs, see ESEA Section 3111(b); for LEAs, see ESEA Section 3115(c)).
Title III, Part A, Sec. 3115

(c) REQUIRED SUBGRANTEE ACTIVITIES.—An eligible entity receiving funds under section 3114(a) 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.

-Title III, Part A, Sec. 3115(c)(3)(A)
Notice to Parents of Participating ELs
What is a supplemental program?

Federal: Title I, Part A

Supplemental EL Supports (Federal)

Parent Notice about Supplemental EL Support (Federal)

Separate – but COORDINATED - Supports

Federal: Title III, Part A

State-funded ESOL Program

EL Supports (State)

Parent Notice about ESOL Eligibility and Supports (State)

Separate Notices
Which Parents Should Receive the Title I Notice?

For the purpose of this example, all names are fictitious.
Federally Funded Supplemental English Language Support Services

Use Title I funds first

• To support Stacy and Jeremy in their English language development at their Title I school (for example: software language programs, afterschool tutoring)

Then if additional funds are needed, Title III funds can be used

• In addition to Title I funded supports for Stacy and Jeremy (for example: a summer program)
Title I Notification for Parents of ELs

- LEA-required parent notification of an EL’s inclusion in a Title-funded language instruction educational program (LIEP) at a Title I school:
  - No later than 30 days – beginning of school year
  - Within 2 weeks (10 days) of placement for students in a supplemental language support services who enroll after the start of the school year

- Parents of ELs may decline services from a Title-funded language program.
  - Parent decision must be voluntary
  - LEA must still meet Title VI of the Civil Rights Act and Equal Educational Opportunities Act (EEOA) obligations
  - Child must still be annually assessed for English language proficiency
The parent notification must include:

- The reason for identification of the child as an EL and in need of the title-funded support;
- The child’s level of English language proficiency, how the level was assessed, and the status of the child’s academic achievement;
- Methods of instruction used in the (Title-funded) program in which the child is, or will be, participating;
- How the (Title-funded) program will meet the educational strengths and needs of the child;
- Exit requirements for the (Title-funded) program;
- Information regarding parents’ right to withdraw the child from a (title-funded) program upon their request, and to decline enrollment or choose another program or method of instruction, if available.

- ESSA, Section 1112(e)(3)(A)
Parent Notification Template

In English and 14 other languages!!

http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx
Coming Soon in Data Collections

Starting in 2019-2020, Question #4 will be required by GaDOE Data Collections in order to identify the Parents’ Preferred Language of Communication.

Note: Question #4 is NOT a part of the 3 required HOME LANGUAGE SURVEY questions!
Questions?
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