

# Leveraging Federal Funds for Successful EL Language Services – Without Title IIIA Help!

*GCEL Conference 2020 Vision:  
Looking to the Future*

March 9-11, 2020

Savannah, GA

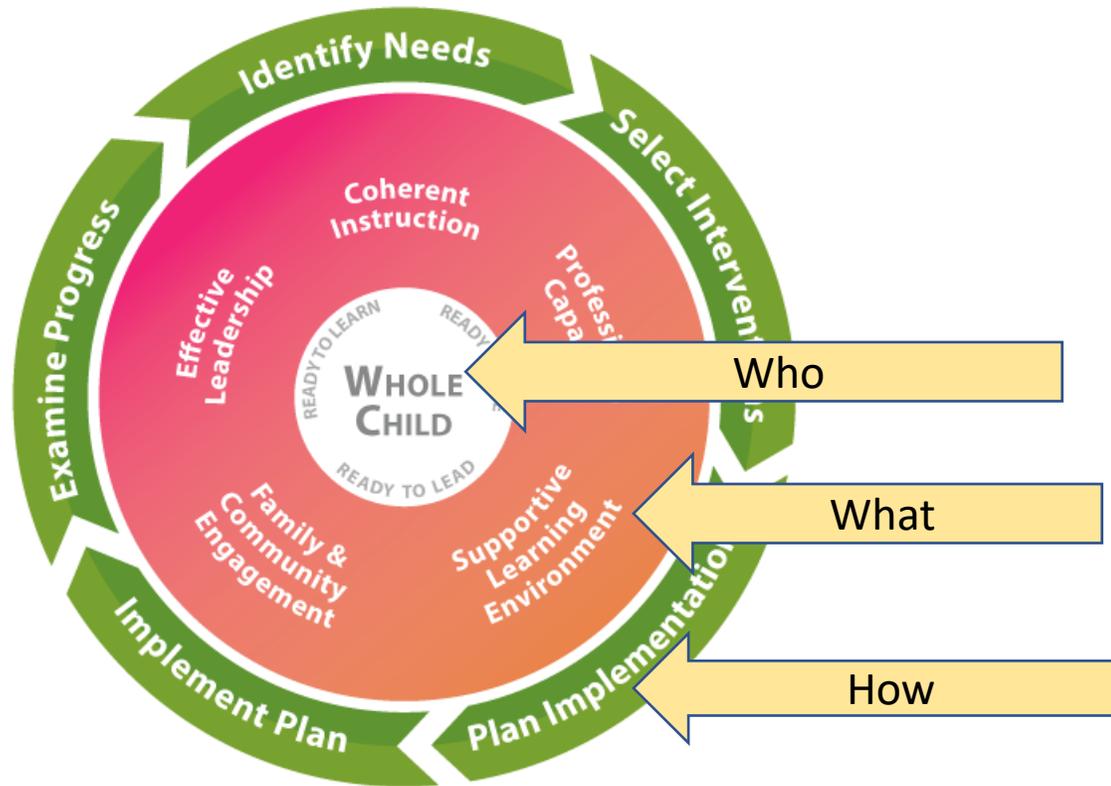


# Collaborating today....

- Dr. Kim Ezekiel, Title I, Part A
- Susan Holcomb, Family-School Partnership
- Margarita Muñoz – Title I, Part C
- Joy Gentry - Title II, Part A
- Charmaine Simmons, Title IV, Part A
- Dr. Meg Baker, ESOL Language Programs



# English Learners in Georgia's Systems of Continuous Improvement



*Advancing Professional Capacity & Effective Leadership for Continuous Improvement of Coherent Instruction and Supporting Learning Environments for English Learners*

# Self-Assessment (Pre-)

See Handout!

- Do I know who our English Learner students are?
  - Their schools?
  - Their languages?
  - Their years in US schools?
  - Their levels of English proficiency?
  - Their progress in English proficiency?
  - Their progress in academic proficiency?
  - Their needs?
  - Their family's needs?



# Self-Assessment (Cont.)

See Handout!

2. Do I know where to go to find out how much our schools earned in QBE/FTE funds to support the ESOL language program?
  - [QBE Allotment Sheets](#)
3. Do I know if our District receives a Title III, Part A subgrant to provide supplemental language services?
  - FY 20 Federal Programs Preliminary Allocations
  - Title III, Part A FY20 threshold for receiving \$10,000 subgrant = **89 EL students**
4. **If not**, do I know, if our District receives other federal subgrants which could be used to support our EL language programs?

# QBE/FTE State Funds



Dr. Meg Baker,  
Manager, ESOL Language  
Program



# QBE/FTE State Funds



- Budget Services – System Allotment Sheets
- ESOL FTE weight = an additional class period
- Provides:
  - ESOL Teachers
  - ESOL classroom resources
  - ESOL counselors (in some Districts)

## Helpful Links

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- QBE Reports  
(Allotment Sheets)

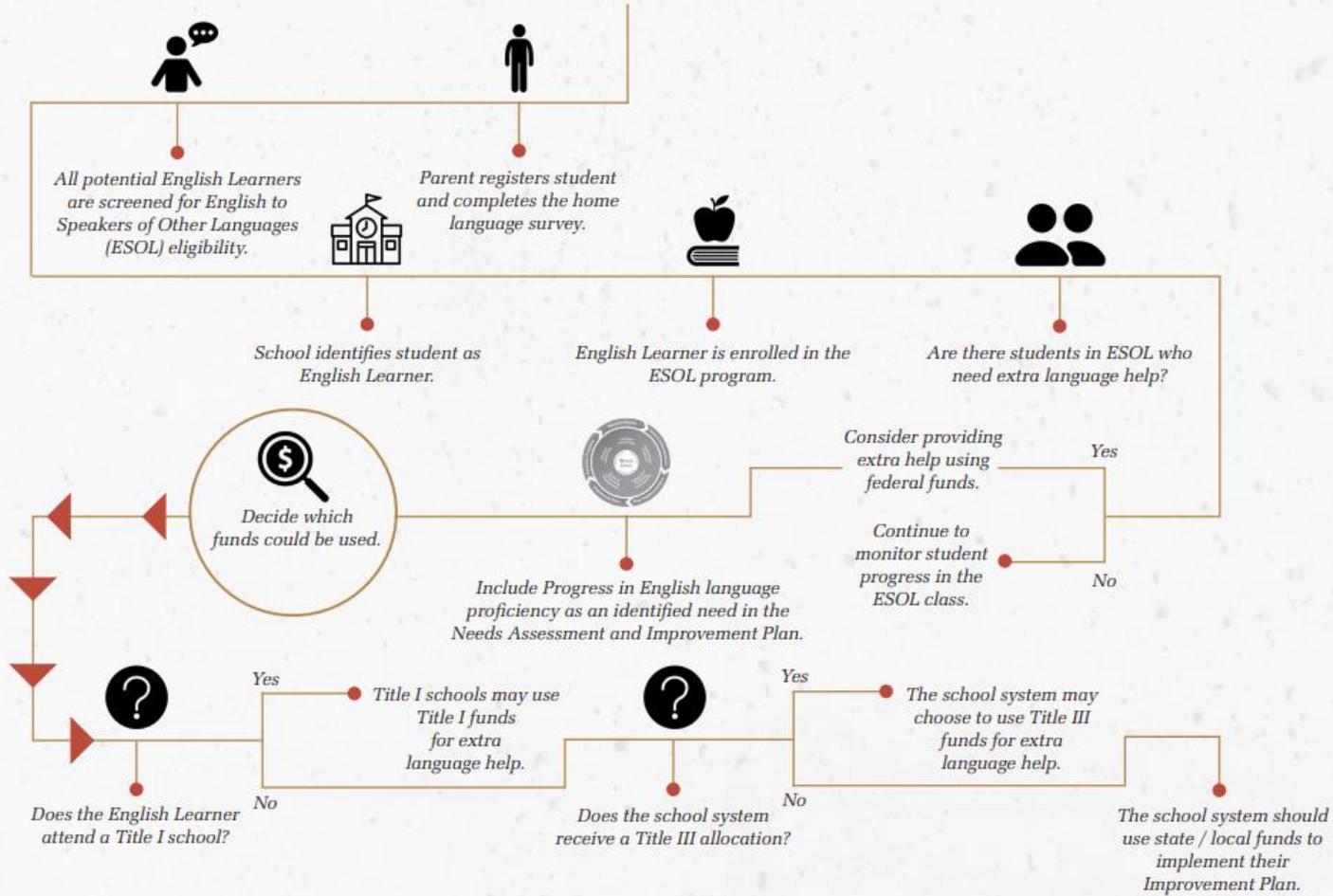
### Georgia State Department Of Education Earnings Sheet for FY 2018

FY18 INITIAL Amendment #2(SB10 Reduction)

-----> | <-----Earned Positions-----  
-----> | <-----Grades K-12-----

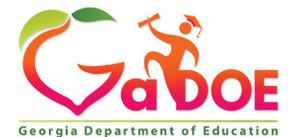


# DETERMINING SUPPORT FOR ENGLISH LEARNERS



8-10-2018

Click on the Federal Programs Webpage: [EL Learner Programs](#)



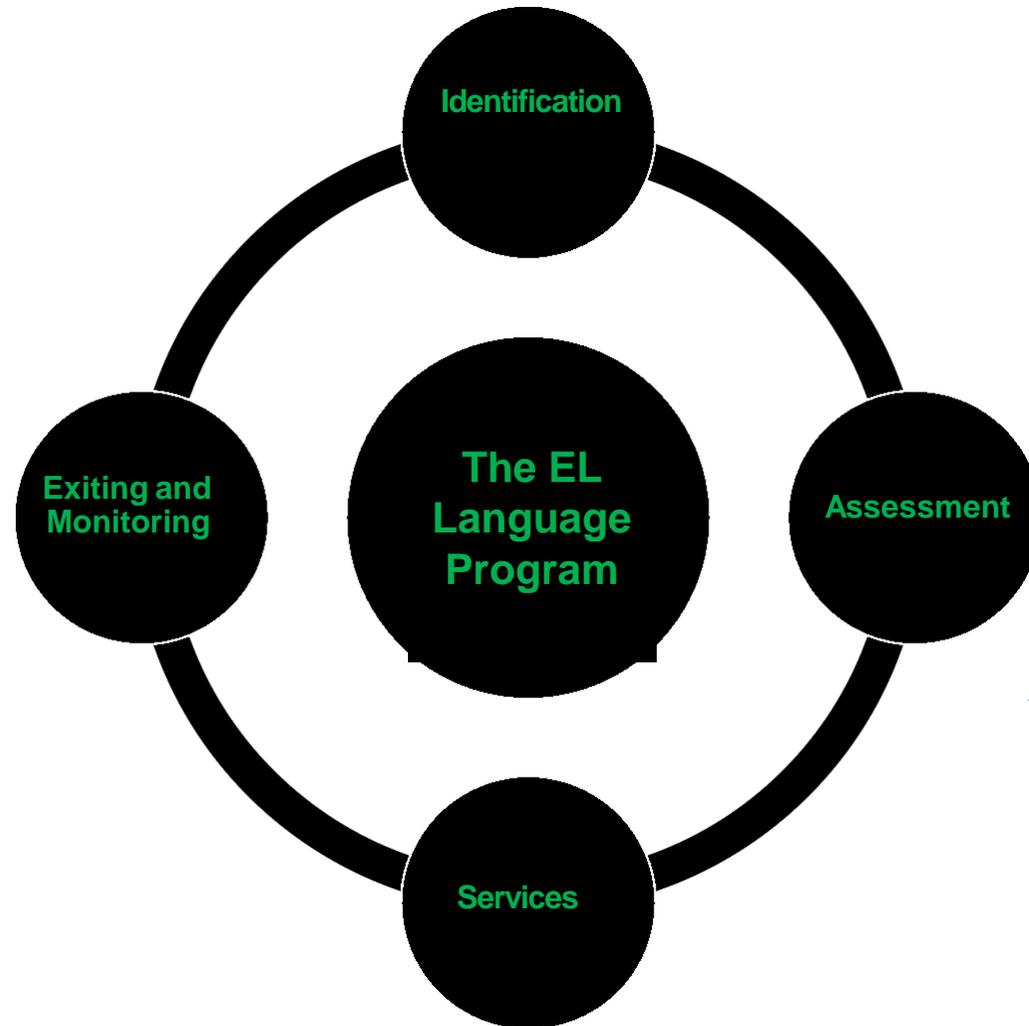


# Title I, Part A

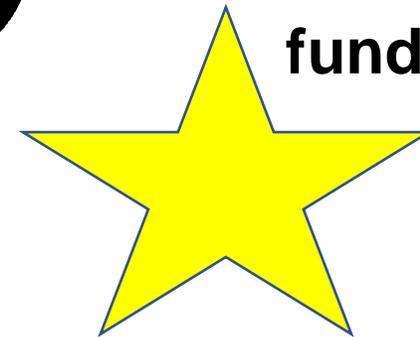
Dr. Kim Ezekiel, Program Specialist



# Requirements of an EL Language Program



**Must be paid  
for with state  
and local  
funds!**



# Requirements for Districts

## Title VI of the Civil Rights Act and the Equal Education Opportunities Act

1. Identifying all EL students
2. Provide ELs with a language assistance program
3. Staff and support for all EL language programs
4. Provide ELs with meaningful access to core curricular and extracurricular programs
5. Create an inclusive environment and avoid the unnecessary segregation of all ELs
6. Address all ELs with disabilities
7. Serve all ELs who opt out of EL programs
8. Monitor and exit ELs from EL programs once language acquisition is acquired.
9. Evaluate the effectiveness of a district's EL program
10. Ensure meaningful communication with EL parents

## What that means for LEAs...

**All schools, regardless of their number of ELs are responsible for meeting requirements of an EL language program**



# What are the Title I requirements regarding providing educational services to English learner (EL) students?

- In Title I, Section 1111(b)(1)&(2) there are requirements for adopting English language proficiency (ELP) standards and ELP assessments.
- All ELs must be tested annually on the ESSA required annual language proficiency and content tests. (ACCESS & GA Milestones)

# What are the Title I requirements regarding providing educational services to English learner (EL) students?

- ESSA Title I, Section 1112(e)(3)(A) requires that the parents of EL students be notified that their student has been identified for participation or is participating in the district's supplemental EL program.
- In addition to this, Title I has some specific requirements regarding the parents of ELs.
  - Title I, Section 1112(e)(3)(C) requires that districts that receive Title I funds “implement an effective means of outreach to parents of English learners”.

# ESSA - Assessments

Under ESSA, the following Title III provisions remain under Title I:

1. EL students must be assessed in English (Reading), Mathematics, and Science
2. Accommodations may be provided to EL students on state content assessments, as appropriate; and
3. The English proficiency of ELs must be assessed and reported annually (ACCESS for ELs assessment in GA)

# Process to Monitor LEAs' ELP Assessment Participation Rate

- 1. Annual Notification of LEA's ELP Assessment Participation Rate
- 2. **If rate is below 95%:** Completion of student-level justification and implementation of corrective action procedures in collaboration with Assessment, Special Ed, and Federal Programs
- 3. Technical Assistance provided by Titles IA & IIIA Specialists, as applicable
- 4. Pre-administration training webinars provided by Assessment
- (See Title IA & Title IIIA Handbooks for more information.)

# ESSA - Parent Notification



**Under ESSA, the following Title III provisions have been shared with Title I and are the responsibility of both:**

1. Notify parents within 30 days of the district identifying students as ELs from the beginning of the school year, and 10 days if a student enrolls in an EL program during the school year.
2. Provide this information to parents, to the extent practicable, in a language they can understand

# ESSA – Title I, EL Parent Outreach

Under ESSA, the following Title III provisions have been identified under Title I and the Parent and Family Engagement Policy should now include:

1. Conducting effective parent outreach to inform EL parents on or about how they can be involved in their child's education, to help their child attain English proficiency and meet state academic standards
2. Implementing outreach to EL parents to include holding and sending notices for regular meetings to respond to recommendations from EL parents
3. Identifying barriers affecting participation by EL parents in Title I activities

# Instructional Delivery Programs

***Targeted Assistance  
Program (TA)  
ESSA, Section 1115***

**Supplemental instructional  
services to *targeted* students**

***Schoolwide Program  
(SWP)  
ESSA, Section 1114***

**Instructional services to enhance  
*entire* academic program**

# Inclusion of ELs in Title I Programs / Services

- English Learners are automatically included in the population of Title I eligible students in Title I schools that operate as a schoolwide Title I program. This is because all students in a schoolwide school are considered Title I students.
- In a targeted assistance program English Learners are also eligible for Title I services based on the same measures used to identify other students.

# Use of Title I Funds for ELs

*Title I funded programs must be **supplemental** to the core EL Language Program!*

Suggested supplemental activities for ELs eligible for Title I and their families, to help meet the needs identified in the comprehensive needs assessment process:

- Extended day programs, such as tutoring, summer school, or intersessions
- Supplemental, evidenced-based ELA, math, science, social studies, or world language instruction (which may include the students' native languages)
- Supplemental instructional materials and technology to help ELs meet grade-level state standards and address language needs

# Use of Title I Funds for ELs (cont.)

*Title I funded programs must be **supplemental** to the core EL Language Program!*

Suggested supplemental activities for ELs eligible for Title I and their families, to help meet the needs identified in the comprehensive needs assessment process:

- Supplemental Title I-EL personnel
- Supplemental English Language Development Instruction
- Content area and Title I staff trained in the best practices of teaching English learners

# Use of Title I Funds for EL students (cont.)

- **Response to Intervention Support**

Districts should utilize progress monitoring to identify EL students at risk of academic failure by comparing the EL student's performance to other EL students from a similar background and the same level of English language proficiency.

- **Staff Professional Learning**

To develop any teacher's knowledge of second language acquisition, strategies to support ELs, cultural competency, and other activities to enable all children to meet the state's student performance standards.

- **Mentoring for teachers and other program personnel working specifically with identified EL students**



**Title I, Part A  
Parent and Family Engagement  
Ms. Susan Holcomb**

# Title I, Part A, Section 1116(e) Building Parent Capacity

Each school and LEA shall:

Provide assistance to parents in understanding:

- Challenging State academic standards

- State and local academic assessments, including alternate assessments

- What is Title I and parent rights

- How to monitor a child's progress

- Work with educators to improve the achievement of their children

Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy)

Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Provide parent and family engagement programs and activities coordinated and integrated with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as school transitions and parent resource centers that encourage and support parents to fully participate in the education of their children

To the extent practicable, information related to school and parent programs, meeting invitations, agenda, and other meeting materials were in a language and format parents can understand

Provide other reasonable support for family engagement activities as parents may request.

## Section 1112(e)(3)(C) – Outreach to Parents of EL Students

To inform parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children to

- attain English proficiency
- achieve at high levels within a well-rounded education
- meet the challenging State academic standards expected of all students

To 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



# Use of Title I Funds: Parent and Family Engagement for EL Families

Parent and family engagement programs, activities, and procedures afforded all parents and families of Title I students, to also include:

- Addressing barriers to participation by parents with limited English proficiency
- Addressing the importance of communication between teachers and parents on an ongoing basis at a minimum:
  - Ensuring regular two-way, meaningful, communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
  - Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of specifically identified students

# ESSA, Title I

## EL Parent Outreach

Under ESSA, the following Title III provisions have been identified under Title I and the Parent and Family Engagement Policy should now include:

1. Conducting effective parent outreach to inform EL parents on or about how they can be involved in their child's education, to help their child attain English proficiency and meet state academic standards
2. Implementing outreach to EL parents to include holding and sending notices for regular meetings to respond to recommendations from EL parents
3. Identifying barriers affecting participation by EL parents in Title I activities



# ESSA - Parent Notification

Under ESSA, each LEA using Title IA or Title IIIA funds to provide a supplemental language instruction educational program (as determined under Title III) shall:

1. Notify parents within 30 days of the district identifying students as ELs from the beginning of the school year, and within 2 weeks if a student enrolls in an EL program during the school year
  1. Title I Parent Notification of Student Eligibility for Supplemental Language Support Services (15 languages)
  2. Combined Parent Notification (ESOL & Federal) - New option for FY21
2. Provide this information to parents, to the extent practicable, in a language they can understand

<https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx>

*Sample School District*  
**Title I Parent Notification of Student Eligibility for Supplemental Language Support Services**

Date: \_\_\_\_\_  
Student Name: \_\_\_\_\_  
Dear Parent: \_\_\_\_\_

As a student in our school district's "English to Speakers of Other Languages" (ESOL) program, your child receives effective language instruction from an ESOL teacher. As an English learner, your child also qualifies for additional supports that we offer to help improve his/her English skills. When your child enrolls in the state ESOL program, we will also exit your child from these extra language services.

Your child's English skill was most recently tested with the  Kindergarten W-APT<sup>®</sup> or MODEL<sup>™</sup>;  WIDA Assessment<sup>™</sup>; or  ACCESS for ELLs 2.0<sup>®</sup> and received an overall score of \_\_\_\_\_ Score lower than \_\_\_\_\_ qualify a child to be placed in the ESOL program.

We offer the additional supports below to help improve your child's listening, speaking, reading and writing skills in English as well as support his or her academic needs. For language school students who receive these additional supports, the graduation rate is \_\_\_\_\_ to Please note that if your child has a disability, his/her language program services are developed together with special education staff and they support your child's Individualized Education Program (IEP).

**NOTE TO LEA:** Remove this highlighted section and list your district's Title I or Title III-funded supplemental language program activities here. (Do not list the basic, state-mandated ESOL program offerings.)

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 differ in content, instructional goals and the use of English and a native language in instruction, and how the program(s) selected for these students will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

Use these additional supports for your child. If you would like to discuss \_\_\_\_\_  
talk about the different supports offered, or learn about parent meetings, please call \_\_\_\_\_, phone number, and e-mail as listed below. Thank you.

E-mail: \_\_\_\_\_

*Sample School District*  
**Titulo I Notificación para padres sobre la elegibilidad de estudiantes para servicios de apoyo lingüístico complementario**

Fecha: \_\_\_\_\_  
Nombre del estudiante: \_\_\_\_\_  
Estimados padres: \_\_\_\_\_

Como estudiante en el programa "Español para hablantes de otros idiomas" (ESOL) de nuestro distrito escolar, su hijo recibe enseñanza efectiva de idiomas por parte de un maestro de ESOL. Como estudiante de inglés, su hijo también califica para recibir servicios adicionales que ofrecemos para mejorar sus habilidades en inglés. Cuando su hijo ingresa al programa estatal de ESOL, también apartaremos a su hijo de estos servicios extra de apoyo lingüístico.

La habilidad en inglés de su hijo se evaluó recientemente mediante las evaluaciones:  Kindergarten W-APT<sup>®</sup> o MODEL<sup>™</sup>;  WIDA Assessment<sup>™</sup>; o  ACCESS for ELLs 2.0<sup>®</sup> y obtuvo un puntaje total de \_\_\_\_\_ y para que le otorguemos apoyo lingüístico adicional.

Los puntajes inferiores a \_\_\_\_\_ indican que su hijo necesita un mayor nivel de apoyo lingüístico.

A continuación ofrecemos apoyos adicionales para ayudar a que su hijo mejore sus habilidades de escucha, habla, lectura y escritura en inglés así como para ayudarle a que su hijo alcance sus metas académicas. Para los estudiantes que reciben estos apoyos adicionales, la tasa de graduación es de \_\_\_\_\_ y la tasa de promoción es de \_\_\_\_\_.

Tiene derecho a reunirse a que su hijo reciba estos apoyos adicionales. Si desea discutir la participación de su hijo hablar sobre los diferentes servicios ofrecidos o saber sobre las reuniones para padres, comuníquese con la persona cuyo nombre y correo electrónico se muestran abajo. Gracias.

**NOTE TO LEA:** Remove this highlighted section and list your district's Title I or Title III-funded supplemental language program activities here. (Do not list the basic, state-mandated ESOL program offerings.)

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 differ in content, instructional goals and the use of English and a native language in instruction, and how the program(s) selected for these students will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

Nombre: \_\_\_\_\_  
Titulo: \_\_\_\_\_  
Número de teléfono: \_\_\_\_\_  
Correo electrónico: \_\_\_\_\_

# Use of Title I Funds for ELs

# Parent and Family Engagement

## **Suggested supplemental activities:**

- Involving parents in the activities of the school served under Title I
- Literacy programs that focus on the development of:
  - English literacy
  - English language
  - Parent-child reading activities for EL students

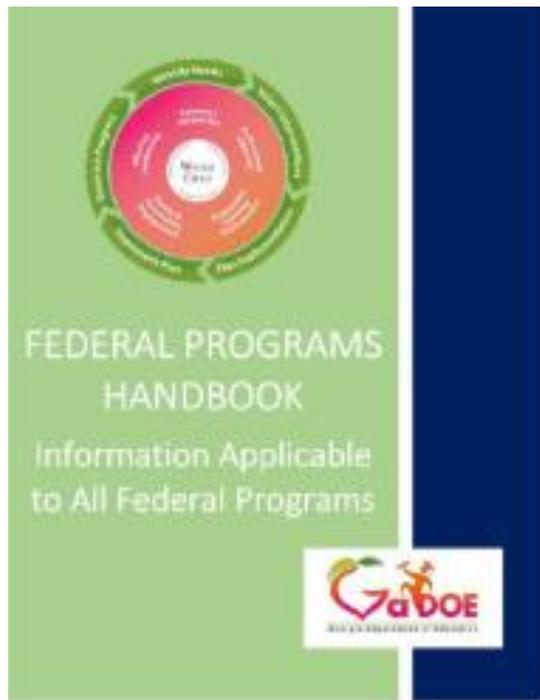


# Successfully Engaging EL Parents for EL students' Success

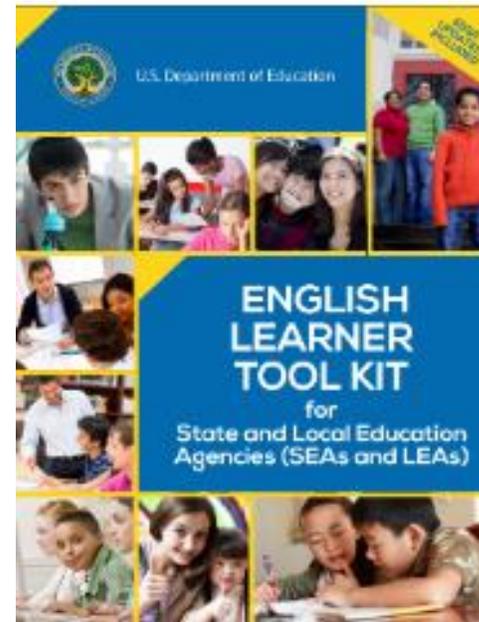
- Resources to meet required *Title I, Part A Indicators*
  - *Building Capacity* of Parents of ELs
    - Parent Capacity Webpage  
<https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Capacity.aspx>
    - Parents of English Learners Webpage  
<https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx>
  - Explaining WIDA assessments



- WIDA Assessment Webinars for Parents of ELs (available in English and Spanish)
- <https://wida.wisc.edu/teach/standards#webinar>

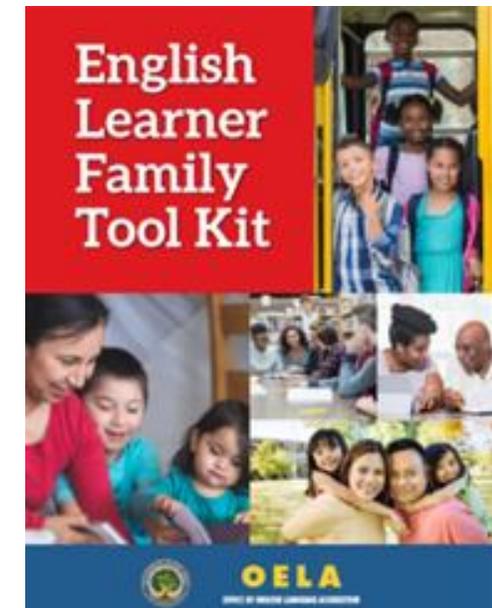


Federal Funding for Translation and Interpretation Services (Refer to Chapter 10)



English Learner Family Tool Kit from the Office of English Language Acquisition (Available in Multiple Languages)

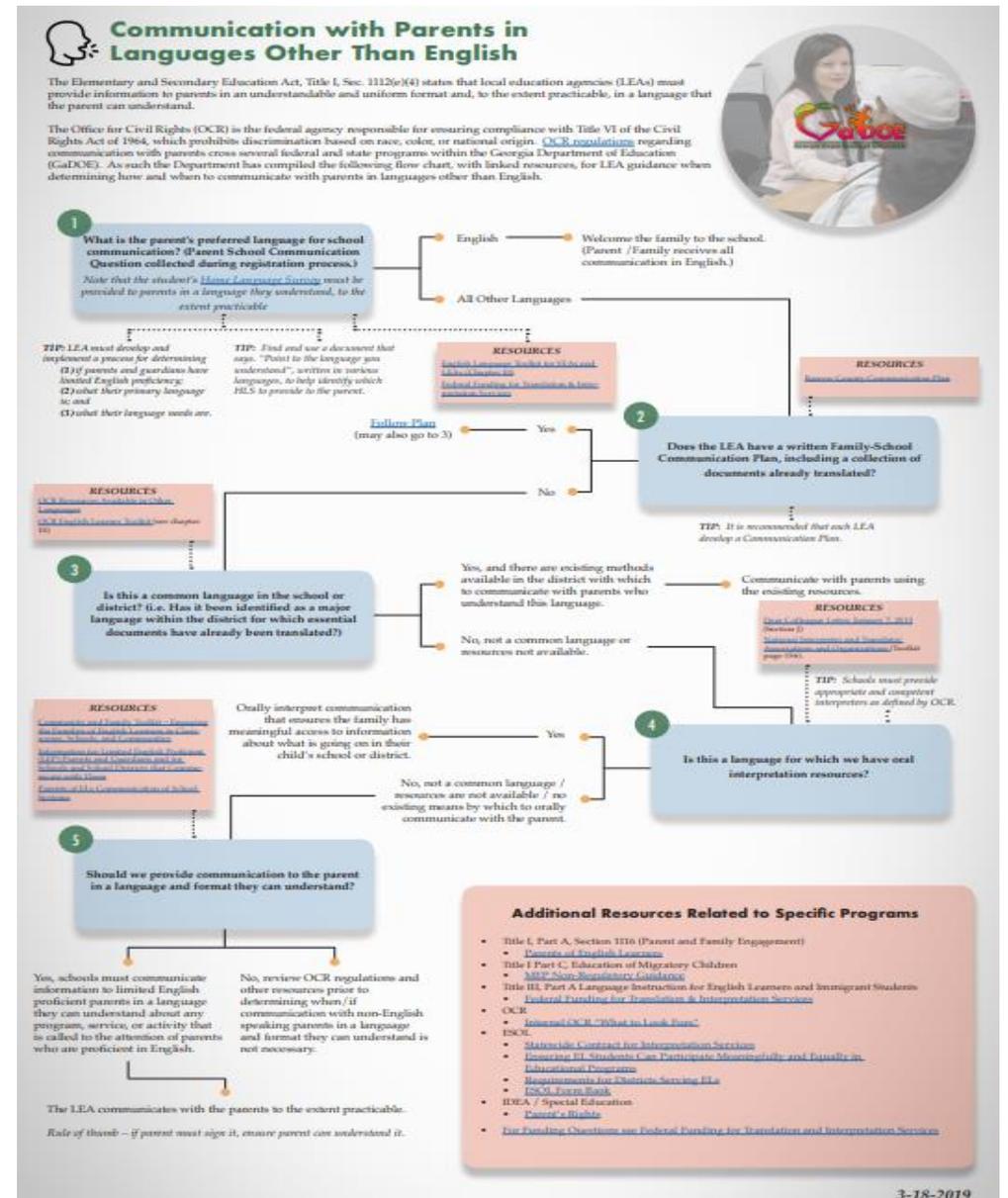
English Learner Tool Kit for Local Education Agencies



# Communicating with Parents of English Learners (ELs)



Parents of ELs Communication Video for School System Staff





# Title I, Part C

**Margarita Muñoz, Program Coordinator**  
**Meeting the needs of English Learners**  
**who are also Migratory Students.**

# Title I, Part C: Migratory Children

- The child is not older than 21 years of age; and
- The child is entitled to a free public education (through grade 12) under State law, or the child is not yet at a grade level at which the LEA provides a free public education, and
- The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and
- The child moved due to economic necessity from one residence to another residence, and from one school district to another.

# Title I, Part C can offer Migratory Participants Support in the areas of...

*Supplemental  
Academic  
Services*

Language  
Acquisition  
*Supplemental*  
Support

Coordination with  
Other  
*Supplemental*  
Services

# Participants we support include:



- Preschool children from ages 3-5
- K-12 students
- Drops out and out-of-school youth (to the end of age 21)

# Does your district have migratory participants?

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The occupational survey is used to help identify potential migratory participants.

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Many migratory participants are also English Learners.

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Districts with high migratory participant numbers may be eligible for direct funds.

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Districts with low migratory participant numbers are part of the Georgia MEP Consortium (ABAC).

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Districts in the Consortium should coordinate with ABAC to ensure participants receive appropriate supplemental support as needed.

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# Title II, Part A

**Joy Gentry, Program Specialist**

**Meeting the needs of English Learner  
students through their teachers!**



# Use of Title IIA Funds for Supporting Instruction for EL students

The purpose of Title II, Part A is to provide grants to State

Educational agencies and subgrants to local educational agencies to –

- (1) increase student achievement consistent with the challenging state academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student achievement in schools; and
- (4) provide low income and minority students greater access to effective teachers, principals, and other school leaders.

## Use of Title IIA Funds for Supporting Instruction for EL students

- Provide English Learner professional learning to teachers, principals, and other school leaders
- Fund ESOL endorsements
- Provide mentors to new English Learner teachers
- Fund substitutes for English Learner professional learning
- Provide stipends for off-contract English Learner professional learning

# Use of Title IIA Funds for Supporting Instruction for EL students

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- English Learner needs must be included in the current FY CLIP
- Align with goal(s)/need(s) and/or equity gap(s) of the schools and the LEA
- Professional development activities must align with the ESSA definition
- Must be supplemental and not supplant other non-Federal funds





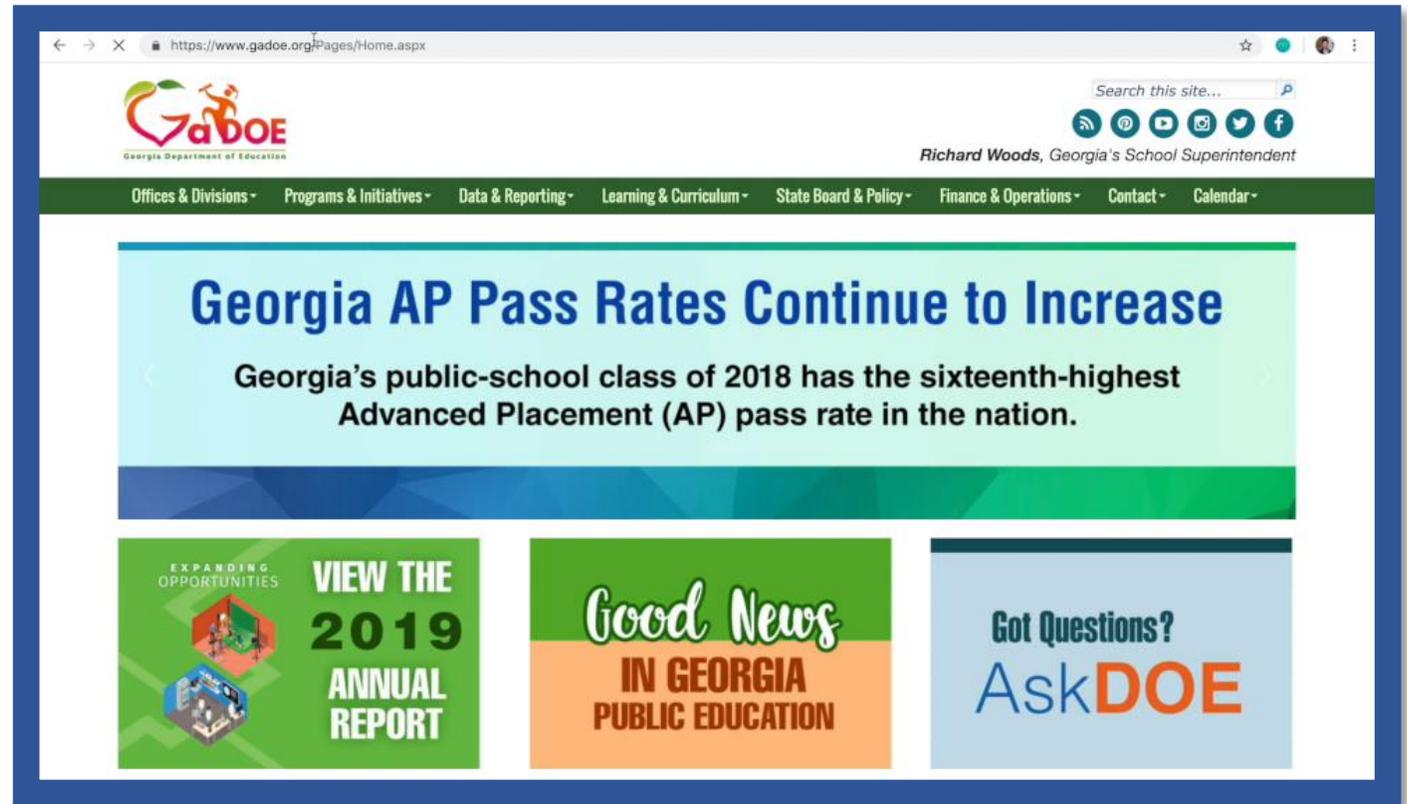
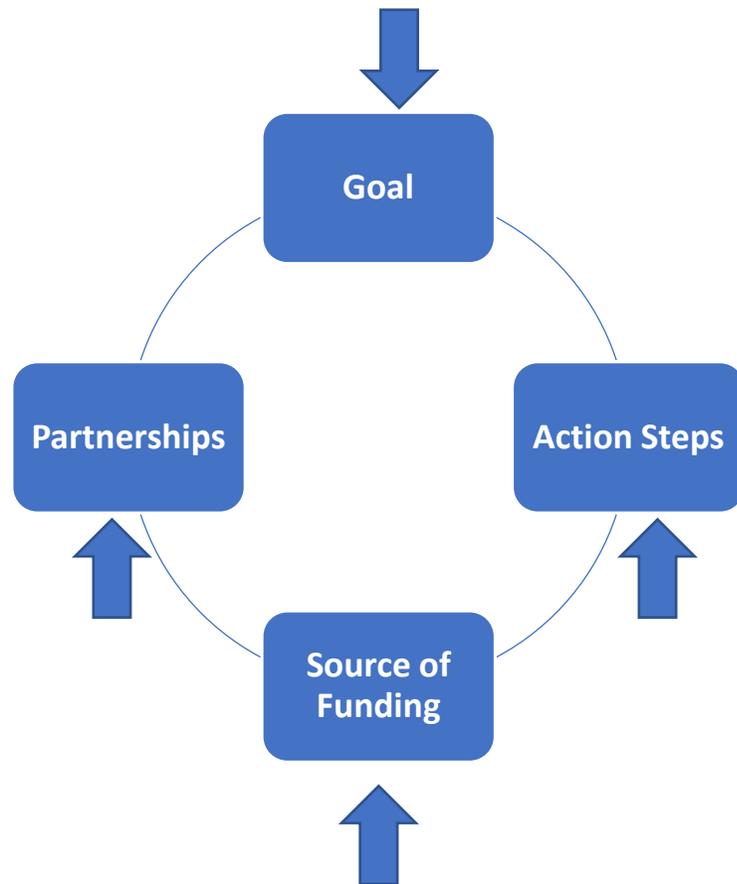
# Title IV, Part A

Charmaine Simmons, Program Specialist



# Where does it all start?

## Consolidated LEA Improvement Plan (CLIP)



# Focus Areas to Maximize Student Achievement

**\$30,000 or < = focus on one area**

**> than \$30,000 = 20% min. for WR,**

**20% min for SH & a portion to ET with no more than 15% in infrastructure**

## Well-Rounded Education

Professional Development

Endorsements

Hiring bilingual paraeducator

EL Facilitator

EL Development & Materials

Technology Devices to use with direct instruction for EL students

Parent Information Nights

## Safe & Healthy

Materials and resources for counselor/behavior interventionist in support for EL students

Providing school-based mental health services and counseling (Bi-Lingual) personnel

Parent Engagement Workshops

## Effective Use of Technology

Conferences related to the use of technology for educators to improve the EL academic.

Subscriptions for educator use to maintain EL data

Blended Learning Projects

Infrastructure



# Sample Progress Monitoring

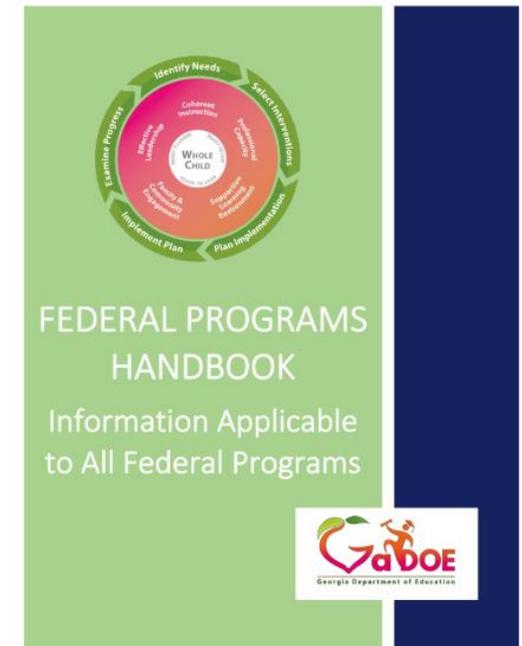
Description of Activity	CLIP Goal Addressed	Intended Outcome	Measurement Tool	Timeline	Impact of Activity
<p><b>EL Facilitator (Instructional Coach)</b> The EL Facilitator will use a percentage of work time guiding &amp; facilitating the professional learning of mainstream content teachers.</p>	<p><b>Goal 5:</b> School district staff will work cooperatively with ESOL staff through both collaboration and resources to maintain best practices in order to build capacity for educating ELs.</p>	<p>Increase the number of professional development and contact hours of support for each ESOL educator to build capacity to teach and assess EL students.</p>	<p>Title III Self-Monitoring Tools</p>	<p>2 sessions for ESOL Teachers per nine week period for the duration of the 2019-2020 school year</p>	<p>The number of professional development and contact hours of support for each EL educator to build capacity for EL Learners increased by 40%.</p>



# Title IV, Part A- Snapshot

- **Fy20 CLIP**
  - Needs-based-articulated in Data Collection Analysis section of FY20 CLIP
  - Action Step to address Root Cause
  - Community-based partnership
- **Professional development**
  - Substitutes for EL-focused professional learning
  - ESOL endorsement courses
- **Family Engagement**
  - Translation services and equipment for the parents to interact with the school
- **Student Materials/Resources**
- [Federal Programs Handbook](#) Chapter 10

## Federal Funding for Translation & Interpretation Services



# Self-Assessment (Post-)

See Handout!

1. Share with another LEA – the number and characteristics of your District's EL students:
  - Their schools
  - Their languages
  - Their years in US schools
  - Their levels of English proficiency
  - Their progress in English proficiency
  - Their progress in academic proficiency
  - Their needs
  - Their family's needs

# Self-Assessment (Post-Cont.)

## Share with another LEA:

2. Where to go to find out how much QBE/FTE funds the District received last year to support language instruction (ESOL)?
3. Whether your District gets a Title III, Part A subgrant to provide supplemental language services and why or why not.
4. What other federal subgrants your District receives and how those funds could be used to support your EL Language Programs.

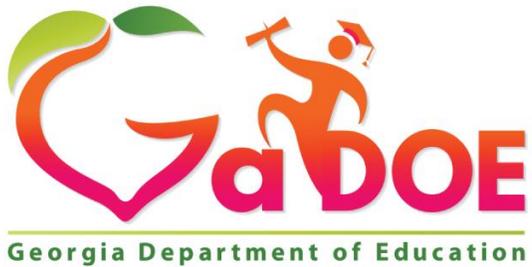
# Contact Information

<p><b>Dr. Kim Ezekiel</b> Program Specialist Title I, Part A <a href="mailto:kezekiel@doe.k12.ga.us">kezekiel@doe.k12.ga.us</a></p>	<p><b>Ms. Susan Holcomb</b> Family-School Partnership Program Manager <a href="mailto:sholcomb@doe.k12.ga.us">sholcomb@doe.k12.ga.us</a></p>	<p><b>Ms. Margarita Muñoz</b> Program Specialist Title I, Part C <a href="mailto:Mmunoz@doe.k12.ga.us">Mmunoz@doe.k12.ga.us</a></p>
<p><b>Dr. Margaret (Meg) Baker</b> Program Manager ESOL Language Program <a href="mailto:mbaker@doe.k12.ga.us">mbaker@doe.k12.ga.us</a></p>	<p><b>Ms. Joy Gentry</b> Title II, Part A Program Specialist <a href="mailto:jgentry@doe.k12.ga.us">jgentry@doe.k12.ga.us</a></p>	<p><b>Ms. Charmaine Simmons</b> Program Specialist Title IV, Part A <a href="mailto:csimmons@doe.k12.ga.us">csimmons@doe.k12.ga.us</a></p>

[www.gadoe.org](http://www.gadoe.org)

   @georgiadeptofed

 [youtube.com/c/GeorgiaDepartmentofEducation](https://youtube.com/c/GeorgiaDepartmentofEducation)



**EDUCATING  
GEORGIA'S FUTURE**

