

EXPLORATION SUPPORTS

Language Learner Partnerships



COLORADO
Department of Education

EASI Route: Exploration Supports – Language Learner Partnership

Introduction

The Multilingual Learner (ML) population continues to increase across Colorado and the opportunities as well as challenges emerge for districts and schools to engage in a continuous improvement process to establish and/or improve upon their Language Instruction Educational Programs (LIEPs). To that end, CDE offers targeted services for districts and schools to improve upon English language development instruction and access to grade level content through:

- (1) CDE-led diagnostic review process focused on identifying strengths and areas for improvement in systems, supports, and opportunities for ML students;
- (2) Follow up collaborative action planning and supports;
- (3) Quarterly progress monitoring, support, and short-cycle action planning; and
- (4) Some funding for participation and implementation.

The Language Learner partnership will be facilitated by, and in collaboration with, the CDE's Office of Culturally and Linguistically Diverse Education (CLDE) and School and District Transformation Office.

Through the Language Learner Partnership, the district/school will:

- Establish a common understanding among partners of the current programmatic and data context of the district in terms of providing language instruction educational programs for MLs
- Leverage and build upon current district data analysis practices to reveal strengths and areas of growth in terms of outcomes for MLs
- Review implementation of current programming and determine clear strengths, areas of growth, and likely root causes
- Create or refine district vision for serving MLs
- Determine high-leverage and feasible adjustments to program(s), instruction, and/or supplemental services for the current school year and plan for the following school year
- Develop a district/school implementation tool to monitor and track progress toward meeting ML programmatic implementation activities within the district system.

Eligible Applicant and Prioritization

Eligibility. Eligible applicants are school districts that meet the following criteria:

1. Identified for support and improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted), OR

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2. Have a Priority Improvement, Turnaround, or On Watch plan type on the most recent School Performance Framework

Prioritization. In the event that not all EASI proposals can be funded, proposals that meet grant expectations will be funded in the order of the EASI school-level prioritization list. Schools with the highest number of prioritization points will be funded first.

Available Funds

The duration of the services within the Exploration route is January 2024 – June 30, 2025. Districts/schools are eligible for funding of \$22,000 for year one for the review, stakeholder engagement, and improvement planning (e.g., collaboration time, retreats, stipends, substitutes, hosting a community meeting) and \$20,000 for year two to support early implementation activities (e.g., staff to coordinate improvement efforts, CDE facilitated ML supports, job-embedded learning opportunities). Note: A district/school may use the information obtained through the Language Learner Partnership 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 may use funding towards the following:

- Year 1:
 - Costs associated with the review visit (e.g., substitutes, stipends) and all staff debrief of the findings (e.g., stipends, copying)
 - Costs associated with stakeholder engagement
 - Costs associated with initial planning and implementation in year 1
- Year 2:
 - Costs associated with early implementation of the developed plan

Funds from this opportunity must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide activities. Each year, funds should be obligated by June 30 and schools are able to request reimbursement on federal funds through September 30. A district/school may carry funds forward within the grant duration years. However, this amount should be reasonable and based on the school's grant and/or improvement plan and approval must be obtained. Note: At the end of participation in the grant period, any non-requested federal funds will be rescinded by CDE and any unspent state funds should be returned to CDE.

Important Program Dates

January	Award notifications
January - May	<ul style="list-style-type: none"> • Introduction Meetings: Overview of Partnership, development of onsite and virtual schedule, Q&A • On-Site Diagnostic Review: CDE Review of implementation of current programming, data analysis practices, start collaborating on planning • Planning Meeting: Create or refine district vision for serving MLs and develop a district/school implementation plan
Following School Year	Collaborative quarterly implementation support meetings with CDE to support ongoing implementation from the review.
Ongoing	<ul style="list-style-type: none"> • Continuous and targeted support and collaboration from CDE Offices of CLDE and School and District Transformation.

- Submit any revisions to the original budget for approval.

Evaluation and Reporting

1. Each LEA that receives a grant through the District/School Language Development Partnerships is required to report, at a minimum, the following information to CDE as follows:
 - 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 diagnostic 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;
 - Any implementation and student outcome data associated with measures as identified in the district's plan and shared during the quarterly support meetings.

Program Assurances

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

LEA Commitments:

- Designate a school level contact/coordinator for the Language Development Partnership that will work closely with CDE in all grant implementation requirements.
- Agree to share pertinent school, system, and students' data as appropriate with CDE partners.
- Participate in the initial diagnostic review process and develop subsequent improvement plans for English language development.
- Attend and participate in quarterly performance management meetings with CDE.
- Ensure building leadership possess the qualifications and have committed the time necessary to plan for, manage change within their systems, and meet quarterly with CDE partners to accomplish grant activities to lead to ML student achievement and growth gains and ELD program(s) improvement.
- 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.

ADDITIONAL INFORMATION AND RESOURCES

Colorado Department of Education's EASI Website

www.cde.state.co.us/fedprograms/easiapplication

CDE: Office of Culturally and Linguistically Diverse Education

www.cde.state.co.us/cde_english