



**English Language Learners (ELLs) and  
Federal Programs: Working Together for  
ELL Academic Success**

**2014-2015 FASFEPA/ECTAC Fall  
Technical Assistance Forum**

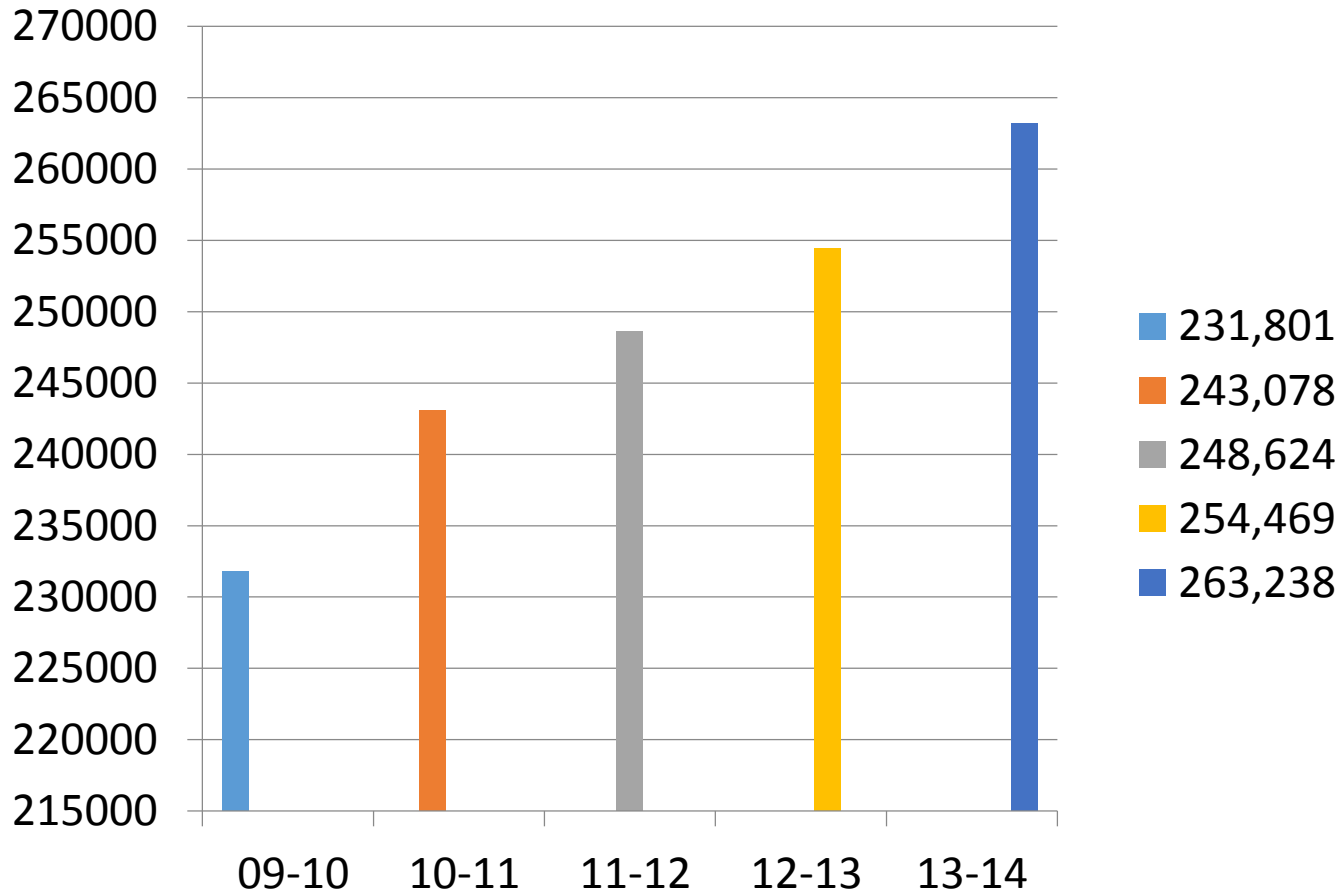


[www.FLDOE.org](http://www.FLDOE.org)

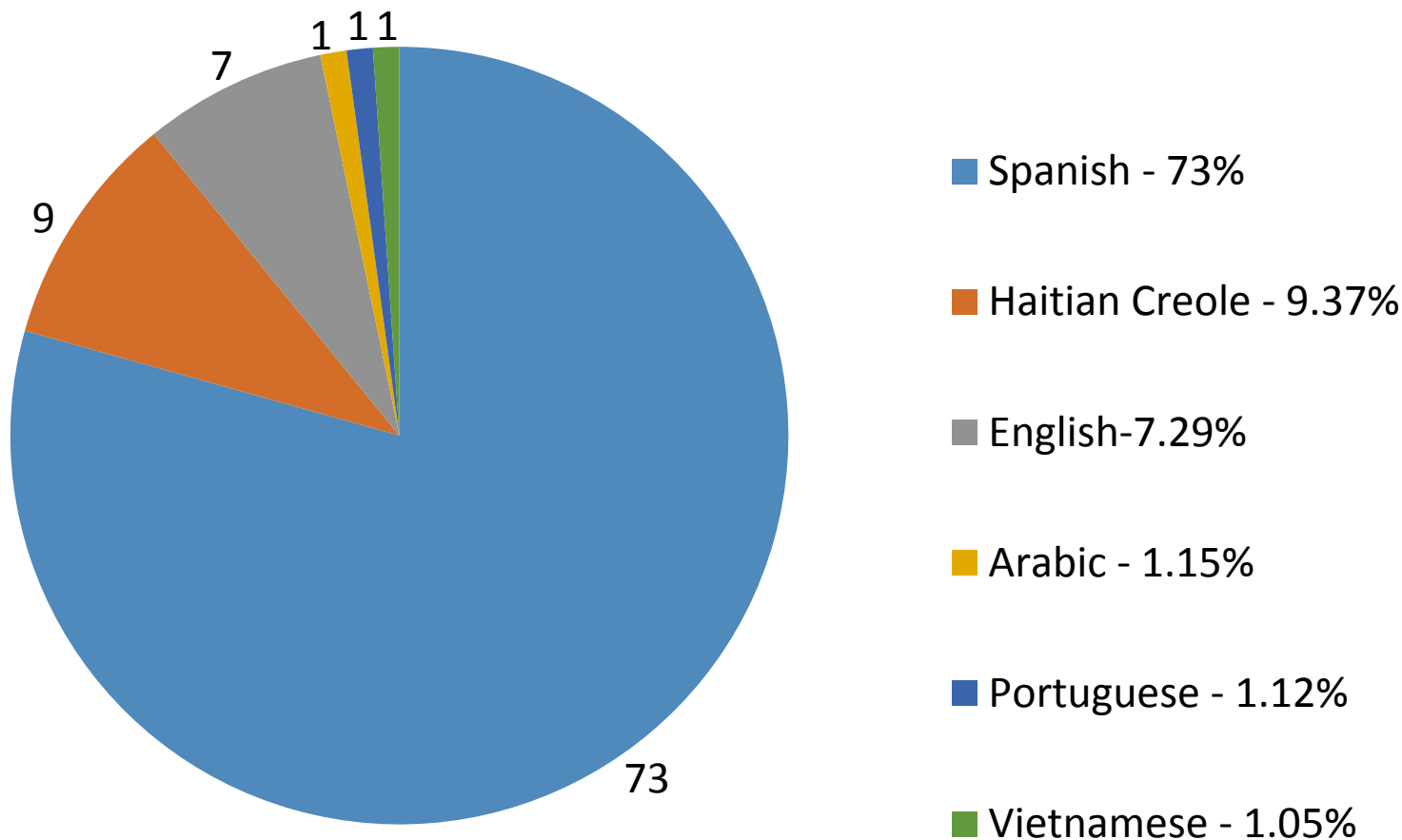


**Chane Eplin  
Bureau Chief  
Student Achievement through Language Acquisition**

# English Language Learner Population



# Native Languages of English Language Learners



## District ELL Data

- Alachua – 496 LY (1.79%) + 98 LF
- Baker – 9 LY (.19%) + 1 LF
- Bay – 494 LY (1.89%) + 113 LF
- Bradford – 4 LY (.13%) + 0 LF
- Brevard – 2,184 LY (3.11%) + 621 LF
- Broward – 26,635 LY (11.02%) + 8,791 LF
- Calhoun – 13 LY (.59%) + 6 LF
- Charlotte – 300 LY (1.85%) + 57 LF
- Citrus – 147 LY (.96%) + 37 LF

## District ELL Data

- Clay – 593 LY (1.68%) + 159 LF
- Collier – 6,078 LY (15.22%) + 2,428 LF
- Columbia – 93 LY (.94%) + 17 LF
- Miami-Dade – 73,167 LY (25.51%) + 20,162 LF
- Desoto – 505 LY (11.82%) + 263 LF
- Dixie – 2 LY (.10%) + 0 LF
- Duval – 4,465 LY (3.61%) + 788 LF
- Escambia – 456 LY (1.14%) + 161 LF
- Flagler – 292 LY (2.28%) + 0 LF

## District ELL Data

- Franklin – 18 LY (1.45%) + 2 LF
- Gadsden – 314 LY (5.94%) + 113 LF
- Gilchrist – 53 LY (2.23%) + 0 LF
- Glades – 87 LY (5.98%) + 40 LF
- Gulf – 0 LY + 0 LF
- Hamilton – 119 LY (7.75%) + 0 LF
- Hardee – 537 LY (11.15%) + 163 LF
- Hendry – 1,018 LY (16.93%) + 179 LF
- Hernando – 612 LY (2.75%) + 137 LF

## District ELL Data

- Highlands – 763 LY (6.42%) + 213 LF
- Hillsborough – 24,865 LY (13.48%) + 6,398 LF
- Holmes – 2 LY (.06%) + 0 LF
- Indian River – 1,029 LY (5.83%) + 477 LF
- Jackson – 61 LY (.92%) + 6 LF
- Jefferson – 16 LY (1.78%) + 5 LF
- Lafayette – 76 LY (6.59%) + 0 LY
- Lake – 1,922 LY (4.74%) + 506 LF
- Lake Wales – 351 LY (8.44%) +45 LF



## District ELL Data

- Lee – 6,127 LY (7.60%) + 1,352 LF
- Leon – 613 LY (1.83%) + 102 LF
- Levy – 224 LY (4.17%) + 38 LF
- Liberty – 22 LY (1.58%) + 0 LF
- Madison – 3 LY (.12%) + 5 LF
- Manatee – 4,747 LY (11.30%) + 1,188 LF
- Marion – 2,122 LY (5.27%) + 580 LF
- Martin – 2,280 LY (13.70%) + 484 LF
- Monroe – 677 LY (8.88%) + 135 LF

## District ELL Data

- Nassau – 78 LY (.69%) + 23 LF
- Okaloosa – 807 LY (2.72%) + 157 LF
- Okeechobee – 800 LY (14.24%) + 249 LF
- Orange – 24,777 LY (14.84%) + 12,360 LF
- Osceola – 9,803 LY (20.16%) + 3,629 LF
- Palm Beach – 20,919 LY (12.51%) + 6,342 LF
- Pasco – 2,553 LY (3.88%) + 832 LF
- Pinellas – 5,685 LY (5.76%) + 926 LF
- Polk – 10,634 LY (12.74%) + 2,111 LF

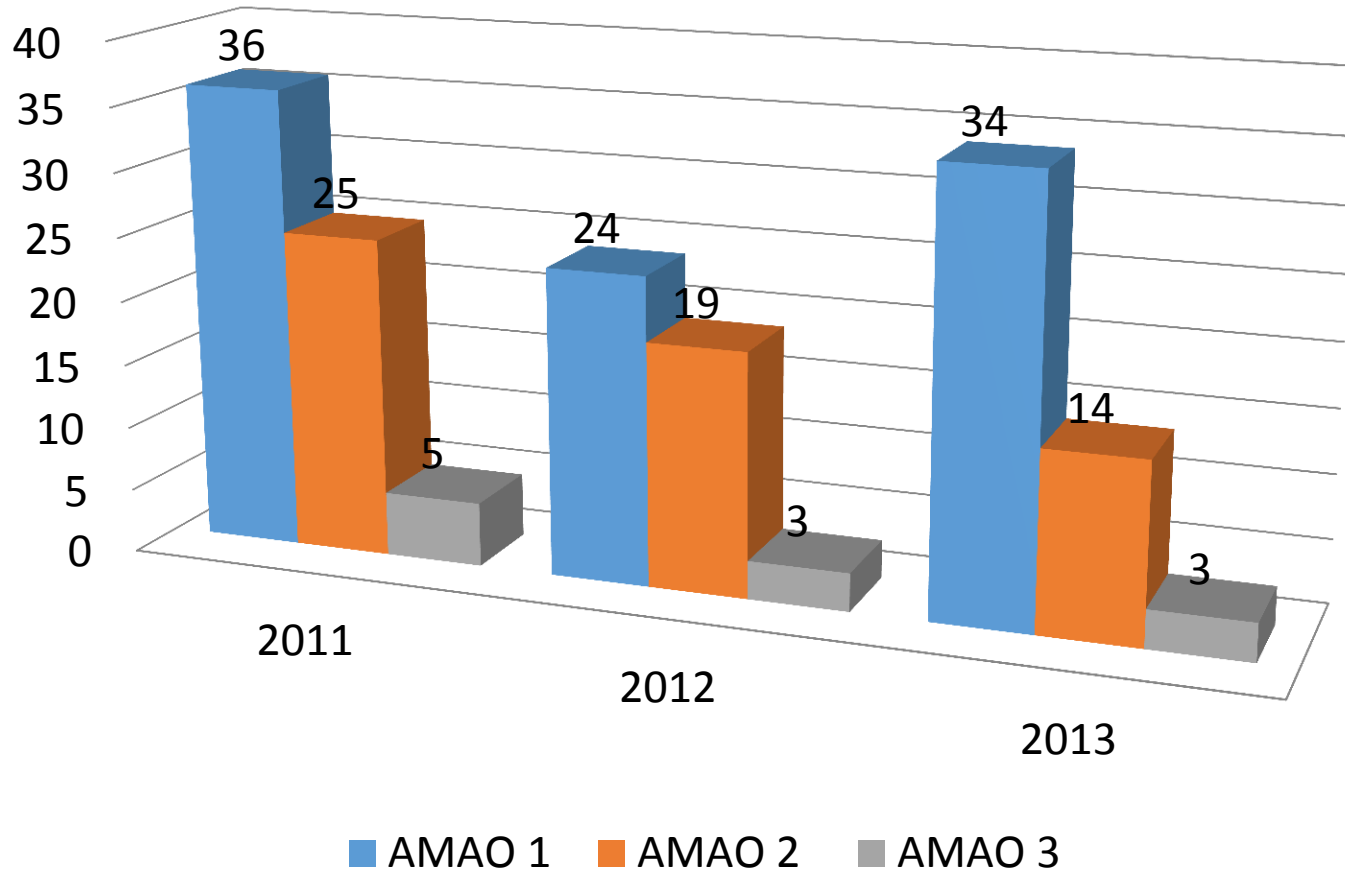
## District ELL Data

- Putnam – 741 LY (7.14%) + 84 LF
- St. Johns – 218 LY (.63%) + 122 LF
- St. Lucie – 2,827 LY (7.51%) + 842 LF
- Santa Rosa – 161 LY (.63%) + 73 LF
- Sarasota – 2,479 LY (6.17%) + 857 LF
- Seminole – 2,550 LY (3.97%) + 856 LF
- Sumter – 224 LY (2.83%) + 145 LF
- Suwannee – 249 LY (4.35%) + 45 LF
- Union – 3 (.12%) + 0 LF

## District ELL Data

- Taylor – 6 LY (.22%) + 1 LF
- Volusia – 3,372 LY (5.66%) + 804 LF
- Wakulla – 2 LY (.04%) + 1 LF
- Walton – 252 LY (3.25%) + 66 LF
- Washington – 18 LY (.54%) + 2 LF
- FSDB – 25 LF (4.13%) + 0 LF
- FAU – 67 LY (2.81%) + 37 LF
- FAMU – 0 LY + 0 LF
- FSUS – 38 LY (1.55%) + 29 LF
- FLVS – 4 LY (.08%) + 0 LF

# Number of Districts Making Annual Measurable Achievement Objectives



## Instructional Models of Core Courses with English Language Learners

Sheltered (Codes E & S)	Mainstream/ Inclusion (Codes C & I)	Maintenance or Developmental Bilingual Education (Code O)	Dual Language (Two- way Developmental Bilingual Education) (Code T)	Total (All Models/ Approaches)
81,316	1,000,491	88,877	88,927	1,259,611
6.46%	79.43%	7.06%	7.06%	100.00%

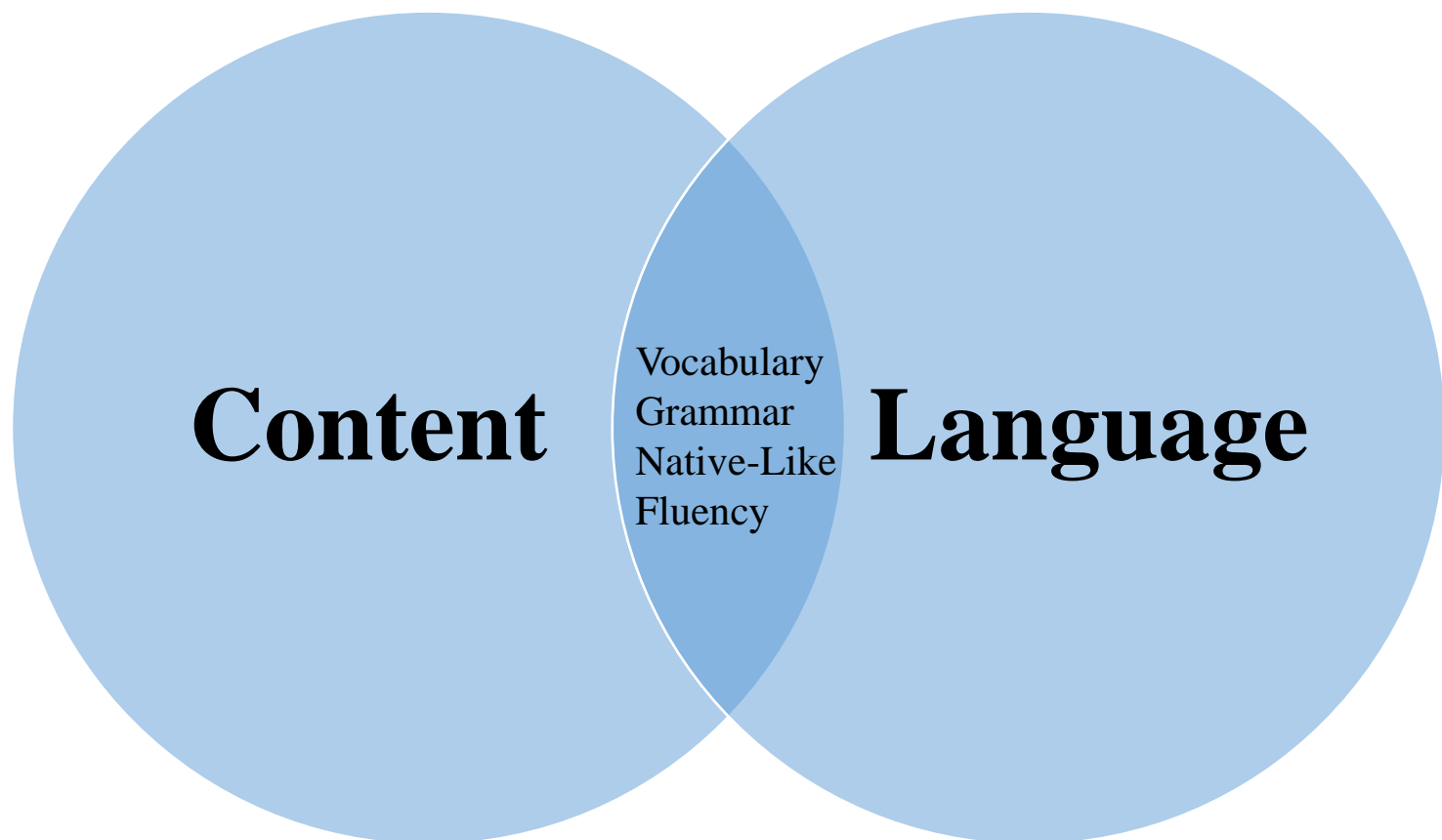
# English Language Development Standards Adopted by State Board

- WIDA English Language Development Standards, effective 7-22-14
- Comprehensive English Language Learning Assessment (CELLA) for 2014-2015 school year
- Year of transition to update state board rules and state data elements
- Web site for Resources: <http://wida.us>
- CPALMS updates in process

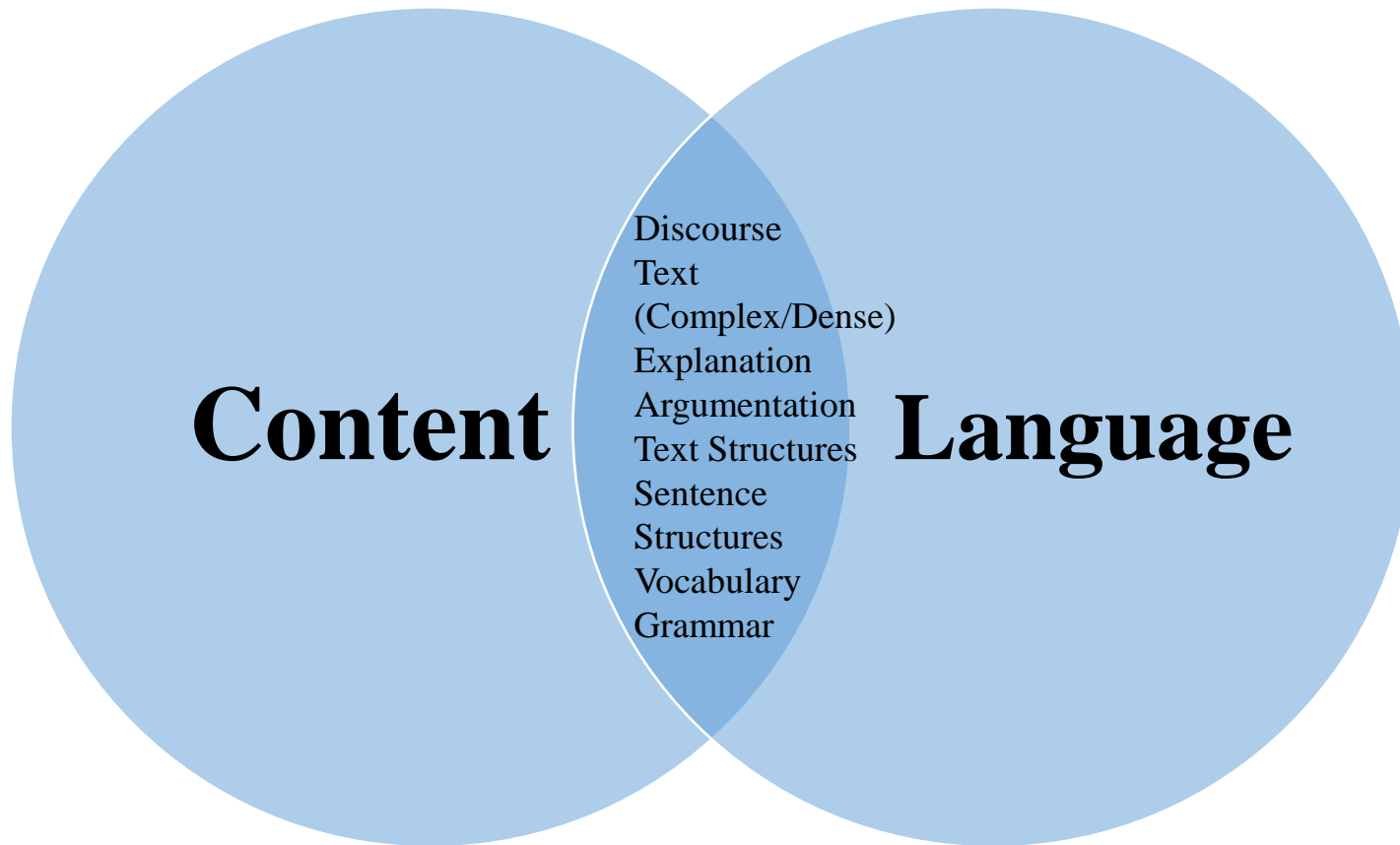


It is like this: two pieces of the puzzle for ELLs: content and language. Both need to be integrated for ELL academic success. For example, a Florida language arts standard involving a research assignment requires a student to understand English verb tenses in order to master it successfully.





Former Thinking of the Integration  
of Content and Language



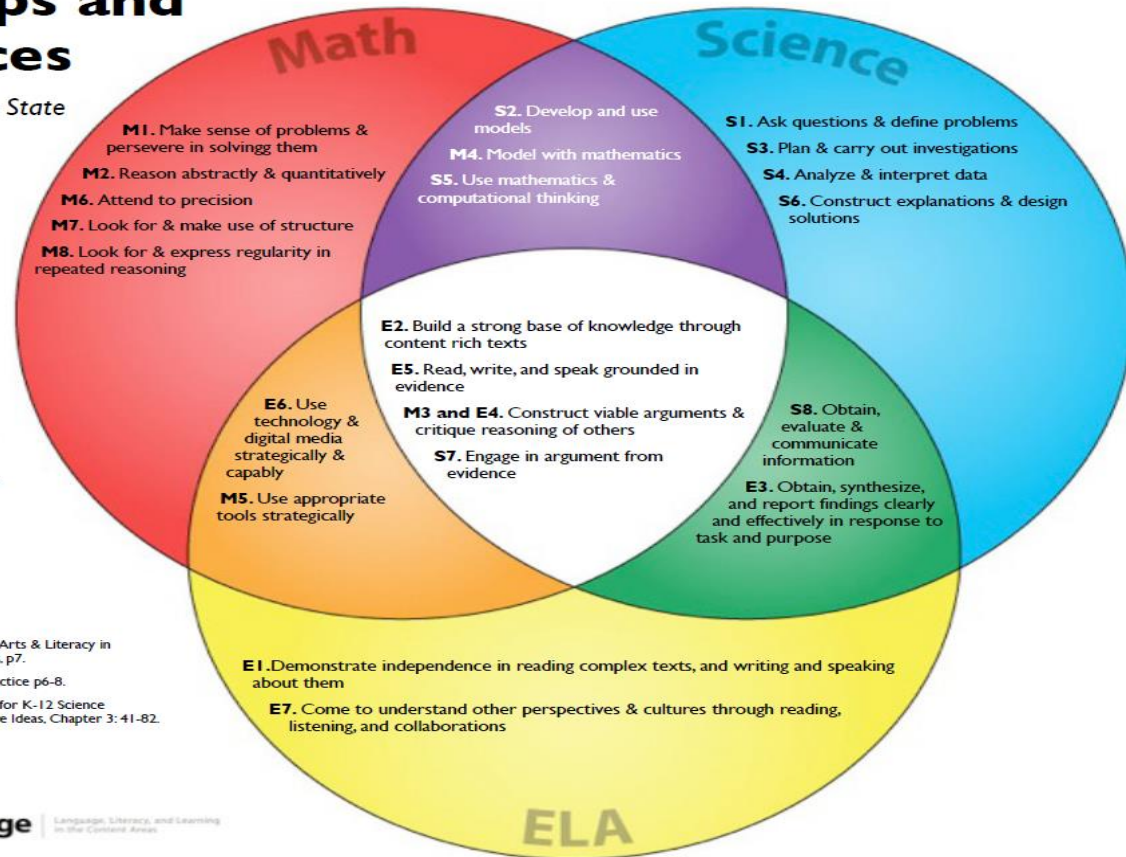
## Current Thinking of the Integration of Content and Language

# Integration of Content and Language for ELL Academic Success

## Relationships and Convergences

found in the *Common Core State Standards in Mathematics* (practices), *Common Core State Standards in ELA/Literacy* (student portraits), and the *Next Generation Science Standards* (science & engineering practices)

These student practices and portraits are grouped in a Venn diagram. The letter and number set preceding each phrase denotes the discipline and number designated by the content standards in ELA/Literacy, Mathematics, and Science.



### Sources:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p7.

Common Core State Standards for Mathematical Practice p6-8.

Next Generation Science Standards & A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, Chapter 3: 41-82.

**Stanford**  
GRADUATE SCHOOL OF  
EDUCATION

**Understanding Language** | Language, Literacy, and Learning  
in the Content Areas

Credit: Tina Cheuk, [tcheuk@stanford.edu](mailto:tcheuk@stanford.edu)

# Integration of Content and Language for ELL Academic Success

## Florida's New Standards

- Raise the bar for language, i.e., they are language intensive
- Demand a high level of discourse (oral and written) across all content areas for all students
- Demand high academic rigor for all students
- Include language demands but also learning opportunities for all students
- Require changes in teacher knowledge, strategies and practices to enable all students to master the academic content

# Integration of Content and Language for ELL Academic Success

## Suggested Resources

- Stanford University's *Understanding Language*  
Web Site: <http://ell.stanford.edu/>
  - Massive Online Open Courses (MOOCs)
  - Teaching Resources for ELA, Math and Science
  - Research Papers
- CPALMS: <http://cpalms.org>
  - Resource for Florida's Standards
  - Searchable Feature for Florida's Standards
  - Course Code Descriptions
  - Vetted Lesson Plans - Exemplars

# Florida Title III Monitoring

## Compliance Notes for Districts

- Focus on supplement not supplant provisions of the law
- *Grant-Funded positions must use 100 percent of their time and effort for grant activities.*
- Redirection of a large amount of funds should not be made without following the amendment process
- There must be evidence to support that professional development is being offered at a level and *scope* proportionate to the number of ELLs at each school
- Update definition of “immigrant children and youth” in registration forms and all documents

# Florida Title III Monitoring

## Compliance Notes for Districts

(continued)

- Collaboration must occur between the Title III initiatives, other departments and local businesses so that parents, the community, and other stakeholders are involved in the academic achievement of the ELLs at each school.
- LEAs should ensure information is provided in Spanish, in Haitian Creole, and in other languages with significant student representation

# Florida Title III Monitoring

## Compliance Notes for Districts (continued)

- Paraprofessionals not meeting highly qualified requirement
- Date Entered a United States School (DEUSS)
- Deleting immigrants after 3 full academic years
- Timeliness of uploads of evidence
- Procedures to ensure private school participation
- Procedures to disseminate student outcomes to parents and stakeholders
- Training for teachers and paraprofessionals



# Florida Immigrant Grants

## Compliance Notes for Districts

- Focus on Acculturation programs, services and activities not on Language Acquisition
- Remember not all immigrants are ELLs
- Identification at Private Schools

## USED Title III Monitoring

- ELP Assessment Finding (1) – Invalid ELP Assessment – Status: In Progress
- ELP Assessment Finding (2) – Students not Assessed on State ELP Assessment – Status: Resolved
- Parent Right to Decline Title III Services Finding – Updated State Template on Bureau of Student Achievement through Language Acquisition Web Site – Status: Resolved
- AMAO Finding – Inclusion of Former ELLs in the AMAO Calculation – Status: In Progress

## USED Title III Monitoring

- Immigrant Calculation Finding – Incorrect Formula Amended to USED Specifications – Status: In Progress
- State Allocations, Reallocations and Carryover Finding – Districts have 27 Months to Expend Funds, not 12 Months – Tydings Amendment – Status: Resolved
- Activities not Permitted by Title III Finding – Must be Allowable, Allocable, Necessary and Reasonable – Status: Resolved

## USED Title III Monitoring

- Supplement, Not Supplant Finding
  - Not to Purchase Textbooks for Reading Classes Required by State Law
  - Not to Support Oral Translation of General District Communications, Including Emergency Messages
  - Not for Media Carts without Evidence the Purchase is Supplemental
  - Districts Need to Provide Title III-Funded Personnel Specific Job Descriptions in Writing to Guarantee the Activities and Work Performed is Supplemental
  - Status: Resolved

# Best Practices for Implementation of Federal Programs for ELL Academic Achievement

- Maintain and Increase Collaboration in Thinking, Planning and Delivery of Programs for ELLs
  - Need everyone at the table - Is your ELL expert included at this level?
  - Avoid duplication of services which weakens your effectiveness
  - This will stretch the use of your federal dollars
- Maintain and Increase Rigor for ELLs in All Classes/Programs
  - Expect and plan for ELL academic success – think long-term
  - Reduce the language and cultural barrier but not the rigor
  - Ensure high expectations for ELLs
  - Differentiate instruction not expectations
  - Ensure the effective and regular use of accommodations for ELLs, which make the content accessible and comprehensible
    - Bilingual Dictionary
    - Flexible Time
    - Flexible Setting
  - Provide the tools that will help these students become academically successful...not enough simply to focus on the answer...students need to possess a deeper understanding of the process

## Best Practices for Implementation of Federal Programs for ELL Academic Achievement

- Eliminate Unsuccessful Academic Initiatives for ELLs
  - Review the progress of ELLs
  - Disaggregate your data
  - No “one size fits all” for ELLs because there are so many types of ELLs
- Keep the ELLs in Mind as you Consider which Programs to Implement
  - Does this program take into account the linguistic and cultural barrier of some of our students?
  - Have we considered the impact of this program to all of our students?

## Additional Information

Student Achievement through Language Acquisition Website:

<http://www.fldoe.org/aala>

Email questions to:

[SALA@fldoe.org](mailto:SALA@fldoe.org)

**Thanks for all you do for our students!**



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