PUTTING ALL THE PIECES TOGETHER FOR A SUCCESSFUL TITLE III, PART A PROGRAM
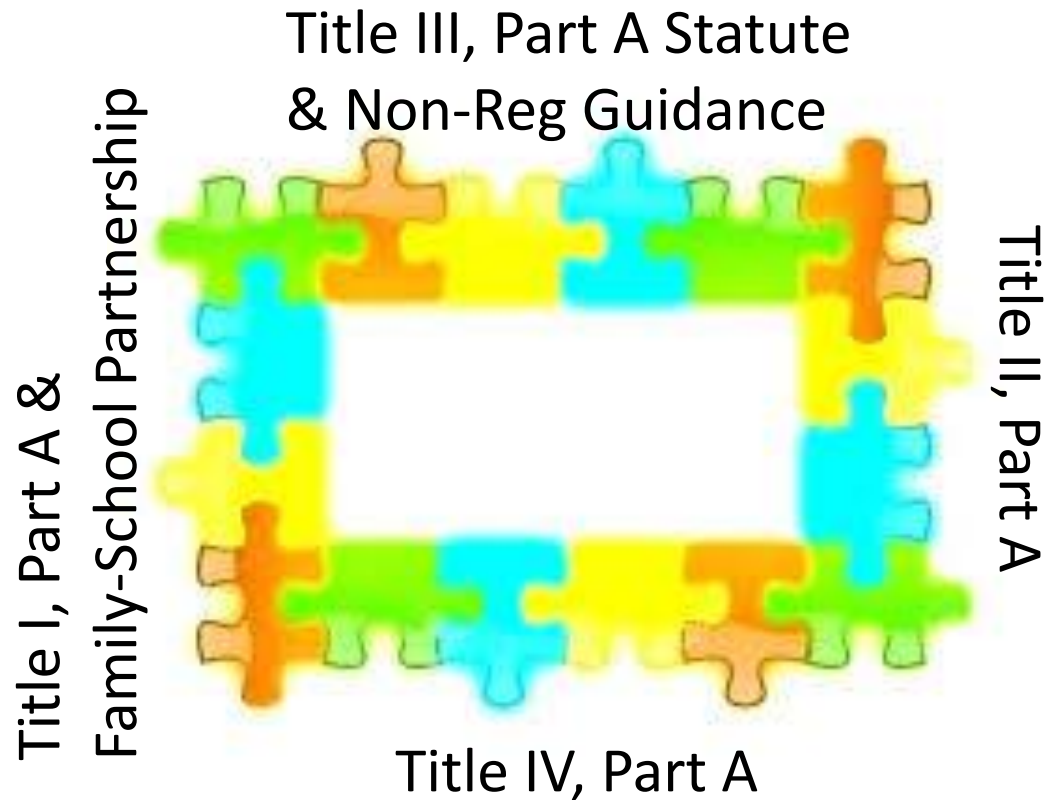
Federal Programs Conference

June 18-19, 2019

Title III Puzzle Pieces:

1. Federal Law Statute (Title I, III, & NonReg)
2. Identifying English learner & immigrant students & their needs
3. Supplemental language instruction
4. Language-focused PD for all personnel
5. Parent/Family engagement in the language program
6. Managing/monitoring the plan, budget, expenditures

Framing our Programs with Federal Laws

Title III, Part A Statute & Non-Reg Guidance

Title I, Part A & Family-School Partnership

Title II, Part A

Title IV, Part A

Scavenger Hunt in NonReg T3A Guidance

1. **A-12** = What does this mean for braiding Title I & Title III funds?

2. **E-1** = What does this mean for translation/interpretation?

3. **Addendum #13** = What does this mean for coding ESOL-NO students as Title III-served?

https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx

EL Language Programs - State Guidance

I. Federal Laws
- Schools Civil Rights Obligations to English Learner Students and Limited English Proficiency Parents
- English Learner Toolkit
- ESEA/ESSA Title III, Part A, Language Instruction for English Learners and Immigrant Students
- U.S. Department of Education English Learner Resources

II. State Guidance
- 160-4-5-.02 Language Assistance: Program for English Learners
- 160-4-2-.03 List of State-funded K-8 Subjects and 9-12 Courses
- 160-5-1-.08 Class Sizes
- 160-3-1-.07 Testing Programs. Student Assessment
- GaDOE ACCESS for ELLs® 2.0 Assessment
- English Learners in Georgia's State ESSA Plan
- Reporting ESOL Delivery Models

III. LEA Flexibility
- Strategic Waiver School Systems
- Charter School Systems

IV. Registration/Enrollment Processes
- Parent School Communication Flowchart
- Translation/Interpretation Guidance (Please refer to Chapter 10.)
- Statewide Contract Info for Translation Services (2018-2020)
- Home Language Survey Form Bank (more coming soon)

V. EL Entrance Procedures (10 June 2019)
- Kindergarten EL Eligibility (W-APT) Flowchart
- Kindergarten EL Eligibility (MODEL) Flowchart
- Grades 1-12 EL Eligibility Flowchart

VI. EL Exit Procedures (9 May 2019)
- Kindergarten EL Exit Flowchart
- Grades 1-12 EL Exit Flowchart
- EL Reclassification Form (April 2018)
- Alternate ACCESS Exit Procedures (April 2019)
- Less-Than-Four-Domains Exit Procedures (April 2019)
- Number & Percentage of English Learners who Attained English Proficiency in 2018, by LEA
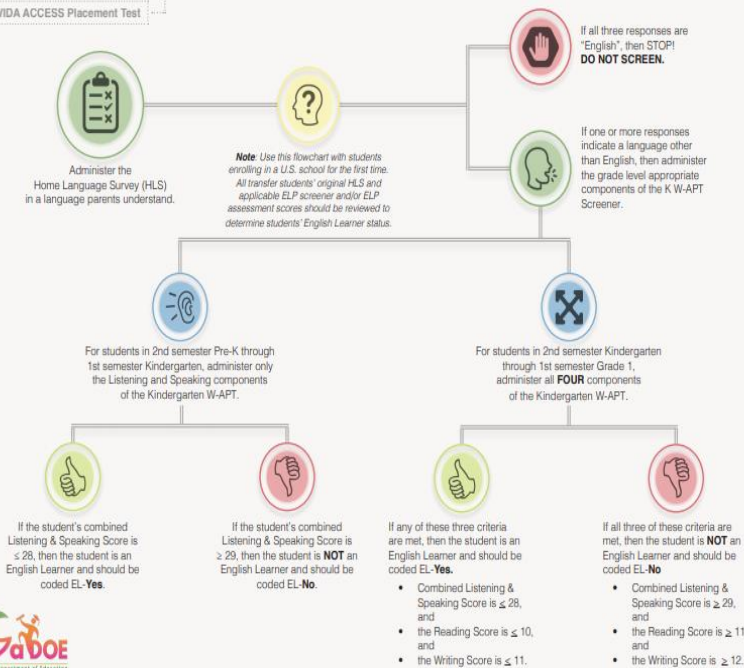
Where it all begins…

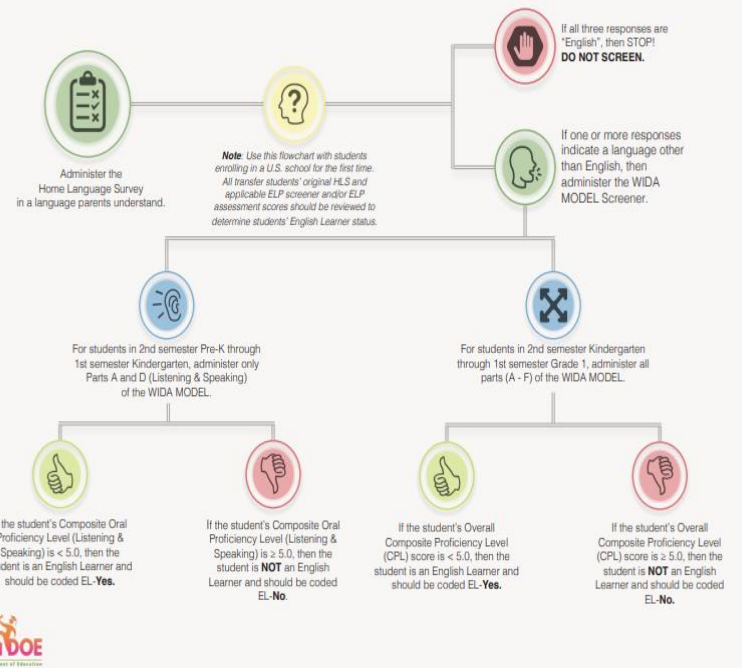# *EL Entrance & Exit Procedures!*

ESOL Language Programs website

Kindergarten EL Entrance Criteria

English Learner (EL) Entrance Procedures
WIDA Screener: 2nd Semester Grade 1 - Grade 12

If all three responses are "English", then STOP! **DO NOT SCREEN.**

Administer the Home Language Survey in a language parents understand.

Note: Use this flowchart with students enrolling in a U.S. school for the first time. All transfer students' original HLS and applicable ELP screener and/or ELP assessment scores should be reviewed to determine students' English Learner status.

If one or more responses indicate a language other than English, then administer the WIDA Screener.

If the student's grade-level-adjusted Overall Composite Score is < 5.0, the student is an English Learner and should be coded EL-**Yes**

If the student's Grade Level Adjusted Overall Composite Score is ≥ 5.0, the student is **NOT** an English Learner and should be coded EL-**No**.
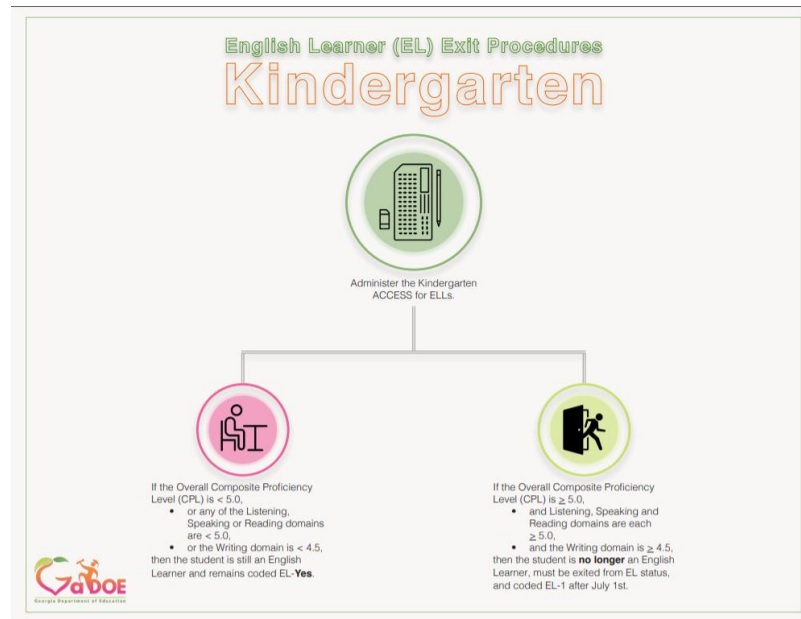
EL Exit Flowchart –
For Kindergarten EL Students

No changes – Same as 2018!

Do Not Exit

Overall < 5

Listening < 5

Speaking < 5

Reading < 5

Writing < 4.5

English Learner (EL) Exit Procedures
Kindergarten

Administer the Kindergarten ACCESS for ELLs.

If the Overall Composite Proficiency Level (CPL) is < 5.0,
- or any of the Listening, Speaking or Reading domains are < 5.0,
- or the Writing domain is < 4.5,
then the student is still an English Learner and remains coded EL-**Yes**.

If the Overall Composite Proficiency Level (CPL) is ≥ 5.0,
- and Listening, Speaking and Reading domains are each ≥ 5.0,
- and the Writing domain is ≥ 4.5,
then the student is **no longer** an English Learner, must be exited from EL status, and coded EL-1 after July 1st.

Exit

Overall ≥ 5

Listening ≥ 5

Speaking ≥ 5

Reading ≥ 5

Writing ≥ 4.5

EL Exit Flowchart –
For EL Students in Grades 1-12

No changes to criteria!

Do Not Exit

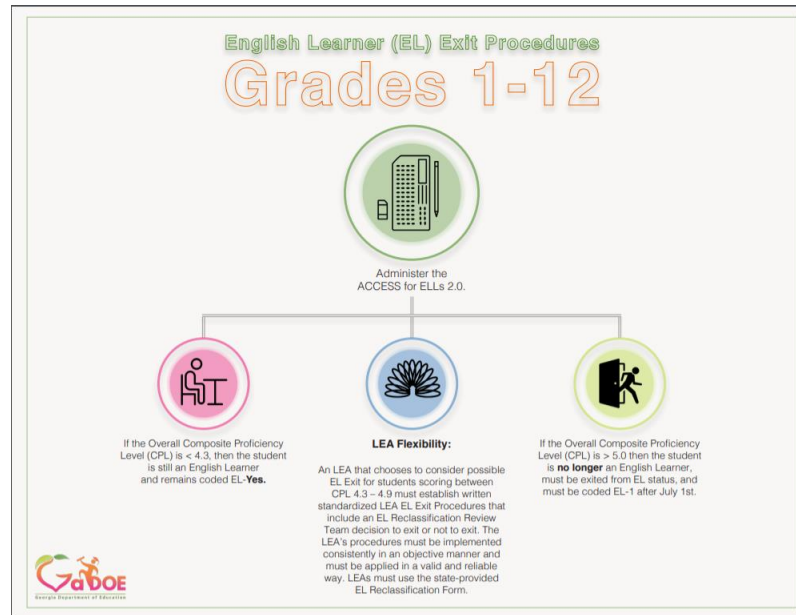Overall CPL < 4.3

Overall CPL 4.3 – 4.9

Exit

Overall CPL $\geq$ 5

English Learner (EL) Exit Procedures
Grades 1-12

Administer the
ACCESS for ELLs 2.0.

If the Overall Composite Proficiency Level (CPL) is < 4.3, then the student is still an English Learner and remains coded EL-**Yes**.

LEA Flexibility:

An LEA that chooses to consider possible EL Exit for students scoring between CPL 4.3 – 4.9 must establish written standardized LEA EL Exit Procedures that include an EL Reclassification Review Team decision to exit or not to exit. The LEA's procedures must be implemented consistently in an objective manner and must be applied in a valid and reliable way. LEAs must use the state-provided EL Reclassification Form.

If the Overall Composite Proficiency Level (CPL) is > 5.0 then the student is **no longer** an English Learner, must be exited from EL status, and must be coded EL-1 after July 1st.

Consider for Exit – EL Reclassification Form

Required in 2019!

Alternate ACCESS Exit Criteria

Threshold for Considering EL Exit:

- Alternate ACCESS Overall CPL **P2** (Emerging) for <u>two consecutive years</u> with IEP Team recommendation

- Or the **same score** for <u>three consecutive years</u> of **any other** Alternate ACCESS Overall CPL –with IEP Team recommendation.

New

"Less-Than-Four-Domains" EL Exit Criteria

- The state has established that an English Learner (EL) with disabilities *whose disability precludes assessment of one or more language domains* <mark>on either the ACCESS for ELLs 2.0 or on the Alternate ACCESS</mark> should be considered for exit from English learner status when the student has met the following state-established criteria using a GaDOE-provided **Designate Composite Proficiency Level (D-CPL).**

> **Note:** Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. Beyond these reasons, the Assessment Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs.

Identifying Immigrant Children & Youth

Born outside U.S. and Puerto Rico

Less than three years (36 months total) in U.S. schools

Ages 3-21

Identifying EL & Immigrant Students' Needs

Do we know who our English Learner & Immigrant 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?
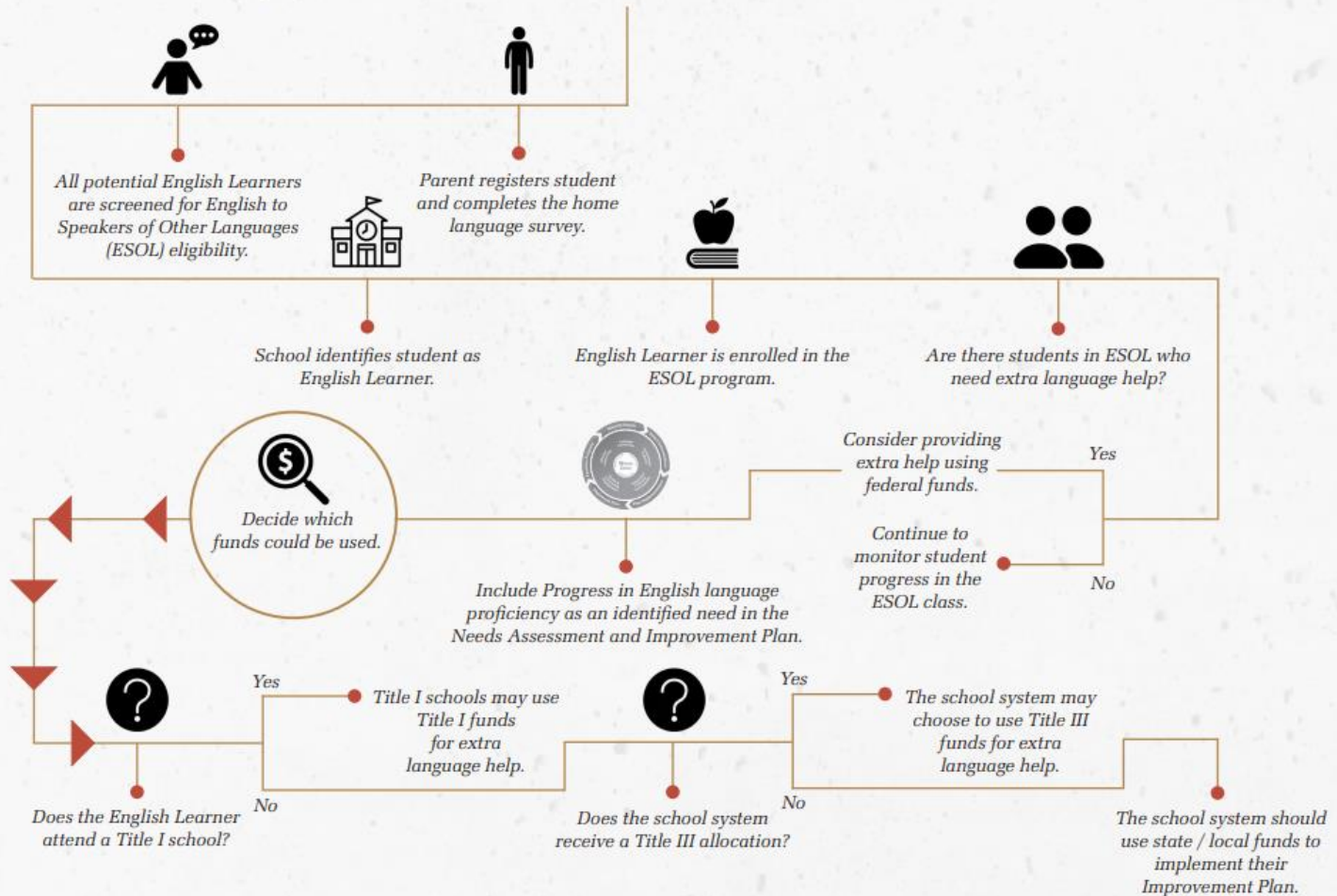- Their needs?
- Their family's needs?

Determining Support for English Learners

Decision-making Flowchart on [English Learner Programs](#) website

DETERMINING SUPPORT FOR ENGLISH LEARNERS

All potential English Learners are screened for English to Speakers of Other Languages (ESOL) eligibility.

Parent registers student and completes the home language survey.

School identifies student as English Learner.

English Learner is enrolled in the ESOL program.

Are there students in ESOL who need extra language help?

Decide which funds could be used.

Consider providing extra help using federal funds. — Yes

Continue to monitor student progress in the ESOL class. — No

Include Progress in English language proficiency as an identified need in the Needs Assessment and Improvement Plan.

Does the English Learner attend a Title I school?
- Yes → Title I schools may use Title I funds for extra language help.
- No

Does the school system receive a Title III allocation?
- Yes → The school system may choose to use Title III funds for extra language help.
- No

The school system should use state / local funds to implement their Improvement Plan.

8-10-2018

Which GaDOE Office do I contact with questions about the State ESOL Language Program?

[Whom To Contact](#) Resource

Georgia Department of Education

GaDOE	English Learner Programs
Accountability	• CCRPI - EL progress toward proficiency (ACCESS progress) • EL performances on GA Milestones • Reporting number & percentage of ELs reaching full proficiency
Assessment	• ACCESS for ELLs® • ACCESS Peer Review • Alternate ACCESS for ELLs® • EL Accommodations • ELSwD Accommodations • ESOL Coordinator Testing Requirements • Testing Participation Committee Forms • WIDA liaison (& DRC)
Office of Teaching & Learning - Curriculum & Instruction	• Collaboration Professional Learning for Regular Ed & ESOL Teachers • Communication of ESOL news in C & I newsletter • ESOL page on www.georgiastandards.org website • GSE/WIDA ELDS Crosswalk Documents • WIDA ELD Standards

GaDOE	English Learner Programs
Office of Technology Services - Data Collections	• Communication with SIS Vendors • EL Status • ELP Screener Date • ESOL Courses & Delivery Models • ESOL Status • Immigrant status • Student Primary Language
School & District Effectiveness	• School & Leaders' effectiveness to lead English Learner Programs
Office of Technology Services - SLDS	• ELP Screener Tab • ACCESS for ELLs scores • EL status
Special Education Support & Services	• Collaboration on Alternate ACCESS for ELLs® Exit Procedures • Collaboration on training of SpEd & ESOL Teachers

GaDOE

Georgia Department of Education

Office of Teaching and Learning - Teacher & Leader Support & Development	• Collaboration on Coding of ESOL Delivery Models • Teacher In-field/Out-of-field requirements
Federal Programs - Title I, Part A	• Collaboration for LEA technical assistance & training • Communication with GOSA on EL Data Reporting • Federal ESEA/ESSA accountability reports • Monitoring EL ACCESS Participation Rate • Reporting number & percentage of ELs reaching full proficiency
Federal Programs - Title I, Family-School Partnerships	• Collaboration for LEA technical assistance & training • Parent Preferred Language of Communication • Title I & Title III Parent Notification of Supplemental Federal Language Services

Puzzle Pieces

https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III-Guidance.aspx

Supplemental language instruction education program (LIEP)

Effective Title IIIA EL & Immigrant Program

Language focused professional learning
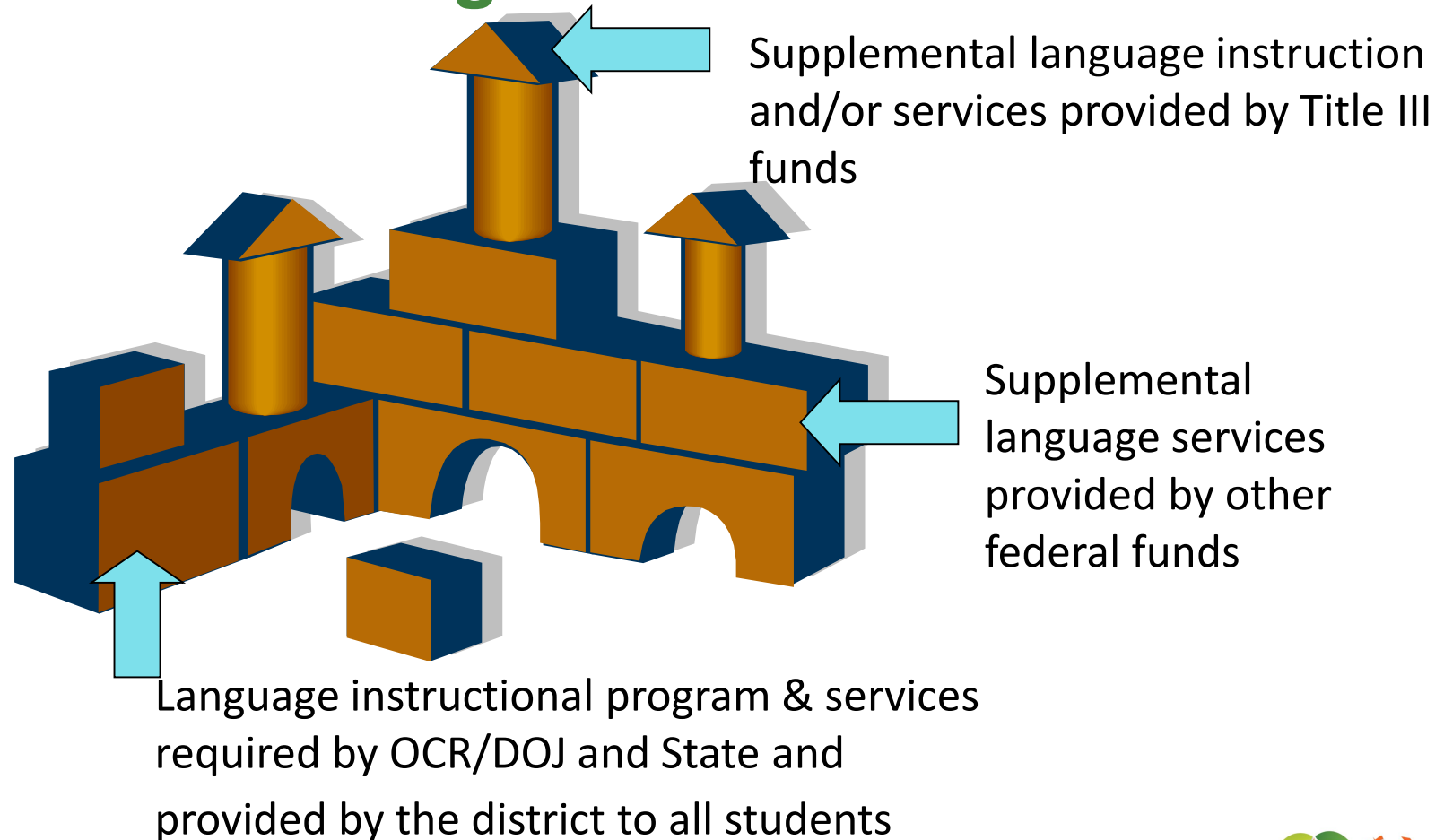
Parent Outreach to enhance LIEP
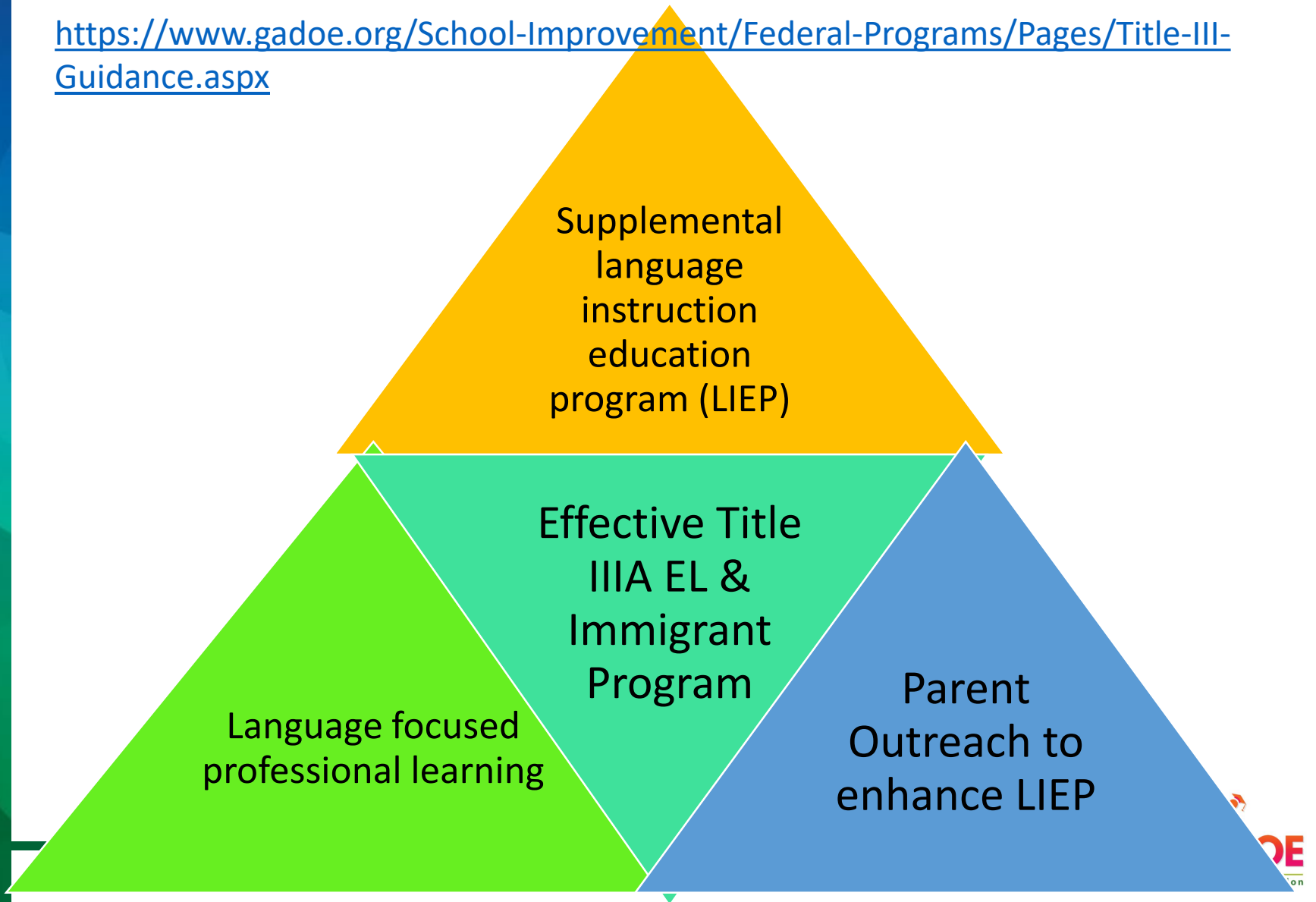
To ensure that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic attainment in English

• To assist in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching ELs

• To assist teachers (including pre-K teachers), principals, other school leaders, SEAs, and districts to develop and enhance their capacity to provide effective instructional programs for ELs

• To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of ELs

GaDOE
Georgia Department of Education

Title III – A Supplemental Language Instruction Educational Program (LIEP) for Select English Learners

Supplemental language instruction and/or services provided by Title III funds

Supplemental language services provided by other federal funds

Language instructional program & services required by OCR/DOJ and State and provided by the district to all students

Language-focused PD for all personnel

Administrators

General Education Teachers of ELs

ESOL Teachers

Parent/Family Engagement in the Language Program

SUPPLEMENTAL LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP)

PARENT/FAMILY ENGAGEMENT THAT SUPPORTS THE LIEP

Sample Activities to Meet Intent/Purpose of Title IIIA EL Statute

LIEP for ELs

- Extra English language support to select EL students based on need
- English language instructional software programs
- After- or before-school or summer tutorial language-focused programs

EL Focused PD

- Language-focused training (stand-alone or embedded)
- EL-focused book studies in PLCs
- EL math specialist
- Data analysis to design language programs
- Language programs' curriculum mapping/development
- Instructional coaching

EL Parent Outreach

- Literacy classes for non-English-speaking parents
- EL parent training meetings on how to support English development of children at home

Sample Activities to Meet Intent/Purpose of Title IIIA Immigrant Statute

All from the previous slide, and any of the following:

- Diversity training for teachers & staff

- Recruitment of personnel specifically trained to provide services to immigrant students

- Mentoring and/or academic or career counseling for immigrant students

- Programs of introduction to U.S. school system and civics education for immigrant students and their families

- Sociocultural adaptation activities for immigrant students and their families

- Introduction to and providing community services for immigrant families (can be in coordination with other institutions)

Managing and Monitoring the Title IIIA EL & Immigrant Program Plans, Budgets and Expenditures

https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III-Guidance.aspx

Title III, Part A Director Training Timeline Pieces

July

12: Participate in Federal Programs' **Budget** Training Webinar

Check State Title IIIA PD Calendar to incorporate in LEA plan

Schedule individual TA with Program Specialist

August

21-23 Data Collections Conf

26: Participate in Federal Programs' **Monitoring** Training Webinar (even if not on the monitoring cycle!)

TBD: Participate in regional Title IIIA Budget Trainings

September

Participate in LEA-specific technical assistance

Participate in regional RESA Job-Alike meetings, as applicable

Register & complete Title III, Part A New Directors' Course in SLDS

Putting Together the Puzzle Pieces

https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III-Guidance.aspx

1. ESOL Language Program Question

5. Consolidation of Funds Question

$

Supplemental language instruction education program (LIEP)

Drafting a Title IIIA EL & Immigrant Program **BUDGET PLAN**

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Language focused professional learning

$

Parent Outreach to enhance LIEP

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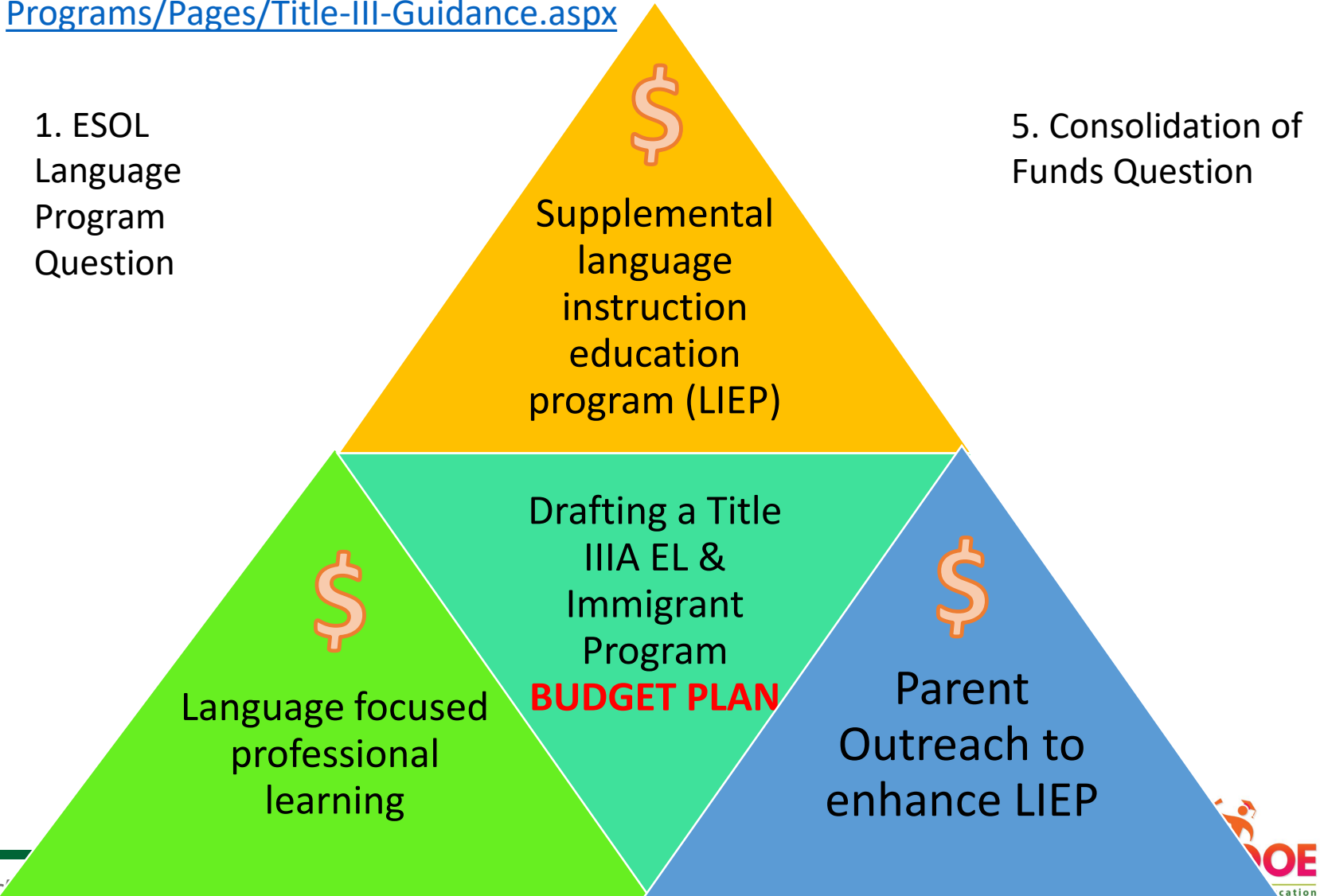
Evidence-based Interventions and Activities

- Budget line item descriptor(s) must include Level of Effectiveness Evidence for each strategy, activity and intervention.

- Documentation of the Level of Effectiveness should be maintained at the LEA **(see Federal Programs Overarching Requirements Chapter 9).**

Reviewing LEA Budget Before Signing Off…

Do all of the proposed expenditures meet the following criteria:

❑ Are they allowable?

❑ Are they allocable?

❑ Are they reasonable and necessary to carry-out grant functions?

❑ Should they be included in the 2% limit as administrative costs?

❑ Do they meet supplement, not supplant requirements?

Use of Federal Funds….
Costs must be…

Reasonable

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

Allocable

A cost is allocable to a cost objective if the goods or services involved are chargeable or assignable to the cost objective in accordance with the relative benefits received.

Allowable

A cost is allowable if it is <u>necessary</u> and <u>reasonable</u> for proper and efficient performance of the award and allocable to the award.

(OMB Circular A-87)

Resources
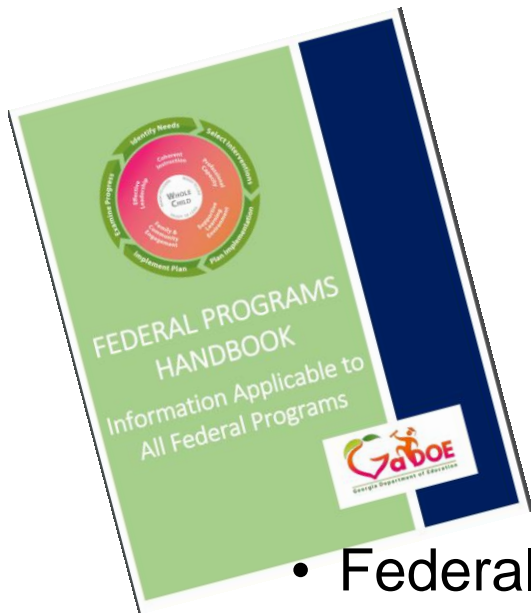
- Federal Programs Handbook
- Title IIIA Program Management Guide
- FY20 Chart of Accounts
- Title IIIA Budget Guiding Questions and Documentation chart
- FY20 Q & A Chart
- Field Trip Form
- Private Schools
- Immigrant Resources

Title III Program Specialists Service Area
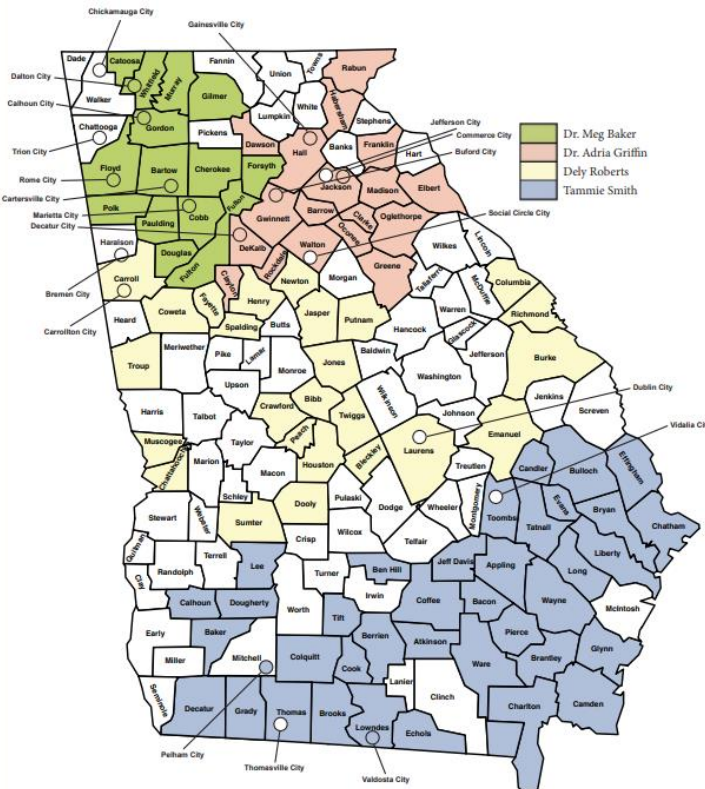
Specialist	Region	Contact
Dr. Adria Griffin	Northeast	agriffin@doe.k12.ga.us
TBD	Northwest	TBD
Ms. Dely Roberts	Central	droberts@doe.k12.ga.us
Ms. Tammie Smith	South	tsmith@doe.k12.ga.us

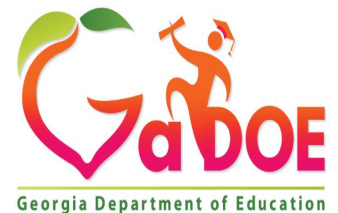https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Title%20III/Main%20Page/TitleIII_DataMap.pdf

EL Language Programs Help Desk

EL Language Programs Questions & Support

ELPrograms@doe.k12.ga.us

678-794-3695

Please Complete the Session Evaluation on the Conference App or Website

We Need Your Feedback!

GaDOE
Georgia Department of Education

Optional Workshop Attendance Tracking

Session Code: federal75

See the directions on the DOCUMENTS tab.