

# ESEA: Title III, Part A Program 2020-2021 Annual Report

**Language Instruction for English Learners and  
Immigrant Students**

**Part A: English language acquisition, language  
enhancement, and academic achievement act**



**April 2022**



## Contents

<b>State Education Agency (SEA) Title III, Part A Program Staff .....</b>	<b>3</b>
<b>Grant Implementation Overview .....</b>	<b>3</b>
<b>Title III Statute Overview .....</b>	<b>5</b>
<b>2020-2021 SEA Grant Allocation .....</b>	<b>5</b>
<b>2020-2021 Title III, Part A SEA Grant Administration &amp; State Activities .....</b>	<b>6</b>
<b>2020-2021 Title III, Part A SEA State Activities .....</b>	<b>9</b>
<b>Title III, Part A Recipient Local Education Agencies (LEAs) .....</b>	<b>14</b>
<b>2020-2021 Title III, Part A Program Grant Administration.....</b>	<b>14</b>
<b>Maintenance of Effort.....</b>	<b>21</b>
<b>Consolidation of Funds Initiative.....</b>	<b>22</b>
<b>2020-2021 Non-Public School Participation in Title III, Part A Equitable Services</b>	<b>22</b>
<b>2020-2021 LEA Identified Strengths and Challenges of EL Programs .....</b>	<b>24</b>
<b>2020-2021 LEA Title III, Part A Budgeted Funds .....</b>	<b>25</b>
<b>2020-2021 LEA Title III, Part A Program Expenditures.....</b>	<b>28</b>
<b>2020-2021 State &amp; LEA English Learner Assessment Data.....</b>	<b>31</b>
<b>2020-2021 Use of Title III, Part A Subgrant Award Funds - LEA Flexibility .....</b>	<b>34</b>
<b>2020-2021 Title III, Part A Cross-Functional Monitoring Processes.....</b>	<b>35</b>
<b>2020-2021 Title III, Part A Cross-functional Monitoring (CFM) Results .....</b>	<b>36</b>
<b>2020-2021 Title III, Part A Audit Resolutions/ Financial Reviews Completed .....</b>	<b>38</b>

# State Education Agency (SEA) Title III, Part A Program Staff

## Georgia Department of Education

### Federal Programs Division

#### Program Manager

Split-funded Title III, Part A Consolidated Administration & State ESOL Program

- Margaret E. D. Baker, Ed.D.

#### Title III, Part A Education Program Specialists (4)

Split-funded Title III, Part A Grant Administration & Title III, Part A State Activities

- Adria Griffin, Ed.D., Northeast Georgia & Metro East LEAs
- Michael David Tucker, Northwest Georgia & Metro West LEAs
- Ana Delia Roberts, Central Georgia LEAs
- Tammie Smith, South Georgia LEAs

#### ESOL & Title III, Part A Professional Learning Specialists (2)

Split-funded Title III, Part A State Activities and State ESOL Program

- Ariana Magee, Ed.D., North Georgia & Metro LEAs
- Jacqueline C. Ellis, Ed.D., Central & South Georgia LEAs

## Grant Implementation Overview

In Georgia, the Georgia Department of Education (GaDOE) sets policy, develops guidance, and provides training and technical assistance for Georgia local education agencies (LEAs). Four Title III, Part A program specialists provide technical assistance by assigned region, currently organized by Regional Educational Service Agency (RESA) regions. Training is coordinated at the state level and delivered through (a) a Federal Programs Conference, (b) collaborative Federal Programs' regional sessions and webinars, (c) specific Title III, Part A Program regional webinars, and (d) training courses posted on the GaDOE Professional Learning platform. The Title III, Part A Program publishes an annual Title III, Part A Handbook and maintains a public webpage on the GaDOE Federal Programs website.

The Federal grant is cyclical in nature beginning in July and ending in September of the following year – a 15-month grant cycle. In Georgia, LEAs begin the Federal grant process by completing a Comprehensive Needs Assessment (CNA) and consolidated Federal grant application called the Consolidated LEA Improvement Plan (CLIP). The application is maintained in the State Longitudinal Data System (SLDS) and is supported by regional Continuous Improvement Teams (CITs). These teams provide LEAs with continuous improvement support as part of the common framework for supporting schools and LEAs, called Georgia’s Systems for Continuous Improvement (GSCI), developed, and adopted by GaDOE. Once the CLIP is approved, LEAs submit a budget in the state MyGaDOE Consolidated Application (ConAPP) portal, based on their subgrant award allocation from the state. After budget approval, LEAs administer the grant, submitting budget adjustments, called amendments, as needed throughout the 15-month period of the subgrant performance.



Based on the Tydings amendment, LEAs have a full 27-month period to obligate Title III, Part A English Learner, and Immigrant subgrant funds and there is no Federal statutory limitation to the amount of unexpended Title III, Part A funds an LEA can carry over from the first year to the next. Nevertheless, it is expected that LEAs draw down funds regularly throughout the fiscal year and expend all funds to implement its approved local plan consistent with its approved local budget which will benefit English learner (EL) and immigrant students for whom the subgrants were awarded. LEAs’ work is supported by assigned specialists; however, LEAs requiring targeted support may be further assisted by Continuous Improvement Teams (CITs) comprised of staff across three GaDOE Divisions: Federal Programs, School and District Effectiveness, and Teaching and Learning.

Title III, Part A Program Specialists provide timely technical assistance to LEAs as necessary to ensure LEA compliance with State and Federal laws and nonregulatory and Education Department General Administrative Regulations (EDGAR) guidance. In addition to technical assistance sessions, Program Specialists provide LEAs with professional learning opportunities through individual trainings, regional trainings, recorded webinars, and state conferences.

LEAs are formally monitored for compliance through the GaDOE Cross-Functional Monitoring (CFM) process every four years or more frequently depending on annual risk assessment results. However, in FY 21, federal program monitoring was suspended due to the Covid-19 pandemic. Monitoring resumed in FY 22 with the Title III, Part A Program Specialists monitoring LEAs outside their assigned region. This practice encourages objectivity and fosters a stronger alignment of expectations and technical assistance across the state. Based on the GaDOE 4-year CFM cycle, any LEA that does not participate in cross-functional monitoring completes an annual self-monitoring review.

In Georgia, LEAs are required to have an external audit each year. Any audits from prior fiscal years that require program review are reported by the Georgia Department of Audits to GaDOE and GaDOE program staff resolve these audits. These are resolved directly with the LEAs.

LEAs conclude the federal fiscal year with a completion report, finalized in the Grants Accounting Online Reporting System (GAORS).

## Title III Statute Overview

The Title III Statute *Language Instruction for English Learners and Immigrant Students* includes the following sections of the Elementary and Secondary Educational Act (ESEA):

- **Section 3001** Authorization of Appropriations.
- **Sections 3101-3131**
  - **Part A** – English Language Acquisition, Language Enhancement, and Academic Achievement Act
    - Subpart 1 – Grants and Subgrants for English Language Acquisition and Language Enhancement
    - Subpart 2 – Accountability and Administration
    - Subpart 3 – National Activities
- **Sections 3201-3203**
  - **Part B** – General Provisions

The GaDOE *Title III, Part A Annual Report* includes activities and information as referenced in Title III statute. Thus, the relevant statute sections serve as an outline and framework for each section of the following report.

## 2020-2021 SEA Grant Allocation

Based on the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 and Continuing Appropriations Act, 2019, the United States Department of Education (ED) authorizes annual appropriations to States that include the Title III, Part A grant as outlined in the Elementary and Secondary Education Act (ESEA) of 1965 and amended through P.L. 115-141, by the Every Student Succeeds Act (ESSA) of 2015, enacted March 23, 2018.

**ESEA Section 3111. FORMULA GRANTS TO STATES - (A) IN GENERAL. –**  
*“In the case of each State educational agency having a plan approved by the Secretary for a fiscal year under section 3113, the Secretary shall make a grant for the year to the agency for the purposes specified in subsection (b). The grant shall consist of the allotment determined for the State educational agency under subsection (c).*

FY21 Grant and Subgrant Award Information	Total
FY21 Title III, Part A Grant Award from ED to GaDOE	\$ 17,375,007
FY21 Title III, Part A SEA Reservation for Title III State Activities and GaDOE Federal Programs Consolidated Grant Administration (5%)	(\$868,750)
FY21 Title III, Part A Flowthrough to LEAs:	\$16,506,257
<ul style="list-style-type: none"> <li>• FY21 Title III, Part A English Learner Subgrant Awards from GaDOE to LEAs (90%)</li> </ul>	\$15,680,944
<ul style="list-style-type: none"> <li>• FY21 Title III, Part A Immigrant Subgrant Awards from GaDOE to LEAs (5%)</li> </ul>	\$825,313

**Section 3111(c) (3) USE OF DATA FOR DETERMINATIONS.** – *“In making State allotments under paragraph (2) for each fiscal year, the Secretary shall –*

*(A) determine the number of English learners in a State and in all States, using the most accurate, up-to-date data, which shall be –*

*(i) data available from the American Community Survey conducted by the Department of Commerce, which may be multiyear estimates.*

*(ii) the number of students being assessed for English language proficiency, based on the State’s English language proficiency assessment under section 1111(b)(2)(G), which may be multiyear estimates; or*

*(iii) a combination of data available under clauses (i) and (ii); and*

*(B) determine the number of immigrant children and youth in the state and in all States based only on data available from the American Community Survey conducted by the Department of Commerce, which may be multiyear estimates.”*

## 2020-2021 Title III, Part A SEA Grant Administration & State Activities

In 2020-2021, GaDOE Title III, Part A Program staff (Program Manager and Title III, Part A Education Program Specialists) completed the activities listed in this section as part of the Title III, Part A grant administration and state activities. The relevant section of Title III, Part A statute provides the basis for the activities listed. All technical assistance and professional learning sessions were provided virtually in 2020-2021.

### **ESEA Sec. 3111 - FORMULA GRANTS TO STATES - (b) USE OF FUNDS. -**

**(3) DIRECT ADMINISTRATIVE EXPENSES.** – *“From the amount reserved under paragraph (2), a State educational agency may use not more than 50% of such amount or \$175,000, whichever is greater, for the planning and direct administrative costs of carrying out paragraphs (1) and (2).”*

**(2) STATE ACTIVITIES** - *“Each State educational agency receiving a grant under subsection (a) may reserve not more than 5 percent of the agency’s allotment under subsection (c) to carry out one or more of the following activities:”*

**Sec. 3111(b)(2)(A)** *“Establishing and implementing standardized statewide entrance and exit procedures, including a requirement that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.”*

All LEAs in the state are required to implement the statewide standardized entrance and exit procedures to identify English learners within 30 days of enrollment in a school. Throughout the school year, the Title III, Part A Program Specialists and Manager provide technical assistance on EL entrance and exit procedures to all LEAs by region and statewide upon request from LEA, during cross-functional monitoring, and through resource development and training.

During cross-functional monitoring, Title III, Part A Program Specialists review LEA English learner data rosters and student level records to ensure these procedures are implemented in a standardized manner across the state.

**Sec. 3111(b)(2)(D)** *“Providing technical assistance and other forms of assistance to eligible entities that are receiving subgrants from a State educational agency under this subpart, including assistance in (i) identify and implementing effective language instruction educational programs and curricula for teaching English learners; (ii) helping English learners meet the same challenging state academic standards that all children are expected to meet; (iii) identifying or developing, and implementing, measures of English proficiency; and (iv) strengthening and increasing parent, family and community engagement in programs that serve English learners.”*

1. Technical assistance provided to 101 Title III-recipient LEAs
2. Trainings held in conjunction with Federal Programs
  - a. Fall 2020
    - i. Equitable Services Overview
    - ii. GaDOE Consolidation of Funds (CoF) FY21 Preparation Workshop
    - iii. GaDOE Consolidation of Funds (CoF) LEA Working Session
    - iv. GaDOE Cross-Functional Monitoring (CFM) Overview
    - v. Title III, Part A COF Monitoring Training
    - vi. Title III-A Budget Overview
  - b. Winter/Spring 2021
    - i. Forming/Joining a Regional LEA Title III, Part A Consortium
    - ii. Immigrant Program Planning
    - iii. Title III, Part A Directors’ Town Hall Meetings by RESA region (16)

3. Resources developed or updated for LEAs
  - a. Presentations posted on webpage and in GaDOE PL platform
    - i. *Cross Functional Monitoring – Process, Indicators, & Documentation*
    - ii. *EL Entrance Procedures*
    - iii. *EL Exit Procedures*
    - iv. *Engaging Parents of English Learners*
    - v. *Ensuring Accurate EL and Immigrant Data*
    - vi. *From CLIP to Plan to Budget*
    - vii. *Identifying and Supporting Immigrant Children and their Families*
    - viii. *Immigrant Program Planning*
    - ix. *Reporting Accurate English Learner & Immigrant Data – Making Your Data Count!*
    - x. *Self-Monitoring Your Title III-A Program*
    - xi. *State and Federal Policies Regarding English Learners*
    - xii. *Title III, Part A Budgeting*
    - xiii. *Title III, Part A New Directors’ Course*
    - xiv. *Title III, Part A Supplemental Services*
  - b. Guidance Documents posted on website
    - i. *A Resource Guide to Support School Districts’ English Learner Language Programs (EL Entrance & Exit Procedures)*
    - ii. *Guide for Title III, Part A Cross-Functional Monitoring*
    - iii. *Title III, Part A Program Handbook*
  - c. Grant Administration Tools posted on website
    - i. *Budget Guiding Questions*
    - ii. *Budget Submission Checklist*
    - iii. *Chart of Accounts*
    - iv. *Field Trip Approval Form (English Learner)*
    - v. *Field Trip Approval Form (Immigrant)*
    - vi. *Title III, Part A Budget FAQs*

4. Review of LEA’s CLIP, Program Plan & Budgets

(Source: FY21 MyGaDOE ConApp Report)

- a. 223 approved CLIPs
- b. 98 approved original English Learner budgets
- c. 97 approved EL budget amendments (see details below)
  - i. 97 Amendment 1 budgets approved
  - ii. 60 Amendment 2 budgets approved
  - iii. 22 Amendment 3 budgets approved
  - iv. 11 Amendment 4 budgets approved
  - v. 2 Amendment 5 budgets approved
  - vi. 2 Amendment 6 budgets approved
- d. 50 approved original Immigrant budgets
  - i. 17 Amendment 1 budgets approved
  - ii. 7 Amendment 2 budgets approved
  - iii. 1 Amendment 3 budget approved



## 2020-2021 Title III, Part A SEA State Activities

In 2020-2021, GaDOE Title III, Part A Program staff (Program Manager and Professional Learning Specialists) completed the activities listed below as part of Title III, Part A state activities. The following state activities are organized according to relevant sections of Title III, Part A statute.

**ESEA Sec. 3111(b)(2)(B)(1):** *“Providing effective teacher and principal preparation, effective professional development activities, and other effective activities related to the education of English learners.”*

The Title III, Part A State Activities Program, often in conjunction with the WIDA Consortium, of which Georgia is a member state, offered a variety of optional professional learning activities in the 2020-2021 school year for teachers and administrators who work with English learners. Some of these were self-paced eWorkshops housed on the WIDA Consortium’s secure portal eLearning platform, some were WIDA-facilitated virtual workshops held regionally by RESA region, and some were virtual professional learning (PL) opportunities provided by GaDOE Professional Learning Specialists as extensions of the WIDA-facilitated workshops.

GaDOE staff provided LEA ESOL coordinators and Title III directors with notification of these opportunities and how to register participants. Charts 1-3 provide information on the outputs from these professional learning opportunities: how many educators participated, how many indicated they were engaged, and how many completed the workshops.

**Chart 1: Educator Engagement in WIDA Consortium Self-Paced eWorkshops – September 1, 2020 – June 30, 2021\***

Source: WIDA Professional Learning Reports

eWorkshop Name	Number of Educators			
	Not Begun	In Progress	Completed	Total Enrolled
<i>Classroom Teachers: Engaging Multilingual Newcomers</i>	1554	343	410	2307
<i>Developing Language for Learning in Mathematics</i>	1984	264	59	2307
<i>Doing and Talking STEM</i>	2156	113	38	2307
<i>Social Studies: Engaging Multilingual Learners through Inquiry</i>	2136	1338	38	2307
<i>Leading for Equity: Classroom Walkthrough</i>	2091	180	36	2307
<i>WIDA Writing Rubric</i>	2032	215	60	2307
<i>The WIDA ELD Standards Framework: A Collaborative Approach</i>	1173	352	123	1648

<i>School Improvement Planning for the Equitable Education of Multilingual Learners</i>	<b>1505</b>	123	20	1648
<b>Totals</b>	<b>14,631</b>	<b>2928</b>	<b>784</b>	<b>13724</b>

\*The WIDA professional learning calendar year runs from September to June.

**ESEA Sec. 3111(b)(2)(B)(2)(ii):** *“Improving teaching skills in meeting the diverse needs of English learners, including how to implement effective programs and curricula on teaching English learners.”*

Chart 2 shows the attendance at the GaDOE Professional Learning Specialists-facilitated two one-day workshops, per LEA request.

**Chart 2: One-Day Workshops: Building Academic Language for English Learners**

Source: GaDOE Professional Learning Workshop Attendance Records

<b>LEA</b>	<b>Date Presented</b>	<b>Number of Attendees</b>
Grady County Schools	July 13, 2020	30
Lee County School System	March 15, 2021	22
<b>Total</b>		<b>52</b>

Participants completed a PL feedback form after each professional learning workshop. Chart 3 shows the outcomes of the PL sessions in terms of participants’ perceptions that the workshops were valuable and relevant to their classroom practices with English learners.

**Chart 3: PL Participant Feedback - Outputs/Outcomes**

Source: Title III, Part A Professional Learning Feedback Form

<b>LEA</b>	<b>Total Participants</b>	<b>Total Feedback Responses</b>	<b>Total “Agree, Strongly Agree” PL Valuable</b>	<b>Percentage Positive Feedback Per Respondents</b>
Grady County Schools	30	16	16	100%
Lee County School System	22	9	9	100%
<b>Totals:</b>	<b>52</b>	<b>25</b>	<b>25</b>	<b>100%</b>

In collaboration with GaDOE Curriculum and Instruction and other Federal Programs, the Title III, Part A State Activities Program Manager and Professional Learning Specialists presented at various conferences in 2020-2021 and provided LEAs with instructional tools and resources on the ESOL Language Program website.

1. GATESOL Annual Conference, October 2020
  - *Science and the English Learner: Ensuring ELs Obtain, Evaluate and Communicate the Language of Science*
  - *Creating an Engaging and Inviting Writing Classroom for English Learners and Special Education Students*
  - *Updates from GaDOE EL Language Programs*
  
2. Spring 2021 - KSU ESOL Conference
  - *Achieving Equity for English Learners through MTSS* (spotlight on DeKalb County School District, Hall County Schools, and Rome City Schools)
  - *Connecting Academic Language for English Learners*
  - *Ensuring Equity of Opportunity and Access for English Learner Students in Georgia*
  - *Narrative Writing Strategies that Promote Equity for English Learners and Students with Disabilities*
  - *Science and the English Learner: Ensuring that ELs Obtain, Evaluate, and Communicate the Language of Science*
  - *Systemic and Sustainable Culturally Responsive Practices in EL and Migratory Education Programs*
  - *Virtual Language-Focused Family Engagement Tools for Connecting with Multilingual Learners and their Families*
  
3. The Title IIIA Program Manager provided additional virtual PL sessions as requested:
  - Individual PL per request: *ACCESS Data Literacy*,
    - Fayette County School System, June 2021
    - Griffin RESA, May 2021
    - West GA RESA, December 2020
  - DeKalb County School District Access Compliance & Equity (ACE) EL Leadership Virtual Conference, April 2021
    - *Continuous Improvement Opportunities for EL Language Programs: Restart & Recovery*
    - *Equity for ELs Starts with Data*
  - GaDOE Dual Language Immersion Conference
    - *Meeting the Needs of ELS in DLI/ESOL Programs*, August 2020
  - GaDOE School & District Effectiveness Conferences
    - *Learning School English in a Virtual-Distance-Remote Environment*, October 2020
    - *Achieving Equity for English Learners through MTSS*, March 2021
    - *Who is Responsible for EL Education?* June 2021

**ESEA Sec. 3111(b)(2)(D)(ii)** – “helping English learners meet the same challenging State academic standards that all children are expected to meet;”

## **Crosswalk WIDA Resources for Georgia Standards of Excellence**

According to the **ESEA Section 1111(b)(2)(G)**, the state’s English Language Proficiency (ELP) assessments must be aligned to the ELP standards under section 1111(b)(1)(F) and must measure EL students’ proficiency levels annually in the four recognized domains of language: listening, speaking, reading, and writing. “*ELP Standards refer to instructional standards for ELs that are derived from the four recognized language domains, that address the different proficiency levels of ELs, and that align or correspond with the challenging state academic standards. This alignment is defined as ELP standards alignment with state academic content standards.*” (A State’s Guide to the USDE Assessment Peer Review Process, June 22, 2018, p. 23) These standards may also be referred to as English language development standards.

“The statutory requirement that ELP standards be “aligned with” the state’s academic standards means that ELP standards correspond to the state academic standards. ELP standards should contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the state’s academic content standards appropriate to each grade in at least reading/language arts, mathematics, and science.” (A State’s Guide to the USDE Assessment Peer Review Process, June 22, 2018, p. 24) Following a pilot study in 2020-2021 by educators in 3 LEAs, the WIDA Crosswalk was incorporated into the State Longitudinal Data System (SLD) as a tool. This tool will be updated within the next two years to reflect changes in the *Georgia Standards of Excellence* for mathematics and English Language Arts (ELA) as well as in the new WIDA *English Language Development Standards Framework*, 2020 edition.

## **Collaborative Monitoring of the ELP Assessment Participation Rate**

ESEA and its implementation regulations require a state to ensure that its LEAs “provide an annual ELP assessment of all ELs in grades K-12 in schools served by the state [**Section 1111(b)(2)(G)** and **34 Code of Federal Regulations (CFR) §200.6(h)**]. In addition, Title III, Part A statute [Section 3113(b)(3)] requires that the state provide an assurance that “*the agency will ensure that eligible entities receiving a subgrant under this subpart annually assess the English proficiency of all English learners participating in a program funded under this subpart, consistent with section 1111(b)(2)(G).*”

As a member of the WIDA Consortium, LEAs annually administer the WIDA ACCESS for ELLs and Alternate ACCESS for ELLs during the January – March testing window. In 2020-2021, GaDOE posted the 2020 ELP Assessment Participation (ELPAP) rates for each LEA to view in the MyGaDOE portal ELPAP report platform. LEAs may download their individual ELPAP excel worksheet file which contains EL students’ names and information regarding reasons for non-participation. LEAs provided these reasons to the

state in the Accountability Non-Participation Application during the summer. LEAs can also download a template to design their own corrective action steps as needed. In 2020-2021, the U.S. Department of Education (ED) provided states with an accountability waiver that included the participation rate for all 2020-2021 state assessments. Therefore, LEAs were not held accountable for meeting the Title I, Part A established 95% ELPAP rate threshold. The charts below show a comparison of LEA's 2020 and 2021 ELPAP rates.

**Chart 4: Comparison LEAs' 2020 and 2021 ELP Assessment Participation Rates**

**Source:** MyGaDOE ELP Assessment Participation Rate Application

	2020	2021
Two Year Trend - State ELP Assessment Participation Rates	97%	88%

LEA ELP Assessment Participation Rates Compared to Title I, Part A Threshold	Number of LEAs in 2020	Number of LEAs in 2021
ELP Assessment Participation Rate = 100%	59	50
ELP Assessment Participation Rate = 95-99%	84	85
ELP Assessment Participation Rate < 95%	53	66
Total LEAs with EL Students	196*	201*

\*LEAs in Georgia with zero English learner students did not receive a rating

## Title III, Part A Recipient Local Education Agencies (LEAs) Comparison of 2019-2020 and 2020-2021

Chart 5 compares the number and type of LEAs receiving a Title III, Part A subgrant award allocation in FY20 and FY21.

### Chart 5: Comparison LEAs Receiving an FY20 and an FY21 Title III, Part A English Learner Subgrant Award

Source: GaDOE Board of Education Approved Allocations, July and December 2020

Type of LEA Subgrantees	2019-2020	2020-2021
Traditional School Systems	80	84
Consolidation of Funds (CoF) LEAs	12	12
LEA Regional Title III Part A Consortium	1 (with 4 LEAs)	1 (with 4 LEAs)
Charter Schools (State Level)	1	1
State Schools (3)	0	0
Special LEAs: <i>Dept. of Corrections, Dept. of Juvenile Justice</i>	0	0
<b>Total LEAs</b>	<b>97</b>	<b>101</b>

## 2020-2021 Title III, Part A Program Grant Administration

### Title III, Part A English Learner Subgrant Grant Awards

#### Citations

Elementary and Secondary Education Act of 1965, as Amended through P.L. 115-141, Enacted March 23, 2018, Sections 3001 - 3203

**CFDA:** 84.365A

#### Formula Grant Overview

Calculated annually, the Title III, Part A subgrant is a formula grant comprised of **two separate allocations** at the LEA level based on EL and immigrant student populations in both public and participating private, nonprofit schools in Georgia.

**The Title III English learner subgrant** is calculated based on the public-school EL=Yes (EL-Y) student population count as reported to the state by LEAs during the March FTE/QBE Data Collections count. Per **Title III Sec. 3114(a)**, the allocation should bear the same relationship to the amount received by the State and remaining after making

the required reservation as the population of English learners in schools served by the eligible entity bears to the population of English learners in schools served by all eligible entities in the State.

In addition, LEAs with participating private schools report to the state by March 31 the number of EL students in participating private schools. These LEAs will also use the Equitable Services for Private Schools (EQ4PS) platform in the State Longitudinal Data System (SLDS) to report this same information to the state by June 30 each year.

LEAs with smaller EL populations are invited to form or join a regional LEA consortium so together they can meet the EL student population threshold to be eligible for a Title III, Part A English learner subgrant award. In 2020-2021, four LEAs formed the Multi-Regional Collaborative Consortium (MRCC): Crawford County Schools, Jasper County School District, Jones County Public Schools, and Twiggs County Public schools, with the Jasper LEA serving as the lead fiscal agent.

**Chart 6: Comparison of the Number of ELs Needed to Meet Title III, Part A \$10,000 Threshold and the Number of LEAs Eligible for a Title III, Part A EL Subgrant Award in FY20 and FY21**

**Source:** GaDOE Board of Education Approved Allocations, July & December 2020

	2019-2020	2020-2021
Number of English learners needed to meet the \$10,000 threshold to be eligible to receive a Title IIIA English Learner Subgrant award.	89	84
Number of LEAs eligible to receive a Title III, Part A English Learner Subgrant Award	94	101

In July 2020, GaDOE allocated 98 Title III, Part A English Learner subgrants to 101 qualifying LEAs (includes one regional consortium of four LEAs). In addition, in December 2020, the State Board of Education (SBOE) approved 15 Title III, Part A Immigrant subgrants for allocation to qualifying LEAs.

**Subgrant Carryover Funds**

One hundred percent of unexpended funds from the FY20 Title III, Part A English Learner and Title III, Part A Immigrant subgrants were distributed to LEAs following their submission of the FY20 Title III, Part A English Learner and Immigrant Completion Reports and GaDOE’s approval of an original FY21 budget for each of the FY22 allocated subgrants.

GaDOE staff sent quarterly expenditure updates to LEAs, and provided technical assistance as needed to support LEAs in expending subgrant funds in a timely manner and thus benefit the students for whom the funds were allocated. The most common reasons for carryover in Title IIIA include unexpected challenges implementing program plans due to school closures and personnel changes.

The following chart shows the amount of each qualifying LEA's Title III, Part A English Learner Subgrant award and any unexpended carryover funds received from the FY20 Title III, Part A English Learner subgrant awards. Three Special LEAs, 38 Charter School LEAs, and 81 traditional City and County School Districts (LEAs) did not receive a Title III, Part A English Learner subgrant award in 2020-2021.

**Chart 7: Title III, Part A FY21 Title III, Part A English Learner Subgrant Allocations and FY20 English Learner Subgrant Carryover by LEA**

Source: GaDOE Consolidated Application, GAORS

	LEA Name	FY21 EL Allocation (July 2020)	FY20 EL Carryover (November 2020)
	<b>TOTAL</b>	<b>\$15,680,944</b>	<b>\$4,764,229</b>
1	Appling County School System	\$32,685	\$29,589
2	Atkinson County School System	\$25,707	\$870
3	Atlanta Public Schools	\$250,217	\$94,533
4	Bacon County School District	\$11,262	\$5,011
5	Banks County School System	\$13,955	\$11,514
6	Barrow County School System	\$147,633	\$51,512
7	Bartow County School System	\$83,732	\$28,297
8	Ben Hill County Schools	\$10,528	\$0
9	Bibb County School District	\$65,370	\$13,285
10	Brooks County Schools	\$11,997	\$3,171
11	Bryan County Schools	\$15,914	\$12,220
12	Buford City Schools	\$64,513	\$176
13	Bulloch County Schools	\$31,461	\$27,198
14	Calhoun City Schools	\$71,368	\$8,386
15	Carroll County Schools	\$47,375	\$5,391
16	Carrollton City Schools	\$48,109	\$26,960
17	Cartersville City Schools	\$56,189	\$2,360
18	Catoosa County Public Schools	\$18,362	\$2,276
19	Savannah Chatham County Public School System	\$215,329	\$90,690
20	Cherokee County School District	\$386,956	\$29,490
21	City Schools of Decatur	\$15,792	\$12,938
22	Clarke County School District	\$176,890	\$108,357
23	Clayton County Public Schools	\$664,961	\$108,401
24	Cobb County School District	\$1,468,007	\$428,591
25	Coffee County Schools	\$72,592	\$38,152
26	Colquitt County School District	\$183,991	\$52,970
27	Columbia County School District	\$74,306	\$14,148
2	Commerce City Schools	\$11,262	\$1,982
29	Cook County Schools	\$17,016	\$7,946
30	Coweta County School System	\$74,551	\$23,521
31	Dalton Public Schools	\$209,820	\$18,341
32	Dawson County School District	\$15,302	\$80



	LEA Name	FY21 EL Allocation (July 2020)	FY20 EL Carryover (November 2020)
	<b>TOTAL</b>	<b>\$15,680,944</b>	<b>\$4,764,229</b>
33	Decatur County School District	\$23,014	\$7,380
34	DeKalb County School District	\$1,990,110	\$1,055,435
35	Dooly County School System	\$12,242	\$13,244
36	Dougherty County School System	\$30,481	\$4,950
37	Douglas County School System	\$191,703	\$130,850
38	Echols County Schools	\$16,893	\$56
39	Effingham County Schools	\$23,871	\$6,849
40	Elbert County School District	\$11,874	\$0
41	Emanuel County Schools	\$13,833	\$5,468
42	Evans County Charter School System	\$27,911	\$22,648
43	Fayette County Public Schools	\$110,786	\$2,391
44	Floyd County Schools	\$42,845	\$12,795
45	Forsyth County Schools	\$441,798	\$198,379
46	Franklin County Schools	\$18,362	\$5,283
47	Fulton County Schools	\$859,357	\$211,647
48	Gainesville City Schools	\$298,204	\$40,681
49	Gilmer County Schools	\$73,205	\$22,009
50	Glynn County Schools	\$97,320	\$14,782
51	Gordon County Schools	\$42,968	\$10,510
52	Grady County Schools	\$67,818	\$28,111
53	Greene County School System	\$19,831	\$23,939
54	Gwinnett County Public Schools	\$3,671,120	\$842,982
55	Habersham County Schools	\$119,967	\$19,741
56	Hall County Schools	\$674,143	\$278,072
57	Hart County Charter System	\$10,283	\$2,059
58	Henry County Schools	\$119,845	\$41,641
59	Houston County Board of Education	\$125,354	\$15,351
60	Jackson County School System	\$60,718	\$2,606
61	Jasper County ( <b>Lead Fiscal Agent for MRCC:</b> Crawford, Jasper, Jones, Twiggs)	\$14,445	\$9,093
62	Jeff Davis County Schools	\$40,030	\$18,585
63	Jefferson City Schools	\$11,385	\$0
64	Laurens County Schools	\$15,180	\$12,030
65	Lee County School System	\$13,833	\$11,020
66	Liberty County School System	\$19,097	\$10,200
67	Long County School System	\$19,342	\$976
68	Lowndes County School District	\$32,073	\$17,355
69	Madison County Charter School System	\$22,647	\$7,045
70	Marietta City Schools	\$195,865	\$12,662
71	Murray County Schools	\$73,817	\$4,622
72	Muscogee County School District	\$141,390	\$60,394
73	Newton County Schools	\$78,836	\$887

	LEA Name	FY21 EL Allocation (July 2020)	FY20 EL Carryover (November 2020)
	<b>TOTAL</b>	<b>\$15,680,944</b>	<b>\$4,764,229</b>
74	Oconee County Schools	\$32,807	\$12,050
75	Oglethorpe County School System	\$12,976	\$6,201
76	Paulding County School District	\$96,586	\$14,711
77	Peach County Schools	\$22,769	\$6,638
78	Pierce County Schools	\$13,221	\$4,868
79	Polk County School District	\$76,877	\$5,972
80	Putnam County Charter School System	\$23,137	\$12,760
81	Rabun County Schools	\$15,302	\$727
82	Richmond County School System	\$61,208	\$0
83	Rockdale County Public Schools	\$88,996	\$39,102
84	Rome City Schools	\$109,562	\$34,940
85	Griffin-Spalding County Schools	\$37,949	\$1,652
86	Sumter County Schools	\$30,849	\$14,141
87	Tattnall County Schools	\$28,033	\$1,145
88	Thomas County Schools	\$13,221	\$0
89	Tift County Schools	\$63,534	\$13,810
90	Toombs County Schools	\$31,950	\$17,149
91	Trion City Schools	\$10,773	\$0
92	Troup County School System	\$51,782	\$18,719
93	Valdosta City Schools	\$32,440	\$2,862
94	Walton County School District	\$59,739	\$14,660
95	Ware County Schools	\$14,812	\$13,497
96	Wayne County Public Schools	\$18,974	\$39
97	Whitfield County Schools	\$253,890	\$75,605
	<b>STATE CHARTER SCHOOL LEA</b>		
98	Mountain Education Charter High School	\$12,609	\$9,897

## Title III, Part A Immigrant Subgrant Awards

**GaDOE Finance office calculates the Title III, Part A Immigrant subgrant** based on the current year count of immigrant students as reported to the state by LEAs during the October FTE Data Collections count, as compared to the average of the previous two years' immigrant population counts. GaDOE Data Collections office uses four student detail elements to annually identify the number of immigrant students in the state: “Birth Country”, “Birth Date”, “Date Entered U.S. Schools” and “Less Than 3 Years in U.S. Schools”.

- Immigrant children and youth are students ages 3-21 who were not born in the United States or Puerto Rico and have been in U.S. schools for less than 3 years. (See [Immigrant Definition & Allocation Rules](#))
- **Title III Sec. 3114(d)(1)** – *“An SEA shall reserve not more than 15% of the Title III allotment to award subgrants to eligible entities in the State that experienced a significant increase, as compared to the average of the two (2) preceding fiscal years, in the percentage or number of immigrant children and youth, who have enrolled, during the fiscal year for which the subgrant is made, in public and nonpublic elementary schools and secondary schools in the geographic areas under the jurisdiction of, or serve by, such entities;...”*
  - Georgia defines a “significant increase” in immigrant children and youth as a current number of immigrant students that exceeds the average of the last two years’ count by at least 10%.
  - In Georgia, LEAs must have a minimum of 50 immigrant students to receive an immigrant allocation.

In November 2020, GaDOE Finance office calculated the Title III, Part A Immigrant subgrant awards for eligible LEAs. In December 2020, the State Board of Education (SBOE) approved the Title III, Part A Immigrant subgrant awards allocations.

### Chart 8: Comparison of the Number of Title III, Part A Immigrant Subgrants Awarded in FY20 and FY21.

Source: GaDOE State Board of Education Meeting Minutes, December 2021

	2019-2020	2020-2021
Number of LEAs eligible to receive a Title III, Part A Immigrant Subgrant Award	46	15

The following chart shows the amount of each qualifying LEA’s Title III, Part A Immigrant Subgrant award and any unexpended carryover funds received from the FY20 Title III, Part A Immigrant subgrant awards. Three Special LEAs, 39 Charter School LEAs, and 165 traditional City and County School Districts (LEAs) did not receive a Title III, Part A Immigrant subgrant award in 2020-2021.

**Chart 9: Title III, Part A FY 21 Immigrant Subgrant Allocations and FY 20 Immigrant Subgrant Carryover Funds by LEA**

Source: GaDOE Consolidated Application, GAORS

	<b>LEA Name</b>	<b>FY 21 IMM Allocation (December 2020)</b>	<b>FY 20 IMM Carryover (January 2021)</b>
	<b>TOTAL</b>	<b>\$825,313</b>	<b>\$641,883</b>
1	Atkinson County School System	\$0	\$1,480
2	Barrow County School System	\$0	\$801
3	Bartow County School System	\$47,384	\$19
4	Bryan County Schools	\$0	\$3,828
5	Buford City Schools	\$0	\$1,986
6	Calhoun City Schools	\$38,643	\$0
7	Camden County Schools	\$34,963	\$17
8	Carroll County School System	\$0	\$1,216
9	Carrollton City Schools	\$0	\$2125
10	Cartersville City Schools	\$0	\$122
11	Catoosa County Public Schools	\$25,302	\$0
12	Savannah Chatham County Public School System	\$0	\$25,435
13	Cherokee County School District	\$0	\$16,102
14	Clarke County School District	\$0	\$3,307
15	Cobb County School District	\$0	\$177,551
16	Coffee County Schools	\$0	\$966
17	Columbia County School District	\$75,907	\$0
18	Colquitt County School District	\$0	\$2,123
19	Coweta County School System	\$118,690	\$2,748
20	Dalton Public Schools	\$0	\$1,169
21	Dekalb County School District	\$0	\$154,630
22	Dougherty County School System	\$0	\$211
23	Douglas County School System	\$109,950	\$0
24	Forsyth County Schools	\$0	\$63,538
25	Fulton County Schools	\$0	\$20,030
26	Gainesville City Schools	\$0	\$1,794
27	Gilmer County Schools	\$51,985	\$0
28	Glynn County Schools	\$69,006	\$2,862
29	Grady County Schools	\$52,906	\$0
30	Gwinnett County Public Schools	\$0	\$127,955
31	Habersham County Schools	\$0	\$315
32	Henry County Schools	\$83,727	\$1,737
33	Houston County Board of Education	\$0	\$1,529
34	Jackson County School System	\$0	\$1,378
35	Lee County School System	\$28,983	\$0

	LEA Name	FY 21 IMM Allocation (December 2020)	FY 20 IMM Carryover (January 2021)
	<b>TOTAL</b>	<b>\$825,313</b>	<b>\$641,883</b>
36	Liberty County Schools	\$0	\$2,603
37	Lowndes County School District	\$27,602	\$0
38	Marietta City Schools	\$0	\$127
39	Murray County Schools	\$34,963	\$75
40	Muscogee County School District	\$0	\$3
41	Oconee County Schools	\$0	\$2,942
42	Paulding County School District	\$0	\$4,960
43	Polk County School District	\$0	\$1,136
44	Putnam County Charter School System	\$25,302	\$1,352
45	Richmond County School System	\$0	\$1,001
46	Rockdale County Public Schools	\$0	\$510
47	Rome City Schools	\$0	\$2430
48	Sumter County Schools	\$0	\$1327
49	Troup County School System	\$0	\$1551
50	Valdosta City Schools	\$0	\$2329
51	Walton County School District	\$0	\$2,518
52	Whitfield County Schools	\$0	\$45

## Maintenance of Effort

ESSA addresses the LEA’s responsibility to maintain local funding. If a LEA fails to maintain fiscal effort (MOE), the State Education Agency may be required to reduce the current year allocation. Under Sec. 8521 of ESSA, a local educational agency may receive funds under a covered program for any fiscal year only if the Georgia Department of Education (GaDOE) finds that either the combined fiscal effort per student or the aggregate expenditures of the agency and the State with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year, subject to the requirements of subsection (b). In FY2020, all Title III recipient LEAs met MOE.

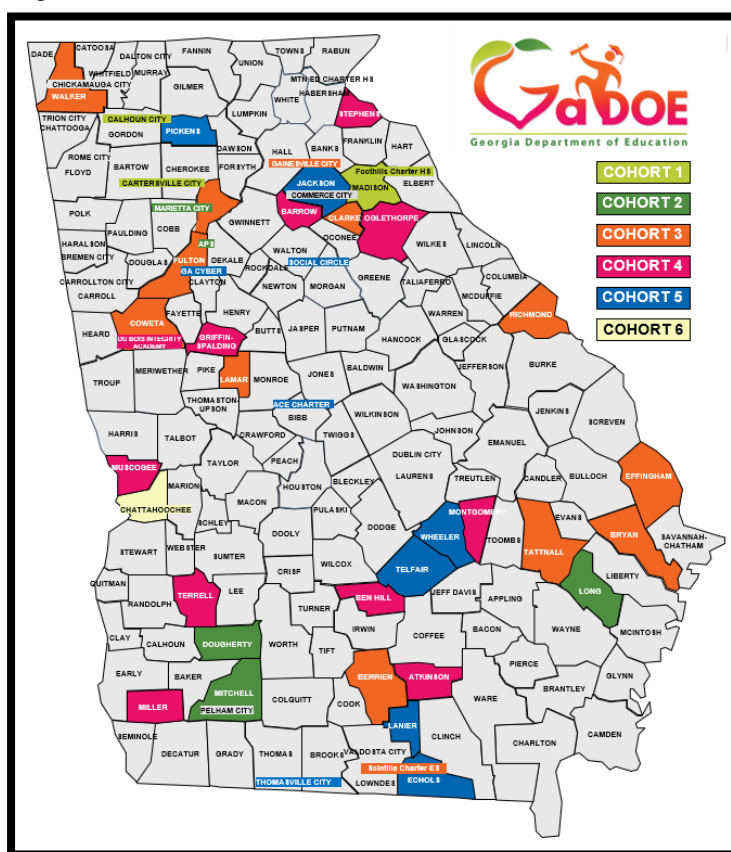
# Consolidation of Funds Initiative

The Georgia Department of Education (GaDOE) and school districts across Georgia are conducting the Consolidation of Funds Initiative to fully consolidate federal, state, and local funds in specific schools that operate Title I, Part A schoolwide programs. Once these funds are consolidated, the federal funds lose their identity as federal funds, and expenditures of those funds are no longer limited to the federal requirements for individual programs. A schoolwide program school that consolidates federal program funds “is not required to meet most statutory or regulatory requirements of the program applicable at the school level but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries are met.”

In the 2020-2021 school year, twelve LEAs participated in the Consolidation of Funds initiative for Title III, Part A. These were: Atkinson County School System, Barrow County School System, Calhoun City Schools, Cartersville City Schools, Dougherty County School System, Echols County Schools, Gainesville City Schools, Long County School System, Marietta City Schools, Madison County Charter School System, Oglethorpe County School System, and Tattnall County Schools. Three LEAs started consolidating funds six years ago in Cohort 1, three LEAs are in Cohort 2, two LEAs were in Cohort 3, three LEAs in Cohort 4, and one LEA in Cohort 5 consolidated Title III, Part A subgrant funds with other federal, state, and local funds in schoolwide Title I program schools.

## Map 1: CoF LEAs in Georgia by Cohort

Source: GADOE Federal Programs Consolidation of Funds Office



# 2020-2021 Non-Public School Participation in Title III, Part A Equitable Services

Non-public, non-profit schools who choose to participate in Title III, Part A may select to use their equitable service allocation to provide additional language and/or academic instructional services to eligible English Learners (ELs), EL-focused professional learning to the teachers and administrators who serve the eligible students and/or EL-focused parent and family engagement activities for the parents of English learners. LEAs follow all Federal statute and nonregulatory guidance when collaborating with private school officials during ongoing consultation to determine EL identification processes, EL services, and evaluation of services.

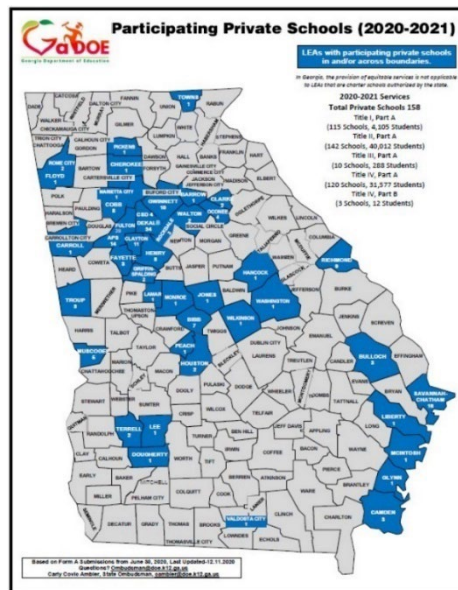
Nine private schools in six LEAs participated in Title III, Part A equitable services during the 2020-2021 school year.

## Chart 10: Number of Private Schools Participating in Title III, Part A Equitable Services

Source: GaDOE ES4PS Application

System Name	Number of Participating Private Schools
Atlanta Public Schools	1
City Schools of Decatur	1
Cobb County School District	1
Dekalb County School District	3
Fulton County Schools	1
Gwinnett County Public Schools	2
<b>Total:</b>	<b>9</b>

## Map 2: LEAs with Private Schools Participating in Federal Programs' Equitable Services in Georgia by Cohort - Source: GADOE Federal Programs Consolidation of Funds Office



## 2020-2021 LEA Identified Strengths and Challenges of EL Programs

Grounded in a process of Continuous Improvement as identified in the GaDOE Systems of Continuous Improvement framework, LEAs identify strengths and challenges of their Title III, Part A and/or ESOL language programs as part of the annual Consolidated LEA Improvement Plan (CLIP). In addition, LEAs establish district and/or school level improvement goals based on an analysis and prioritization of system and school needs. Charts 11 and 12 show a comparison of the number of LEAs per each CLIP-identified strength and challenge as reported in their FY20 and FY21 CLIPs.



**Chart 11: Comparison of the Number of LEAs per CLIP-Identified EL Program Strengths in FY20 and FY21**

Source: FY20 and FY21 LEAs' Consolidated LEA Improvement Plan (CLIP)

	LEA Identified EL Program Strengths	No. of LEAs in FY20	No. of LEAs in FY21
1	EL-focused professional learning	41	37
2	EL-focused instructional resources	43	26
3	ELs' progress toward language proficiency as measured by ACCESS for ELLs/Alternate ACCESS for ELLs	37	23
4	Outstanding ESOL teachers	48	15
5	EL tutoring and summer school programs	14	15
6	EL parent communication and participation	24	13
7	Local ESOL Language Program	12	12
8	Collegial collaboration (ESOL teachers, content teachers & administrators)	17	9
9	EL students' performances on state ELA assessments	9	9
10	EL students' performances on state mathematics assessments	7	9

**Chart 12: Comparison of the Number of LEAs per CLIP-Identified EL Program Challenges in FY20 and FY21**

Source: FY20 and FY21 LEAs' Consolidated LEA Improvement Plan (CLIP)

	LEA Identified EL Program Challenges	No. of LEAs in FY20	No. of LEAs in FY21
1	EL students' poor academic and language performance	20	20
2	Gap in EL performance on state assessments as compared to non-ELs	50	13



3	Lack of ESOL certified/endorsed teachers	40	11
4	Encouraging EL parent engagement	11	11
5	Providing EL-focused professional learning opportunities	34	10
6	Scheduling ESOL courses for EL students	29	10
7	Lack of translation/interpretation services for EL parents	27	7
8	Students with Limited or Interrupted Formal Education (SLIFE)	26	7
9	EL student performance in state ELA assessments	23	7
10	The need for ESOL teachers to be content area experts	13	7
11	Poor EL graduation rate	12	7
12	Meeting the needs of newcomer ELs	10	6

## 2020-2021 LEA Title III, Part A Budgeted Funds

The percentages and categories of budgeted FY21 Title III, Part A subgrant award allocations are summarized in this section.

### English Learner Budgets

**Section 3115(c) REQUIRED SUBGRANTEE ACTIVITIES**, states that *“Each eligible entity receiving funds under section 31154(a) shall use the funds – (1) to increase the English proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate successes in increasing (A) English language proficiency; and (B) student academic achievement.”*

**In FY21, 47% of Title III, Part A English Learner subgrant funds were budgeted for language instruction educational programs.**

Title III, Part A statute also states that an eligible entity *“shall use the funds (2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, and other school leaders, administrators, and other school or community-based organizational personnel, that is (A) designed to improve the instruction and assessment of English learners; (B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners; (C) effective in increasing children’s English proficiency o substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and (D) of sufficient intensity and duration (which shall not include*

activities such as one-day or short-term workshops and conference) to have a positive and lasting impact on the teachers' performance in the classroom,”

**In FY21, 35% of Title III, Part A English Learner subgrant funds were budgeted for EL-focused professional learning activities.**

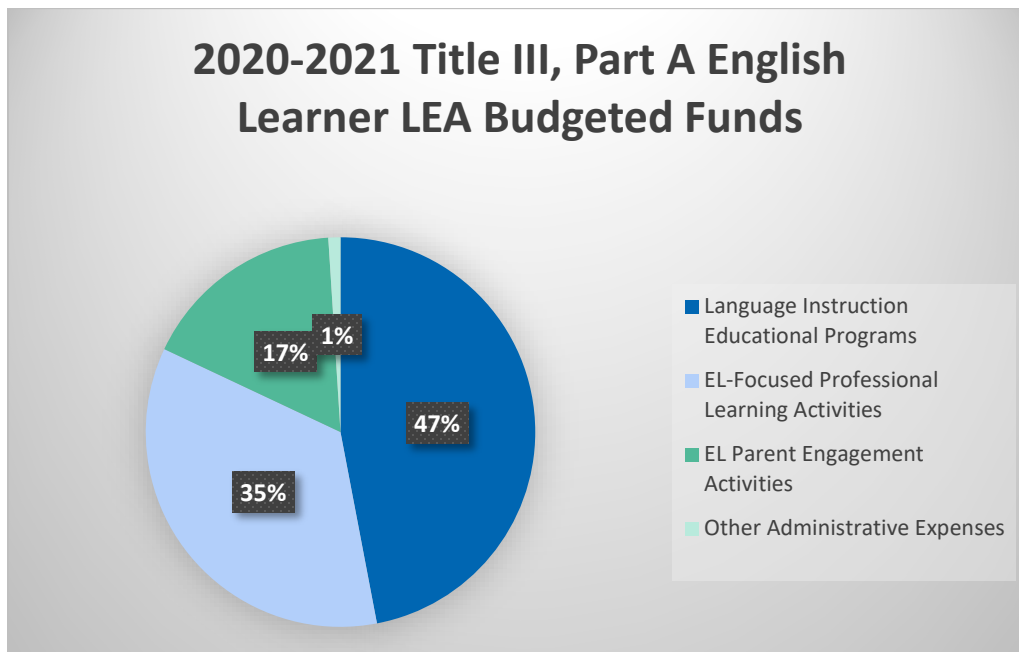
Finally, Title III, Part A statute states that an eligible entity “shall use the funds (3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners which (a) shall include parent, family, and community engagement activities; and (B) may include strategies that serve to coordinate and align related programs.”

**In FY21, 17% of Title III, Part A English Learner subgrant funds were budgeted for EL parent engagement activities.**

Twelve (12) LEAs consolidated Title III, Part A English Learner funds with other federal, state, and local funds in schoolwide Title I, Part A programs, so their budgets cannot be traced directly to these three categories of required activities. The information on the Pie Chart (Chart 13) shows the percent of FY21 Title III, Part A English learner subgrant allocations that were expended on Title III, Part A English learner activities by the three categories of expenditures explicitly stated in Title III, Part A statute.

**Chart 13: Percent of FY21 Title III, Part A English Learner Subgrant Allocations Budget for Title III, Part A Activities by Statute Category**

Source: FY21 Cube Financial Review Budgeted Funds



## Immigrant Budgets

**Section 3115(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH.** – states that “an eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhance instructional opportunities for immigrant children and youth, which may include –

(A) family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;

(B) recruitment of, and support for personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.

(D) identification, development and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds.

(E) basic instructional services that are directly attributable to the present of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services.

(F) other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

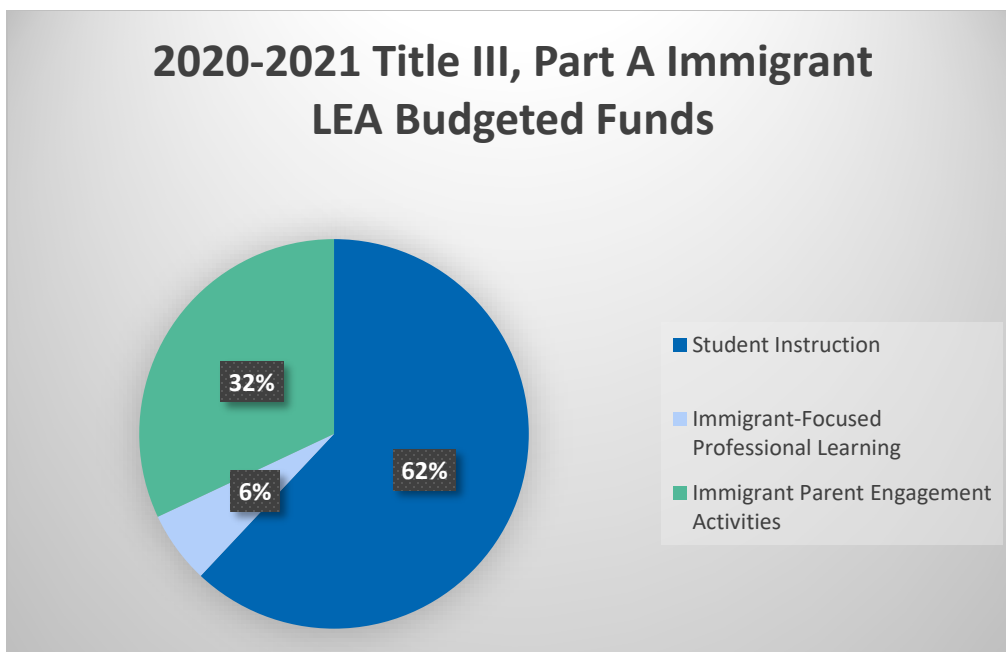
(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.”

**In FY21, 62% of Title III, Part A Immigrant subgrant funds were budgeted for student instruction, 6% for immigrant-focused professional learning for teachers and administrators, and 32% for immigrant parent engagement activities.**

Three (3) LEAs consolidated Title III, Part A Immigrant funds with other federal, state, and local funds in schoolwide Title IA programs, so those budgets cannot be traced directly to these any of these seven categories of possible activities. The information on the Pie Chart (Chart 14) shows the percent of FY21 Title III, Part A immigrant subgrant allocations that were expended on Title III, Part A immigrant activities by the various categories of expenditures explicitly stated in Title III, Part A statute.

### Chart 14: Percent of FY21 Title III, Part A Immigrant Subgrant Allocations Budgeted for Title III, Part A Immigrant Activities by Statute Category

Source: FY21 Cube Financial Review Budgeted Funds



## 2020-2021 LEA Title III, Part A Program Expenditures

The percentages and categories of expended FY21 Title III, Part A subgrant award allocations are presented in summary form in this section. LEAs expend funds per the GaDOE approved budget plan and subsequent amendments.

### English Learner Subgrant Award Expenditures

**In FY21, 51% of the Title III, Part A English Learner (EL) subgrant funds were expended for student instruction, 36% for EL-focused professional learning for teachers and administrators, 11% for EL parent engagement activities and 2% for grant administration.**

**Chart 15: Percent of FY21 Title III, Part A English Learner Subgrant Allocations Expended on Title III, Part A English Learner Activities by Statute Category**

Source: FY21 LEA Completion Reports

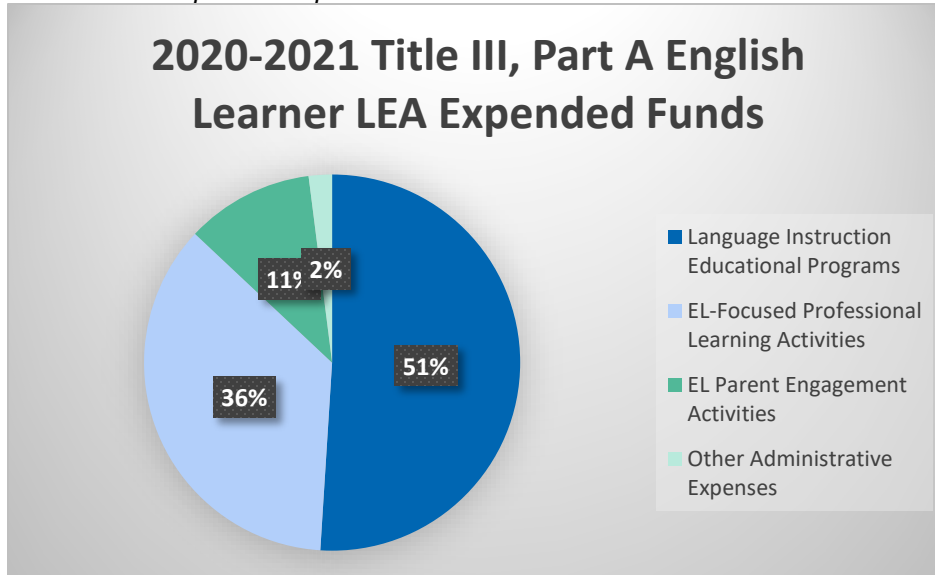


Chart 16 shows a comparison of the number of LEAs that expended Title III, Part A English Learner funds in FY20 and FY21 in each activity category as defined by ED’s ESEA/ESSA Grant Program Consolidated State Program Report (CSPR).

**Chart 16: Number of LEAs Expending Title III, Part A English Learner Subgrant Award Allocations in each of ED’s CSPR Reporting Categories**

Source: FY21 LEA Completion Reports and LEA Self-Report

	English Learner Grant Prioritized Activities	No. of LEAs in FY20	No. of LEAs In FY21
1	Supporting the development and implementation of Language Instruction Education Programs (LIEPs) – Sec. 3115(a)(1) & 3115(c)(1)	50	76
2	Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs – Sec. 3115(a)(1)	76	4
3	Improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures - Sec. 3115(a)(2)	64	82
4	Professional development to teachers, school leaders, and other personnel serving ELs – Sec. 3115(c)(2)	70	82
5	EL Parent and community engagement activities that enhance or supplement LIEPs – Sec. 3115(c)(3) & Sec. 3115(d)(6)	38	70
6	Providing career and technical education for EL students – Sec. 3115(d)(3)(A)	6	0
7	Supporting implementation of schoolwide programs (COF LEAs) – Sec. 3115(a)(3)	11	12
8	Supporting the development and implementation of effective pre-school programs – Sec. 3115(d)(4)	0	0

9	Offering early college high school or dual or concurrent enrollment programs to help EL students achieve success in post-secondary education – Sec. 3115(d)(8)	0	0
10	Improving instruction of ELs with disabilities by providing educational technology, instructional materials, access to networks for materials, training, and communication, and incorporation of resources into curricula and programs. – Sec. 3115(d)(7)	0	0

## Immigrant Subgrant Award Expenditures

In FY21, 62% of Title III, Part A Immigrant subgrant funds were expended for student instruction, 6% for immigrant-focused professional learning for teachers and administrators, and 32% for immigrant parent engagement activities.

**Chart 17: Percent of FY21 Title III, Part A Immigrant Subgrant Allocations Expended on Title III, Part A Immigrant Activities by Statute Category**

Source: FY21 LEA Completion Reports

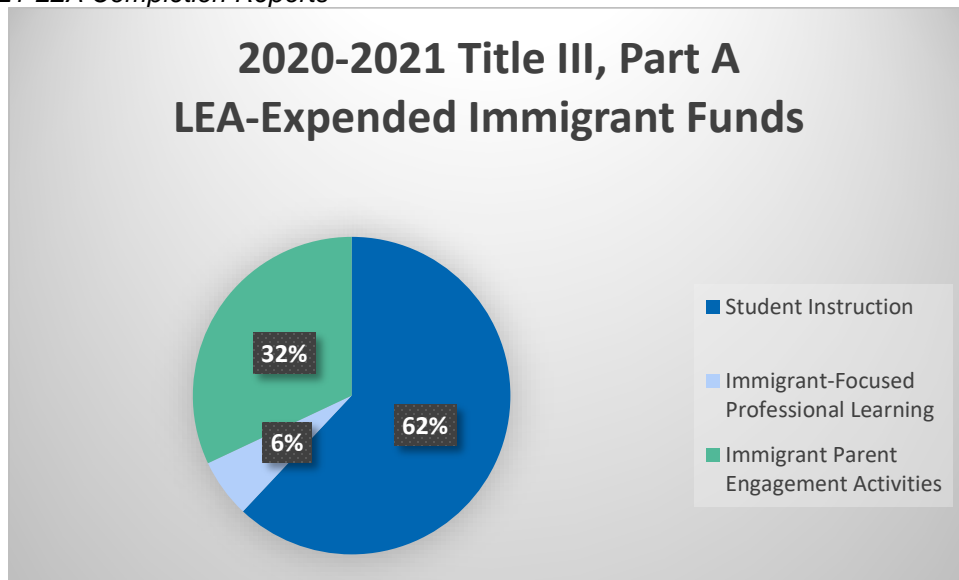


Chart 18 shows a comparison of the number of LEAs that expended Title III, Part A English Learner funds in FY20 and FY21 in each activity category as described in Section 3115(e).

**Chart 18: Number of LEAs Expending Title III, Part A Immigrant Subgrant Award Allocations in each of Activity Category of Section 3115(e)**

Source: FY21 LEA Completion Reports and LEA Self-Report

	<b>Grant Prioritized Activities – Sec. 3115(e)(1)(A-G)</b>	<b>No. of LEAs in FY20</b>	<b>No. of LEAs in FY21</b>
A	Family literacy, parent/family outreach, and training activities designed to assist parents and families to become active participants in the education of their children		20
B	Recruitment of and support for personnel who have been specifically trained or are being trained to provide services to immigrant children		9
C	Tutorials, mentoring, academic or career counseling		14
D	Identification, development and acquisition of curricular materials, educational software, and technologies		29
E	Basic instructional services directly attributable to the presence of immigrant children...additional classroom supplies, transportation, etc.		9
F	Instructional programs of introduction to the educational system and civics education		7
G	Activities coordinated with community-based organizations, institutions of higher education, private sector, or entities with expertise in working with immigrants to assist parents and families of immigrant children by offering comprehensive community services.		0

## 2020-2021 State & LEA English Learner Assessment Data

### Reporting Requirements under ESEA/ESSA

Under the **ESSA, Section 3121 REPORTING (a) IN GENERAL.** – *“Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribe by the agency, on the activities conducted and children served under such subpart that includes –*

- (1) *“a description of the programs and activities conducted by the entity with the funds received under subpart 1 during the 2 immediately preceding fiscal years, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds;*
- (2) *” the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at the minimum, by English learners with a disability.*

To meet Section 3121(a)(2), the state’s accountability system includes an indicator called *Progress Towards English Language Proficiency*. This indicator measures the extent to which English Learners (EL) are making progress towards English language proficiency, as measured by EL students’ level of English proficiency on the ACCESS for ELLs / Alternate ACCESS assessments moving from one state-defined Performance Band to a higher Performance Band on the state’s Accountability College and Career Ready Performance Index (CCRPI). The State’s CCRPI assigns points to schools in the ELP Progress indicator, which is converted to a score. Charts 19 and 20 show a comparison of EL Progress Toward English Proficiency Rates for the state at each school level in 2019-2020 and 2020-2021 as reported in CCRPI data.

**Chart 19: Comparison of the EL Progress towards English Proficiency Rates by Grade Levels as Measured by the ACCESS/Alternate ACCESS in School Years 2019-2020 and 2020-2021**

**Source:** GaDOE CCRPI 2020 Progress Towards English Proficiency, 11.17.2020 and CCRPI 2021 Progress Towards English Proficiency, 12.08.2021

	EL Progress Towards English Proficiency Rate as Measured by the 2020 ACCESS/Alternate ACCESS	EL Progress Towards English Proficiency Rate as Measured by the 20201 ACCESS/Alternate ACCESS
<b>Grades K-5</b>	100.00	81.05
<b>Grades 6-8</b>	52.78	43.80
<b>Grades 9-12</b>	65.86	60.07

**Chart 20: Number of LEAs by ELP Progress Rate by Grade Level Cluster in 2019-2020 and 2020-2021**

**Source:** GaDOE CCRPI 2020 Progress Towards English Proficiency, 11.17.2020 and CCRPI 2021 Progress Towards English Proficiency, 12.08.2021

Number of LEAs						
	Grades K-5		Grades 6-8		Grades 9-12	
EL Progress Rate	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
<b>100</b>	88	21	0	0	0	1
<b>90 – 99</b>	30	28	0	0	3	2
<b>80 – 89</b>	8	43	1	2	2	7
<b>70 – 79</b>	9	27	3	3	14	8
<b>60 – 69</b>	4	7	13	9	26	14
<b>50 – 59</b>	0	6	22	20	14	27
<b>40 – 49</b>	0	3	22	22	6	12
<b>30 - 39</b>	0	1	11	23	5	5
<b>20 - 29</b>	0	0	6	9	1	2
<b>10 - 19</b>	0	0	0	3	0	0
<b>1 - 9</b>	0	0	1	2	0	1



<b>Too Few Students</b>	48	49	85	80	93	91
<b>Total Number of LEAs</b>	<b>187</b>	<b>185</b>	<b>164</b>	<b>173</b>	<b>164</b>	<b>170</b>

Under the **ESSA, Section 3121 REPORTING (a) IN GENERAL.** – “Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribe by the agency, on the activities conducted and children served under such subpart that includes –

(3) “the number and percentage of ELs attaining English Language Proficiency based on state English language proficiency standards established under section 1111(b)(1)(F) by the end of each school year, as determined by the state’s English proficiency assessment under section 1111(b)(2)(G).

(4) “the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency.

Chart 21 shows the state and LEAs’ EL Exit Rates (when EL students have reached full English proficiency) in 2019-2020 and 2020-2021.

**Chart 21: Comparison of SEA & LEA EL Exit Rates in 2019-2020 and 2020-2021**

Source: GOSA Downloadable Data 2019-2020 and 2020-2021 SEA & LEA EL Exit Rate Report

	Number of LEAs in 2020		Number of LEAs in 2021
EL Exit Rates above & equal to State Rate of <b>9.3</b>	69	EL Exit Rates above & equal to State Rate of <b>7.71</b>	108
EL Exit Rates below State Rate of <b>9.3</b>	98	EL Exit Rates below State Rate of <b>7.71</b>	114
<b>Total LEAs with EL Students</b>	167*	<b>Total LEAs with EL Students</b>	222*

\*Not all LEAs in Georgia have English learners

(5) “the number and percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability.

In 2019-2020, LEAs did not administer the state academic achievement assessment (GA Milestones) and in 2020-2021, LEAs were not held accountable for students’ progress on the state academic achievement assessments. However, EL graduation rates were published by GaDOE Accountability. Chart 22 shows a comparison of EL graduation rates in the 2019-2020 school year and 2020-2021, by 4- and 5- year graduation cohorts.

## Chart 22: 2019-2020 LEA English Learner Graduation Rates

Source: GaDOE Accountability 2020 Graduation Rate Scores, Targets, and Flags by Subgroup 11.30.20 and Cohort Graduation Rate (4-year & 5-year), 12.08.21

Graduation Rate	4 Yr. Graduation Rate		5 Yr. Graduation Rate	
	Number of LEAs		Number of LEAs	
	2019-2020	2020-2021	2019-2020	2020-2021
100%	1	1	1	2
90 – 90%	4	7	2	6
80 – 89%	7	14	12	13
70 – 79%	16	16	14	12
60 – 69%	12	8	12	11
50 – 59%	9	6	5	7
40 – 49%	2	0	0	0
30 - 39%	0	0	1	0
20 - 29%	0	0	0	0
10 - 19	0	0	2	1
0 - 9	3	3	0	2
Too Few Students	100	103	100	100
No Data	37	36	42	38
<b>Total Number of LEAs</b>	<b>191</b>	<b>194</b>	<b>191</b>	<b>193</b>

## 2020-2021 Use of Title III, Part A Subgrant Award Funds - LEA Flexibility

According to Title III, Part A nonregulatory guidance (September 2016), section A-11, “An LEA may consolidate its Title III funds in a schoolwide program pursuant to the requirements of Section 1114(a) of the ESEA. Under that Section, the LEA is not required to maintain separate fiscal accounting records by program if it maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purpose of each Federal program from which it consolidates funds.”

The opportunity to exercise federal funding flexibility is offered on an LEA-basis to Title I-A schools as selected by the district. Once the funds are consolidated, they lose their identity as federal funds, and expenditures of those funds are no longer limited to the federal requirements for individual programs.

In FY 21, a total of 12 LEAs chose to consolidate their English Learner Title III, Part A funds into Fund 150 by participating in the Consolidation of Funds initiative. Four (4) LEAs chose to consolidate their Immigrant Title III, Part A funds. Each school receiving Title

IIIA funds from the district is not required to address each of the three core areas (Supplemental LIEP, EL Focused PD and EL Parent Engagement). However, the LEAs are responsible for ensuring that all three areas are being addressed through both district and school initiatives. Therefore, it is possible that a school could submit the Intent and Purpose form that only addresses one area, and the school system collectively meets the intent and purpose.

## **FY20/FY21 Title III, Part A Cross-Functional Monitoring Processes**

As the state pass-through entity, GaDOE is responsible for overseeing the successful implementation of Title III, Part A programs in LEAs (including LEA provision of equitable services). Section 3113(b)(3)(F) states the SEA must provide an assurance in its state plan that it will “monitor each eligible entity receiving a subgrant under this subpart for compliance with applicable Federal fiscal requirements.” According to the Uniform Grants Guidance (2 CFR 200.328), monitoring by the non-federal entity must cover each program, function, or activity.

GaDOE monitors LEAs’ federal programs implementation on a 4-year cycle and includes LEAs who are identified as High Risk according to the annual risk assessment. Due to a global pandemic, the FY20 monitoring schedule was interrupted because the Georgia Governor issued an executive order to close schools in March 2020. LEAs whose cross-functional monitoring processes had not been finalized by March 2020 were completed in the fall of 2020 and spring 2021. The results in this report reflect the results from these LEAs.

As part of the annual review process in determining which LEAs are to be monitored, the Division of Federal Programs conducts a risk assessment using a combination of elements defined by GaDOE. An LEA’s risk assessment rating is determined by using both its risk rating, based on a set of established High-Risk elements developed by the Division of Federal Programs and a risk rating from GaDOE’s Financial Review Division.

During the summer of each year, the Division of Federal Programs completes a risk assessment to determine if an LEA falls into the high-risk category. The results of the risk assessment determine which LEAs may be added to the regular CFM cycle for that year. The SEA has the responsibility to monitor high-risk LEAs (2 CFR § 200.331(b)(1-4)). The Division of Federal Programs defines high-risk as:

- LEAs showing evidence of serious or chronic compliance problems.
- LEAs with financial monitoring/audit findings; and/or LEAs with a high number of complaints from parents and other stakeholders about program implementation.
- Other elements that may cause an LEA to be determined high-risk include size of allocation and new federal programs or fiscal management personnel in the LEA.

- High-risk does not necessarily mean an LEA is not meeting the requirements of the program, federal regulations, or administrative procedures. It does mean that an LEA may be at a higher risk of having program elements that could cause it to not meet requirements associated with federal rules, regulations, and administrative procedures.

## FY20/FY21 Title III, Part A Cross-functional Monitoring (CFM) Results

The *Federal Programs Cross-Functional Monitoring Document* outlined ten indicators for Title III, Part A to monitor. Five indicators were overarching for all federal programs: (1) LEA program monitoring, program implementation, and program effectiveness; (2) CLIP (stakeholders and evidence-based practices); (3) equitable services; (4) ELP Assessment Participation Rate; (5) internal controls and expenditures, inventory, and fiscal drawdowns. The five indicators specific to Title III, Part A were: EL Entrance and Exit Procedures, Language Instruction Educational Programs, EL-focused Professional Learning Programs, EL Parent Programs, and Immigrant Programs (when applicable).

### Chart 23: Number of LEAs monitored by Title III, Part A in FY20 and FY21

Source: GaDOE Federal Programs' 4-Year Monitoring Cycle Chart

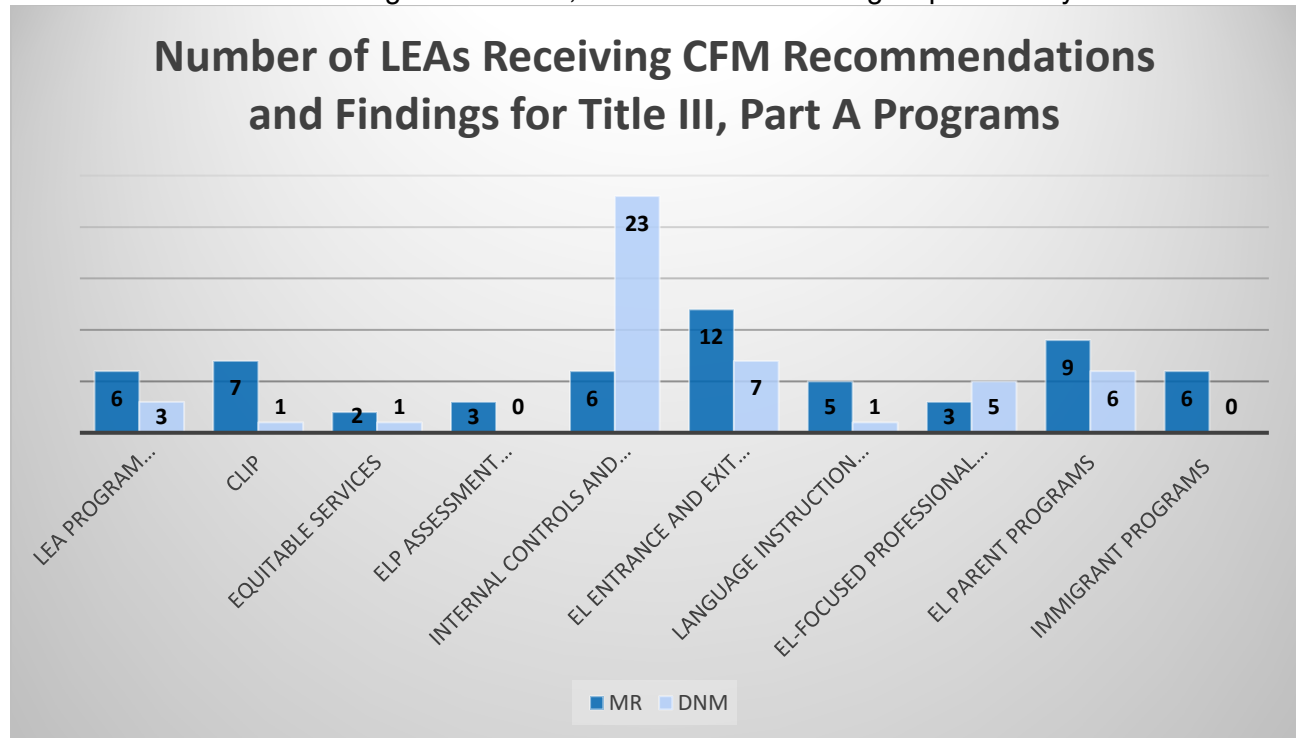
Cross-functional Monitoring Schedule	Number of LEAs
January-May 2020	15
September-November 2020	18
<b>Total LEAs</b>	<b>33</b>

The FY20/FY21 Cross-functional Monitoring (CFM) results for Title III, Part A were varied, although a little less than half of the LEAs received some recommendations and findings. For instance, out of the 33 LEAs that were monitored two LEAs met all the Title III, Part A monitoring indicators, twelve met most of them although they received a few recommendations, four LEAs met most of the indicators but received a few findings, and fifteen LEAs met some indicators, received some recommendations, and did not meet some other indicators.

The most common indicators where LEAs did not meet statutory and state expectations were expenditures that did not comply with the supplement, not supplant, clause in Title III, Part A. Common errors were also found in LEAs' written and implemented internal controls and a lack of supporting documentation as evidence of compliance with statute and applicable regulations. Chart 24 shows the number of LEAs receiving recommendations and findings by CFM indicator and Chart 25 provides a summary of monitoring results comparing FY19 to FY20.

**Chart 24: Number of LEAs Receiving Recommendations and Findings by Indicator in FY20/FY21 Monitoring**

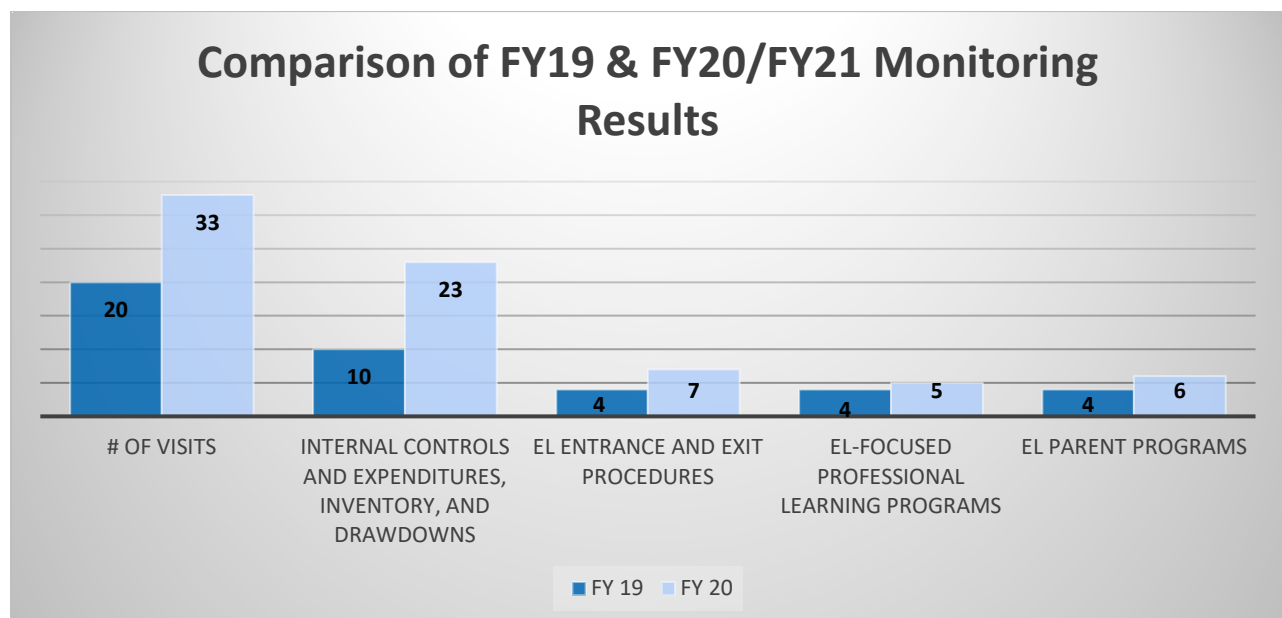
Source: GaDOE Federal Programs' Title III, Part A CFM Monitoring Reports Analysis



**Indicator**\*MR = Met with Recommendations  
 \*\*DNM = Did Not Meet Indicator Requirements

**Chart 25: FY19 & FY20/FY21 Comparison of the Number of LEAs Receiving Recommendations and Findings by Indicator**

Source: GaDOE Federal Programs' Title III, Part A CFM Monitoring Reports Analysis



# 2020-2021 Title III, Part A Audit Resolutions/ Financial Reviews Completed

In 2020-2021, there were no Title III, Part A Audit resolutions for LEAs.



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