SEA Title III and ED*Facts* Coordinator Webinar

Office of Elementary and Secondary Education (OESE)

Virtual | September 14, 2022

Agenda

1. Introduction to the U.S. Department of Education's Title III Team
2. Overview of the Title III Data Quality Effort
3. CSPR Part I Manual Entry: Clarifications and Common Data Errors
4. ED*Facts* Business Rules Single Inventory Clarifications
5. Community of Practice
6. Wrap-up

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Webinar Assistance

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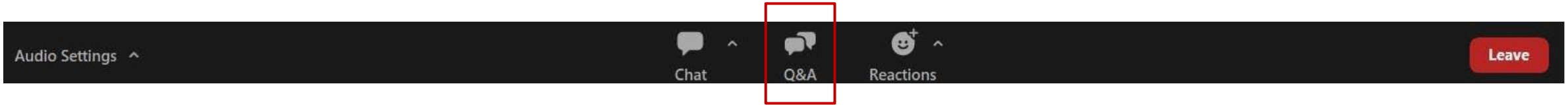

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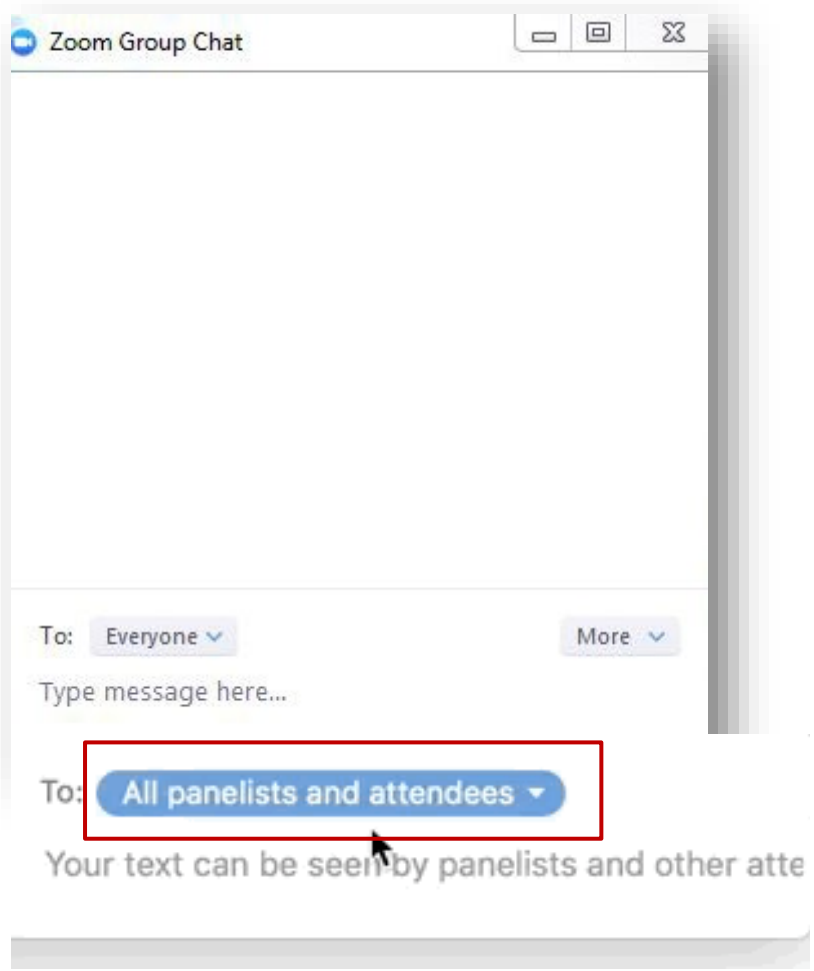
Chat and Q&A Functions



- Use the Q&A button to submit questions directly to ED.
- Use the chat function to provide follow-up or share your state's context for implementation or challenges with reporting.

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Note: The provided subtitles can be clicked and dragged to move their position in the meeting window.

Introduction to the Title III Team

OESE Key Staff for Title III

- **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 ED*Facts* coordinators to improve the quality of Title III-related data that states submit through ED*Facts* and their Consolidated State Performance Reports (CSPRs)
- Encourage collaboration between SEA Title III and ED*Facts* 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 ED*Facts* coordinators**
- Start Community of Practice for SEA Title III coordinators and ED*Facts* coordinators around specific topic(s) of interest
- Develop training for new SEA Title III and ED*Facts* coordinators

CSPR Part I Manual Entry: Clarifications and Common Data Errors

Reporting Requirements for CSPR Manual Entry

CSPR Question	Required Data Elements
1.4.2 LIEPs	Languages of instruction used in LIEPs for each type of LIEP implemented in the state
1.4.4 Teacher Information and Professional Development	Number of ESL/bilingual-education-endorsed teachers that will be needed for the next 5 fiscal years within the SEA
1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs	Number of LEAs in the state that conducted LEA-level activities that support the education of ELs with Title III funds by type of activity
1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the ESEA	Types of technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants
1.4.7 Education Programs and Activities for Immigrant Students	Number of 3114(d)(1) subgrants for education programs and activities for immigrant students
1.4.8.1 State Subgrant Process	Date when the SEA received the Title III allocation from ED; date when Title III funds were made available to approved subgrantees; number of days of distribution
1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees	Description of how states can shorten the process of distributing Title III funds to subgrantees
1.4.9.1 Termination of Title III Language Instruction Educational Programs	If any Title III LIEPs or activities were terminated for failure to reach program goals during the reporting school year; number of LIEPs or activities terminated (if applicable)

1.4.2 LIEPs

(associated with FS 116, which includes DG648 and DG849)

Comma-separated list of languages of instruction used for each type of LIEP implemented in the SEA.

The types of LIEPs that can be reported on in this question include:

- Transitional bilingual education or early-exit bilingual education
- Dual language or two-way immersion
- English as a second language (ESL) or English language development (ELD)
- Content classes with integrated ESL support
- Newcomer programs
- Other

Language Instruction Educational Program (LIEP)

The term "language instruction educational program" means an instruction course—

A. in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and

B. that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

ESEA Section 3201(7)

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1.4.2 LIEPs

In the table below, for each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the ESEA, please provide a comma-separated list of the language(s) of instruction used.

LIEPs	Language(s) of instruction (if applicable)
Transitional Bilingual	
Dual Language or Two-way Immersion	
English as Second language (ESL) or English Language Development (ELD	
Content Classes with integrated ESL support	
Newcomer programs	
Other	

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above.

The response is limited to 8,000 characters.

Common Questions
1.4.2 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
  - Planned topic of discussion for first Community of Practice

Common Data Issues

1.4.2 LIEPs

The most common issues for 1.4.2 are:

- **Accuracy – Across File:**
  - A language of instruction was reported in CSPR Section 1.4.2 for an LIEP type, but no students were reported in FS116/DG849 as being served in this LIEP type.
  - No language of instruction was reported in CSPR Section 1.4.2 for an LIEP type, but students were reported in FS116/DG849 as being served in this LIEP type.
- **Completeness – Partial Data:** A language of instruction was reported in the LIEP type "Other" and no text was entered in the comment box.

Questions?

1.4.2 LIEPs

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

1.4.4 Teacher Information and Professional Development

(associated with FS 067, which includes DG422)

Number of ESL/bilingual-education-endorsed teachers that will be needed for the next 5 fiscal years within the SEA.

- This number should be the total additional teachers needed for the next five years, not the number needed for each year.
- Do not include the number of teachers currently working in Title III English LIEPs.

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1.4.4 Teacher Information and Professional Development

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA.

How many ESL/bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years.*

*This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

Common Questions

1.4.4 Teacher Information and Professional Development

- How do schools predict how many ESL/bilingual-education-endorsed teachers will be needed for the next five fiscal years?
- Does the question refer specifically to which teachers are EL-licensed vs. which teachers have a general or other certification/license, or to which teachers are licensed vs. unlicensed (e.g., paraprofessionals)?

Common Data Issues

1.4.4 Teacher Information and Professional Development

The most common issues for 1.4.4 are:

- **Completeness – Partial Data:** The number of ESL/bilingual-education-endorsed teachers needed in the next five years was reported as zero or not reported.

Questions?

1.4.4 Teacher Information and Professional Development

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

1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

Number of LEAs in the state that conducted LEA-level activities that support the education of ELs with Title III funds by type of activity

Data must be reported for these three mandatory activities:

- Supporting the development and implementation of LIEPs
- Professional development to teachers and other personnel serving ELs
- Parent and community engagement activities

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1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

In the tables below, provide information about allowable activities conducted under Section 3115 of the *ESEA*.

Activities serving ELs in LEAs receiving Title III funds	# LEAs that conducted activity
Supporting the development and implementation of LIEPs	
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	
Supporting implementation of school wide programs	
Professional development to teachers and other personnel serving ELs	
Parent and community engagement activities	
Supporting the development and implementation of pre-school programs	
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	
Improving instruction of ELs with disabilities	
Providing tutorials, career and technical education	
Offering programs to help ELs achieve success in post-secondary education	
Other	

If State reports a nonzero count of LEAs under "Other", please describe the activities that were conducted during SY2021-22 in the comment box below.

The response is limited to 8,000 characters.

Common Data Issues

1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

The most common issues for 1.4.5 are:

- **Completeness – Partial Data:** No LEAs were reported for one of the required activities in 1.4.5.

Questions?

1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

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

1.4.8.1 State Subgrant Process

Report:

- The date when the SEA received the Title III allocation from ED
- The date when Title III funds were made available to approved subgrantees
- The average number of days for states receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld

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1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY2021-22 funds July 1, 2021, and then made these funds available to subgrantees on August 1, 2021, for SY 2021-22 programs. Then the "# of days/$$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/$$ Distribution

Table 1.4.8.1 Definitions:

1. **Date State Received Allocation** = Date the State receives the Title III allocation from ED.
2. **Date Funds Available to Subgrantees** = Date that Title III funds are available to approved subgrantees.
3. **# of Days/$$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Common Questions

1.4.8.1 State Subgrant Process

- How should a state calculate # of Days/$$ Distribution if Title III funds are distributed over a range of dates?

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/$$ Distribution

Common Data Issues

1.4.8.1 State Subgrant Process

The most common issues for 1.4.8.1 are:

- **Accuracy – Conflicting Permitted Values:**
  - The dates reported are out of range of the reported school year [07/01/21–06/30/22].
  - The number of days reported in column '# of Days/$$ Distribution' conflicts with the calculated number of days between the 'Date State Received Allocation' and 'Date Funds Available to Subgrantees' columns.

1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

Information on how states can shorten the process of distributing Title III funds to subgrantees.

- There is no predefined list; responses must be provided in the comment box.

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1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

Questions?

1.4.8.1 State Subgrant Process

1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

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

ED*Facts* Business Rules Single Inventory: Clarifications

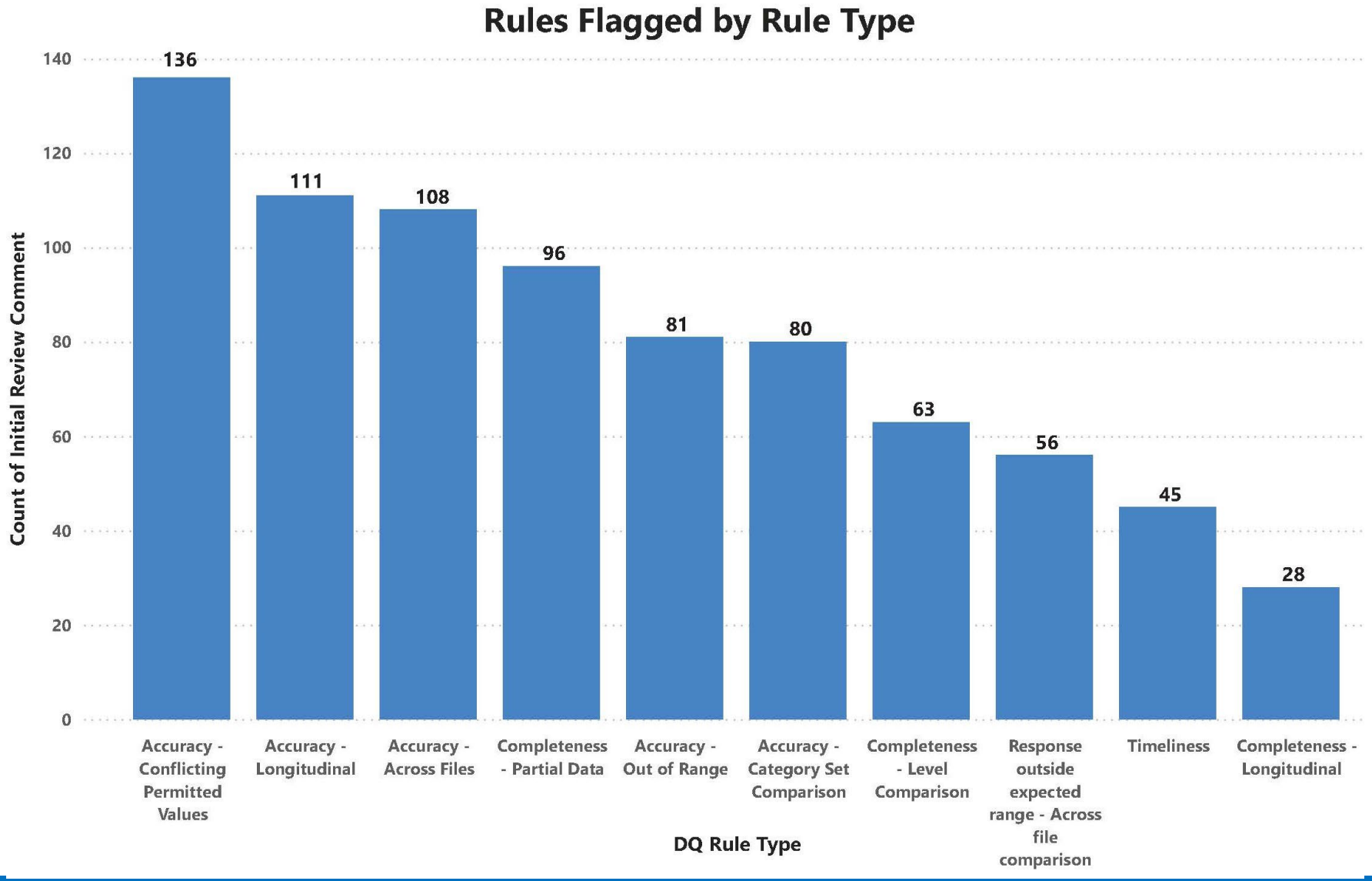
ED*Facts* Business Rules Single Inventory (BRSI): SY 2021–22

- The ED*Facts* Business Rules Single Inventory (BRSI) is a single inventory for SEAs that contains data quality (DQ) business rules applied to EDFacts data throughout the lifecycle of that data.
- The BRSI increases transparency in post-submission DQ review processes and provides SEAs with the opportunity to check data prior to submission.
- The BRSI includes two documents:
  - (1) the ED*Facts* Business Rules Single Inventory User Guide, detailing the layout of the BRSI spreadsheet, FAQs and commonly used filters; and
  - (2) the ED*Facts* Business Rules Single Inventory Excel spreadsheet describing each business rule.
- Note: for SY 2022-23, the business rules are transitioning to pre-submission.

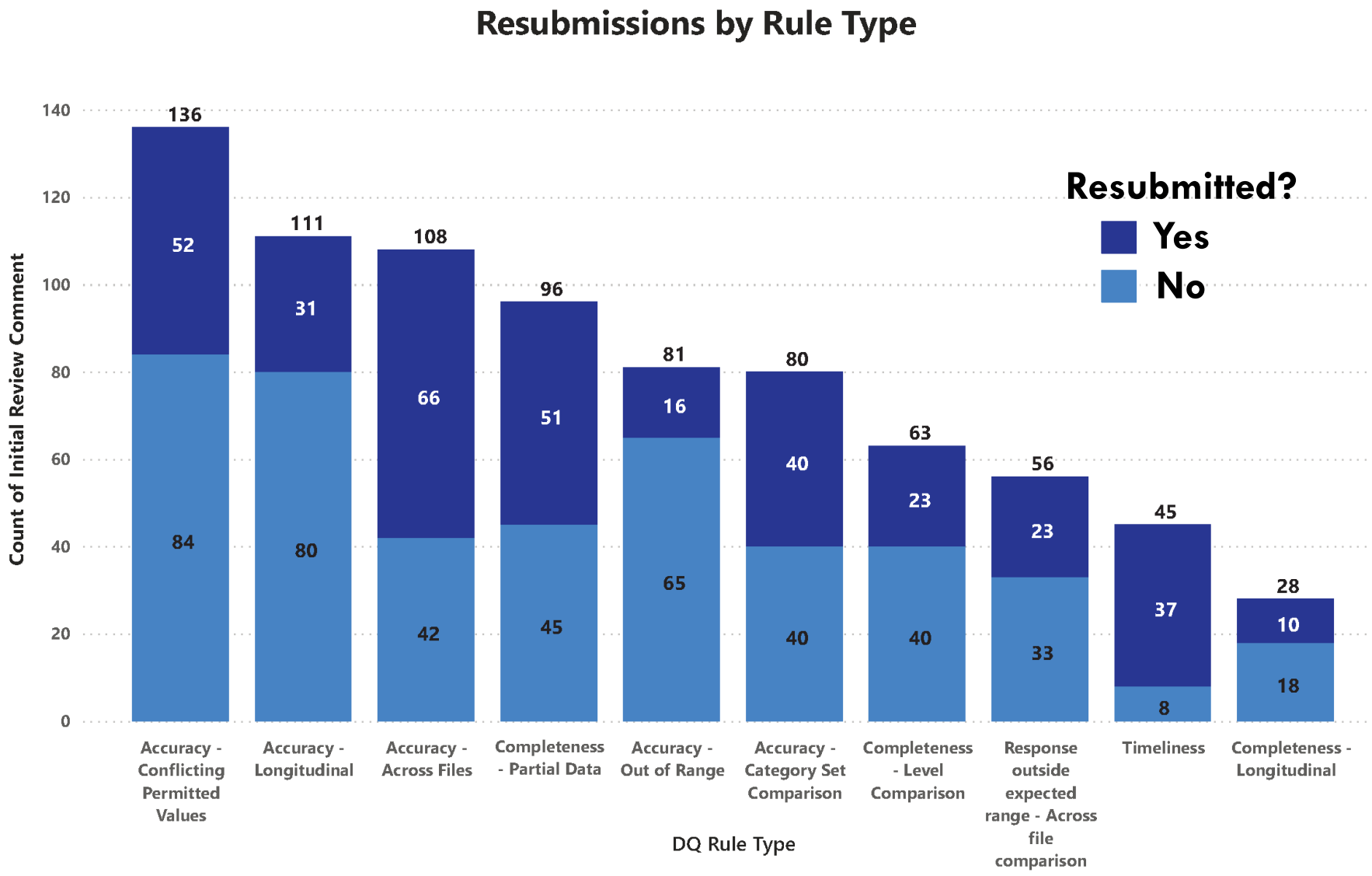
Overview of Rule Types

- Accuracy
  - Across file
  - Across file comparison
  - Category set comparison
  - Conflicting permitted values
  - Longitudinal
  - Response outside expected range
- Timeliness
- Completeness
  - Incomplete data
  - Level
  - Level comparison
  - Longitudinal
  - Partial data
- Response outside expected range
  - Across file comparison

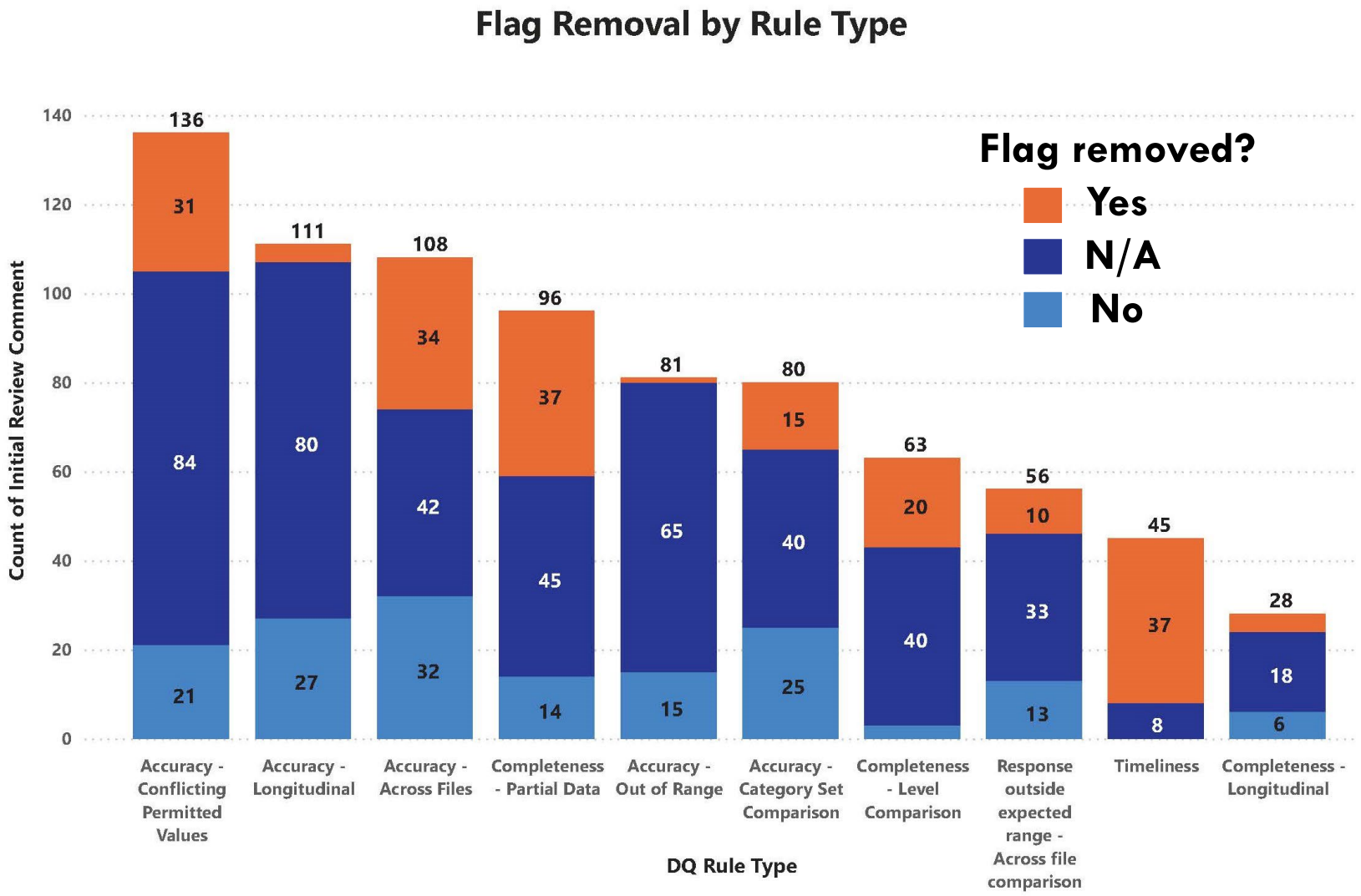
SY 2020–21 Title III ED*Facts* Data Quality Flags



Which Data Flags Led to Resubmission of Data?



Did the Resubmissions Resolve the Data Quality Flag?



Submission Windows, SY 2021–22 (approximate and subject to change)

Task	ED*Facts* Title III Files	CSPR Part I
Collection open date	10/7/2022	12/5/2022
Initial due date	12/21/2022, 11:59 pm ET	12/22/2022, 5 pm ET
Collection reopen date	N/A	3/23/2023
Second due date	4/5/2023, 11:59 pm ET	4/6/2023, 5 pm ET

Questions?

ED*Facts* Business Rules Single Inventory (BRSI)

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

Upcoming Community of Practice

Title III Data Quality Community of Practice (COP)

- Purpose:
  - Support SEA Title III and ED*Facts* coordinators:
    - to improve the data quality of Title III ED*Facts* and CSPR submissions
    - by sharing challenges and best practices through a COP.
- Format:
  - Kick off with a series of four COP sessions on supporting districts to improve EL and Title III data quality (ranked #1 from March Menti poll)

COP Series: Supporting Districts to Improve EL and Title III Data Quality

Topic	Timeline
Session 1: Overview of Language Instruction Educational Programs (LIEPs) Definitions and reporting requirements.	fall launch
Session 2: Defining LIEPs – Problem of Practice Discuss delivery models for LIEPs in states and how this impacts reporting.	monthly
Session 3: Data Improvements and Infrastructure – LIEPs What types of changes in data, infrastructure, and professional development can you implement at the state or LEA level to address some reporting challenges?	monthly
Session 4: Data Analysis How to use the data reported on LIEPs to inform programming.	monthly

Menti Poll Participation

- **To get started with Menti, scan the QR code or go to menti.com and use the code 1666 5061 to participate.**
- Participation is completely optional.
- You can skip any question or leave the poll at any time.

Feedback on COP Session 1

Small group breakout preferences

- By EL population (high, medium, low)
- By geographic proximity
- By common LIEP reporting challenges
  - FS116 Title III EL Students Served (includes DG648 and DG849)
    - rural/low incidence schools
    - reporting differences between state-funded LIEPs and federally-funded LIEPs
  - Aligning state definition of LIEPs to the data
  - Categorizing teachers across LIEPs
- Other – describe

Scan the QR code below or go to menti.com and use the code 1666 5061 to participate.

Additional COP Feedback

Please answer in the Menti poll:

- How likely are you to attend a COP session?
- What is your role?
- What is your state?

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Wrap-up

Updates and Questions

- Materials from June 2022 webinar now available: https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/english-language-acquisition-state-grants/performance/
- IES outreach – Study of Reclassification Policies
- 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's ED*Facts* data to: EDFacts@ed.gov
  - Please continue to send questions related to your state's CSPR data to: CSPR@ed.gov

CSPR and ED*Facts* Resources

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

Webinar Feedback

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

- Do you have feedback on this webinar you would like to provide?
- Do you have any additional feedback or considerations for the upcoming Community of Practice?