

**SEA Title III and ED*Facts* Community of Practice (COP) Series**  
**Session 3: State Planning for the Teacher Workforce and Consolidated State Performance Reports (CSPR) Estimates**

Office of English Language Acquisition (OELA)

Virtual | July 12, 2024



# Agenda



- Opening and welcome
- Review teacher workforce and CSPR data
- State representatives panel discussions
- Small group activity
- Language coding resource share-out
- Closing



# Community of Practice Facilitators



Brenda Arellano  
Senior Researcher,  
American Institutes for Research



Diana Torres  
Technical Assistance Consultant,  
American Institutes for Research



Jillian Harrison  
Research Assistant,  
American Institutes for Research



Fernanda Marinho Kray  
Senior Researcher,  
American Institutes for Research

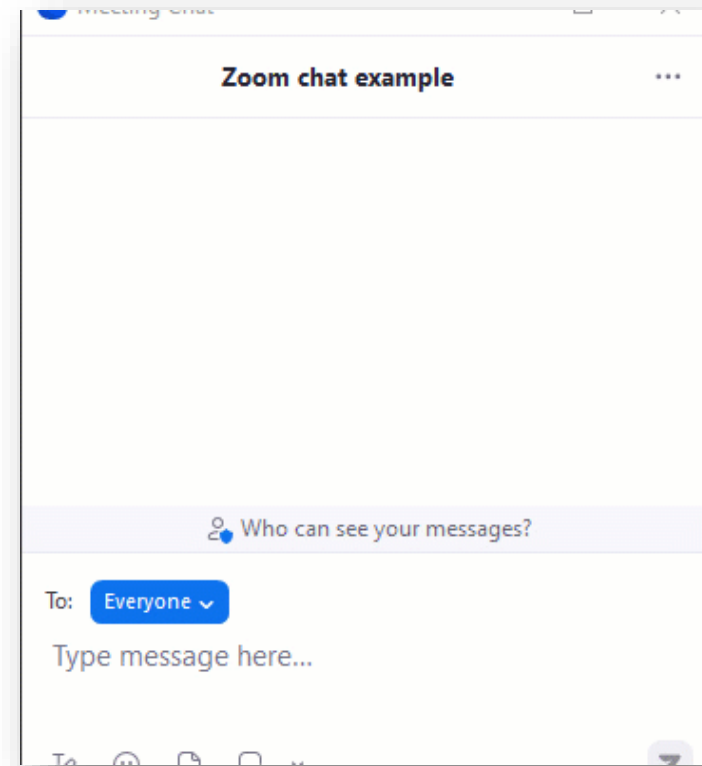


# COP Assistance and Chat Functions

## Technical Issues?

For technical assistance during the COP, please send a direct message to **Elizabeth Belyea**.

Use the chat function to communicate your thoughts and ideas with attendees.



# Goals for Today's Session

## Session Three: State planning for the teacher workforce and CSPR estimates

- Interact with CSPR data for estimated number of English Learner (EL) teachers needed in the next five years.
- Hear from states on how they plan and calculate estimates for total additional EL-certified or licensed teachers of English learners needed for the next five years.
- Receive an update on a resource being developed to support native language reporting.



# SEA Title III and EDFacts Community of Practice Schedule 2024

This series will focus on understanding how State requirements around certification and licensing influence the data populated into CSPR and EDFacts.

Topic	Timeline
<del>Session One: Overview of Teacher Certification and Preparation Data to Inform Title III CSPR and EDFacts Reporting</del>	<del>March 5, 2024 1:30–3:00 pm ET</del>
<del>Session Two: State Data Collection Related to Licensing and Certification</del>	<del>May 7, 2024 12:30–2:00 pm ET</del>
<b>Session Three: State Planning for the Teacher Workforce and CSPR Estimates</b>	July 12, 2024 1:30–3:00 pm ET





# **Review of Teacher Workforce Data and CSPR Estimates**



# CSPR Estimates of Total Additional EL Certified or Licensed Teachers of English Learners for Next Five Years

## CONSOLIDATED STATE PERFORMANCE REPORT

### PART 1

#### 1.3.4 Teacher Information and Professional Development

The table below should reflect the unduplicated headcount of teachers who are working in LIEPs as defined under section 3201(7) of the *ESEA* and reported in CSPR Section 1.3.1 (LIEPs). All teachers who meet this description are included, whether or not they are paid with Title III, Part A funds received by the LEA.

The estimated number should be the total additional EL certified or licensed teachers of English learners needed for the next five years, not the number needed for each year. The number of teachers currently working in LIEPs in LEAs receiving Title III, Part A funds are not included.

<https://oese.ed.gov/offices/office-of-administration/about-us/consolidated-state-performance-reports/>





# CSPR–EDFacts Crosswalk

A	B	C	D	E	F	G	H	I	J	K
CSPR Part	CSPR Program Office	CSPR Question Number	CSPR Question	CSPR Question Explanation	CSPR Additional Notes	CSPR Question Type	CSPR Data Source	CSPR Data Pre- populated	EDFacts FS	EDFacts DG
01	Title III	1.3.4.1	Teachers Working in LIEPs		<p>* When reporting “the number of EL certified or licensed teachers”, if specific EL certification or licensure is not required in the State, the SEA should report the number of teachers with the highest level of certification or licensure required by the State to teach ELs in LIEPs.</p> <p>**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 LIEPs in LEAs receiving Title III, Part A funds.</p>	Count, Narrative	EDFacts, Manual Entry	Partial	67	422

Note: In prior years (2021–22 and earlier), CSPR 1.3.4.1 was CSPR 1.4.4.



# Teacher Workforce Data

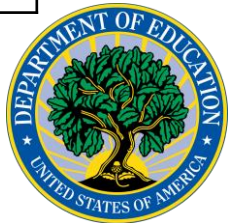
Data Source	Description
CSPR 1.3.4.1	Estimated number of English Learner teachers needed in the next five years
File Spec 067 Data Group 422	Teachers who taught in language Instruction programs designed for English learners supported with Title III funds

Note: In prior years (2021–22 and earlier), CSPR 1.3.4.1 was CSPR 1.4.4.



## Example 1: Additional or Total Teachers Needed

State	SY 21–22 number of EL teachers	Estimated number of EL teachers needed in the next five years	Predicted percentage change after five years (calculated)
State A	1,466	1,931	131.72%
State B	1,790	500	27.93%
State C	17,172	16,910	–1.53%



## Example 2: Smallest Five-Year Estimates

State	SY 21–22 number of EL teachers	Estimated number of EL teachers needed in the next five years	Predicted percentage change after five years (calculated)
State D	69	5	7.25%
State E	319	20	6.27%
State F	195	20	10.26%



## Example 3: Estimation Precision

State	SY 21–22 number of EL teachers	Estimated number of EL teachers needed in the next five years	Predicted percentage change after five years (calculated)
State G	1,790	500	27.93%
State H	2,012	556	27.63%



# Discussion

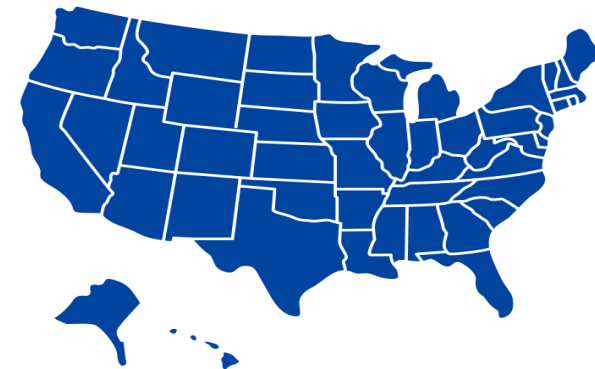


- What kinds of questions did the data raise for you?
- Did some of these data scenarios look similar to your state? In what ways?





# **State Panel Discussion on Teacher Workforce Data and CSPR Estimates**





# California Department of Education: Teacher Workforce and Five-Year Estimate Data

Title III and EDFacts Community of Practice Series: State Planning for the  
Teacher Workforce and Consolidated State Performance Report Estimates  
– Session 3

**July 12, 2024**

**CALIFORNIA DEPARTMENT OF EDUCATION**  
Tony Thurmond, State Superintendent of Public Instruction

# California Department of Education



**Geqigula Dlamini**, Administrator,  
Language Policy and Leadership Office,  
Multilingual Support Division



**Rafael Frias**, Analyst,  
Language Policy and Leadership Office,  
Multilingual Support Division



# Process: May–June

## Title III Web Survey

## Consolidated State Performance Report (CSPR) Part I Section 1.3

### Part II: Teacher Information

This section collects information about teachers as required under ESEA 20 U.S.C. Section 3122(b)(5).

#### Instructions:

Provide the number of teachers who, during 2022–23, were working in the LIEPs indicated by your agency in Part I, even if they were not paid with Title III funds. Do not include teachers who were not working in LIEPs during 2022–23. Divide the number into two groups in the table below. Teachers who held the appropriate authorization to instruct EL students required by their assignment should be included in the first box. Teachers who did not hold the appropriate authorization to instruct EL students required by their assignment should be included in the second box. Please visit the California Commission on Teacher Credentialing web page at [https://www.ctc.ca.gov/docs/default-source/leaflets/cl622.pdf?sfvrsn=c1862043\\_10](https://www.ctc.ca.gov/docs/default-source/leaflets/cl622.pdf?sfvrsn=c1862043_10) to view the authorization requirements for teaching EL students.

Description	Number
Number of teachers working in LIEPs during 2022–23 who held the appropriate authorization to instruct EL students required by their assignment. If none, enter zero.	
Number of teachers working in LIEPs during 2022–23 who did not hold the appropriate authorization to instruct EL students required by their assignment. If none, enter zero.	
<b>Total</b>	<b>(Auto calculated)</b>

In the table below, enter the estimated number of **additional** teachers authorized to instruct EL students that your agency will need for LIEPs in the next five fiscal years. This number should reflect the additional teachers needed over the entire five years, not the number needed for each year. Do not include teachers currently working in LIEPs. Do not include teachers who will be hired as replacements. This is an estimate of new positions only.

Description	Number
Estimated number of <b>additional</b> teachers authorized to instruct EL students that your agency will need for LIEPs in the next five fiscal years. If none, enter zero.	

#### 1.3.4.1 Teachers Working in LIEPs

Number of teachers serving in LIEPs (including core content reading, math, science and social studies) in LEAs receiving Title III, Part A funds	Number of EL certified or licensed teachers of English learners in LIEPs in LEAs receiving Title III, Part A funds*	Five Year Estimated number of additional EL certified or licensed teachers of English learners needed**
FS067/DG422	FS067/DG422	Manual Entry

\* When reporting “the number of EL certified or licensed teachers”, if specific EL certification or licensure is not required in the State, the SEA should report the number of teachers with the highest level of certification or licensure required by the State to teach ELs in LIEPs.

\*\*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 LIEPs in LEAs receiving Title III, Part A funds.



# Process: July–November

## July to August

- The Title III survey undergoes an extensive internal approval process.
- Collaboration with the technology department will create the survey for production.

## September to November

- The Title III survey is sent to all Title III-funded local educational agencies (LEAs) in early September.
- Technical assistance is provided to LEAs regarding the data that is collected for the survey.
- The Title III survey closes at the end of November.



# Process: December

## Title III Web Survey Data Extract

## CSPR Part I Section 1.3

	A	D	E	F	G
1	Submission ID	t2 r1 c2 (Fully Certified Teachers)	t2 r2 c2 (Not Fully Certified Teachers)	t2 r2 c3 (Total Number of Teachers)	t2 r2 c4 (Five Year Estimates)
969	14615	56	0	56	0
970	15090	10	2	12	5
977	14892	111	0	111	0
978	14739	443	0	443	1
982	15427	20	0	20	0
983	14781	23	0	23	2
984	14714	31	0	31	5
985	14863	21	1	22	6
986	14924	706	7	713	0
987	14642	4	0	4	0
988	14779	328	0	328	10
989					
990					
991	<b>Total</b>	<b>222,252</b>	<b>2,587</b>	<b>224,839</b>	<b>12,976</b>

### 1.3.4.1 Teachers Working in LIEPs

Number of teachers serving in LIEPs (including core content reading, math, science and social studies) in LEAs receiving Title III, Part A funds	Number of EL certified or licensed teachers of English learners in LIEPs in LEAs receiving Title III, Part A funds*	Five Year Estimated number of additional EL certified or licensed teachers of English learners needed**
224,839	222,252	12,976





# Challenges

## LEA Challenges

- LEAs experience a high turnover rate of staff; therefore, the individual completing the Title III survey for an LEA may vary year to year.
- Small LEAs have fewer staff than large LEAs; therefore, completing the Title III survey may not be an individual's primary duty or they may lack experience in reporting Title III data.

## California Department of Education Challenges

- Getting all the LEAs to complete the Title III survey can be challenging.



# California Contact Information

For additional information and questions, please contact:

**Geqigula Dlamini**, Administrator, Language Policy and Leadership  
Office, Multilingual Support Division

Email: [GDlamini@cde.ca.gov](mailto:GDlamini@cde.ca.gov)

**Rafael Frias**, Analyst, Language Policy and Leadership Office,  
Multilingual Support Division

Email: [RFriasCorona@cde.ca.gov](mailto:RFriasCorona@cde.ca.gov)



# Thank You!



**Office of English  
Language Acquisition  
Services  
Arizona Department of  
Education**

**Adela Santa Cruz**



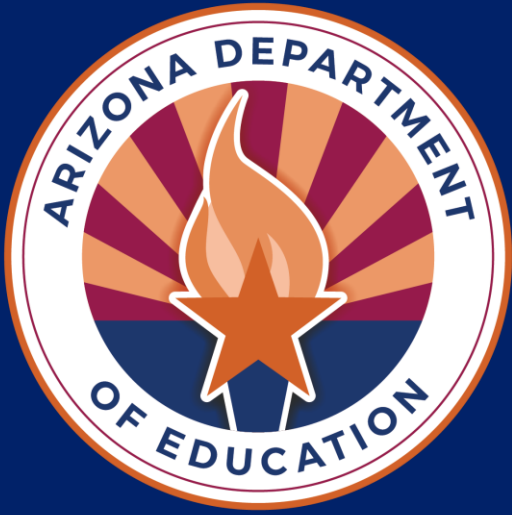
**Senior Deputy Associate  
Superintendent**

**Micky Gutier**



**Education Program  
Specialist**





# ARIZONA DEPARTMENT OF EDUCATION

SEA Title III and EDFacts Community of Practice (COP) Series:  
State Planning for the Teacher Workforce and CSPR Estimates – Session 3

July 12, 2024



**Adela Santa Cruz**  
**Deputy Associate Superintendent**

**Micky Gutier**  
**EL Data Specialist**

**Office of English Language Acquisition Services**  
**Arizona Department of Education**



# CONSOLIDATED STATE PERFORMANCE REPORT

## PART I

[MANUAL ENTRY  
SECTIONS ONLY]

School Years 2022-23,  
2023-24, 2024-25

### 1.3.4.1 Teachers Working in LIEPs

<b>Number of teachers serving in LIEPs (including core content reading, math, science and social studies) in LEAs receiving Title III, Part A funds</b>	<b>Number of EL certified or licensed teachers of English learners in LIEPs in LEAs receiving Title III, Part A funds*</b>	<b>Five Year Estimated number of additional EL certified or licensed teachers of English learners needed**</b>
FS067/DG422	FS067/DG422	Manual Entry

\* When reporting “the number of EL certified or licensed teachers”, if specific EL certification or licensure is not required in the State, the SEA should report the number of teachers with the highest level of certification or licensure required by the State to teach ELs in LIEPs.

\*\*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 LIEPs in LEAs receiving Title III, Part A funds.

# Teachers working with English learners in Arizona

- All Public School teachers working with English learners delivering required minutes of the SEI models are required to have an **ESL, BLE, or SEI Endorsement**. (AZ Board Rule, 7 A.A.C. 2.L)
- Endorsements:
  - ESL - English as a Second Language
  - BLE - Bilingual Language Endorsement
  - SEI - Structured English Immersion
- These are teachers of targeted instruction and integrated instruction of English learners.



# Teachers working with English learners in Arizona continued

- Teachers in the public schools with a teaching certificate need to have one of these endorsements posted on their teaching certificate.
- Teachers in the charter school system must show evidence of having an ESL, BLE, or SEI endorsement or show evidence of having completed the requirements for the SEI endorsement.



# Current PreK-12 Endorsement Numbers in Arizona

<b>Full Bilingual Endorsement</b>	<b>210</b>
<b>English as a Second Language</b>	<b>11,026</b>
<b>Structured English Immersion</b>	<b>90,250</b>
<b>Additional Bilingual Information:</b>	
<b>Apache Bilingual</b>	<b>11</b>
<b>French Bilingual</b>	<b>6</b>
<b>Hopi Bilingual</b>	<b>2</b>
<b>Japanese Bilingual</b>	<b>1</b>
<b>Korean Bilingual</b>	<b>3</b>
<b>Mandarin Bilingual</b>	<b>9</b>
<b>Pima Bilingual</b>	<b>1</b>
<b>Russian Bilingual</b>	<b>1</b>
<b>Spanish Bilingual</b>	<b>1,993</b>
<b>Tohono O'odham Bilingual</b>	<b>2</b>
<b>Urdu Bilingual</b>	<b>1</b>



# CONSOLIDATED STATE PERFORMANCE REPORT

## PART I

[MANUAL ENTRY  
SECTIONS ONLY]

School Years 2022-23,  
2023-24, 2024-25  
continued

### 1.3.4.1 Teachers Working in LIEPs

Number of teachers serving in LIEPs (including core content reading, math, science and social studies) in LEAs receiving Title III, Part A funds	Number of EL certified or licensed teachers of English learners in LIEPs in LEAs receiving Title III, Part A funds*	Five Year Estimated number of additional EL certified or licensed teachers of English learners needed**
FS067/DG422	FS067/DG422	Manual Entry

\* When reporting “the number of EL certified or licensed teachers”, if specific EL certification or licensure is not required in the State, the SEA should report the number of teachers with the highest level of certification or licensure required by the State to teach ELs in LIEPs.

\*\*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 LIEPs in LEAs receiving Title III, Part A funds.

# Question

- What is Arizona's process for collecting the Five Year Estimated number of additional EL certified or licensed teachers of English learners needed





# Grants Management Enterprise

## GME

[GME Home](#)[Administer](#) ▶[Search](#) ▶[Reports](#)[Inbox](#) ▶[Contact ADE](#)[Grants Management  
Resource Library](#)[Help](#)[GME Sign Out](#)

## GME Home

### Announcements

**Announcements/Reminders July 2024 - UPDATED (7/2/2024)**

#### Completion Reports

- CRs for most awards open as of 7/1/24.
- CRs are due by the end of the 90-day liquidation period following the project end date.
- Any CRs that are not received on time are at risk of not receiving final payment for expenditures obligated during the project period.
- A CR cannot be started if a Reimbursement Request is pending in GME for that grant or if the funding application is not in Director-approved status.
- Please allow appropriate processing time if your LEA is required to submit your CR to your county's office or an ADE Program Area office before it can be reviewed by Grants Management.

**TITLE III PROGRAM INFORMATION FOR CONSOLIDATED STATE PERFORMANCE REPORT (CSPR)**

The information requested in this supplemental data section is being collected by the Arizona Department of Education to accurately report the information required for submission in the Consolidated State Performance Report (CSPR).

**Language Instruction Educational Program (LIEP) Defined**

The term **language instruction educational program (LIEP)** is defined as an instruction course in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards. For Federal reporting purposes below, LIEPs include any/all of the Arizona State Board of Education APPROVED SEI Models. Teacher counts reported in the table below should **ONLY** include teachers providing required minutes of instruction as part of an SEI Model.

**Teacher Information**

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA. In the table below, report the unduplicated headcount of teachers who are working in **language instruction educational programs (LIEPs)** during the current fiscal year as defined under Section 3202 (7) of the ESEA, even if they are not paid with Title III funds.

1	Number of teachers <b>serving in LIEPs</b> , including core content (reading, math, science and social studies) during the current fiscal year. - <b>NOTE: ONLY report a headcount of ALL teachers responsible for providing the required minutes of instruction as part of the selected SEI Model/Models.</b>	*	457
2	Number of <b>FULLY certified, licensed or endorsed teachers</b> serving in LIEPs during the current fiscal year. - <b>NOTE: Based on the total reported in #1 above, please report here how many of those teachers are certified, licensed or endorsed.</b>	*	423
3	Number of <b>NOT FULLY certified or licensed teachers</b> serving in LIEPs during the current fiscal year. - <b>NOTE: Based on the total reported in #1 above, please report here how many of those teachers are NOT FULLY certified, licensed or endorsed.</b>	*	34
4	How many <b>ESL/bilingual education endorsed teachers</b> will be needed for the succeeding 5 fiscal years. <i>**This number should be the total <u>additional</u> teachers your LEA projects will be needed for the next 5 years, not the number needed each year. (Do not include teachers reported in #1 through #3 above who are currently working in LIEPs).</i>	*	33

**Five Year Estimated  
number of additional  
EL certified or  
licensed teachers of  
English learners  
needed**

**Data reported by  
Arizona  
in the CSPR**

**School Year 2021-22 = 1,926**

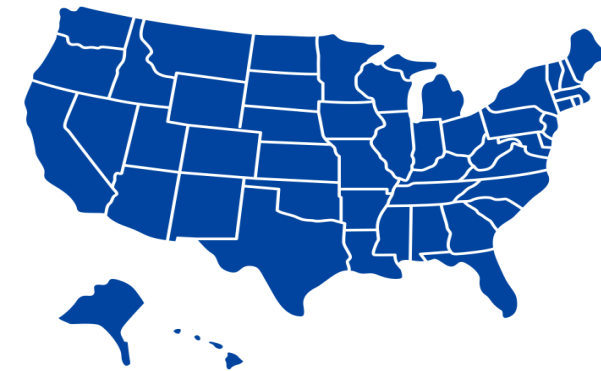
**School Year 2022-23 = 2,193**

**School Year 2023-24 = Pending**

# Thank you



# Small group time with state panelists



# Small Group Activity



Photo by [Redd F](#) on [Unsplash](#)

Let's hear more!

- You will be assigned to a breakout room to continue conversations with peers!

Discuss:

- Do you have any questions about the panel?
- How does your state's process to prepare the teacher workforce and CSPR data match or differ from the panelists'?
- How are you using your teacher workforce and CSPR estimates, or how do you plan to use the data to prepare to meet the EL needs in your state?





# Whole Group Shareout!



A spokesperson from each room will share key takeaways from the small group conversations.

Photo by [Redd F](#) on [Unsplash](#)





# **Language Coding Resource Development**



# Native Language Reporting

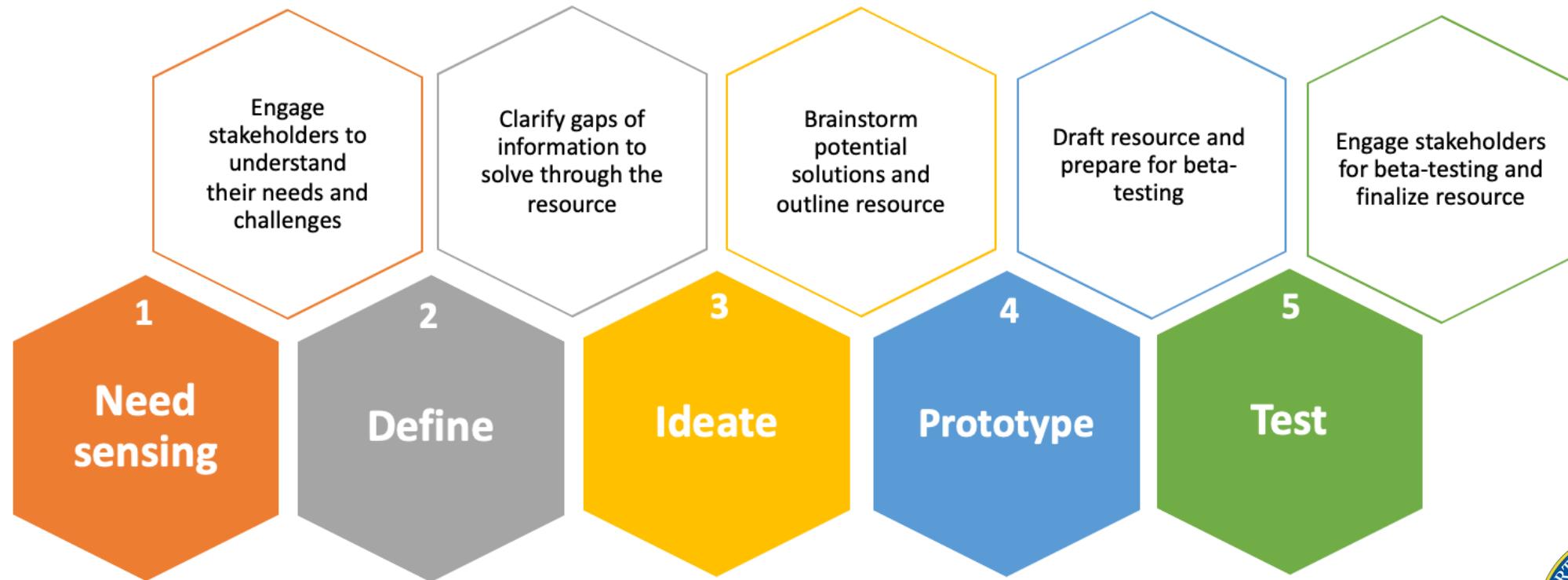
ESEA section 1111(b)(2)(F) requires states to identify the languages other than English that are present, to a significant extent, in the participating student population of the state

FS Number	EDPass	Description
FS045	Immigrant File Specifications	Student Count by Language (Native)
FS141	EL Enrolled	Student Count by Language (Native)

Resources:  
[EDFacts Community of Practice Site/Language Reporting Documents](#)  
[Language Codes for EDPass - Excel](#)



# Native Language Coding Resource: Design Thinking Approach



# Native Language Coding Resource: Voluntary Needs Assessment Input

**1. Tell me about your experience collecting, reviewing, and/or entering the native language codes in EDPass in your state.** What is going well for you? What are the challenges?

**2. Tell me about your process for correcting data quality errors.** What are best practices or challenges in correcting data quality errors? What are the feedback loops for correcting data quality errors, including with districts?

**3. Tell me about the kinds of resources you currently use or would like to have to help you collect, review, and/or enter the native language codes in EDPass.** What type of resources have been helpful or not helpful to you, and why? What types of resources could be helpful to you and other states, and why? As reference, here are two examples of resources:

- Title III guidance, FS141 EL Enrolled File specifications and FS045 Immigrant Population/ Participation, [Guide to Collecting and Reporting Title III Data](#)
- Language Codes for EDPass.xlsx spreadsheet, available at [EDFacts Community of Practice Site/Language Reporting Documents](#)

**4. Do you have any other suggestions on what could be helpful to states for a resource?**

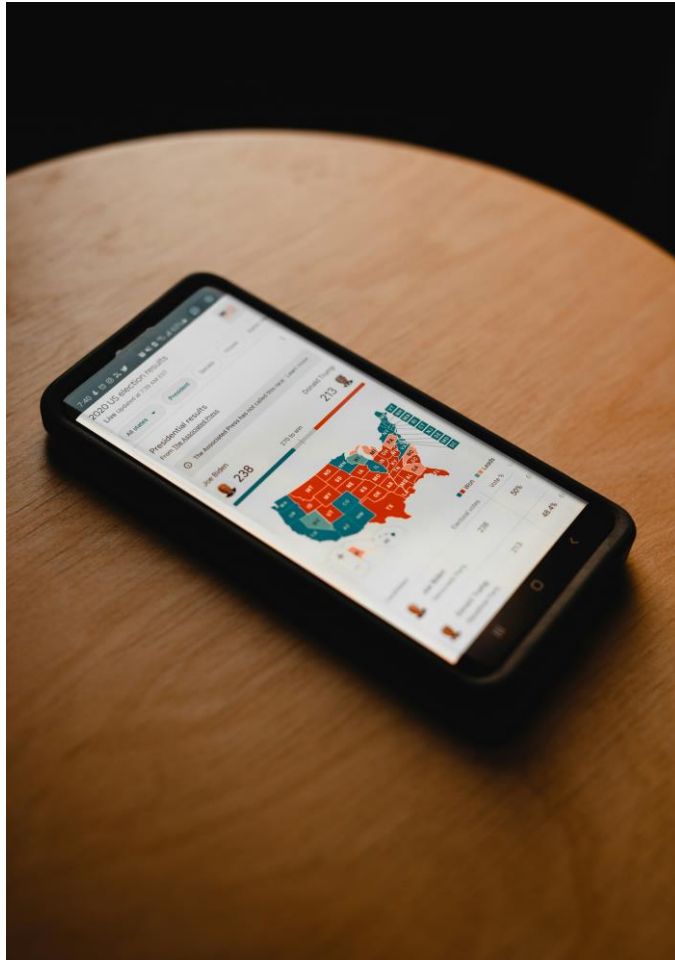


# Native Language Coding Resource: Needs Assessment Learnings

- ❑ **Explain the why.**
  - ❑ Clearly outline why coding languages is important, and how these are used for services to students.
  
- ❑ **Highlight helpful processes.**
  - ❑ Create a state-specific master language file.
  - ❑ Create a data collection process with October, March, and June check-ins with districts.
  
- ❑ **Connect to learn more.**
  - ❑ Leverage EDFacts office hours to learn what other states are doing.



# Other Feedback?



Is there other feedback that you would like to share with us about the process of reporting native languages as we prepare this resource?



Photo by [Clay Banks](#) on [Unsplash](#)

# Upcoming Events



Please join us for the SEA Title III and *EDFacts* Coordinator Webinar at the end of the summer! Date to be determined.





# Updates and Questions

- Materials from past webinars and TA resources:  
<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/english-language-acquisition-state-grants/performance/>
- Please send questions about this data quality effort to [OELA.titleiii-a@ed.gov](mailto:OELA.titleiii-a@ed.gov).
- Please send specific questions related to your State's *EDFacts* data to [EDFactsPSC@aemcorp.com](mailto:EDFactsPSC@aemcorp.com).
- Please continue to send questions related to your State's CSPP data to [CSPP@ed.gov](mailto:CSPP@ed.gov).



# Disclaimer

*This presentation was prepared for the U.S. Department of Education under Contract No. GS00F347CA/91990021A0009/91990021F0373 with American Institutes for Research. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. government. This document contains resources and examples that are provided for the reader's convenience. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.*



# Contact Information

**Brenda Arellano**

Senior Researcher

[barellano@air.org](mailto:barellano@air.org)

**Diana Torres**

Technical Assistance Consultant

[dtorres@air.org](mailto:dtorres@air.org)

