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 Community

https://community.gadoe.org/
GaDOE Community

https://community.gadoe.org/
GaDOE Professional Learning Events

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/
GaDOE Professional Learning Opportunities

https://plo.gadoe.org/
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>GaDOE Office</td>
<td>GaDOE Division</td>
<td>GaDOE Program</td>
<td>Contact First Name</td>
<td>Contact Last Name</td>
<td>Contact Title/Position</td>
<td>Contact Email</td>
</tr>
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<td>Federal Programs</td>
<td>Consolidation of Funds</td>
<td>Consolidation of Funds</td>
<td>Carl</td>
<td>Amber</td>
<td>General Manager</td>
<td><a href="mailto:cmiller@doe.k12.ga.us">cmiller@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Federal Programs</td>
<td>Nita M. Lowery 21st Century Community Learning Centers</td>
<td>Nita M. Lowery 21st Century Community Learning Centers</td>
<td>Odris</td>
<td>Codran</td>
<td>Professional Learning Specialist</td>
<td><a href="mailto:odriscodran@doe.k12.ga.us">odriscodran@doe.k12.ga.us</a></td>
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<td>Federal Programs</td>
<td>Special Education Services and Supports</td>
<td>Assistive Technology</td>
<td>Paula</td>
<td>Gumpman</td>
<td>Program Specialist</td>
<td><a href="mailto:pgumpman@doe.k12.ga.us">pgumpman@doe.k12.ga.us</a></td>
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<td>Budget, Grants and Consolidated Application</td>
<td>Nicole</td>
<td>Croom</td>
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<td><a href="mailto:nccroom@doe.k12.ga.us">nccroom@doe.k12.ga.us</a></td>
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<td>Family Engagement and Dispute Resolution</td>
<td>Phoebe</td>
<td>Atkins</td>
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<td><a href="mailto:patkins@doe.k12.ga.us">patkins@doe.k12.ga.us</a></td>
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<td>Georgia Instructional Materials Center (GIMC)</td>
<td>Anne</td>
<td>Ladd</td>
<td>Family Engagement Specialist</td>
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<td>Georgia Network for Educational and Therapeutic Support (GNETS)</td>
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<td>Cleveland</td>
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<td>Results Driven Accountability</td>
<td>Ann</td>
<td>Cross</td>
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<td>Kachelle</td>
<td>White</td>
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</tbody>
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https://plo.gadoe.org/
GaDOE Community

https://community.gadoe.org/
GaDOE Community

https://community.gadoe.org/
List or Calendar View

GaDOE Professional Learning Events

- **January 31, 2023**: Imagine an Elementary Advanced Content Class
- **February 2, 2023**: Intro to Reading and Evidence-Based Writing
- **February 3, 2023**: FCCLA – Get the Word Out about Your Chapter

GaDOE Professional Learning Events

March 2022

- **March 2**: 2 Events
- **March 3**: 1 Event
- **March 4**: 3 Events
- **March 5**: 4 Events
- **March 6**: 2 Events
- **March 7**: 7 Events
- **March 8**: 5 Events
- **March 9**: 6 Events
- **March 10**: 1 Event
- **March 11**: 2 Events
- **March 12**: 1 Event
- **March 13**: 2 Events
- **March 14**: 3 Events
- **March 15**: 4 Events
- **March 16**: 2 Events
- **March 17**: 3 Events
- **March 18**: 2 Events
- **March 19**: 1 Event
- **March 20**: 2 Events
- **March 21**: 1 Event
- **March 22**: 2 Events
- **March 23**: 1 Event
- **March 24**: 2 Events
- **March 25**: 1 Event
- **March 26**: 2 Events
- **March 27**: 1 Event
- **March 28**: 2 Events
- **March 29**: 1 Event
- **March 30**: 2 Events
- **March 31**: 1 Event
Filters

GaDOE Professional Learning Events

Search for events

Find Events

- Today
- Event Type
- DOE Office
- Topic
- Audience

List Calendar

Event - By Region
- Event - By Region
- Event - Multiple
- Event - Single
- Recorded Webinar

Assessment & Accountability
- Assessment
- 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

GaDOE Professional Learning Events

Search for events

Find Events

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

January 31 @ 4:00 pm - 5:00 pm
Accessing Events
Registering for Virtual Live Events

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

Event details
- 2/22/2022, 3:00 PM - 2/22/2022, 4:00 PM
- Time zone: EDT/EDT (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 in 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 construct/conceptual scoring philosophy. Participants will engage in a deep dive of the item and Scoring Sample, 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 within the school year, impacting student achievement in the classroom and beyond.

Speakers
- Lisa Hardman, Ed.S., Assessment Specialist, K-5
- Adrienne Simmons, Ed.D.

Register for this event
- Required

Register now
Recorded Webinar

GaDOE Professional Learning Events

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 facilitate the general supervision of special education programs is a focus of the presentation.

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 common understanding of student expectations for narrative writing as defined by the Georgia Standards of Excellence in grades 3-12. Presenters will define key terms and assess the narrative writing standards. Participants will further provide an overview of frameworks used to compose engaging narratives. Participants will gain knowledge on narrative design and writer's craft. Participants will collaborate on a narrative that will be shared. Presenters will critique the purpose and characteristics of narrative writing. Participants will walk away with a comprehensive awareness of tools and strategies to support writers in the classroom.

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 test.

Special Education Spotlight on FTE Reports & Error

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 facilitate 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 - dkempp@doe.k12.ga.us

Secondary Contact: Linda Castellanos - lcastellanos@doe.k12.ga.us

DOE Office: Federal Programs

Topics: Data Collection, Special Education

Event Date: Oct 6, 2021

Webinar URL: https://fl02.gadoe.org/gadoe/file/7a1a5f08-df19-45fc-9d47-9eda950f6d74/1/SpecEd%20FTE%20Reports%20Webinar%20Recording.zip

Additional Resources:

https://fl02.gadoe.org/gadoe/file/7a1a5f08-df19-45fc-9d47-9eda950f6d74/1/FTE%20Errors%20and%20Worries_10-14-2021.pdf
By-Request Options

A Whole Child Approach to Student Success

Duration: 1 hour

Intended Audience: Community Stakeholders, District Leaders, School Leaders, Teacher Leaders

Looking Beyond Behaviors: A Whole Child Approach to Student Success.

By Request

Request Link: https://forms.office.com/r/u1y160VewA

2022 TLSD Division Professional Learning Request

In-Person or virtual workshop requests can only be made by school and district leaders.
Professional Learning
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
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 Mid-Year Webinar (FY22)
Updated ES4PS Form A w IDEA Integration

*New* CBO Option

*New* IDEA Section
Equitable Services Mid-Year Webinar (FY22)
Updated ES4PS Form A w IDEA Integration

*New* ‘Other’ Option

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

*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

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

<table>
<thead>
<tr>
<th>Form Bs</th>
<th>LEAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Complete</td>
<td>9</td>
</tr>
<tr>
<td>Submitted to State</td>
<td>62</td>
</tr>
</tbody>
</table>

Next Steps

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

Data extracted from ES4PS 2020-2021 Form B as of 03.10.22 12:31
## Equitable Services Mid-Year Webinar (FY22)

**Title I, Part A Proportionate Share Worksheet**

**FY22 Worksheet Header**

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Barrow County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A Proportionate Share Worksheet FY22</td>
<td></td>
</tr>
</tbody>
</table>

### FY22 Worksheet Header w FY21 Carryover

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Atlanta Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A Proportionate Share Worksheet FY22</td>
<td></td>
</tr>
</tbody>
</table>

### FY22 Worksheet Header w FY21 & FY20 Carryover

<table>
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<th>LEA Name</th>
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</thead>
<tbody>
<tr>
<td>Title I, Part A Proportionate Share Worksheet FY22</td>
<td></td>
</tr>
</tbody>
</table>

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**Notes:**
- **For Yr:** FY22
- **Original:** Includes all Federal funds in Title I, Part A.
- **Adjusted:** Includes all Federal funds in Title I, Part A with carryover funds.
- **Redistributed:** Includes all Federal funds in Title I, Part A with carryover funds and allocated to LEAs.
- **Carryover:** Includes all Federal funds in Title I, Part A with carryover funds.

### FY2022 Table

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Barrow County</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Atlanta Public Schools</th>
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<tbody>
<tr>
<td>Title I, Part A Proportionate Share Worksheet FY22</td>
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### FY2022 Table w FY21 Carryover

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Atlanta Public Schools</th>
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</thead>
<tbody>
<tr>
<td>Title I, Part A Proportionate Share Worksheet FY22</td>
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### FY2022 Table w FY21 & FY20 Carryover

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<thead>
<tr>
<th>LEA Name</th>
<th>Atlanta Public Schools</th>
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</thead>
<tbody>
<tr>
<td>Title I, Part A Proportionate Share Worksheet FY22</td>
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Equitable Services Mid-Year Webinar (FY22)
Title I, Part A Proportionate Share Worksheet

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<thead>
<tr>
<th>Original</th>
<th>Adjusted</th>
<th>Redistributed</th>
<th>Carryover</th>
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<tbody>
<tr>
<td>Structure and Formatting – Section for each situation (original, amendment, redistribution, carryover).</td>
<td>Easy to track and easy to explain to private schools.</td>
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Equitable Services Mid-Year Webinar (FY22)
Title I, Part A Proportionate Share Worksheet

<table>
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<th>#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 (in thousands)</th>
<th>$219,150.96</th>
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<td>#2 Amount for LEA to List in &quot;Private School Equitable Services Set-Aside&quot; Description for Parent and Family Engagement (in thousands)</td>
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Budget Entry Guidance

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Equitable Services Mid-Year Webinar (FY22)
Title I, Part A Proportionate Share Worksheet

**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.

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<th>PY21 CARRYOVER</th>
<th>PY21 CARRYOVER</th>
<th>PY21 CARRYOVER</th>
<th>PY21 CARRYOVER</th>
<th>PY21 CARRYOVER</th>
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<td>Did private school participate in FY22 &amp; FY22 services?</td>
<td>Did the school decline remaining funds?</td>
<td>Amount Remaining and Declined</td>
<td>Private School Carrying C.C. to All Private Schools Participating in FY21 Services</td>
<td>Total Number of Private School Poverty Students</td>
<td>Proportionate Share of Private School Carrying C.C. to All Private Schools Participating in FY21 Services</td>
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<tr>
<td>Yes, Needs Carryover</td>
<td>Yes, Needs Carryover</td>
<td>Yes, Needs Carryover</td>
<td>Yes, Needs Carryover</td>
<td>Yes, Needs Carryover</td>
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</table>
Equitable Services Mid-Year Webinar (FY22)  
Title I, Part A Proportionate Share Worksheet

- Audit Trail
- Key
- Carryover Section for schools with remaining funds not currently participating in equitable services
Equitable Services Mid-Year Webinar (FY22)

Pooling is Captured on One Page
- Admin set-aside after pooling
- Summary of Adjustment(s)
- Pooling Summary

<table>
<thead>
<tr>
<th>NAME OF PRIVATE SCHOOL</th>
<th>POOLING Status</th>
<th>POVERTY COUNT (Number of Private School Poverty Students (Using Nov 2020 Count))</th>
<th>POVERTY % of Total Number of Private School Poverty Students</th>
<th>POVERTY % for Administrative Set-Aside After Pooling % of Total Number of Private School Poverty Students</th>
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<tbody>
<tr>
<td>Totals</td>
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<td>2,080,000</td>
<td>100.00%</td>
<td>94.21%</td>
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<td>7 Atlanta Youth Academy ($43)</td>
<td>Traditional</td>
<td>35.00</td>
<td>24.58%</td>
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<td>8 Bright Christian Jr. Academy ($53)</td>
<td>Traditional</td>
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<td>5.19%</td>
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<tr>
<td>9 Bright Futures Academy ($961)</td>
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<td>32.33%</td>
<td>27.15%</td>
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<tr>
<td>10 Children of the Most High Illuminated (346)</td>
<td>Traditional</td>
<td>58.00</td>
<td>24.23%</td>
<td>25.19%</td>
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<tr>
<td>13 Greater Atlanta Adventist Academy (52)</td>
<td>Traditional</td>
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<td>0.08%</td>
<td>0.08%</td>
</tr>
<tr>
<td>14 Mohammed Schools of Atlanta ($77)</td>
<td>Traditional</td>
<td>2.00</td>
<td>0.08%</td>
<td>0.08%</td>
</tr>
<tr>
<td>15 Saint Thomas More Catholic Academy ($518)</td>
<td>Pooling Out-of-District</td>
<td>4.00</td>
<td>1.67%</td>
<td>0.00%</td>
</tr>
<tr>
<td>6 The Boyce L. Ansley School (567)</td>
<td>Traditional</td>
<td>58.00</td>
<td>28.33%</td>
<td>36.19%</td>
</tr>
<tr>
<td>7 The LIFE School of Atlanta (131)</td>
<td>Traditional</td>
<td>2.00</td>
<td>0.08%</td>
<td>0.08%</td>
</tr>
<tr>
<td>POOLING PRIVATE SCHOOLS Name of Private School</td>
<td>POOLING Status</td>
<td>POVERTY COUNT from Original LEA</td>
<td>POVERTY % of Each Private School Poverty Students</td>
<td>POVERTY % for Administrative Set-Aside After Pooling % of Total Number of Private School Poverty Students</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>14,500</td>
<td>5.79%</td>
<td>$5,857.80</td>
</tr>
<tr>
<td>70 Boyce Ansley (Details)</td>
<td>Managed by LEA</td>
<td>7</td>
<td>N/A</td>
<td>2.76%</td>
</tr>
<tr>
<td>71 Boyce Ansley (Fulton)</td>
<td>Managed by LEA</td>
<td>2</td>
<td>N/A</td>
<td>2.76%</td>
</tr>
<tr>
<td>Pooling Summary</td>
<td></td>
<td>25.00</td>
<td>4.18%</td>
<td>4.30%</td>
</tr>
<tr>
<td>91 Boyce Ansley (Fulton)</td>
<td>Pooling Out-of-District</td>
<td>11</td>
<td>4.18%</td>
<td>4.30%</td>
</tr>
<tr>
<td>92 Boyce Ansley (Fulton)</td>
<td>Managed by LEA</td>
<td>7</td>
<td>N/A</td>
<td>2.76%</td>
</tr>
<tr>
<td>93 Boyce Ansley (Fulton)</td>
<td>Managed by LEA</td>
<td>5</td>
<td>N/A</td>
<td>2.76%</td>
</tr>
<tr>
<td>94 Boyce Ansley (Clayton)</td>
<td>Managed by LEA</td>
<td>2</td>
<td>N/A</td>
<td>2.76%</td>
</tr>
</tbody>
</table>

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

Net Total Amount for Each Private School Title I Eligible Services: $9,383.82
Equitable Services Mid-Year Webinar (FY22)
Use of Private School Budget Feature

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

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

<table>
<thead>
<tr>
<th>Nonpublic School - Year 2 Pooling</th>
<th># of LEAs Pooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Boyce Ansley School</td>
<td>4</td>
</tr>
<tr>
<td>St. Francis Xavier Catholic School</td>
<td>3</td>
</tr>
<tr>
<td>St. Peter Claver Catholic School</td>
<td>7</td>
</tr>
<tr>
<td>St. Teresa Catholic School</td>
<td>4</td>
</tr>
<tr>
<td>St. Thomas More Catholic School</td>
<td>5</td>
</tr>
</tbody>
</table>

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

- **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

Number of ELs in Title I schools:
- 92,432
- 41,32...
Parent Languages in Georgia’s Schools
(October 2021)

<table>
<thead>
<tr>
<th>Spanish</th>
<th>Hindi</th>
<th>Filipino, Tagalog, Cebuano, Visaya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghanian</td>
<td>Farsi, Dari, Persian Khmer, Cambodian</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>Korean</td>
<td>Other Nigerian Punjabi Romanian Lao</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>Russian</td>
<td>Turkish Hebrew Other European Armenian Latin Cantonese Georgian Afrikaans Albanian American Indian Thai</td>
</tr>
<tr>
<td>Korean</td>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Portuguese</td>
<td>Bengali</td>
<td>Bulgarian Ukrainian Creoles and pidgins, French based Senegal Languages Kurdish Czech Dutch Gbe Indonesian Patois/Patwa Italian Ethiopian Estonian Polish Malay Danish</td>
</tr>
<tr>
<td>Ethiopia/Eritrean</td>
<td>Sudan Languages Haitian Creole Somali Bantu Hmong Creoles and pidgins, English based Mayan Languages Bosnian Pashto/Pushtu Micronesian Pakistani Greek Mixteco Creoles and pidgins Samoan Serbo-Croatian Hungarian Gaelic Mande Chad Languages Swedish Iranian Welsh Zapoteco Cherokee Laotian Other South American Micronesian Slovak Macedonian Creoles and pidgins, Portuguese-based Nahuatl Lithuanian Other Middle Eastern Uzbek Icelandic Turkmen Malay Finnish Hakka Hawaiian Mongolian Flemish Mohawk</td>
<td></td>
</tr>
</tbody>
</table>
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
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® (Grades 1 – 12)
- ACCESS for ELLs 2.0
- Alternate ACCESS for ELLs®

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>
<thead>
<tr>
<th>ESOL Language Program</th>
<th>Supplemental Language Instruction Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your child is being taught English as used in school through one of the following ESOL delivery models*:</td>
<td></td>
</tr>
<tr>
<td>□ Pull-out</td>
<td>□ Resource center/Lab</td>
</tr>
<tr>
<td>□ Push-in</td>
<td>□ Scheduled ESOL class period</td>
</tr>
<tr>
<td>□ Scheduled ESOL class period in a Novice Program</td>
<td></td>
</tr>
<tr>
<td>□ Sheltered Content in a Novice Program</td>
<td></td>
</tr>
<tr>
<td>□ Dual Language Immersion</td>
<td></td>
</tr>
</tbody>
</table>

*Please see ESOL Delivery Model description at the end of this notification.

NOTE TO LEAs: Remove this highlighted section and list your district’s Title I or Title II funded supplemental language program activities here. (Do not repeat the basic, state-mandated ESOL program offerings on the left.)

You must indicate the methods of instruction used in the federally funded program offered to the student as well as the methods of instruction used in other available programs, including how such programs align in common instructional goals and the use of English and a native language in instruction, and how the program(s) selected for this student will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

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 ___%.

School’s Description of your child’s ESOL Delivery Model: [NOTE TO LEAs: Please keep this description 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 Novice Program: EL students are participating in a Novice 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.

□ Standard Content in a Novice Program: EL students are participating in a Novice Program. EL students of 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.


- **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?*

<table>
<thead>
<tr>
<th>ESOL language instruction</th>
<th>Extending language learning opportunities</th>
<th>Assessing English language development</th>
<th>Parent, Family, Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
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
Contact Information

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JaBra Harden
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Katrina Thompson
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770-473-2700 ~ Ext. 700290