



2019 FASFEPA/ECTAC Fall Forum

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Student Achievement through Language Acquisition



A Few ESOL Definitions

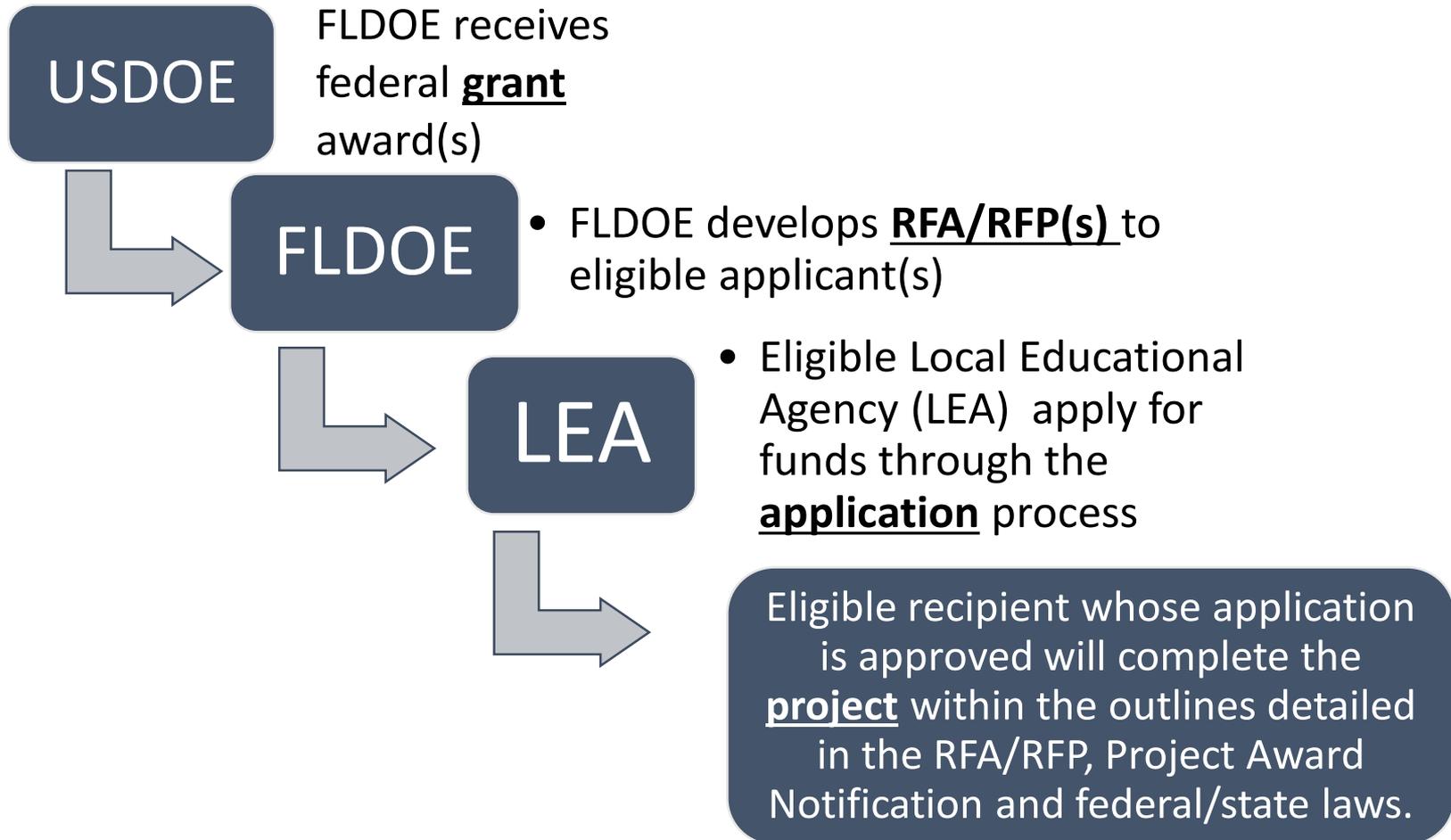
- ELL: an English Language Learner
- LY: an ELL currently receiving services in an ESOL program
- LF: a former ELL; an ELL that has exited the ESOL program
- DEUSS: Date Entered a US School
- ACCESS for ELLs: Assessing Comprehension and Communication in English State-to-State; the state annual assessment of ELL proficiency
- WIDA: the company that produces ACCESS

Fiscal Guidelines

Title III RFA Highlights

- Federal Entitlement
- Federal Cash Advance
- Funding Purpose/Priorities
 - To improve the educational achievement of ELLs by increasing their English language proficiency and ability to meet the same challenging State academic content and student academic standards as all children are expected to meet.
- Eligible Applicant(s)
 - Local Educational Agencies (LEAs) that are eligible for funding under Title III NCLB must have ELL counts that equate to an allocation of \$10,000 or more.

Grants ➡ Applications ➡ Projects



Purpose of Supplemental Funds

1965 – Elementary and Secondary Education Act (ESEA)

“The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” SEC. 1001. [20 U.S.C. 6301] STATEMENT OF PURPOSE.

Purpose of Supplemental Funds

Title III per ESSA:

- SEC. 3102. PURPOSES. (Part 1 of 5) below:

“The purposes of this part are—

(1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;

Purpose of Supplemental Funds

A definition of Supplement versus Supplant:

“Federal funds must supplement (increase, add to, enhance, expand, extend) the programs and services offered with state and local funds. Federal funds are not permitted to be used to supplant (take the place of, replace) the state and local funds used to offer those programs and services.”

Source: Supplement, Not Supplant Handbook, “A Guide for Grants Administered” by the Texas Education Agency

Title III Allocation Basics

- How the Per Pupil Calculation Works
 - Total Amount in the US ED Allocation to Florida
 - Set Aside 2.5% for Technical Assistance and 2.5% for Indirect Cost
 - Take out 13% for the Immigrant Project
 - Add Unallocated Funds from Previous Fiscal Year
- How the Cost Per Student Works
 - Total Number of ELL Students Statewide per Survey 3
 - 2019-20 = 284,387
 - Take Out the Students that are in LEAs which are below the \$10,000 Threshold
 - 2019-20 = 283,747
 - The Final Cost Factor and Per Pupil Amount is Determined
 - 2019-20 = \$135.37 per ELL
 - Up \$5.37 from 2018-19 Fiscal Year.

Title III – Allowable Expenses

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period.

All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will be kept secure.

Title III – Unallowable Expenses

- On the next slide is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

Title III – Unallowable Expenses

- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items or services already covered by indirect costs allocation

Title III – Unallowable Expenses

Costs not allowable for federal programs per the USDE General Administration Regulations (EDGAR), which may be found at:

<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

and the Reference Guide for State Expenditures, which may be found at:

https://www.myfloridacfo.com/Division/AA/Manuals/Auditing/Reference_Guide_For_State_Expenditures.pdf

Senate Bill 2386; Section 216.3475, Florida Statutes

- Guideline to ensure that every activity and expenditure is compliant with Federal and State laws:
 - Allowable
 - Reasonable
 - Necessary
 - Allocable

Program Guidelines

#1 Risk Factor - ELL Time In Program

- Current LY count = 284,387
- Average (K-12) current LY time in program = 2.55 years
- Average (K-12) LF time in program = 3.8 years
 - This represents the amount of time a current LF was served in the ESOL program as an LY, from entry date to exit date
- 38,076 LY (13.3%) have a time in program over 5 years
 - 49 LEAs have over 10% of LYs in program over 5 years
 - 11 of the 49 LEAs have over 25% of LYs in program over 5 years
- 2,808 LY (≈1%) have a time in program over 10 years
 - Average time in program is 11.5 years
 - 815 LY have a time in program of more than 12 years
 - 47 LEAs have at least one LY over 10 years
 - 28 of the 47 LEAs have at least 10 LY over 10 years
 - 8 of the 47 LEAs have more than 100 LY over 10 years

Time In Program - Question

What are some reasons why an ELL would have a time in program of 10+ years?

- Data entry error – birthday entered as entry date
- Entry date is too early – anything before Kindergarten (pre-K, early start)
- Retention
- Not passing the assessments
- Program service – Is the ESOL program serving the specific needs of the ELL?

Two Approaches to Addressing ELL Time in Program

- Data approach
- Programmatic approach

Data Approach

- Do all ELLs have entry dates?
- Are ELLs with old entry dates still in K-12 attendance?
- Do all ELLs and immigrant students have a DEUSS?
- Are immigrant students with DEUSS over 3 calendar years still within the 3 academic years of eligibility?
- Is the ELL Entry Date being reported after DEUSS?
- What are the retention rates for ELLs?
 - How do they compare to non-ELLs?
- What trainings are offered by the LEA relative to the ESOL program?
- Is there a regular review of data with ESOL program personnel?

Programmatic Approach

- What are some of the challenges for ELLs in reaching English language proficiency?
- What are some of the challenges for district personnel in helping ELLs reach proficiency?
- What can the student do?
- How are the students involved in their own proficiency goals?
- What goals are outlined by the ELL committee when reviewing an ELL?

Resource for Supporting ELLs

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Listening						
ESOL/Title III Supports						
Speaking						
ESOL/Title III Supports						
Reading						
ESOL/Title III Supports						
Writing						
ESOL/Title III Supports						

Resource for Supporting ELLs

- <http://www.cpalms.org/Public/PreviewCourse/Preview/10288>
- CPALMS → Course → Grades PreK to 12 Education Courses → Grades 9 to 12 and Adult Education Courses → Mathematics → Algebra I (#1200310)
- **English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>
- For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Educating English Language Learners

Diane August Article Latest Research

1. Provide Access to Grade-Level Content
2. Build on Effective Practices Used with English-Proficient Students
3. Provide Supports to Help ELLs Master Core Content and Skills
4. Develop ELLs' Academic Language
5. Encourage Peer-to-Peer Learning Opportunities
6. Capitalize on Students' Home Language, Knowledge, and Cultural Assets
7. Screen for Language and Literacy Challenges, Monitor Progress, and Support ELLs Who Are Struggling

2019-2020 WIDA workshops

- New: Writing with Multilingual Learners: August 26-27 & August 29-30
- Interpreting ACCESS for ELL scores: Sep/May
- Engaging ELLS in Science: September
- Formative Language Assessment: October
- Scaffolding Learning: November
- Administering ACCESS for ELLs (Sabrina) Nov/Dec.
- Purposeful Lesson Planning: (Just Read) Jan/Feb.

ESOL e-Learning

https://www.slslearningoptions.com/salamodules/story_html5.html

- Module I: Overview of ESOL
- Module II: ELD Standards in Review
- Module III: ESOL Trainings, Strategies & More
- Module IV: Assessing your ESOL Knowledge
(through games)
- Module V & VI-Scaffolding Science & Social Studies Content

ELLs' Connection to Florida's ESSA Plan

- What Actions Will Result?
 - All ELLs take all state assessments
 - Learning gains counted in 2nd year
 - Achievement counted in 3rd year
 - Schools will develop a School-Wide Improvement Plan (SIP) in Continuous Improvement Management System (CIMS) (School Improvement Bureau Tool at floridacims.org)
 - Area of Focus addressed in SIP in CIMS
 - ESOL leaders should be reviewing data through beta website at edudata.fldoe.org and <http://www.fldoe.org/academics/essa.shtml>.
 - Administrators should be motivated to improve services to all students (10 subgroups in the ESSA plan)

SMART Principle

- Supplementing and Collaborating using the SMART Principle
- SMART
 - **S**pecific
 - **M**easurable
 - **A**chievable
 - **R**elevant, and
 - **T**ime Specific
- Source: The SMART program goal and objective development technique was adapted from material by the U.S. Department of Health and Human Services Centers for Disease Control and Prevention and from Sharon T. Wilburn, Ph.D. and Kenneth T. Wilburn, Ph.D. University of North Florida

SMART Principle

When writing goals and objectives, keep them SMART:

- **Specific**. Use specific rather than generalized language:
- Clearly state the issue, the target group, the time and place of the program.
 - Non-specific
 - The LEA's Title III project will reduce the number of ELLs retained.
 - Specific
 - As a strategy for reducing retention rates by 11%, ELLs will participate in an intensive supplementary instructional after-school program which will focus on supplementary instruction on grade level benchmarks using effective ESOL strategies.

SMART Principle

- **Measurable**. Be clear in the objective about what will be changed and by how much. Setting this clearly at the start makes it easier to evaluate:
 - Non-measurable objective
 - To raise awareness of the low literacy rate of parents of ELLs.
 - Measurable objective
 - Within 6 weeks of operating an evening family literacy program in each of the LEA's 6 high schools, the attendance rate of participants will increase by 5% and survey results will indicate a 50% increase in number of families that have implemented reading strategies at home.

SMART Principle

- **Achievable**. Be realistic about what the program can achieve in terms of the scale/scope of what is being done, the time and resources available:
 - Unrealistic: The percent of ELLs scoring at Level 1 will be reduced 50% at the end of the project period.
 - Realistic: When compared to the baseline, there will be a statistically significant reduction (up to 5%) of ELLs scoring at Level 1.

SMART Principle

- **Relevant**. Objectives need to relate to and be relevant to the goals. Remember objectives are the building blocks/steps toward meeting the goals:
- Non-relevant
 - More students will receive a passing score on the ACCESS for ELLs 2.0 assessment.
- Relevant
 - LEA will set a goal of a 10% increase in the number of students who received a 3.0 to 3.9 composite score and in reading in 2017-18 ACCESS for ELLs 2.0 assessment to a passing score.

SMART Principle

- **Time Specific.** Be clear in the objectives about the timeframe in which the program/activities, as well as expected changes, will take place:
 - Not Time Specific: ELL will continue in ESOL program.
 - Time Specific: At the conclusion of year one in the ESOL program, the ELL student will receive assistance from a bilingual paraprofessional 3 times a week, a bilingual dictionary and at least 3 hours on a bilingual educational technology software.
- Reminder that things usually take time.
 - 1st year is a pilot
 - 2nd year is a comparison
 - 3rd year is a trend

Workshop Task

Create activities/budget line items in your LEA's Title III application/project that makes it not only compliant but performance based using the SMART Model principles.

Workshop Task

Classroom Teachers Certified teachers for tutoring ELL students for before school, after school, and Saturday support: <u>5 teachers x \$21.86/hr x 2 hrs per day x 35 days = \$7,651; Certified teachers for the Newcomers Summer Program beyond the teaching positions allocated by the district -- 3 teachers x \$40/hr (est) x 6.5 hrs per day x 16 days = \$12,480; plus 6 hrs pre/post-planning x 3 teachers x \$40/hr. = \$720</u>
Retirement Benefits @ 9.32% for 5100/120
Social Security Benefits @ 6.20% for 5100/120
Social Security Benefits @ 6.20% for 5100/750
Workers Compensation Benefits @ .45% for 5100/120
Medicare Benefits @ 1.45% for 5100/750
Medicare Benefits @ 1.45% for 5100/120
Workers Compensation Benefits @ .45% for 5100/750
Rentals Educational software (online access) including Reading Eggs program, <u>which focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success in academic classes. (1,025 K-5 licenses x \$4.50 = \$4,612.50)</u> <u>Nearpod for ELLs (\$140/license x 34 teacher licenses = \$4,760); Ellevation, a customized electronic solution to assist teachers with progress monitoring data including i-ready, as well as WIDA standards, ACCESS 2.0 & FSA, data and strategies (district license \$74,800);</u> <u>iStation online resource to assist with reading, writing and science (district license \$25,000).</u>
Supplies Supplemental research-based instructional materials to enhance English Language acquisition and academic achievement. <u>These are supplemental materials for Dual language and ESOL programs and content area classes to assist ELLs with Science, Math, and English Language Arts aligned with the Florida Standards.</u>
Library Books Supplemental library books (multicultural literature) for existing libraries.
Computer Equipment: <u>Tablets to be used in ESOL classrooms to support ELL learning and to be used with e-books, Reading Eggs, and iStation: (\$400 ea x 40 = \$16,000)</u>
Other Personal Services Substitutes for classroom teachers to engage in professional development and curriculum writing <u>70 substitute teachers x \$70/day = \$4,900</u>
Other Personal Services Tutors to work with newcomers, <u>5 tutors x \$11/hr x 6.5 hrs x 30 days = \$10,725</u>
Other Personal Services: <u>Part-time clerical support to assist parents and teachers (1 OPS position x \$11/hr x 7.5 hrs x 20 days = \$1,650)</u>
Supplies Materials and supplies to support instructional and curriculum development of the Dual Language Program. <u>These supplemental materials and supplies to support instructional and curriculum development of the Dual Language Program include bilingual books and e-readers to support ELLs.</u>
Salaries ESOL District Teacher on Assignment (TOA) to provide instructional and technical support services to the schools and monitoring ESOL certification and endorsement of teachers. <u>In addition, the TOA will provide professional development workshops that will assist teachers who work with ELLs. The TOA will track ESOL course work activities and Professional Development workshops. The TOA will analyze language proficiency and FSA data for services above & beyond the META requirements. (100%)</u>
Salaries Instructional ESOL Coach, <u>0.5 FTE, to provide classroom teacher training and coaching on strategies for English language learners.</u>
Teacher supplements for supplementary specialized trainings(outside of contracted hours) on research-based instructional models and practices, such as writing strategies; <u>Inclusion Model- Collaboration & Co-Teaching; Vocabulary Strategies for ELLs; Cultural Diversity training; Literacy Development for ELLs; Dare to Differentiate & Reading Strategies for ELLs; High order thinking strategies--Thinking Maps; Dual Language Training; and English Language Development Standards--WIDA</u>
Retirement Benefits @ 9.32% for 6400/130 (TOA)
Retirement Benefits @ 9.32% for 6400/130 (ESOL Coach)
Social Security Benefits @ 6.20% for 6400/130 (ESOL Coach)
Social Security Benefits @ 6.20% for 6400/130 (TOA)
Social Security Benefits @ 6.20% for 6400/120
Medicare Benefits @ 1.45% for 6400/130 (TOA)

Workshop Task

Group Insurance Benefits for 6400/130 @ \$10,062 flat rate (TOA)
Medicare Benefits @ 1.45% for 6400/130 (ESOL Coach)
Group Insurance Benefits @ .5 FTE x \$10,062 for 6400/130 (ESOL Coach)
Workers Compensation Benefits @ .45 for 6400/130 (ESOL Coach)
Workers Compensation Benefits @ .45% for 6400/130 (TOA)
Workers Compensation Benefits @ .45% for 6400/123
Professional and Technical Services Consultants for Professional Development to ensure that scientifically research-based best practices are implemented for ELLs. Training includes but is not limited to; Vocabulary and writing strategies for ELLs (\$5,000); Cultural Diversity training (\$5,000); Teaching Reading to ELLs (\$5,000); Thinking Maps (\$4,000); Dual Language Training (\$5,000); English Language Development Standards-WIDA (\$5,000); Blended Learning for ELLs (\$3,000). Engaging ELLs in Cognitively Complex tasks (\$6,000); Co-Teaching (\$5,000); Title III Elevator (\$8,000).
Travel In and out of county travel for teachers, administrators, and other school personnel to attend professional development opportunities provided at district offices and at schools, as well as for instructional coaches to provide on-site support of teachers in the schools.
Travel For in-state and out-of-state professional development for teacher and administrator training, conferences, workshops, summer institutes (i.e. TESOL, Kagan, ALAS, NABE, FABES Leadership Conference, and/or Sanibel Leadership) -- \$6,000
Registrations for teachers, administrators, and other school personnel to attend professional development opportunities (i.e. ALAS, TESOL, NABE, FABES Leadership Conference, Sanibel Leadership, and/or HACU Hispanic Leadership Conference)--\$6,000
Rentals Facilities rentals for professional development activities and teacher training sessions.
Other Purchased Services: Printing for professional development activities
Periodicals Print and online professional journals in the areas of instructional and curriculum development for instruction of English language learners.
Rentals Contracted pupil transportation for co-curricular field trips after school for ELLs, such as to the museum, youth conference -Aspire, science centers, Orlando Shakespeare Theatre, college and career expos, and cultural/historical sites, as well as to district after-school and Youth Leadership programs, and newcomers summer program.
Other Purchased Services: District school buses for Newcomers Summer Program Orientation, co-curricular field trips after school for ELLs, and to district after-school and Youth Leadership programs.
Other Purchased Services: District bus transportation for ELLs and their families to attend Career Days as part of the Family Leadership Institute training series that provides information and strategies for improving academic achievement within the home. The institute strives to improve academic achievement and graduation rates among ELLs.
Salaries Parent Involvement Instructional Coach (100%): To provide training to assist parents of English language learners on strategies to assist academically; as well as provide training to parents through acculturation activities and family literacy.
Retirement Benefits @ 9.32% for 9100/130
Social Security Benefits @ 6.20% for 9100/130
Medicare Benefits @ 1.45% for 9100/130
Group Insurance Benefits @ \$10,062 flat rate for 9100/130
Workers Compensation Benefits @ .45% for 9100/130
Professional and Technical Services Consultant/trainer for the Family Leadership Institute which provides 4 training sessions for parents and students to provide information and strategies for improving academic achievement within the home. The institute strives to improve academic achievement and graduation rates among ELLs.
Other Purchased Services Printing for Family Leadership Institute, Parent Programs and Literacy Camps (\$3,000); Fees associated with purchased service from Optimal Phone Interpreters to assist with home-school communication above and beyond META and/or for less-commonly spoken languages - district license (\$2,500) .
Supplies To support the Family Leadership Institute through supplemental resources such as thesauruses, reading books for ESOL parents, and bilingual dictionaries to assist with English proficiency skills of ELLs at home, and to support the Youth Leadership Institute through supplemental resources such as preparation materials for the PSAT, SAT, and ACT to assist ELLs with college readiness.
Social Security Benefits @ 6.20% for 6400/120
Miscellaneous Expenses Indirect @ 2%

Contact Information

SALA Bureau

- Chane.Eplin@fldoe.org, Bureau Chief
- Ginger.Alberto@fldoe.org, Program Director
- Matthew.Caldwell@fldoe.org, Program Specialist
- Mark.Drennan@fldoe.org, Program Specialist

All SALA staff are available for trainings, professional learning, monitoring, data review and discussion, Title III grant project review and school visits to improve ELL outcomes



www.FLDOE.org

