

SEA Title III and EDFacts Coordinator Webinar

**Office of Elementary and
Secondary Education (OESE)**

Virtual | June 8, 2022



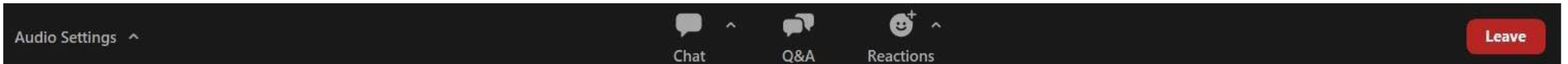
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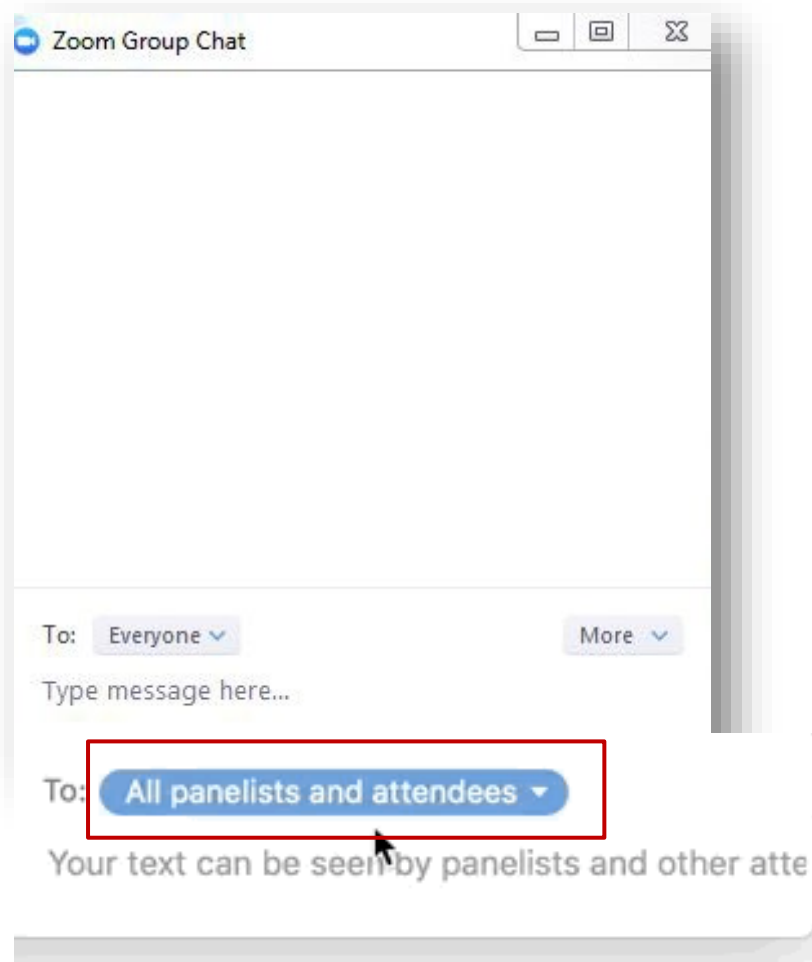


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Chat and Q&A Functions



- Use the **Q&A button** to submit questions directly to ED.
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Agenda

1. Introduction to the U.S. Department of Education's Title III Team
2. Overview of the Title III Data Quality Effort
3. ED*Facts* File Specifications: Clarifications and Common Data Errors
4. Wrap-up



Introduction to the Title III Team



Title III Program: Key Staff

- **Deborah Spitz**
Group Leader, TLSP
- **Leticia Braga**
Title III Team Lead
- **Fariba Hamedani**
Title III Program Officer
- **Sophia Hart**
Title III Program Officer
- **Scott Richardson**
Title III Program Officer
- **Sarah Newman**
Group Leader, OESE Data Team



Overview of the Title III Data Quality Effort



Goals of the Title III Data Quality Effort

- Provide technical assistance and support for SEA Title III and *EDFacts* coordinators to improve the quality of Title III-related data that states submit through *EDFacts* and their Consolidated State Performance Reports (CSPRs)
- Encourage collaboration between SEA Title III and *EDFacts* coordinators
- Determine priorities for future state technical assistance work



Overview of Planned Activities

- Develop a guidance document on Title III data
- Establish quarterly meetings between ED, SEA Title III staff, and SEA *EDFacts* coordinators
- Start Community of Practice for SEA Title III coordinators and *EDFacts* coordinators around specific topic(s) of interest
- Develop training for new SEA Title III and *EDFacts* coordinators



**EDFacts File
Specifications:
Clarifications and
Common Data Errors**



Reporting Requirements for EDFacts

File Spec	Required Data Elements	Required for Schools	Required for LEAs	Required for SEAs	Reporting Period
FS045	Number of immigrant students by EL status, native language, and participation in immigrant programs	No	Yes	Yes	School year
FS050	Number of Title III-served ELs by ELP assessment administered, EL accountability status, and disability status	Yes	Yes	Yes	State ELP assessment testing window
FS067	Number of teachers in Title III-supported LIEPs by certification status	No	Yes	Yes	School year
FS116	DG648: Number of ELs served in Title III-supported LIEPs by grade level DG849: Number of ELs served in Title III-supported LIEPs by grade level and program type	No	Yes	Yes	DG648: October 1 (or closest school day) DG849: School year
FS126	Number of former Title III-served ELs by former EL year (year 1 to year 4), academic subject assessed, proficiency status, and disability status	No	Yes	Yes	School year
FS137	Number of ELs by ELP assessment participation status; number of ELs assessed for the first time by ELP assessment administered	Yes	Yes	Yes	State ELP assessment testing window
FS138	Number of Title III-served ELs by ELP assessment participation status and disability status; number of Title III-served ELs assessed for the first time by ELP assessment administered and disability status	Yes	Yes	Yes	State ELP assessment testing window
FS139	Number of ELs by ELP assessment administered and EL accountability status	Yes	Yes	Yes	State ELP assessment testing window
FS141	Number of ELs by grade level, native language, race/ethnicity, and disability status	Yes	Yes	Yes	October 1 (or closest school day)
FS210	Number of Title III-served ELs who have attained and not attained ELP within 5 years of initial classification as an EL	No	Yes	Yes	School year
FS211	Number of Title III-served ELs who, as of the reporting year, have exited and not exited an LIEP as a result of attaining ELP	No	Yes	Yes	School year

Summary of EL Reporting

File Specification	Population Included
FS 141: English Learners Enrolled	All ELs
FS 116: Title III EL Students Served	ELs in LIEPs in LEAs receiving Title III funds
FS 045: Immigrant	All students who meet the definition of immigrant children and youth
FS 067: Title III Teachers	All teachers serving in LIEPs in LEAs receiving Title III funds



FS141: English Learners Enrolled

(includes DG678)

Report the unduplicated number of *all ELs* enrolled in an elementary or secondary school:

- by grade level (Category Set A);
- by native language (Category Set B);
- by race/ethnicity (Category Set C);
- for students with disabilities as defined by the Individuals with Disabilities Education Act (Category Set D); and
- for the education unit total.

Reporting period: October 1 or the closest school day to October 1

Levels required: SEA, LEA, and school



English Learner

The term “**English learner**” (EL) means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) *(who is i, ii, or iii)*
 - i. who was not born in the United States or whose native language is a language other than English;
 - ii. *(who is I and II)*
 - I. who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - II. who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - iii. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual *(who is denied i or ii or iii)*—
 - i. the ability to meet the challenging State academic standards;
 - ii. the ability to successfully achieve in classrooms where the language of instruction is English; or
 - iii. the opportunity to participate fully in society.

(ESEA section 8101(20))



Native Language

The term “**native language**”, when used with reference to an individual of limited English proficiency, means:

- (A) the language normally used by such individual; or
- (B) in the case of a child or youth, the language normally used by the parents of the child or youth.

(ESEA section 3201(10))



Poll

Are you aware of circumstances where English has been reported as an EL's native language?

If so, please describe.

All participation in this poll is optional.



Common Questions about FS141

- Can an EL's native language be English?
- Can an EL be born in the United States?
- Languages missing from ISO 639-2 list
 - How to report for Afghan Persian, Dari; K'iche', Quiché; and Kabuverdianu?
 - What to do about other languages missing from ISO 639-2?



Common Data Issues for FS141

The most common issues for FS141 are:

- **Accuracy – Conflicting Permitted Values:** the native language reported is not among the permitted list
- **Accuracy – Longitudinal:** larger than expected year-to-year changes for a specific language at the SEA level or for the LEA Education Unit Total
- **Accuracy – Category Set Comparison:** at the SEA, LEA, or school level, sum of categories does not equal Education Unit Total; mostly for race/ethnicity and native language
- **Accuracy – Across File:** larger than expected discrepancies between number of ELs enrolled and number of Title III EL students served (FS116/DG648) or total number of ELs reported in FS137



Questions about *EDFacts* FS141?

Please add your questions using the
webinar Q&A function.



FS116: Title III EL Students Served (includes DG648 and DG849)

Report the number of ELs served by a language instruction educational program (LIEP) supported with Title III funds for each data group:

- **DG648** reports the unduplicated student counts by grade level (Category Set A in DG648)
 - **Reporting period:** October 1 or the closest school day to October 1
- **DG849** reports student counts by grade level and LIEP type (Category Set A in DG849)
 - **Reporting period:** School year

Levels required: SEA and LEA



Common Questions about FS116

- How to report students served in multiple LIEPs in DG648?
- How to report students served in multiple LIEPs in DG849?
- Should the counts in DG648 align with those in DG849?
- Should the reporting include ELs whose parents have declined LIEP services?



Common Questions about FS116 (continued)

- How to report services for ELs in rural/low incidence schools?
- Are there reporting differences between state funded LIEPs and federally funded LIEPs?
- Are there common definitions of LIEP types?
 - OCR webpage
 - <https://www2.ed.gov/about/offices/list/ocr/ell/glossary.html>
 - EL Toolkit, Chapter 2, Tool #4:
 - https://ncela.ed.gov/files/english_learner_toolkit/2-OELA_2017_language_assist_508C.pdf



Common Data Issues for FS116

The most common issues for FS116 are:

- **Accuracy – Across File:**
 - number of Title III EL students served (FS116/DG648) is greater than number of ELs enrolled (FS141) at the SEA or LEA level
 - larger than expected difference in the rate of total ELs not participating in the ELP assessment (FS137/FS141) as compared to Title III EL students not participating in the ELP assessment (FS138/FS116 DG648)
 - higher than expected difference between number of Title III EL students served (FS116/DG648) and total number of Title III-served ELs in FS138
- **Completeness – Level Comparison:** SEA level total in DG648 is greater than the sum across LEAs
- **Completeness – Longitudinal:** larger than expected year-to-year change in the number of LEAs included in data
- **Accuracy – Category Set Comparison:** sum of ELs by LIEP program in DG849 is less than the Education Unit Total in DG648 at the SEA or LEA level



Questions about *EDFacts* FS116?

Please add your questions using the
webinar Q&A function.



FS045: Immigrant Students (includes DG519)

Report the unduplicated number of students who meet the definition of immigrant children and youth and are enrolled in public elementary and secondary schools:

- by EL status (Category Set A);
- by native language (Category Set B);
- for students who participated in immigrant programs funded by ESEA Title III, section 3114(d)(1) (Category Set C); and
- for the education unit total.

Reporting period: School year

Levels required: SEA and LEA



Key Definitions

The term “**immigrant children and youth**” means individuals who:

- (A) are aged 3 through 21;
- (B) were not born in any State; and
- (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

(ESEA Section 3201(5))

The term “**State**” means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(ESEA Section 3201(13))



Common Questions about FS045

- Can a child born outside the U.S. to parents who are U.S. citizens be considered an immigrant student?
- Are all immigrant students ELs? Are all ELs immigrant students?
- Which students should be reported as participating in immigrant programs (Category Set C)?



Common Data Issues for FS045

The most common issues for FS045 are:

- **Completeness – Incomplete Data:** at the LEA level, data not reported for a required category set
- **Accuracy – Category Set Comparison:** at the SEA or LEA level, sum of students by native language does not equal Education Unit Total
- **Accuracy – Longitudinal:** larger than expected year-to-year change in the total number of immigrant students at the SEA level



Questions about *EDFacts* FS045?

Please add your questions using the
webinar Q&A function.



FS067: Title III Teachers (includes DG422)

Report the unduplicated headcount of teachers who taught in Title III-supported LIEPs designed for ELs:

- by teachers' certification status (Category Set A).

Reporting period: School year

Levels required: SEA and LEA



Common Questions about FS067

- What is a “fully certified or licensed” teacher?
 - Is it specifically referring to which teachers are EL-licensed vs. which teachers just have a general or other certification/license?
 - Or is it referring to licensed teachers vs. unlicensed “teachers”, including paraprofessionals?
- How should this file be reported if a state does not require certification for teachers in LIEPs?



Questions about *EDFacts* FS067?

Please add your questions using the
webinar Q&A function.



Wrap-up



Updates

- Materials from first webinar now available:
<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/english-language-acquisition-state-grants/performance/>
- CSPR Package: 60 Day Comment Period
- Grantee Satisfaction Survey: Closes June 15



Wrap-up and Questions

- Community of Practice
- Questions?
 - Please send questions about this data quality effort to:
OESE.titleiii-a@ed.gov
 - Please continue to send specific questions related to your state data to:
EDFacts@ed.gov



Next Quarterly Webinar

Look out for an email after the webinar with a quick survey:

- Select the weeks in the fall that you think will work best for you to attend the next Title III/*EDFacts* Coordinator Webinar.
- Do you have additional considerations regarding scheduling?
- Do you have feedback on this webinar you would like to provide?



EDFacts and CSPR Resources

- EDFacts File Specifications:
<https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>
- EDFacts File Due Dates:
<https://edfacts.communities.ed.gov/#program/data-submission-organizer>
- EDFacts Business Rules Single Inventory:
<https://www2.ed.gov/about/inits/ed/edfacts/business-rules-guide.html>
- Consolidated State Performance Report Resources:
<https://oese.ed.gov/offices/office-of-administration/about-us/consolidated-state-performance-reports/>

