No Title III Subgrant? No Worries!
Your EL Language Programs Can Still be Successful!
Federal Programs Summer Conference
June 2019
Collaborating today....

- Dr. Kim Ezekiel, Title I, Part A
- Mandi Griffin, Family-School Partnership
- Dr. April Roberts – Title I, Part C
- Joy Gentry - Title II, Part A
- Dawna Hatcher, Title IV, Part A
- Charmaine Simmons, Title IV, Part A
- Dr. Meg Baker, ESOL Language Programs
Georgia’s Systems of Continuous Improvement
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?
Offering a holistic education to each and every child in our state.

QBE/FTE State Funds

ESOL Language Program (teachers, resources, counselors)
Requirements of an EL Language Program

Identification

Exiting and Monitoring

The EL Language Program

Assessment

Services

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.
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)
On the GaDOE site, select Data & Reporting - Budget Services
Select “QBE Reports” (Allotment Sheets)
1. Select the FY you’d like to view; Click “Set FY”

2. In the dropdown, select “System Allotment Sheets”

Instructions:
- Select Year from the drop down
- Click Set FY.
- Select the desired report from the dropdown
- Click GO.

NOTE: All the reports will be in Landscape format.

In order to View and Print these reports, Adobe Acrobat Reader should be installed in your computer. If this software is not installed in your computer, then please download a free copy from this site. Acrobat Reader
Select your district and click “Run Report”
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<th>Program Type</th>
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State ESOL allocation to Districts (Title III for this District was $30,256)
Click on the Federal Programs Webpage: EL Learner Programs
Title I, Part A

Dr. Kim Ezekiel
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)
DID YOU KNOW…?

• …that all English learner students must participate annually in the state’s English language proficiency assessment – WIDA’s ACCESS for ELLs 2.0

• …that Title I, Part A and Title III, Part A will be collaboratively monitoring the District’s EL ACCESS Participation rate?

• …that you’re the first ones this year to hear about this?
Problem:

• Did some EL students “slip through the testing crack”?

• During the end-of-the-year Student Record cleaning, did you discover that some EL students did not participate in the ACCESS for ELLs 2.0 assessment?

No worries! There are possible solutions to these problems!
Solution:
1. Maintain an EXCEL spreadsheet record of the EL student’s names, GTID, EL status, and reason the EL student did not participate in the 2019 ACCESS for ELLs 2.0 assessment. (A spreadsheet template is available on the Title I and Title III’s websites.)
2. In August, send this spreadsheet to your Title I Specialist (and Title III Specialist, when applicable).
3. Discuss with your specialist the reasons why these students were not tested and the written procedures the LEA is implementing to keep this from happening again.
4. If this is a CFM year and your District’s 2019 EL ACCESS Participation Rate fell below 95%, you may receive a Finding and will need to submit a Corrective Action.
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, Family-School Partnerships

Mrs. Mandi Griffin
Use of Title I Funds for ELs – Parent and Family Engagement

• 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
Communicating with Parents of English Learners (ELs)

Parents of ELs Communication Video for School System Staff
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.

3. Title I Parent Notification of Student Eligibility for Supplemental Language Support Services (15 languages)

https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx
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
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](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](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](https://wida.wisc.edu/teach/standards#webinar)
Federal Funding for Translation and Interpretation Services (Refer to Chapter 10)

English Learner Tool Kit for Local Education Agencies

English Learner Family Tool Kit from the Office of English Language Acquisition (Available in Multiple Languages)
Title I, Part C

Dr. April Roberts

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?

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

Many migratory participants are also English Learners.

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

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

Districts in the Consortium should coordinate with ABAC to ensure participants receive appropriate supplemental support as needed.
Title II, Part A

Joy Gentry

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

- English Learner needs must be included in the FY20 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

Dawna Hatcher & Charmaine Simmons
Where does it all start?

Consolidated LEA Improvement Plan (CLIP)

Goal

Partnerships

Action Steps

Source of Funding

Georgia AP Pass Rates Continue to Increase

Georgia’s public-school class of 2018 has the sixteenth-highest Advanced Placement (AP) pass rate in the nation.
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

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
<table>
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<th>Description of Activity</th>
<th>CLIP Goal Addressed</th>
<th>Intended Outcome</th>
<th>Measurement Tool</th>
<th>Timeline</th>
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<td>EL Facilitator (Instructional Coach)</td>
<td>Goal 5: 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.</td>
<td>Increase the number of professional development and contact hours of support for each ESOL educator to build capacity to teach and assess EL students.</td>
<td>Title III Self-Monitoring Tools</td>
<td>2 sessions for ESOL Teachers per nine week period for the duration of the 2019-2020 school year</td>
<td>The number of professional development and contact hours of support for each EL educator to build capacity for EL Learners increased by 40%.</td>
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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
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

See Handout!
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 ESOL language instruction?

3. Whether your District receives a Title III, Part A subgrant or not, 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

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kim Ezekiel</td>
<td>Program Specialist</td>
<td><a href="mailto:kezekiel@doe.k12.ga.us">kezekiel@doe.k12.ga.us</a></td>
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<tr>
<td>Mrs. Mandi Griffin</td>
<td>Family-School Partnership Program Specialist</td>
<td><a href="mailto:mgriffin@doe.k12.ga.us">mgriffin@doe.k12.ga.us</a></td>
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<tr>
<td>Dr. Margaret (Meg) Baker</td>
<td>Program Manager</td>
<td><a href="mailto:mbaker@doe.k12.ga.us">mbaker@doe.k12.ga.us</a></td>
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<td>Ms. Dawna Hatcher</td>
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Please Complete the Session Evaluation on the Conference App or Website

We Need Your Feedback!

Offering a holistic education to each and every child in our state.
Optional Workshop Attendance Tracking

Session Code: federal125

See the directions on the DOCUMENTS tab.
www.gadoe.org

@georgiadeptofed

youtube.com/c/GeorgiaDepartmentofEducation