No Title III Subgrant? No Worries! Your EL Language Programs Can Still be Successful!

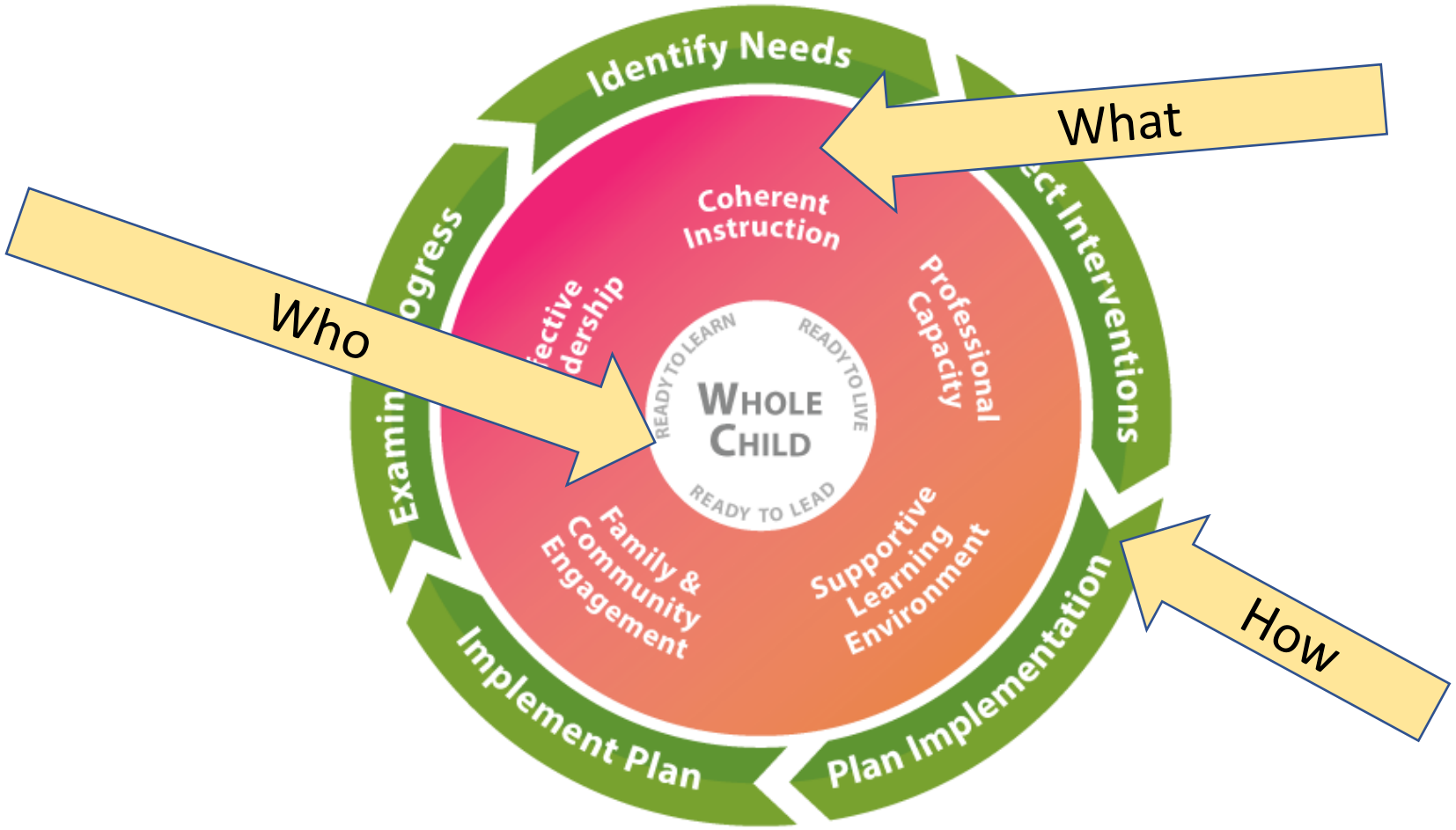
Federal Programs Summer Conference

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?

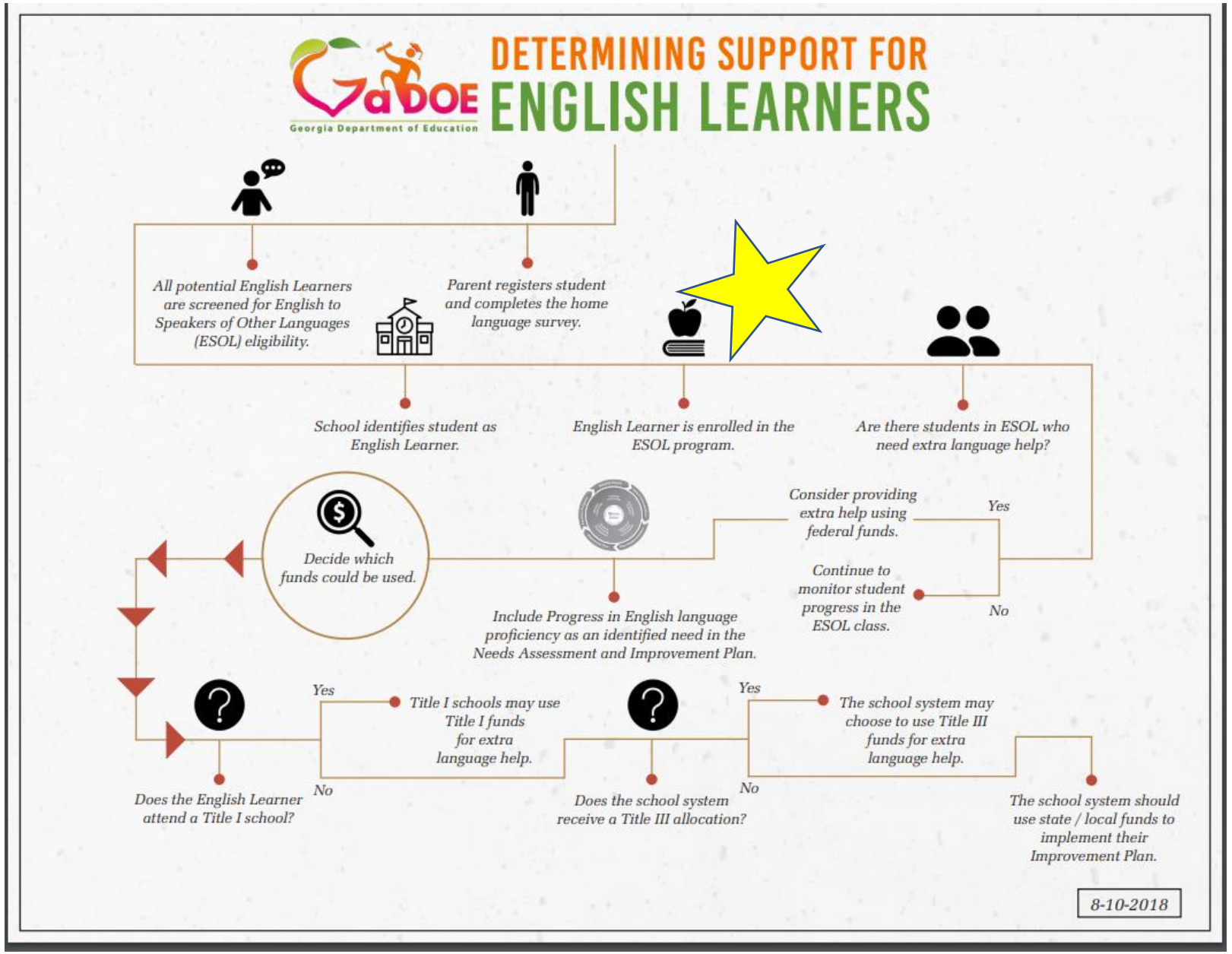
Self-Assessment (Cont.)

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?

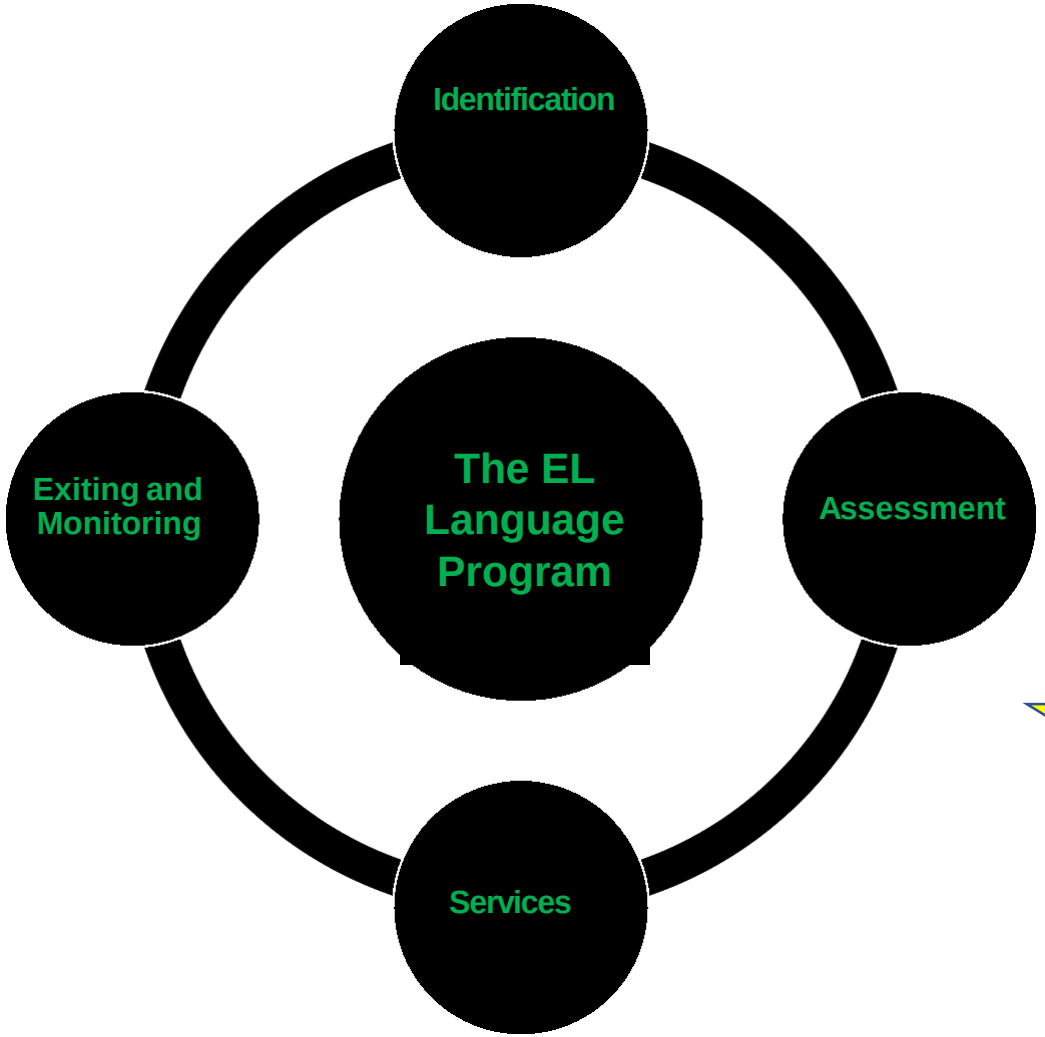
QBE/FTE State Funds

ESOL Language Program
(teachers, resources, counselors)



Click on the
Federal Programs Webpage:
[EL Learner Programs]

Requirements of an EL Language Program



Must be paid for with state and local funds!

Requirements for Districts

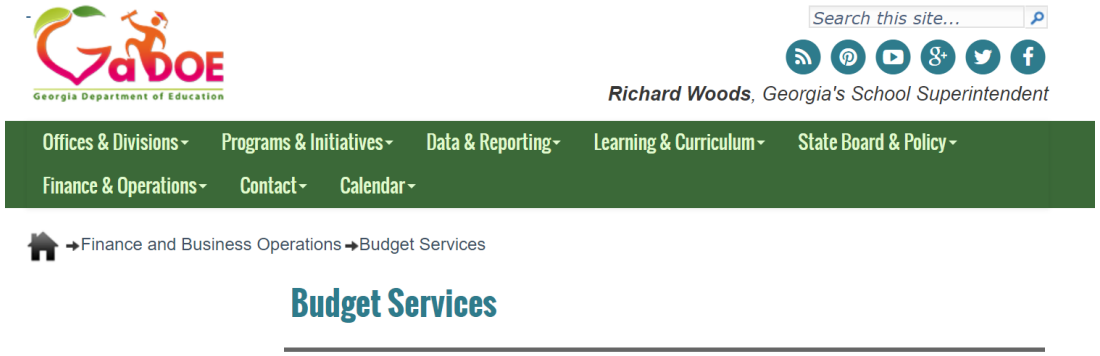
Title VI of the Civil Rights Act and the Equal Education Opportunities Act

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…

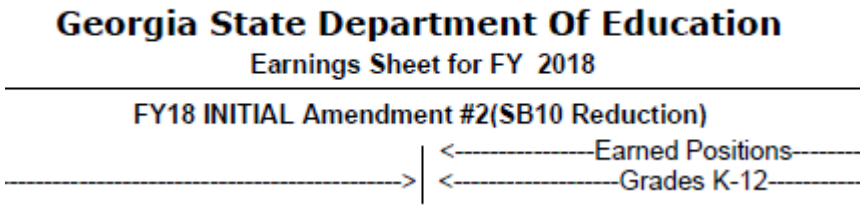
All schools, regardless of their number of ELs are responsible for meeting requirements of an EL language program

QBE/FTE State Funds

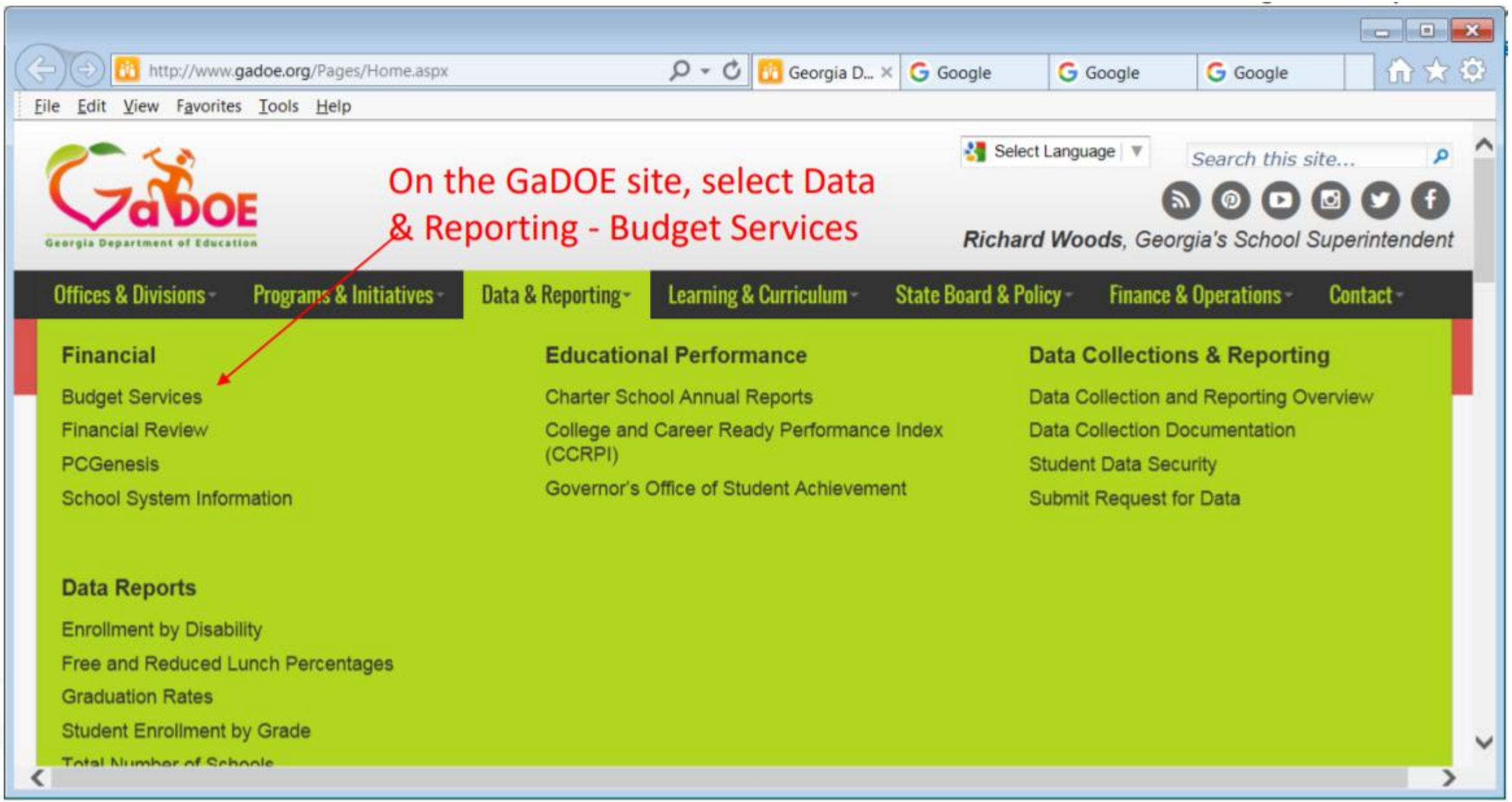


Helpful Links

- QBE Reports (Allotment Sheets)



- Budget Services – System Allotment Sheets
- ESOL FTE weight = an additional class period
- Provides:
  - ESOL Teachers
  - ESOL classroom resources
  - ESOL counselors (in some Districts)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Georgia Department of Education
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Select Language
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Richard Woods, Georgia's School Superintendent
Offices & Divisions
Programs & Initiatives
Data & Reporting
Learning & Curriculum
State Board & Policy
Finance & Operations
Contact
Financial
Budget Services
Financial Review
PCGenesis
School System Information
Educational Performance
Charter School Annual Reports
College and Career Ready Performance Index (CCRPI)
Governor's Office of Student Achievement
Data Collections & Reporting
Data Collection and Reporting Overview
Data Collection Documentation
Student Data Security
Submit Request for Data
Data Reports
Enrollment by Disability
Free and Reduced Lunch Percentages
Graduation Rates
Student Enrollment by Grade

File Edit View Favorites Tools Help

Budget Services

The mission of the Budget Services division is to provide high-quality, service-oriented, policy-driven support for Georgia students and to parents, educators and other constituents in a timely fashion in the areas of QBE and grant allocations.

Budget Services develops the Department's annual budget requests and tracks the status of the budget request through the legislative cycle. When funds are appropriated we prepare the Annual Operating Budget for use in the Department as well as Local School system allotments for the appropriate time period.

The Budget Services division works with Georgia Department of Education staff by providing training and technical assistance to assist with budgeting and planning for expenditures. Budget Services prepares allocations for funding of the Quality Basic Education Formula based on data collected from local school systems regarding student and staffing, as well for many of the state funded grant programs.

Teacher Salaries

Select "QBE Reports" (Allotment Sheets)

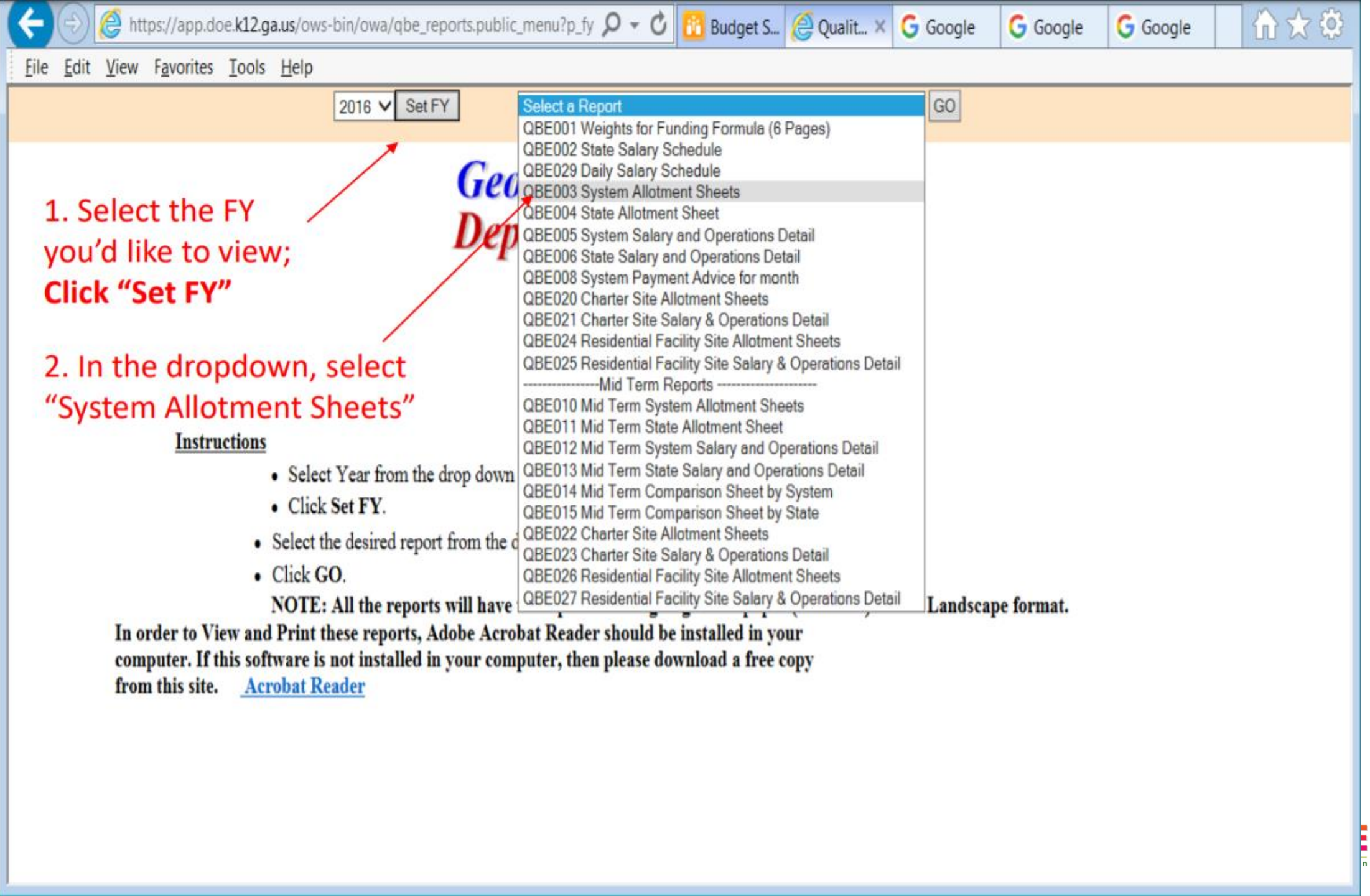
Contact Information

Brian Hampton
Budget Director
Phone: 404-656-2492
Fax:404-656-0816

Jon Cooper
Assistant Budget Director
Phone: 404-463-6785
Fax:404-656-0816

Helpful Links

- QBE Reports (Allotment Sheets)
- School System Financial Reports
- Governor's Office of Planning & Budget
- Georgia General Assembly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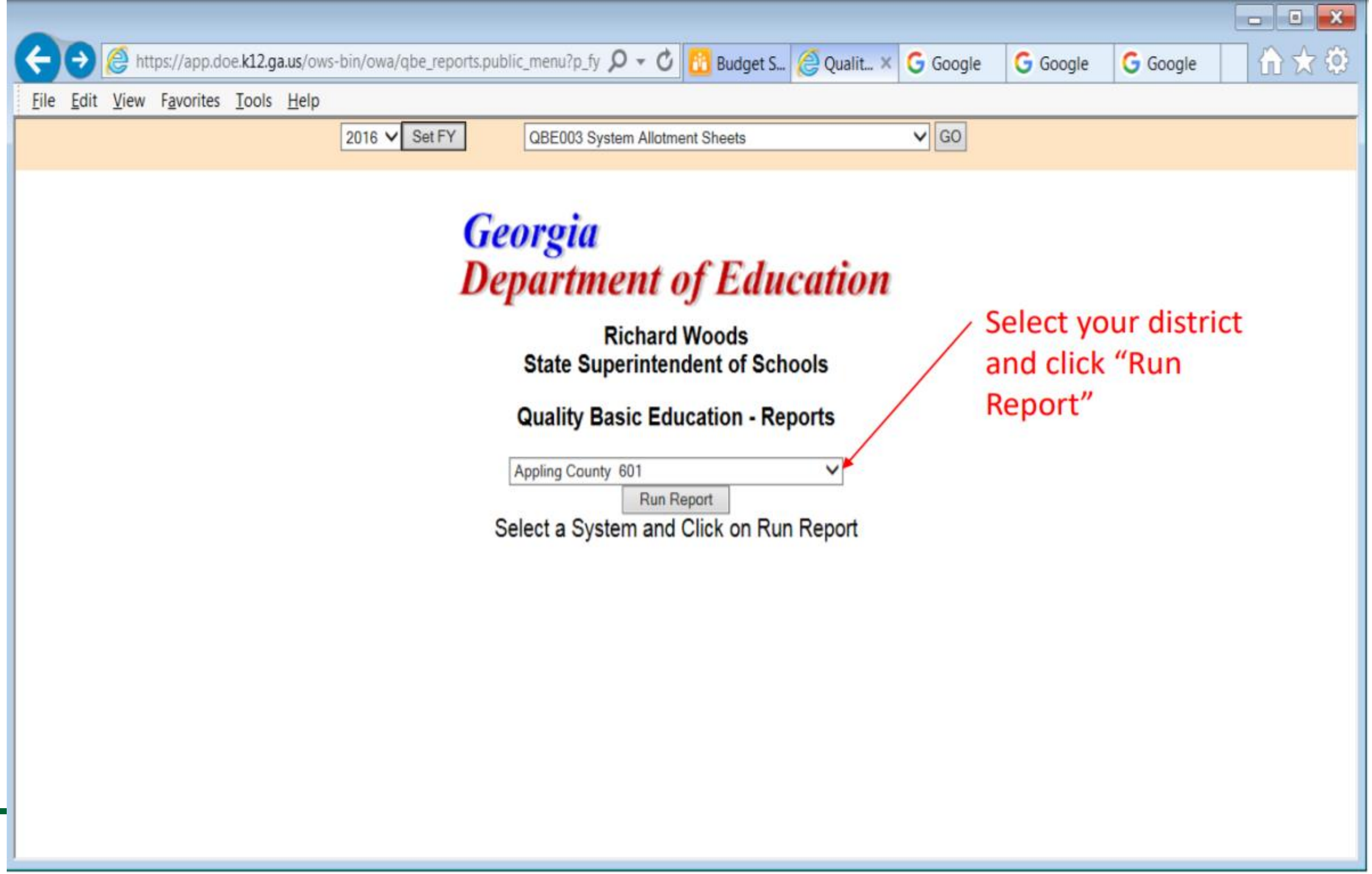
2016
Set FY
Select a Report
QBE001 Weights for Funding Formula (6 Pages)
QBE002 State Salary Schedule
QBE029 Daily Salary Schedule
QBE003 System Allotment Sheets
QBE004 State Allotment Sheet
QBE005 System Salary and Operations Detail
QBE006 State Salary and Operations Detail
QBE008 System Payment Advice for month
QBE020 Charter Site Allotment Sheets
QBE021 Charter Site Salary & Operations Detail
QBE024 Residential Facility Site Allotment Sheets
QBE025 Residential Facility Site Salary & Operations Detail
----------Mid Term Reports ----------
QBE010 Mid Term System Allotment Sheets
QBE011 Mid Term State Allotment Sheet
QBE012 Mid Term System Salary and Operations Detail
QBE013 Mid Term State Salary and Operations Detail
QBE014 Mid Term Comparison Sheet by System
QBE015 Mid Term Comparison Sheet by State
QBE022 Charter Site Allotment Sheets
QBE023 Charter Site Salary & Operations Detail
QBE026 Residential Facility Site Allotment Sheets
QBE027 Residential Facility Site Salary & Operations Detail
GO
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
• Click GO.
NOTE: All the reports will have
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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QBE003 System Allotment Sheets
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Georgia
Department of Education
Richard Woods
State Superintendent of Schools
Quality Basic Education - Reports
Appling County 601
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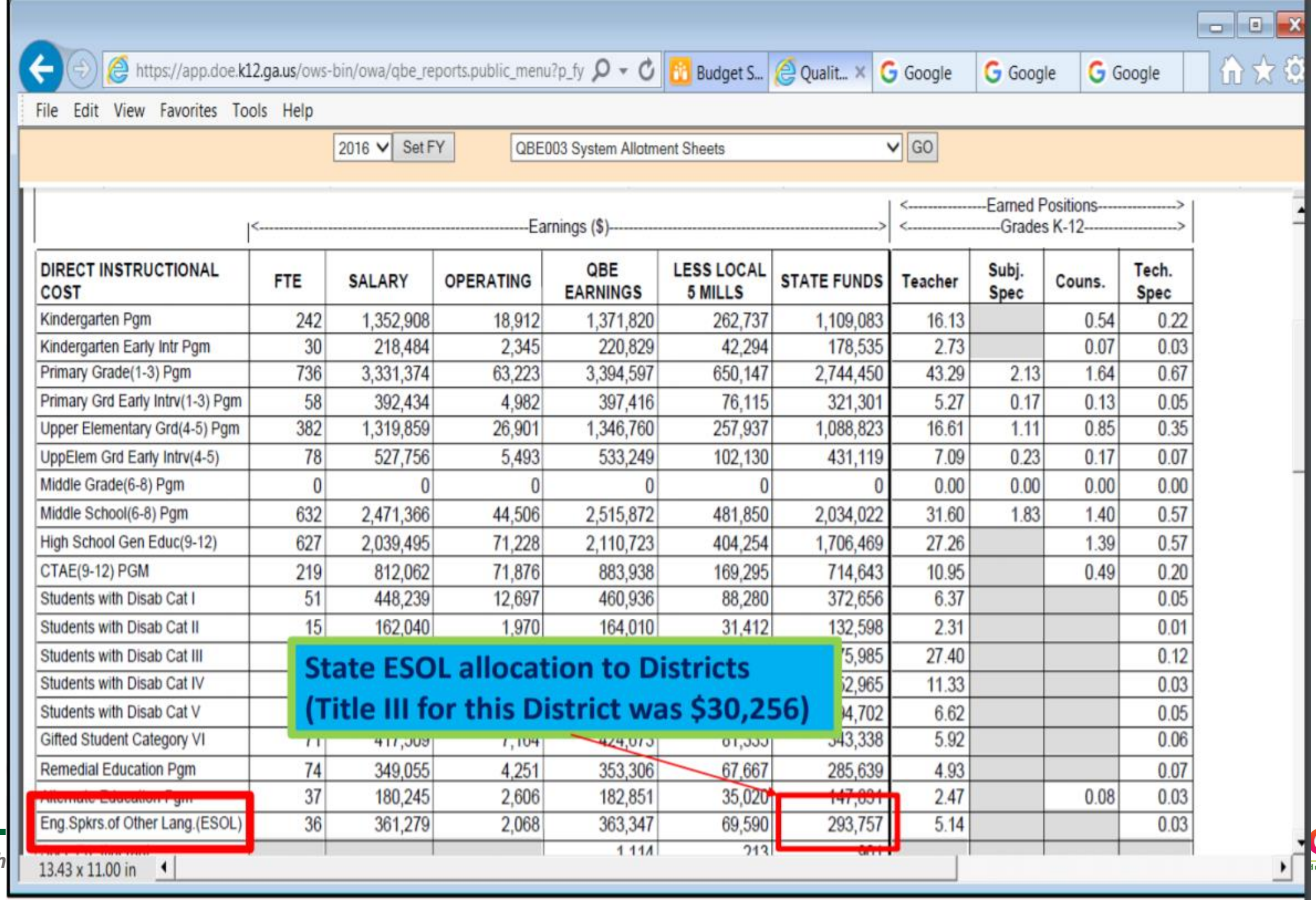
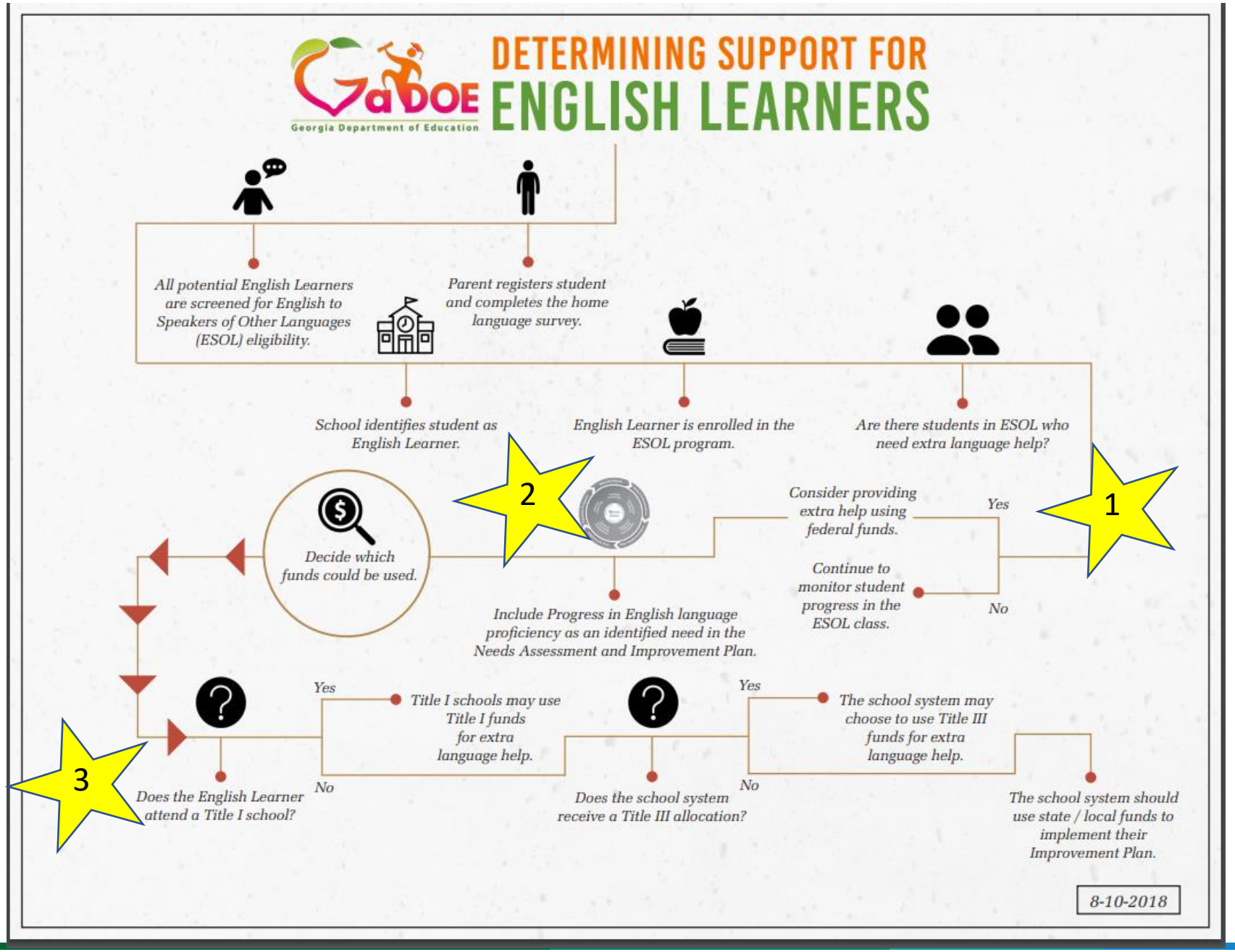
Select your district and click "Run Report"



DIRECT INSTRUCTIONAL COST	FTE	SALARY	OPERATING	QBE EARNINGS	LESS LOCAL 5 MILLS	STATE FUNDS	Teacher	Subj. Spec	Couns.	Tech. Spec
Kindergarten Pgm	242	1,352,908	18,912	1,371,820	262,737	1,109,083	16.13		0.54	0.22
Kindergarten Early Intr Pgm	30	218,484	2,345	220,829	42,294	178,535	2.73		0.07	0.03
Primary Grade(1-3) Pgm	736	3,331,374	63,223	3,394,597	650,147	2,744,450	43.29	2.13	1.64	0.67
Primary Grd Early Intrv(1-3) Pgm	58	392,434	4,982	397,416	76,115	321,301	5.27	0.17	0.13	0.05
Upper Elementary Grd(4-5) Pgm	382	1,319,859	26,901	1,346,760	257,937	1,088,823	16.61	1.11	0.85	0.35
UppElem Grd Early Intrv(4-5)	78	527,756	5,493	533,249	102,130	431,119	7.09	0.23	0.17	0.07
Middle Grade(6-8) Pgm	0	0	0	0	0	0	0.00	0.00	0.00	0.00
Middle School(6-8) Pgm	632	2,471,366	44,506	2,515,872	481,850	2,034,022	31.60	1.83	1.40	0.57
High School Gen Educ(9-12)	627	2,039,495	71,228	2,110,723	404,254	1,706,469	27.26		1.39	0.57
CTAE(9-12) PGM	219	812,062	71,876	883,938	169,295	714,643	10.95		0.49	0.20
Students with Disab Cat I	51	448,239	12,697	460,936	88,280	372,656	6.37			0.05
Students with Disab Cat II	15	162,040	1,970	164,010	31,412	132,598	2.31			0.01
Students with Disab Cat III						75,985	27.40			0.12
Students with Disab Cat IV						52,965	11.33			0.03
Students with Disab Cat V						94,702	6.62			0.05
Gifted Student Category VI	71	417,309	7,164	424,473	81,135	343,338	5.92			0.06
Remedial Education Pgm	74	349,055	4,251	353,306	67,667	285,639	4.93			0.07
Alternate Education Pgm	37	180,245	2,606	182,851	35,020	147,831	2.47		0.08	0.03
Eng.Spkrs.of Other Lang.(ESOL)	36	361,279	2,068	363,347	69,590	293,757	5.14			0.03
				1,114	213					

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?

English Learner ACCESS Participation Rate

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!

English Learner ACCESS Participation Rate

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

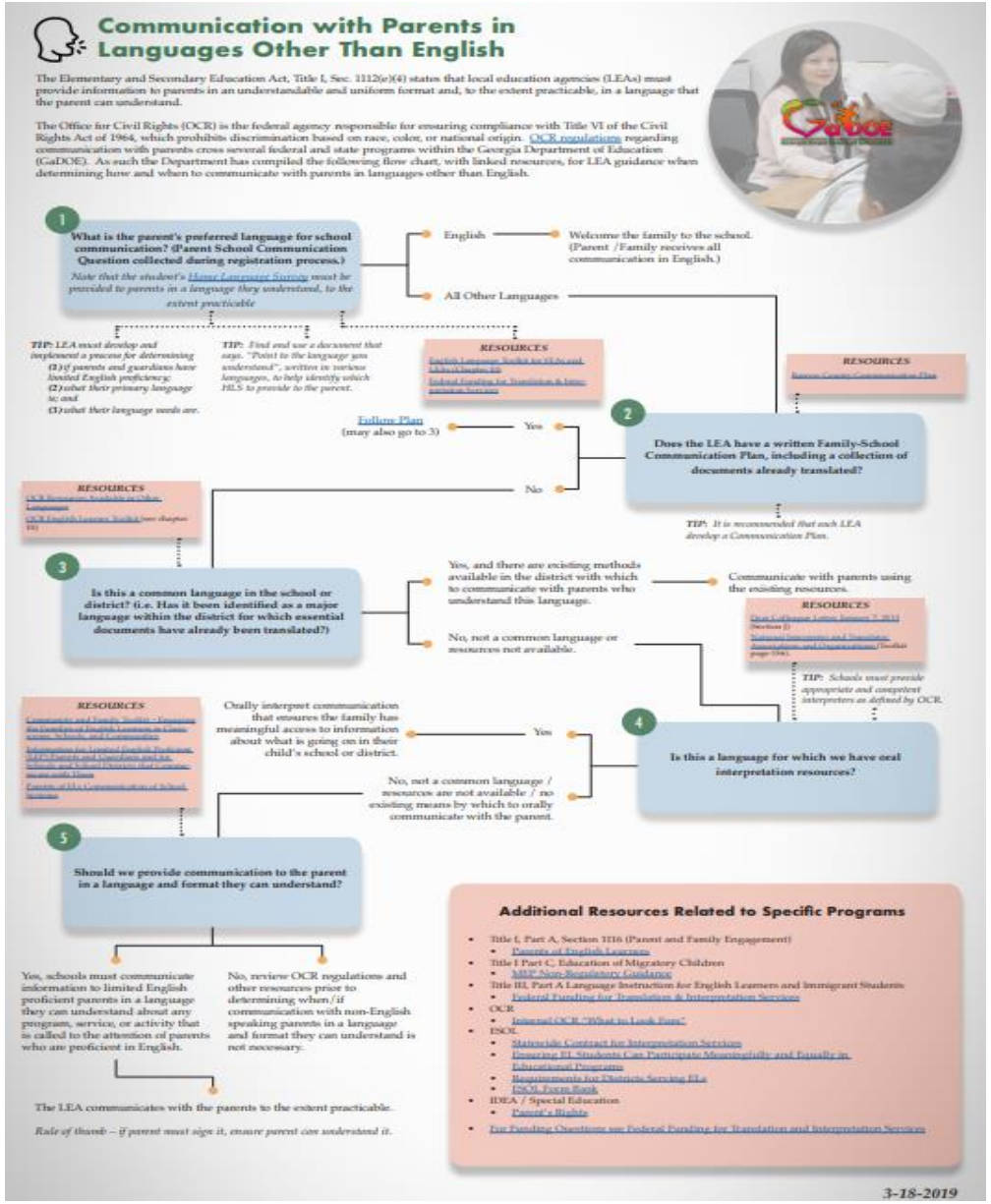
Mrs. Mandi Griffin

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

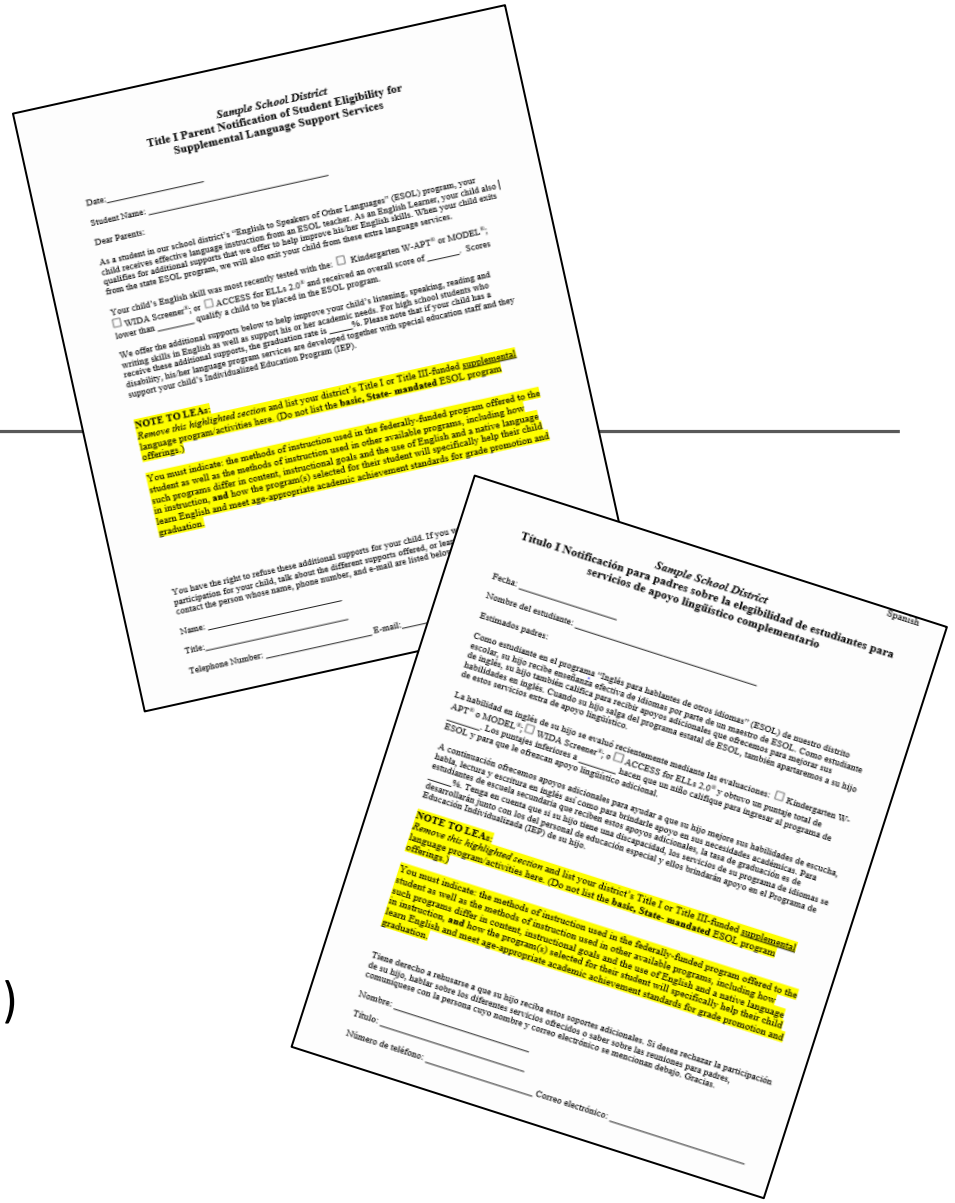
Communicating with Parents of English Learners (ELs)

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

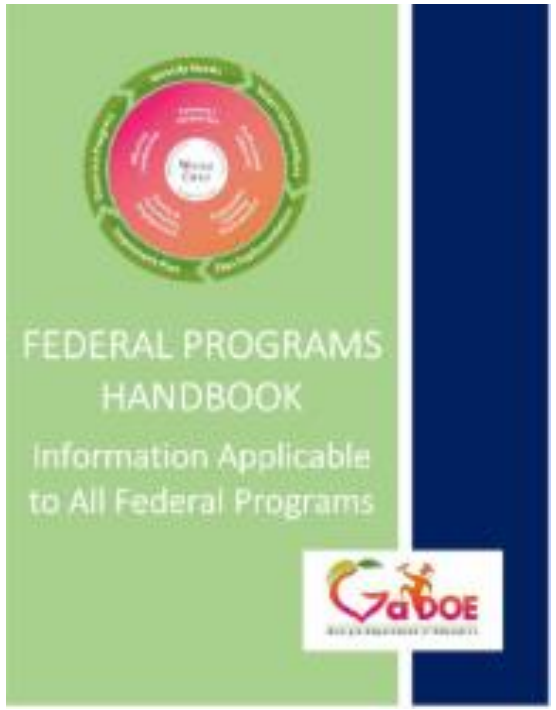
Successfully Engaging EL Parents for EL students' Success

- Resources to meet required *Title I, Part A Indicators*
  - *Building Capacity* of Parents of ELs
    - ➢Parent Capacity Webpage

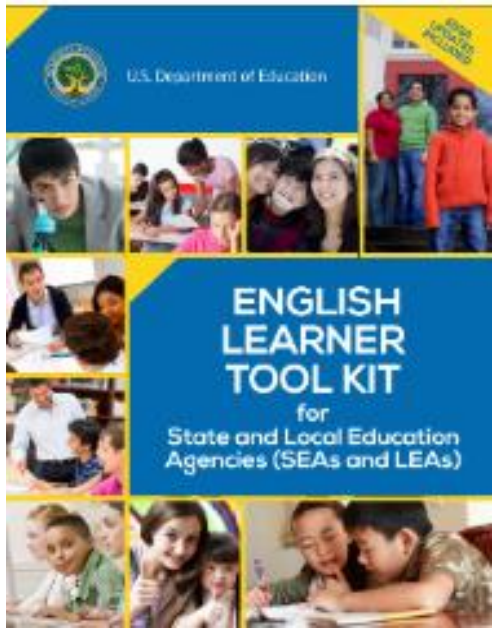
      https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Capacity.aspx
    - ➢Parents of English Learners Webpage

      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 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!

Georgia Department of Education

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

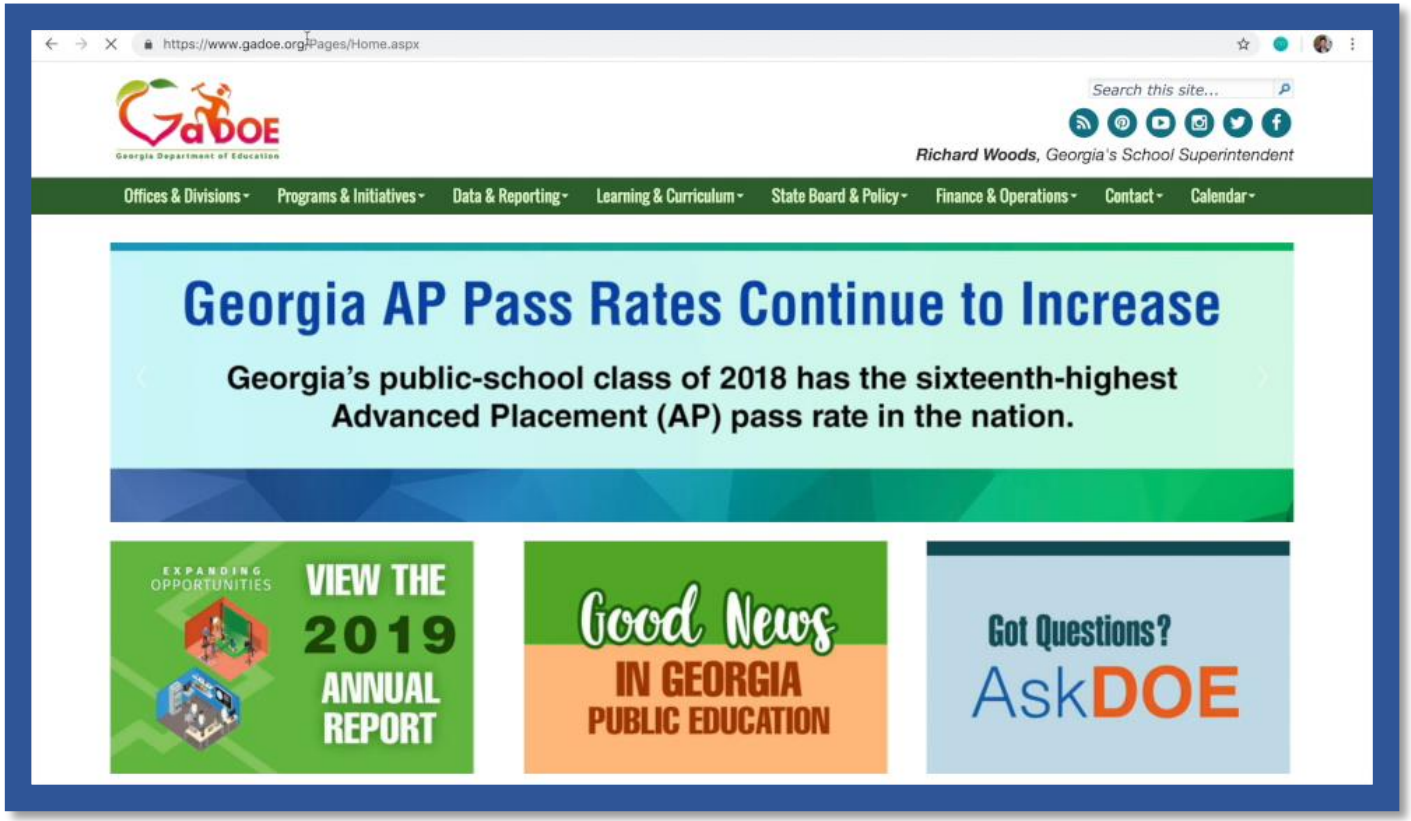
- English Learner needs must be included in the FY20 CLIP
- Align with goal(s)/need(s) and/or equity gap(s) of the schools and the LEA
- Professional development activities must align with the ESSA definition
- Must be supplemental and not supplant other non-Federal funds

Title IV, Part A

Dawna Hatcher & Charmaine Simmons

Where does it all start?

Consolidated LEA Improvement Plan (CLIP)



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

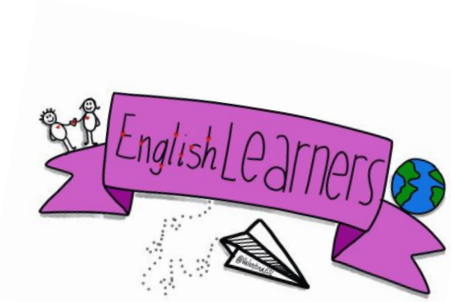
- Professional Development
- Endorsements
- Hiring bilingual paraeducator
- EL Facilitator
- EL Development & Materials
- Technology Devices to use with direct instruction for EL students
- Parent Information Nights

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



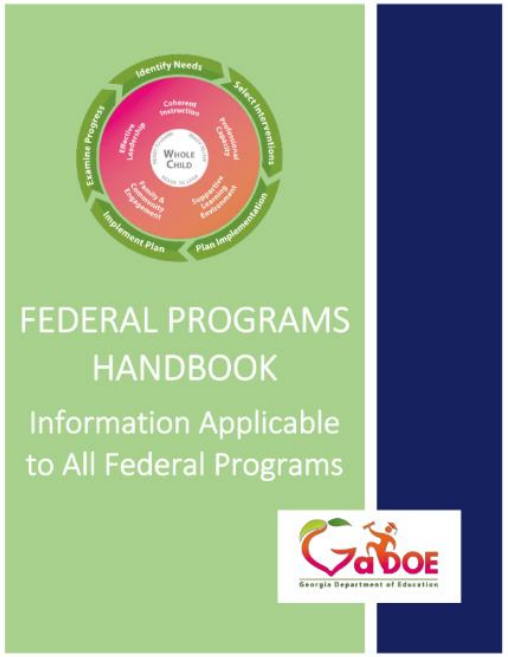
Sample Progress Monitoring

Description of Activity	CLIP Goal Addressed	Intended Outcome	Measurement Tool	Timeline	Impact of Activity
EL Facilitator (Instructional Coach) The EL Facilitator will use a percentage of work time guiding & facilitating the professional learning of mainstream content teachers.	**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.	Increase the number of professional development and contact hours of support for each ESOL educator to build capacity to teach and assess EL students.	Title III Self-Monitoring Tools	2 sessions for ESOL Teachers per nine week period for the duration of the 2019-2020 school year	The number of professional development and contact hours of support for each EL educator to build capacity for EL Learners increased by 40%.

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 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.

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Session Code: federal125

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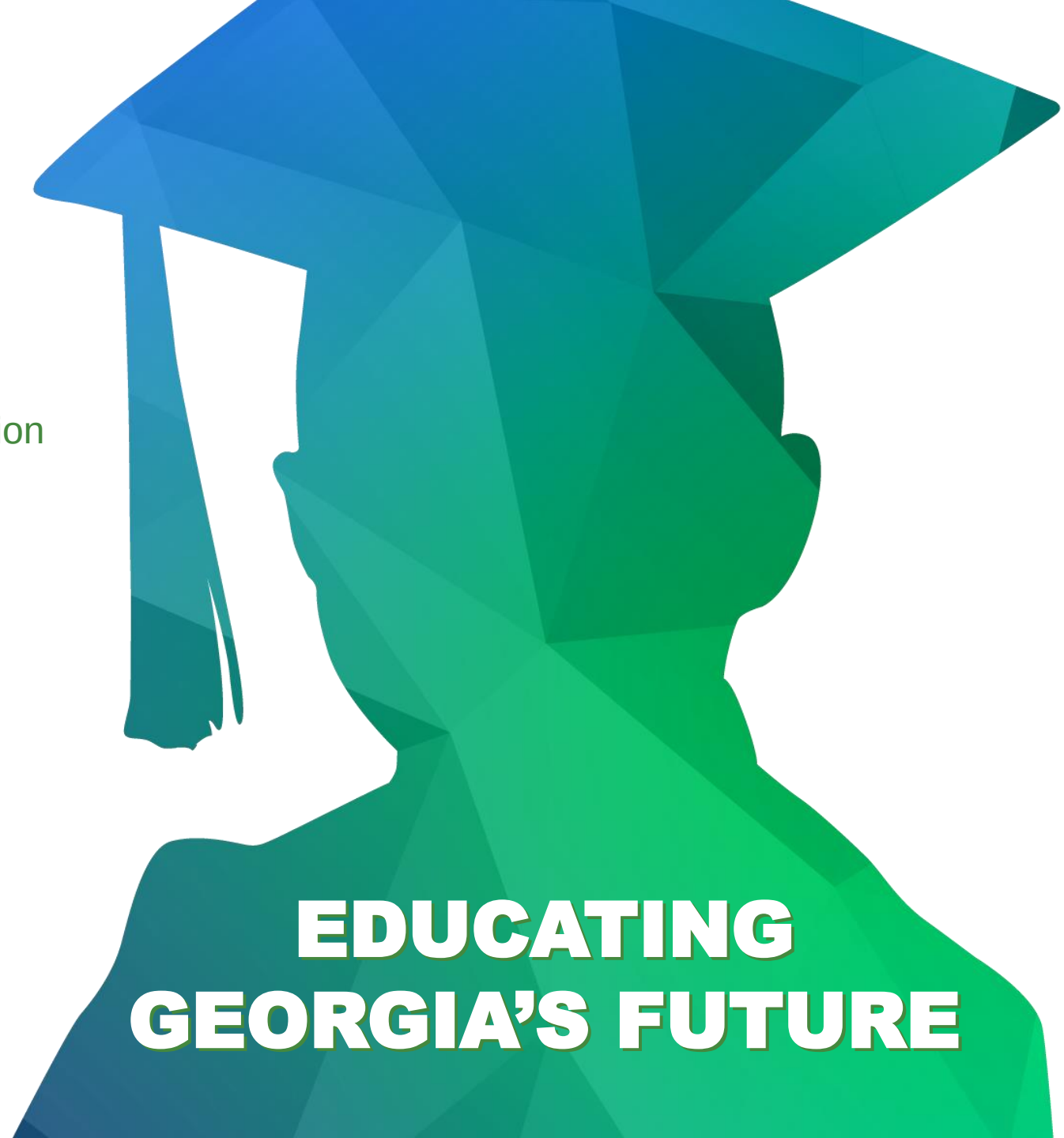
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