

# EXPLORATION SUPPORTS

## *English Language Development Review: School Level*



**COLORADO**  
Department of Education

### EASI Route: Exploration Supports

#### Introduction

The Office of Culturally and Linguistically Diverse Education (CLDE) offers a school level review of English language development program(s). The results and recommendations from the ELD Program Review will provide a framework to guide in establishing and/or improving upon the overall ELD programming and systems that supports and is inclusive of the unique academic, linguistic, and social-emotional needs of English learners.

The foundation used for this initial review is *Castaneda v. Pickard* (1981), the landmark court case that established a three-prong approach to determine ELD quality programming with the Office for Civil Rights laws and Department of Justice court orders. The three-prong approach is as follows: Theory – Educationally sound and research-based, Practice – Effective implementation (transforming theory into practice with fidelity) with adequate resources and personnel, and Results – Analysis of information, program evaluation, modification and plan for improvement.

School reviews include focus groups with school leadership, school instructional staff, and parents that occur onsite at the school over the course of 1.5 - 2 days, depending on scheduling priorities identified by school staff. Interviews and focus groups are conducted to obtain information and data related to the school's ELD program.

#### Eligible Applicant and Prioritization

**Eligibility.** Eligible applicants are schools that meet the following criteria:

1. Schools identified for Comprehensive Support and Improvement (CS)
2. School identified for Targeted (TS) or Additional Targeted Support and Improvement (ATS) for the EL disaggregated student group
3. Schools identified with a Priority Improvement or Turnaround rating (including watch) on the annual School Performance Framework
4. Schools missing English Language Proficiency growth targets or missing academic growth and/or proficiency targets for the EL disaggregated student group

**Prioritization.** In the event that not all proposals can be funded, priority will be given to schools in the following order:

1. Identified with a Priority Improvement or Turnaround rating on the annual School Performance Framework
2. Schools that are:
  - a. identified for Additional Targeted Support for English learners
  - b. identified for Targeted Support for English learners
  - c. identified for Comprehensive Support

#### Who Can I Contact for More Information?

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## Available Funds

The duration of the services within the Exploration route is January 2020 – December 30, 2020. LEAs/schools are eligible to apply for up to \$10,000 for the review. Additionally, interested LEAs/schools may receive funds to partner with an external organization for improvement planning (up to \$25,000) as well as early implementation activities (up to \$10,000). See the Exploration information sheet for details and funding amounts. An LEA/school may use the information obtained through the ELD Program review and improvement planning process to develop an application for additional funds in the District Design and Led route in a subsequent EASI application.

## Allowable Use of Funds

Each participating district will receive up to \$10,000 per school to be used towards the following:

- Costs associated with the review visit (e.g., substitutes, stipends) and all staff debrief of the findings (e.g., stipends, copying)
- Note: An LEA/school may request funds in addition to the \$10,000 for the review in the Exploration route for costs associated with improvement planning (e.g., collaboration time, retreats, stipends, substitutes, hosting a community meeting) as well as early implementation activities (e.g., staff to coordinate improvement efforts, CDE facilitated EL supports, job-embedded learning opportunities). See the Exploration information sheet for details and funding amounts.

Funds from this opportunity must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide activities. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to the CDE.

## Important Program Dates

<b>January</b>	Award notifications
<b>February</b>	ELD Review Preparation Meetings: ELD program review process, developing review schedule, Q&A
<b>February– May</b>	CDE Office of CLDE conducts School ELD program reviews ➤ Debrief and ELD review report presentation 3 weeks post review
<b>February– May</b>	Schools and CDE collaborate to conduct initial planning, goal setting, and budget development
<b>June 30</b>	School submits <b><i>ELD review improvement planning template</i></b> that includes: Year 2 improvement strategies and timeline, budget revisions, and baseline progress monitoring indicators
<b>December 30</b>	Funds must be expended.
<b>Ongoing</b>	Submit any revisions to the original budget for approval.

## Evaluation and Reporting

Each LEA that receives a grant through the School ELD Program Review is required to report, at a minimum, the following information to the CDE as follows:

1. At the end of Year 1, the following data will be collected:
  - Description of planning process and the plans for the next year of the grant, including an implementation plan based on CDE recommendations from the school ELD program review.
2. At the end of Year 2 of the grant, the following data will be collected:
  - Implementation plan and, when available, implementation data to demonstrate the extent to which implementation occurred with fidelity;
  - Quarterly progress monitoring report submitted using the CDE Progress Monitoring Template;
  - Interviews with school leadership and school staff, as necessary (i.e.; teachers, staff, and students – collected by a team from the Office of Culturally and Linguistically Diverse Education office.

## Program Assurances

If approved for participation in the program the LEA will be asked to submit signatures indicating agreement with the following assurances:

### LEA Commitments:

- Designate a school level contact/coordinator for the school ELD program improvement that will work closely with CDE in all grant implementation requirements.
- Ensure building leadership possess the qualifications and have committed the time necessary to accomplish grant activities to lead to EL student achievement and growth gains and ELD program(s) improvement
- Ensure that ELD program improvement efforts are articulated in the school unified improvement plan
- Ensure that implementation plan includes activities to develop, improve and/or sustain ELD program
- Ensure adjustment to implementation plan will be made if data does not indicate progress toward meeting desired outcome(s) as it relates to ELD program(s) improvement(s)
- Develop a mechanism to systemically monitor EL disaggregated student group growth and achievement (ELD and content)
- Ensure that funds are being leveraged with other local, state, and federal funds (e.g., Titles I, II, III, V, and IDEA) and that accountability for cost-effective management is provided
- Work with and provide requested data to CDE for the school ELD program review funding opportunity within the periods specified
- Will not discriminate against anyone regarding race, gender, national origin, color, disability, or age;
- Use funds to supplement and not supplant any moneys currently being used to provide services and grant dollars will be administered by the appropriate fiscal agent
- Maintain appropriate fiscal and program records on funded projects and conduct fiscal audits of this program as a part of regular audits
- Maintain sole responsibility for the project even though subcontractors may be used to perform certain services
- Misuse of these funds will result in the revocation of funds.