

Title I, Part A Committee of Practitioners

March 12, 2021

Agenda

- Call to Order and Introductions - Lynn Howard
- Welcome by Shaun Owen & John Wight
- Review role of COPs - JaBra Harden Fuller
- Review of October 2020 minutes - JaBra Harden Fuller
- EL ACCESS Participation Rates Updates - Dr. Meg Baker and Dr. Ken Banter
- Pooling of Equitable Services - Carly Ambler & Ken Banter
- Title I Poverty Flexibility – Clarice Howard
- EdFlex Options for Title I - Dr. Ken Banter
- National Distinguished Schools – Dr. Ken Banter
- Federal Programs Summer Virtual Conference – Title I Sessions-Dr. Ken Banter
- Next Steps - Lynn Howard
- Final Remarks and Closing - Lynn Howard
- Adjourn

Review role of COPs Members

Review of October 2020 Minutes

JaBra H. Fuller, Title I, Part A
Program Specialist

English Learners and Title I, Part A

**Ken Banter, Title I, Part A
Senior Program Manager**
**Meg Baker, Title III, Part A
Program Manager**

Annual ELP Assessment Participation Rates



NEW PORTAL APPLICATION

A Title IA & Title IIIA
Collaboration



- Site Navigation
- Home
- Logout

- Title I
- SLDS Support with NO PII
- Consolidated Application
- Data Collection
- View Documents
- Facility and School Registry
- GAORS
- Monitoring
- Message Center
- Grants Application
- Security Administration
- EOPA Reports
- Title I Comparability
- CLIP State Administration
- Equitable Services Administration
- Professional Learning Opportunities (PLO)
- Request Services Administration

ELP Assessment Participation

Surveys

New (0)

No new surveys available



New ELP Assessment Participation Tab on the Portal

ELP Assessment Participation

District: All Systems

School Year: 2020

Help Documents

- [LEA Corrective Action Plan TEMPLATE](#)
- [ACCESS Non-Participation Examples and Solutions](#)
- [LEA User Navigation Guide](#)

You are logged in as: State Director

[HOME](#) [REPORTS](#)

Home » Reports » ELP Assessment Participation Rate

ELP Assessment Participation Rate

Export To Excel

System ID	System Name	Participation Rate
ALL	State of Georgia	98.09
		98.91
		96.31
		80.53
		100
		91.18
		100
		98.85
		99.12
		100

LEA ELP Assessment Participation Rate

ELP Assessment Participation Rate

	2020	
	District	State
Total No. of EL students enrolled during ACCESS/Alt. ACCESS testing window	68	132297
Total No. of EL students reported with a Medical Emergency reason	0	18
Total No. of EL students enrolled during ACCESS/Alt. ACCESS testing window excluding Medical Emergencies	68	132279
Total No. of EL students who participated in the ACCESS/Alt. ACCESS assessment	62	129754
ELP Assessment Participation Rate	91.18	98.09

LEA Corrective Action Plan Template for LEAs, whose ELP Assessment Participation Rate was less than 95%

Name of LEA: _____ Date: _____

2019 ACCESS Participation Rate: _____ 2020 ACCESS Participation Rate: _____

Instructions: Please check the possible reasons, applicable to the LEA, for the 2020 non-participation of EL students in the 2020 ACCESS/AIT ACCESS assessments during the 2020 testing window. For each selected reason, write the procedures the LEA will implement to ensure all eligible EL students will participate in this assessment on an annual basis. The **ACCESS Non-Participation Examples and Solutions** document is provided for a reference. Upload the LEA's ELP Assessment Participation Corrective Action Plan to the LEA's Consolidated Application General Attachments Tab by the designated due date: **February 26, 2021**. (Note: Medical emergency students were excluded from the ELP Assessment Rate calculations.)

	REASON(s) for Non-Participation	Action Steps / Procedures	Date to be Implemented	Position Responsible
<input type="checkbox"/>	Students' EL EXIT DATE was incorrectly identified as a July or August date, not an "end-of-school-year" date.			
<input type="checkbox"/>	ACCESS data not validated: student domain subtests were not merged			
<input type="checkbox"/>	ACCESS data was not validated: student names and/or GTIDs were not corrected.			
<input type="checkbox"/>	Students whose parents waived ESOL were not tested.			
<input type="checkbox"/>	Students receiving Special Education services, but not ESOL, were not tested.			
<input type="checkbox"/>	EL status of transfer students was not identified correctly or not identified at all.			
<input type="checkbox"/>	Students enrolled during last week of testing window.			
<input type="checkbox"/>	Truncated school testing window did not give enough time to test all EL students.			
<input type="checkbox"/>	Student withdrew before completing the test; receiving LEA or state unknown.	No action steps required.	N/A	N/A
<input type="checkbox"/>	Student was administered the 2020 ELP Assessment in another State	No action steps required.	N/A	N/A



<input type="checkbox"/>	Parent refused to allow student to be administered the ELP assessment.	(Action steps re: documentation of parent refusal, in case of OCR review.)		
<input type="checkbox"/>	Student refused to take the test	(Action steps re: documentation of student refusal, in case of OCR review.)		
<input type="checkbox"/>	OTHER (Please specify)			
<input type="checkbox"/>	OTHER (Please specify)			

Please have all applicable personnel sign this document.

LEA Title IA Director: _____ Date: _____

LEA ESOL/Title IIIA Director: _____ Date: _____

LEA System Testing Coordinator: _____ Date: _____

Other LEA Designated Personnel: _____ Date: _____

	REASON(s) for Non-Participation	Action Steps / Procedures	Date to be Implemented	Position Responsible
<input type="checkbox"/>	Students' EL EXIT DATE was incorrectly identified as a July or August date, not an "end-of-school-year" date.		13	
<input type="checkbox"/>	ACCESS data not validated: student domain subtests were not merged		9	
<input type="checkbox"/>	ACCESS data was not validated: student names and/or GTIDs were not corrected.		2	
<input type="checkbox"/>	Students whose parents waived ESOL were not tested.		5	
<input type="checkbox"/>	Students receiving Special Education services, but not ESOL, were not tested.		1	
<input type="checkbox"/>	EL status of transfer students was not identified correctly or not identified at all.		13	
<input type="checkbox"/>	Students enrolled during last week of testing window.		0	
<input type="checkbox"/>	Truncated school testing window did not give enough time to test all EL students.		2	
<input type="checkbox"/>	Student withdrew before completing the test; receiving LEA or state unknown.	<i>No action steps required.</i>	7	N/A
<input type="checkbox"/>	Student was administered the 2020 ELP Assessment in another State	<i>No action steps required.</i>	0	N/A
<input type="checkbox"/>	Parent refused to allow student to be administered the ELP assessment.	<i>(Action steps re: documentation of parent refusal, in case of OCR review.)</i>	1	
<input type="checkbox"/>	Student refused to take the test	<i>(Action steps re: documentation of student refusal, in case of OCR review.)</i>	2	
<input type="checkbox"/>	OTHER (Please specify)		16	
<input type="checkbox"/>	OTHER (Please specify)		0	

Equitable Services

Carly Ambler

**Consolidation of Funds and Equitable Services,
Senior Manager**

Title I, Part A Pooling Across LEAs

- Takes advantage of flexibility which allows pooling across LEAs under federal law and non-regulatory guidance
- Streamlines administration for public and nonpublic schools
- Leverages purchasing power for supplemental supports
- Customizes supports for most at-risk students



Title I, Part A Statute

1117(b)(1)(J)

(b) CONSULTATION.—

(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, the results of which agreement shall be transmitted to the ombudsman designated under subsection (a)(3)(B). Such process shall include consultation on issues such as—

(J) whether to provide equitable services to eligible private school children—

(i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or

(ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;

2019 Non-Regulatory Guidance

3. Pooling across LEAs:

Because eligibility for Title I services is based on a child's residence and not where the child attends school, **it is common that multiple LEAs have a responsibility to provide services to eligible children who attend the same private school, making provision of those services through pooling across LEAs potentially more educationally effective and efficient than by each individual LEA providing services to eligible students in the same private school.** Thus, multiple LEAs may pool the Title I funds generated by their private school children from low-income families who reside in a participating Title I public school attendance area to serve eligible low-achieving private school children who reside in those LEAs.

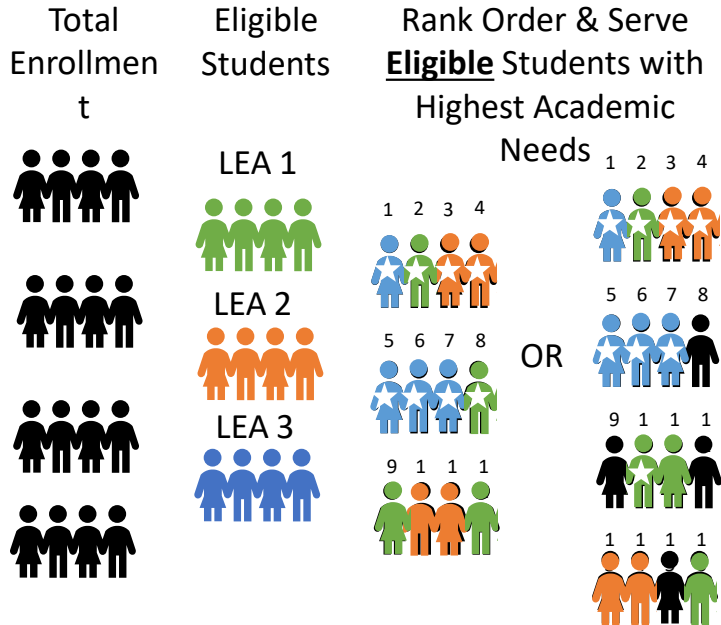
In other words, low-achieving private school children in greatest need who reside in a participating Title I public school attendance area in any of the applicable LEAs may be served with the pooled funds.

The LEAs, in consultation with appropriate private school officials, must establish criteria to determine the eligible private school students in greatest educational need to receive services.

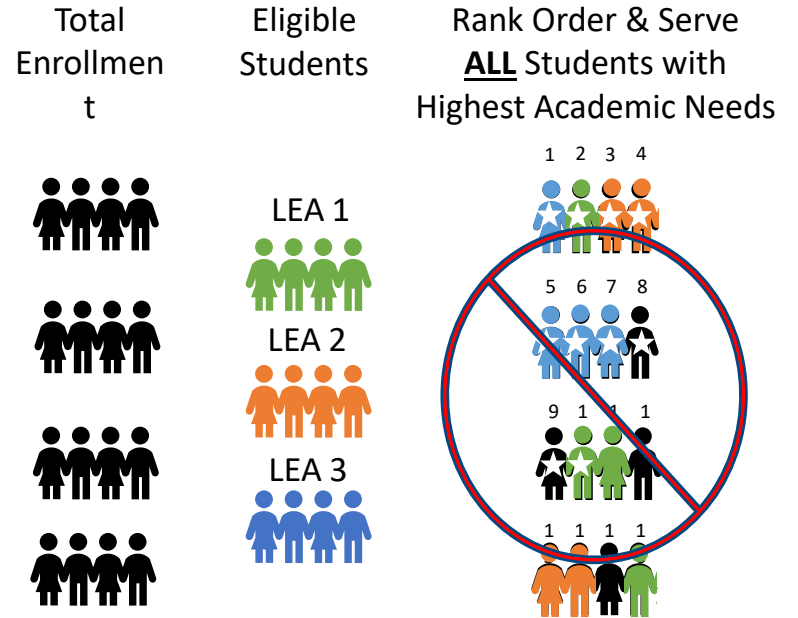
Implementation of Pooling in GA

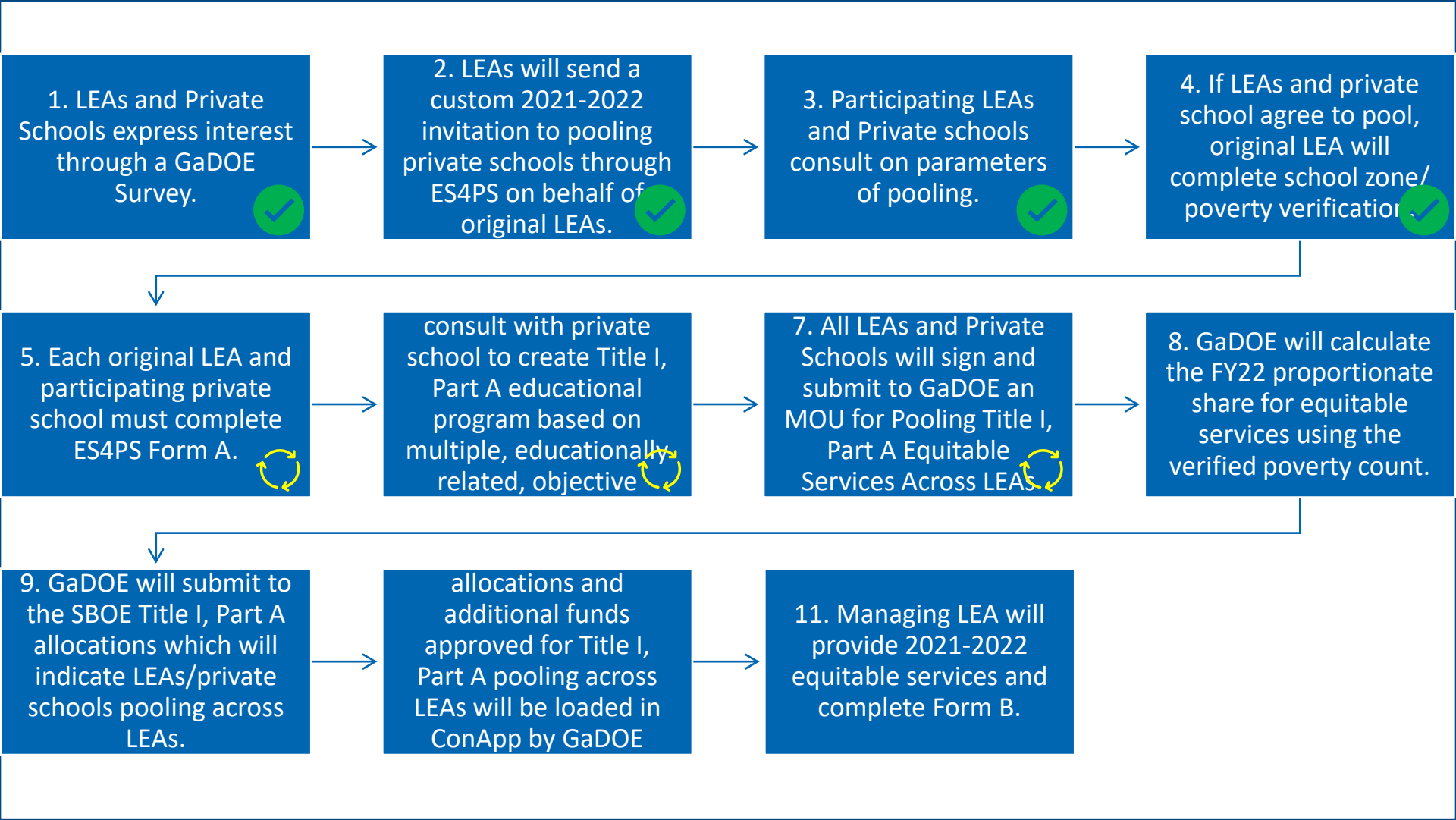
How funds are generated: residency and poverty
 How funds are expended: residency and academic need

Services based on Eligibility and Academic Needs by Private School



Services based on Academic Needs by Private School





Pooling Agreement

GaDOE
Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Ensuring Georgia's Future"

FY22 Pooling Memorandum of Understanding

By signing this MOU, all parties agree to the terms and conditions outlined in Federal and State statute, regulations, and non-regulatory guidance and the pooling program description.

Detail of Proportionate Shares of Title I, Part A Equitable Services

Private School Name	Verified Title I Count	Managing LEA	Pooling LEA

Primary Points of Contact

Role	Name	Email Address	Phone Number
Pooling LEA			
Managing LEA			
Nonpublic School			

Signatures of the Parties Acknowledging Pooling MOU

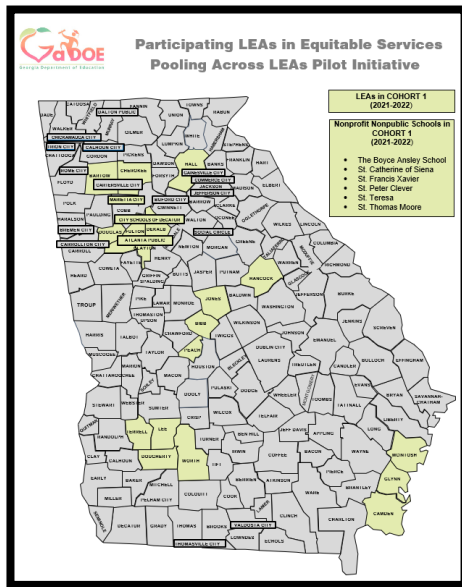
Role	Name	Electronic Signature	Date
Managing LEA Superintendent			
Managing LEA Finance Director			
Managing LEA Federal Programs Director			
Pooling LEA Superintendent			
Pooling LEA Chief Finance Director			
Pooling LEA Federal Programs Director			
Private School Official			
GaDOE Title I, Part A Program Manager			
GaDOE Ombudsman			

Due in ES4PS March 30, 2021

	Requirements
Pooling LEA	Agreement for pooling must come from the Pooling LEA's Superintendent, Finance Director and Federal Programs Director in addition to agreement from Pooling Nonpublic School Officials. Agreements must be signed and uploaded in 2021-2022 ES4PS Attachments prior to March 30.
Managing LEA	Agreement for pooling must come from the Managing LEA's Superintendent, Finance Director and Federal Programs Director in addition to agreement from Pooling Nonpublic School Officials. Agreements must be signed and uploaded in 2021-2022 ES4PS Attachments prior to March 30.
Pooling Nonpublic School	Agreement for pooling must come from Pooling Nonpublic School Officials in addition to agreement from the Pooling and Managing LEAs' Superintendents, Finance Directors and Federal Programs Directors. Agreements must be signed and returned to the appropriate officials in order to meet the March 30 submission deadline.
SEA/GaDOE	GaDOE State Ombudsman and Title I Staff will verify documentation of a Pooling Agreement on file in ES4PS 2021-2022 Attachments for reference and as a basis for adjusting LEA allocations for State Board of Education Approval. Agreements must be signed by Pooling Nonpublic School Officials and uploaded in 2021-2022 ES4PS Attachments.

Equitable Services Update – February 2021

UPDATES: TITLE I, PART A - FY22 POOLING PILOT



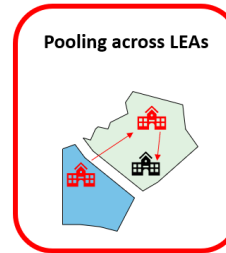
School by School



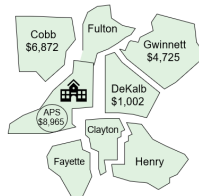
Pooling within LEA



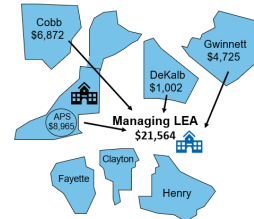
Pooling across LEAs



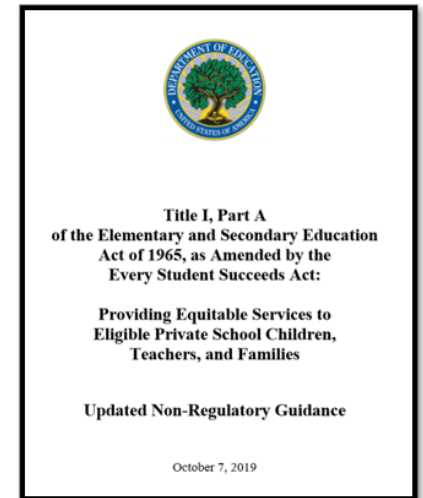
Dar-Un-Noor – School by School



Dar-Un-Noor – Pooling Across LEAs



2019 Non-Regulatory Guidance



Title I Poverty Flexibility

Clarice Howard, Title I, Part A
Program Specialist

EdFlex Options for Title I

**Ken Banter, Title I, Part A
Senior Program Manager**

Ed-Flex Quick Overview

- Ed-Flex is authorized under the Education Flexibility Partnership Act of 1999 and was reauthorized under ESSA in 2015
- All states that meet eligibility criteria may apply for Ed-Flex authority
- The SEA's authority to grant waivers, if approved, is for a five-year period
- LEAs must apply to the SEA for waivers annually

Why is Ed-Flex a beneficial option?

- Ed-Flex is a tool to help states pursue innovative ways to improve achievement levels for all students
- States with Ed-Flex authority can help LEAs focus on ideas and solutions in a timely manner by having the Ed-Flex authority in place when they plan (i.e., within the CLIP)
- With Ed-Flex authority, a state doesn't have to request individual waivers from ED, with the associated review and response delays

What is prohibited within Ed-Flex?

A state cannot grant any waiver that would undermine the underlying purposes of the statutory requirements of the program. Furthermore, Ed-Flex authority, once granted, does not authorize the SEA to waive any statutory or regulatory requirements relating to:

- ESEA Section 1111 (including standards, assessments, and accountability requirements)
- Maintenance of effort
- Comparability
- Equitable services
- Distribution of funds to LEAs

What is prohibited? (cont'd)

Ed-Flex authority, once granted, does not authorize the SEA to waive any statutory or regulatory requirements relating to:

- Serving eligible school attendance areas in rank order in accordance with ESEA Section 1113(a)(3)
- The selection of a school attendance area or school under subsections (a) and (b) of ESEA section 1113, (Except that an SEA may grant a waiver to allow a school attendance area or school to participate in Title I, Part A if the percentage of children from low-income families in the school attendance area is not more than 10 percentage points below the lowest percentage of such children for other Title I schools in the LEA)

What is prohibited? (cont'd)

Ed-Flex authority, once granted, does not authorize the SEA to waive any statutory or regulatory requirements relating to:

- The use of federal funds to supplement, not supplant, state and local funds
- Applicable parental involvement or civil rights requirements
- Any requirements that apply to the SEA
- Individuals with Disabilities Education Act requirements

Title I and Ed-Flex

Title I has one waiver that can be selected:

Waiver of Title I, Part A Limitation on Carryover – ESEA Section 1127(a) - (Unspent Title I, Part A FY21 funds)

LEAs are asking for samples of other possible Title I Ed-Flex waivers.

Brainstorm on other possible “allowable” waivers with Title I

National Distinguished Schools

**Ken Banter, Title I, Part A
Senior Program Manager**

Federal Program Virtual Summer Conference June 21 – 25, 2021

What are possible sessions for Title I, Part A?

Title I, Part A Possible Sessions

- Revisions
 - Increase “results-oriented” accountability
 - Strengthen National Security
 - Increase transparency
- Effective Date
 - November 12, 2020
 - Except for amendments to 200.216 and 200.340-
Effective Date August 13, 2020

The following link summarizes all the OMB changes to 2 CFR 200

<https://www.federalregister.gov/documents/2020/08/13/2020-17468/guidance-for-grants-and-agreements>

Questions



Title I, Part A Committee of Practitioners

March 12, 2021

FY22 Meeting Dates

Friday, October 15, 2021

Friday, March 11, 2022