

**ENGLISH LANGUAGE LEARNERS AND BILINGUAL  
EDUCATION TASK FORCE**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Task Force on English Language Learners and Bilingual Education**

**2020-2021**

### ***Task Force Goal***

To assist urban public school systems nationally in improving the quality of instruction  
for  
English Language Learners and immigrant children.

### ***Task Force Chairs***

Siad Ali, Minneapolis School Board  
Richard Carranza, New York City Chancellor

## **ELL DEPARTMENT OVERVIEW**



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### *COVID-19-related Support to Member School Districts*

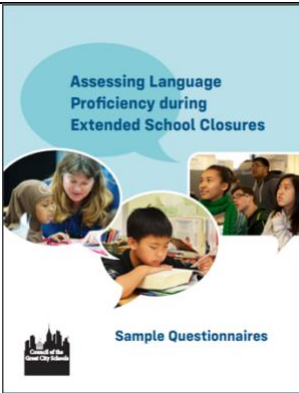
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As schools shuttered starting in March 2020 and entered an unprecedented time during the COVID-19 pandemic, districts leaned heavily on one another for shared expertise and best practices. To facilitate the exchange of information in addition to accelerate technical support on a range of new challenges confronting districts, the Council began convening regular virtual meetings for job-alike groups in mid-March. Typically, during these meetings with ELL directors and staff, around 30-40 participants pose questions for collective thought, share updates, and offer suggestions. These meetings are still ongoing and will continue as long as attendees find them to be useful.

- Between March 19 and December 10, 2020, ELL directors and staff in Council-member districts met 27 times.
- From March to the end of July, the meetings were held weekly. With the exception of November (during the virtual BIRE Meeting), ELL directors and staff have met biweekly since the beginning of August.

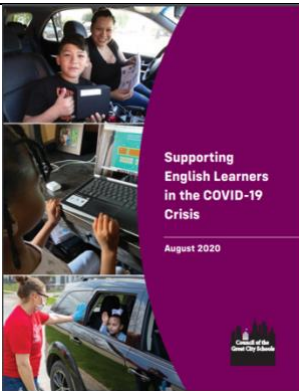
In addition to regular meetings with ELL directors and staff, two publications were produced to further assist districts on a number of shared and recurring challenges. ELL directors and staff in Council-member districts engaged deeply in the development of both documents.

- The first publication, *Assessing Language Proficiency during Extended School Closures: Sample Questionnaires*, provides questionnaires developed in collaboration with Dr. Jennifer Chard of the CUNY Graduate Center to aid in provisional identification of ELLs while in-person screening is infeasible—one of the earliest and most pressing challenges that emerged shortly after school buildings closed. Numerous SEAs and districts have adopted and used the questionnaires for provisional screening.
- *Supporting English Learners in the COVID-19 Crisis* followed to cover enduring challenges facing ELL programs, such as screening and placement, instructional practices and technology, English language development, staffing, professional development, assessment, and family engagement. The publication highlights promising practices developed and used in some of the nation’s largest ELL programs.



**Assessing Language Proficiency during Extended School Closures: Sample Questionnaires (May 2020)**

This document provides sample questionnaires across grade bands that are designed to provisionally identify students as English learners (ELs) during the COVID-19-related school closures, which impede the administration of face-to-face screening protocols.



**Supporting English Learners in the COVID-19 Crisis (August 2020)**

This guide is the ninth in a series developed by the Council of the Great City Schools to help districts as they prepare to reopen schools. The suggestions made in this document build on the notion of shared responsibility across school district departments and the importance of a well-articulated curriculum for the success of English learners; and it covers a range of areas: screening and placement, instructional practices and technology, English language development, staffing, professional development, assessment, and family engagement.

**Legislative**

As a direct result of the pandemic-related school closures, the Council has weighed-in on two important issues raised by ELL directors from Council-member districts.

*Provisionally identified ELLs and official ELL count.* While the U.S. Department of Education provided SEAs the flexibility to allow school districts to provisionally identify English language learners during school closures, the Department did not indicate whether provisionally identified EL students would be included in the formal ELL count used for Title III funding. The Council submitted a formal question to the Office of Elementary and Secondary Education in the U.S. Department of Education and received an official response in the affirmative—provisionally identified ELLs should be included in the formal ELL count for Title III purposes. In the absence of any updated guidance from the Department, the Council informed its membership via a memorandum with the official response from the Department of Education. (See October 5 memo entitled “U.S. Department of Education Guidance Regarding Provisionally Identified English Learners and the October EL Count for Title III Allocations.”)

*English language proficiency assessment.* Administering the annual measure of English proficiency (ELPA) for ELLs has been significantly compromised by the ongoing closure of schools or the drastically reduced in-person attendance and limited staff in school districts operating in a hybrid modality. The outgoing administration signaled it would not provide



waivers for accountability assessments in SY 2020-21, in line with their expectation that schools would resume in-person classes. Given the transition to a new administration, any updated guidance is not likely to come before early February 2021. In the meantime, Council staff prepared a brief document outlining the pragmatic and policy related challenges to administering the ELPA in SY 2020-21 to share with department staff who are likely to be involved in developing guidance regarding the ELPA. (See “Assessing English Learners during COVID-19-related School Closures.”)

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### *Virtual 2020 BIRE Meeting*

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The BIRE Meeting was held virtually due to the restrictions related to the pandemic. Based on feedback from ELL directors, we held the virtual BIRE Meeting over the course of the first three weeks in November. Specifically, the meeting took place on November 3, 4, 10, 13, 20, and 21, 2020. During two days per week, we met in sessions totaling no more than 2.5 hours per day. We created new experiences with the virtual BIRE Meeting, such as:

- Professionally produced webinars with experts in the field on four of the total six days, now publicly available at <https://vimeo.com/showcase/7766879>;
- Ninety minutes of dedicated office hours with the expert presenters exclusively for member district staff;
- An expanded number of breakout sessions to provide member district staff the opportunity to present and discuss pressing issues; and
- A dedicated day for roundtable discussions on topics suggested by ELL program staff.

The weekly focus and speakers consisted of the following:

**Week ONE webinars:** Providing ELs Access to Rigor

- Tuesday, November 3 from 2:00 pm to 3:00 pm: **Rebecca Callahan**, Associate Professor UT Austin, and **Jessica Lander**, writer and teacher of ELs in Massachusetts
- Wednesday, November 4 from 2:00 pm to 3:00 pm: **Maryann Cucchiara**, Education Consultant and former NYC educator, and **Denise Wilbur**, President of Authentic Education (formerly headed by Grant Wiggins)

**Week TWO webinars:** Enhancing Content Instruction for ELs

- Tuesday, November 10 from 2:00 pm to 3:00 pm: **Kathy Escamilla**, Professor, University of Colorado, Boulder (English Language Arts, Literacy, and Biliteracy)
- Friday, November 13 from 2:00 pm to 3:00 pm: **Okhee Lee**, Professor, New York University, and **Harold Asturias**, Director, Center for Mathematics Equity and Excellence, UC Berkeley (STEM and Mathematics)

**Week THREE:** Roundtable Discussion and Q&A with Experts [districts only].



- Friday, November 20 from 2:00 pm to 4:30 pm: Roundtable discussions on a range of topics, facilitated by member districts
- Saturday, November 21 from 12:00 pm to 2:30 pm: "virtual office hours" with experts who presented during the webinars. The following experts participated: **Harold Asturias** (UC Berkeley), **Kathy Escamilla** (University of Denver, Boulder), **Okhee Lee** (NYU), **Todd Campbell** (University of Connecticut), **Rebecca Blum Martinez** (University of New Mexico), and **Rebecca Callahan** (UT Austin).

### ***Participation***

Total attendance at the virtual BIRE Meeting exceeded the typical in-person participation at BIRE. A total of 208 participants registered for access to the virtual conference platform. The platform analytics indicate that the 159 logged-on participants connected with other participants using the virtual platform features around 340 times.

- The number of live views of the four webinar sessions ranged from 236 to 133.
- A total of 30 breakout sessions were offered over five days.
- The five most popular sessions had between 33 and 66 participants and covered the following areas: instructional rigor for ELLs, supporting ELLs during COVID-19, effective coaching models for virtual learning, and integrating language and literacy with ELA frameworks.
- The day with 12 concurrent breakout sessions on a range of topics allowed for smaller group discussions attended by approximately 11-23 participants who could also move between breakouts.

### ***Evaluation and Resulting Priorities***

Preliminary results of the evaluation (as of 12/21/2020) indicate a high level of satisfaction with the format of the virtual BIRE Meeting. Specifically, participants indicated 'very satisfied' or 'satisfied' with the following formats and logistics:

- Webinar general sessions followed by breakout option with district presenters—100 percent
- Informal and self-led roundtable discussions—100 percent
- Opportunities to interact during webinars—96 percent
- Length of 'break'—91 percent
- Opportunities to interact with district colleagues during breakout sessions—90 percent


As a result of the virtual BIRE presentations and joint professional learning, participants indicated they aspire to make *some* or *major* changes to the following areas to improve educational outcomes for English learners:


- Evaluating the **rigor of instruction for ELLs** in content areas (90.48%)
- Attention to **ELL data to monitor achievement** and student engagement (85.71%)

- ☑ Evaluating and improving **rigor of instruction for newcomer ELLs** (85.71%)
- ☑ Designing and implementing **quality ELD instruction for ELLs in virtual settings** (81%)
- ☑ Supporting **long-term English learners** (81%)
- ☑ **Integrating ELD approaches** and frameworks with the ELA/Literacy frameworks of district (76.2%)
- ☑ **MTSS processes** to ensure ELLs are properly served in Tiers 1, 2, and 3 (62%)

Guided by the feedback provided by ELL directors, the ELL Team plans to carry out a focused set of activities to support district staff in the areas they have identified as priority. The graphic on the next page illustrates the various ELL projects and proposed activities for the remainder of SY 2020-21.

## CGCS ELL Support for Remainder of SY 2020-21





The remainder of the SY 2020-21 will continue to challenge districts to find effective ways to address the ongoing learning needs of English Learners.

During the regular meetings, ELL Directors will discuss pressing issues.

ELL program staff will also have opportunities to engage in more extended discussions about specific programmatic needs.

**ELL Program Directors Meetings & BIRE**

- Regular meetings on Thursdays at 2 pm EST/EDT
- BIRE Meeting in May

**3Ls Facilitator Training Series**

- Four-part series
- Jan 21, Feb 3, Feb 17, & March 3

**UCI-NWP Writing Courses**

- Design and launch courses
- Pilot with 5-7 districts

**Literacy for ELLs**

- Foundational skills and SLA
- District literacy framework & ELLs

**ELL Program Review Cohort**

- Quarterly meetings
- District updates and discussion

**Ad hoc Learning Sessions**

- MTSS & ELLs
- ELD standards
- Implementing quality DL
- Instructional technology



*PLP: Council’s Courses on Complex Thinking and Communication*

The Council’s inaugural courses on *Complex Thinking and Communication* comprise a total of 11 courses beginning with *Foundations*, followed by five courses in each pathway (ELA/ELD and Math). The course content is meant to be delivered with district facilitators and amounts to more than one year’s worth of content.

**District usage.** A total of 10 districts are currently using the courses to provide professional development via professional learning communities, for the most part. Some districts have created individual learning pathways for staff to study the course content. Table 1 shows the districts currently enrolled or in the process of enrolling in the courses.<sup>1</sup>

**Table 1. Subscribing Districts**

| Current Subscribers  | Former Subscribers <sup>2</sup>   |
|--|---|
| Anchorage School District<br>Atlanta Public Schools ( <b>onboarding</b> )<br>Buffalo Public Schools ( <b>onboarding</b> )<br>Guilford County Public Schools<br>Kansas City Public Schools ( <b>onboarding</b> )<br>Metropolitan Nashville Public Schools<br>NYC Department of Education – District 25<br>Oakland Unified School District<br>San Antonio Independent School District ( <b>onboarding</b> )<br>The School District of Philadelphia | Charlotte-Mecklenburg Public Schools<br>Clarksville-Montgomery County School<br>District of Columbia Public Schools |

**Individual usage.** Around 887 individuals are on the web-based platform, reading the material, watching the videos, and/or using the templates. (See Table 2.) The counts shown in the platform’s analytics are considered an undercount, as many facilitators choose to show the videos to a group rather than having each participant watch the videos themselves. Negotiated teachers’ contracts might also explain fewer individuals using the platform, as this might be done outside of contractual hours, and thus, is less likely to occur. Figure 1 shows a count of users on the Canvas platform within 30 days of each date for which data are available. Finally, Figure 2 shows daily video plays on the platform.

<sup>1</sup> The COVID-19 pandemic has delayed onboarding and/or implementation in some of the newer subscribing districts.

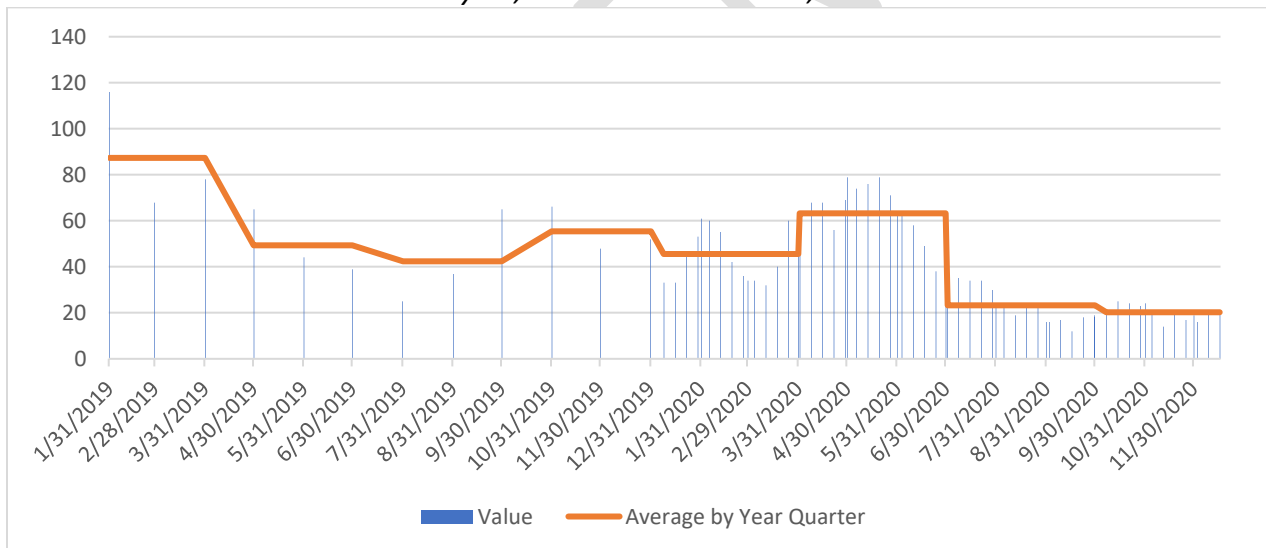
<sup>2</sup> Former subscribers in Council-member districts have reported implementing professional development based on the principles derived from the CGCS courses.

**Table 2. Enrollment of Facilitators and Participants by Course<sup>3</sup>**  
*As of December 22, 2020*

| Course      | Facilitators | PD Participants | Districts |
|-------------|--------------|-----------------|-----------|
| Foundations | 258          | 629             | 10        |
| ELA/ELD 1   | 255          | 629             | 10        |
| ELA/ELD 2   | 255          | 629             | 10        |
| ELA/ELD 3   | 255          | 629             | 10        |
| ELA/ELD 4   | 255          | 629             | 10        |
| ELA/ELD 5   | 255          | 629             | 10        |
| Math 1      | 121          | 609             | 5         |
| Math 2      | 121          | 609             | 5         |
| Math 3      | 121          | 609             | 5         |
| Math 4      | 121          | 609             | 5         |
| Math 5      | 121          | 609             | 5         |

Note: Only includes users in subscribed districts as of December 22, 2020.

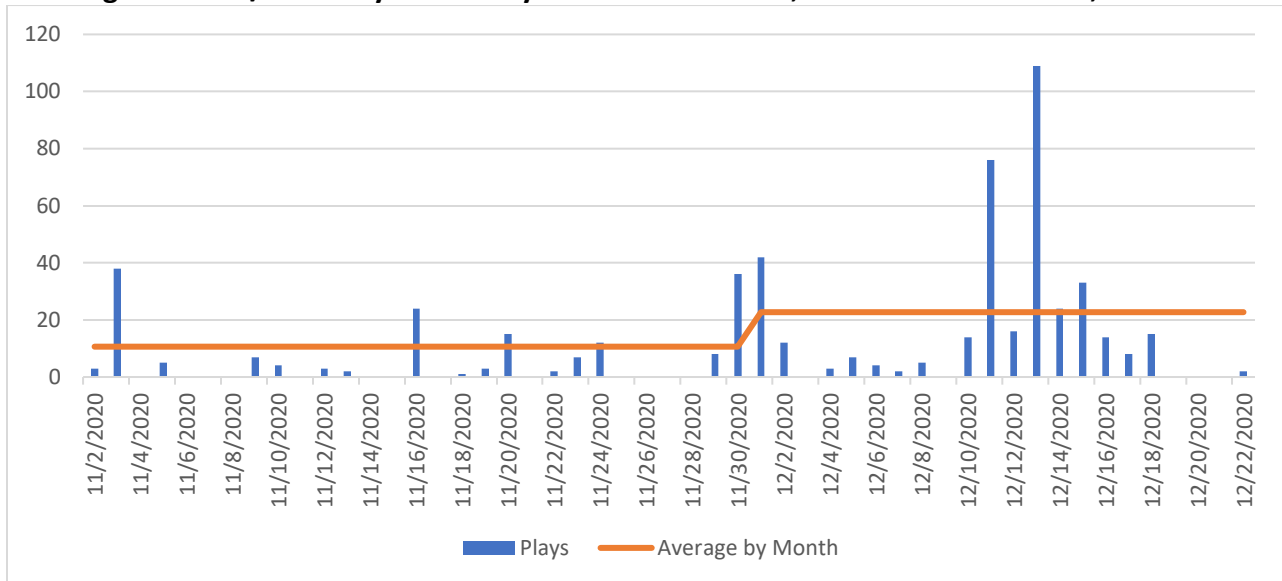
**Figure 1. PLP Users on Canvas During Past 30 Days by Date**  
*January 31, 2019 to December 16, 2020*



Note: Users include the total number of PD facilitators, trainees, and course designers who have logged on during the last 30 days. This number does not include test students generated through Student View. All subscribing districts are included, though certain districts may no longer be subscribed.

<sup>3</sup> Figures include duplicated counts from enrollment of same users in multiple courses.

**Figure 2. ELA/ELD Daily Video Plays from November 2, 2020 to December 22, 2020<sup>4</sup>**



*Note:* Includes usage from all subscribing districts on a particular date.

**Council-wide sessions.** The Council has held several sessions open to all Council-member districts related to the professional development courses. A total of five training sessions (beyond the trial launch session) have been held by the Council, mostly in conjunction with its BIRE meeting or the fall conference, reaching around 127 facilitators from 28 districts (with some attending several sessions). Additionally, one stand-alone facilitator training session was held in Washington, D.C. in June 2018. In 2020, two general sessions (for facilitators and other interested attendees) were held virtually. (See Table 3.)

**Table 3. Council-wide Sessions**

| Date/s & Focus                        | Location       | Content        | Trainees | Districts |
|---------------------------------------|----------------|----------------|----------|-----------|
| Oct. 18, 2016 (Trial Launch)          | Miami          | ELA/ELD        | 13       | 6         |
| May 20, 2017 District Demonstration   | Los Angeles    | ELA/ELD + Math | 10       | 6         |
| Oct. 16-17, 2017 Facilitator Training | Cleveland      | ELA/ELD + Math | 19       | 6         |
| Jun. 18-19, 2018 Facilitator Training | Washington, DC | ELA/ELD        | 32       | 8         |
| Oct. 25, 2018 3Ls™ Introduction       | Baltimore      | ELA/ELD        | 26       | 15        |
| May 13, 2019 Facilitator Training     | Ft. Lauderdale | ELA/ELD        | 27       | 12        |

<sup>4</sup> JW Player, the Council’s video management platform only shows up to two months of user analytics at the existing subscription level.



|  |  |         |                                    |   |
|--|--|---------|------------------------------------|---|
| June 17, 2020<br>Implementing 3Ls™ in a Virtual Setting (Guilford)       | Zoom   | ELA/ELD | 209 from CGCS Districts, 228 Total | 33 CGCS Districts, 1 Nonprofit, 1 Non-CGCS School |
| December 7, 2020<br>Webinar Presentation on 3Ls™ and Foundational Skills | Zoom Webinar jointly sponsored by SAP & CGCS | ELA/ELD | 96 from CGCS Districts; 223 Total  | 32 CGCS Districts, 94 Other Organizations         |

**Expert training and kick-off.** Training sessions have been held in specific districts by request. (See Table 4.)

**Table 4. District-requested Training Sessions**

| District             | Date   | Presenter          | Notes   |
|----------------------|--|--------------------|---|
| District of Columbia | Jun. 2018  | Maryann Cucchiara  | Training for 25 teachers who taught in summer school  |
| Guilford County      | Aug. 2019  | Maryann Cucchiara  | Approximately 30 facilitators and teachers  |
| Metro-Nashville      | Sep. 23-25, 2019 (virtual)<br>Nov. 12-13, 2019 (in person) | Maryann Cucchiara  | Held virtual session with coaches and teachers<br>Held in-person session for over 50 teachers |
| Oakland              | June 13, 2019  | Lily Wong Fillmore | Overview for about 30 teachers  |
| Anchorage            | Nov. 26-27, 2018<br>Nov. 11, 2019                          | Harold Asturias    | In Anchorage to launch math pathway with teachers, coaches, and facilitators                  |
| San Antonio          | Sep. 22, 2020 (virtual)<br>Sep. 29, 2020 (virtual)         | Maryann Cucchiara  | Held virtual session with coaches and PD leaders<br>Held virtual session for teachers         |

**Next steps:**

- **Facilitator training.** The Council will be offering a 4-part professional learning series led by Maryann Cucchiara to train facilitators from districts with current subscriptions to the courses.
- **Expand video library.** Council staff are finalizing video editing and uploading additional videos from classrooms, virtual sessions with experts, and district staff working with the Council course content.



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*Course Development: Teaching Writing to ELLs Using Cognitive Strategies*

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In 2018, the *Pathway to Academic Success Project* at the University of California, Irvine (UCI), was awarded of a five-year, \$14.7 million grant,<sup>5</sup> based on its strong track record of improving outcomes for English learners and a robust dissemination component thanks to the partnership with the Council of the Great City Schools. Dr. Carol Booth Olson, Principal Investigator on the *Pathway to Academic Success Project* at the University of California, Irvine (UCI), invited the Council to collaborate on the project, specifically to bolster the dissemination part of the application for *Education Innovation and Research (EIR)* expansion grant application administered by the U.S. Department of Education.

**Course development.** Specifically, as a partner with the University of California Irvine Writing Project, the Council will receive over \$600,000 to create a 10-course professional development program to be disseminated using the CGCS *Professional Learning Platform*. Following the Council’s design for hybrid professional learning, the courses will include videos and training materials to provide a much-needed focus on writing offered by the *Pathway* professional development. *Pathway* is a professional learning experience designed to enhance the text-based analytical writing of English learners across all content areas.

- As of September 2019, the Council has begun identifying and sequencing content for the hybrid courses.
- A general structure and flow of the courses was drafted in December 2019.
- At the February 2020 meeting, the Council coordinated with UCI experts to further refine the courses and schedule videotaping sessions.

**Pilot: Long Beach Unified School District.** The project will engage 240 (~30 per National Writing Project site) 7<sup>th</sup>-11<sup>th</sup> grade ELA/ELD teachers in the professional development as part of a randomized control trial to validate the efficacy of *Pathway* training on student outcomes in writing. *Long Beach Unified School District (LBUSD)* launched the professional development in SY 2019-20 with about 60 teachers to whom the UCI Writing Project provided six full days<sup>6</sup> of professional development and five after-school sessions.<sup>7</sup> All scheduled in-person professional development sessions were completed prior to the pandemic-related shuttering of schools in Long Beach.

**Council involvement.** The Council has attended several training sessions in 2019 and 2020—August 11-14, 2019 and February 28-29, 2020. In February 2021, Council and UC Irvine experts will begin to flesh out the course design. Council staff will seek input from Long Beach USD

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<sup>5</sup> Harriman, P. (2018, October 23). UCI receives \$14.7 million grant to expand its successful literacy outreach project. Retrieved from UCI News website: <https://news.uci.edu/2018/10/23/uci-receives-14-7-million-grant-to-expand-its-successful-literacy-outreach-project/>

<sup>6</sup> September 25, October 23, December 5, February 19, March 18, and May 27

<sup>7</sup> October 16, November 6, January 8, March 4, and April 22



project participants to glean important information about the professional development experience to inform the development of the hybrid courses.

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*Consortium to Develop Placement Assessment for Newcomers and SIFE*

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The *Second Language Acquisition Lab* from City University of New York (CUNY) developed the *Multilingual Literacy SIFE Screener* (MLS), commissioned by the New York State Education Department (NYSED), to provide information about the home-language literacy and math skills of *Students with Interrupted/Inconsistent Formal Education* (SIFE). The MLS has four modules—Early Literacy, Mathematics, Reading Comprehension, and Vocabulary—and is available in the following languages:

|         |                |             |         |
|---------|----------------|-------------|---------|
| Arabic  | English        | Maay Maay   | Spanish |
| Bangla  | French         | Russian     | Swahili |
| Burmese | Fula           | S’gaw Karen | Urdu    |
| Chinese | Haitian Creole | Somali      |         |

Council-member districts enroll over 100,000 students who speak one of the languages (excluding Spanish) for which the MLS is available.<sup>8</sup> If we include the number of Spanish-speakers, the number is well over 1 million. NYSED was not amenable to entering into an agreement with the Council to make the MLS screener available to member districts. Thus, the Council is working directly with CUNY’s Second Language Acquisition Lab (SLAL) to explore the possibility of having assessments created and administered for a consortium of Council-member districts, modeled after the existing MLS screener.

**Next step:**

At the 2020 BIRE Meeting, the Council hosted a session with SLAL leadership and ELL directors from member districts to explore logistics and interest. Seven districts expressed interest in further collaboration for the development of a SIFE assessment. The top languages for which districts are interested in having assessments developed include Arabic, Cantonese, Karen, Mam, Pashto, Quiche, Spanish, Swahili, and Vietnamese. The Council will lead further conversations with CUNY and interested districts to confirm interest and determine parameters for the joint project.

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<sup>8</sup> Uro, G., & Lai, D. (2019, April). *English language learners in America's great city schools: Demographics, achievement, and staffing*. Council of the Great City Schools. [https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS\\_ELL%20Survey%20Report.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_ELL%20Survey%20Report.pdf)

**ELPA ADMINISTRATION CHALLENGES**

## Assessing English Learners during COVID-19-related School Closures

School districts across the nation continue to operate with drastically reduced in-person enrollment to ensure social distancing as well as with limited staff due to many teachers opting to teach remotely. Many of our member districts are operating under these constraints which, in turn, have created challenges to administering the English proficiency assessments for English Learners. Districts have availed themselves of the flexibility afforded to provisionally screen English Learners for purposes of identification and to guide the provision of services. No similar flexibility is provided for the annual English Language Proficiency Assessment (ELPA) to measure the progress of ELs. Companies that design and administer these assessments have indicated they will not develop assessments that can be administered remotely.

We want to bring to your attention the challenges our districts are facing in the absence of the needed flexibility or new solutions for provisional assessments for the annual monitoring of English Learners. As the Department of Education plan additional SEA and LEA guidance for accountability provisions for SY 2020-21, we hope these concrete points prove helpful.

### Operational and Assessment Administration Constraints

- **Time.** Maintaining social distancing and executing the proper protocols for health safety (temperature checks, testing, etc.) will take an extensive amount of time, especially for Kindergarten students and those with disabilities who may be taking the alternate test.
- **Staffing.** Staffing for proctoring and administering the ELPA will require a reassignment of already limited staff due to the many who are still not working in school buildings. Some of the re-assignments will entail union negotiations and will likely disrupt synchronous learning schedules. Substitute teachers are not available at this time due to COVID-19 restrictions. In cases where substitute teachers are available, they are restricted to one building for contact tracing and integrity of established cohorts. Therefore, substitute teachers would not be available to travel from one school to another to administer the ELPA.
- **Parent choices.** Many ELL families have selected to remain in virtual learning due to their fear of the virus and the potential consequences that would only exacerbate their existing challenges (e.g., unemployment, lack of health insurance, fears due to mixed immigration status, etc.). Furthermore, if parents have selected to keep their children in remote learning, how can the school district require families to bring their children to be assessed?
- **Transportation and equipment.** Additional bus routes would likely be needed during the testing windows. As the vast majority of devices have been deployed to students' homes for virtual learning, there would be a shortage of devices for the assessment administration.
- **Testing centers.** A re-direction of resources or an influx of additional resources would be needed to support ELPA testing centers in the district. These resources would require staffing, devices, transportation, and PPE.



- **Health protocols.** Pulling ELLs who are to be assessed from established student cohorts will compromise students' health and safety systems that have been put in place for students to be physically in school.
- **Testing spaces.** Schools that have a limited number of students attending in person have utilized all spaces available to comply with the social distancing health requirements. There would likely be no unoccupied spaces for testing, or students would be required to be moved around, undermining safety protocols.

### Examples of the Information and Guidance Provided by SEAs

#### Alaska

- U.S. ED has allowed for flexibility in the use of a provisional screener to identify ELs. Despite the prolonged closure of schools, the U.S. ED has not given explicit permission to use the provisional screener to formally identify ELs. The comprehensive screener must still be administered in person for formal identification, when schools reopen.
- The U.S. ED has not provided SEAs the flexibility to delay or postpone the ELPA administration.

#### Colorado

- Despite that there is no remote option to administer the ACCESS, state is requiring that all students be assessed.
- In Denver, over 46 percent of ELLs, totaling 9,300, have opted for virtual learning, and thus, could not come to school to be assessed.

#### Maryland

- SEA reiterated that the assessment must be given in person and that all identified ELs be assessed in grades K-12.
- Testing window pushed back 2 weeks, yet remains 6 weeks long.
- Make-up window pushed back 2 weeks and has been extended by 2 additional weeks.
- U.S. ED is still requiring test, even if schools currently do not have students in schools physically.
- SEA could not respond to what would be the consequence if an ELL does not have an ELPA score for SY 2020-21.

#### Massachusetts

- ACCESS is expected to be administered in-person in January and February.
- MA is only providing "one additional week for testing" as flexibility given the coronavirus.
- Boston is fully remote, except for a small subset of students with disabilities in 4 schools.

#### North Carolina

- ELPA testing window has been pushed back by a two months. Results would not be available until fall SY 2021-22.

***Prepared:*** November 23, 2020 by Gabriela Uro

**ELL PROVISIONAL IDENTIFICATION**

# Memorandum

To: Superintendents, Council of the Great City School Member Districts  
From: Michael Casserly, Executive Director  
CC: Chief Academic Officers  
Legislative Directors  
English Learner Program Directors  
Date: October 5, 2020  
Subject: U.S. Department of Education Guidance Regarding Provisionally Identified English Learners and the October EL Count for Title III Allocations

**U.S. Department of Education:** *State Educational Agencies (SEAs) must include all ELs in an LEA, including those identified using temporary entrance procedures, in the calculation for Title III allocations.<sup>1</sup>*

## Background

In mid-August, the Council submitted a formal query to the U.S. Department of Education’s Office of Elementary and Secondary Education (OESE), prompted by data indicating that a significant number of states were not allowing provisionally identified English learners to be included in the formal EL count for funding purposes. The specific question posed was:

***“Can LEAs include the students provisionally identified as English learners in the official October EL count submission for purposes of Title III funding?”***

## U.S. Department of Education Response

On September 21, 2020, the Council received a formal response from Fariba Hamedani, Education Program Specialist in the *Office of School Support & Accountability, Formula Grants*, in the Office of Elementary & Secondary Education. In the following excerpt, we have italicized the re-stated question and bolded the response for further clarity—

“You stated that due to COVID-19, many of your member districts “have continued to use provisional screening protocols to identify students who will need supports and services for English language development.” You asked whether LEAs should include the students provisionally identified as English learners in the official October EL count submission for purposes of Title III funding. *We assume that you are asking whether, in computing Federal fiscal year (FY) 2021 (school year 2021-2022) Title III, Part A (Title III) allocations for eligible local educational agencies (LEAs) under section 3114(a) of the Elementary and Secondary Education Act of 1965 (ESEA), an SEA would include ELs identified through the provisional*

<sup>1</sup> U.S. Department of Education. (2020, May 18). *Fact sheet: Providing services to English learners during the COVID-19 outbreak*. <https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf>

*approach in its computation.* As described in more detail below, **the answer to this question is yes.**”

The Department’s response further expands as follows (bold added)—

“With respect to within-State Title III allocations of funds that the ESEA requires an SEA to allocate to LEAs, **ESEA section 3114(a) stipulates that the SEA**, after reserving funds under ESEA section 3114(d) for the immigrant children and youth subgrant to LEA(s), **must allocate the remaining funds to LEAs based on each LEA’s share of ELs relative to the total number of ELs in the State. In making this computation, the SEA must include all ELs in an LEA, including those identified using temporary entrance procedures.**”

The U.S. Department of Education has indicated that a public formal communication on this issue is forthcoming, but as of today, it has not been issued. OESE staff have indicated that their email response to our query is to be considered an official response from the U.S. Department of Education.

We have attached the Department’s response in its entirety should it prove helpful in your communications with your SEA to ensure that the English learners you have provisionally identified during the COVID-19-related school closures, are included in your official October count for Title III funding.

Attachment

**ATTACHMENT—COPY OF EMAIL RESPONSE FROM U.S. DEPARTMENT OF EDUCATION**

**From:** OESE.titleiii-a <OESE.titleiii-a@ed.gov>

**Sent:** Monday, September 21, 2020 4:04 PM

**To:** Gabriela Uro

**Cc:** OESE.titleiii-a <OESE.titleiii-a@ed.gov>; Hamedani, Fariba; McElwain, Lorena; Anand, Supreet; Michael Casserly; Spitz, Deborah

**Subject:** RE: Questions regarding provisionally identified ELs during COVID-19 health emergency

Dear Gabriela,

On August 19, 2020, you emailed several questions to Lorena McElwain, OELA's Assistant Deputy Secretary. Please find here the response to one of the question that is specific to Title III, Part A policy, provided to you by the Department's Title III, Part A program office.

**CGCS Question:**

*"LEAs have provided the language instructional support to students provisionally identified as English learners since the March closings of schools and through summer programs, mostly through virtual instruction. **Can LEAs include the students provisionally identified as English learners in the official October EL count submission for purposes of Title III funding?"***

**Response:**

You stated that due to COVID-19, many of your member districts "have continued to use provisional screening protocols to identify students who will need supports and services for English language development." You asked whether LEAs should include the students provisionally identified as English learners in the official October EL count submission for purposes of Title III funding. We assume that you are asking whether, in computing Federal fiscal year (FY) 2021 (school year 2021-2022) Title III, Part A (Title III) allocations for eligible local educational agencies (LEAs) under section 3114(a) of the Elementary and Secondary Education Act of 1965 (ESEA), an SEA would include ELs identified through the provisional approach in its computation. As described in more detail below, the answer to this question is yes. (If you are asking a different question, would you please clarify in a reply to this email?)

In light of the COVID-19 national emergency and as discussed in the fact sheet titled *Providing Services to English Learners During the COVID-19 Outbreak* (see <https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf>), the Department provided flexibility to States to identify an EL using temporary entrance procedures (page 3 of the fact sheet). Any such student is an EL and an LEA must provide appropriate language instruction services to such students.

With respect to within-State Title III allocations of funds that the ESEA requires an SEA to allocate to LEAs, ESEA section 3114(a) stipulates that the SEA, after reserving funds under ESEA section 3114(d) for the immigrant children and youth subgrant to LEA(s), must allocate the remaining funds to LEAs based on each LEA's share of ELs relative to the total number of ELs in the State. In making this computation, the SEA must include all ELs in an LEA, including those identified using temporary entrance procedures.

If you have further Title III, Part A policy questions, please contact us at [OESE.Titleiii-a@ed.gov](mailto:OESE.Titleiii-a@ed.gov).

Kind regards,  
Fariba Hamedani

**Fariba Hamedani**

Education Program Specialist  
Office of School Support & Accountability, Formula Grants  
Office of Elementary & Secondary Education  
U.S. Department of Education

**PROFESSIONAL LEARNING PLATFORM (PLP)**



**GREAT CITY SCHOOLS**  
PROFESSIONAL LEARNING PLATFORM



## Inaugural Courses:

Complex Thinking and Communication Across Content Areas



A program of courses for teachers serving high-needs students to ensure they meet college- and career-readiness standards by engaging in complex forms of communication and thinking





## Unique Course Design Features

**Format and delivery.** Large urban districts have substantial professional development needs, and increasingly rely on professional learning communities to provide that development. To support these professional learning communities, and address the limited time and strained budgets many districts face, this professional development resource is designed to provide:

- **Affordable, on-demand, and ongoing access** to nationally-known experts, research, and evidence-based pedagogy, along with high-leverage practices
- **Flexibility** to be delivered either in face-to-face sessions or in professional learning communities with live facilitation
- **Adjustable pacing** to accommodate individual district professional development schedules and opportunities throughout the year
- **Explicit connections** between course content and a district's own tools and resources to maximize relevance for educators

**Adult learning cycle.** The Council's advisory teams, consisting of nationally-regarded researchers and urban district practitioners, identified three important design features for an effective professional learning experience. To help teachers transform their instructional practices to better support high-needs students in their attainment of rigorous standards—

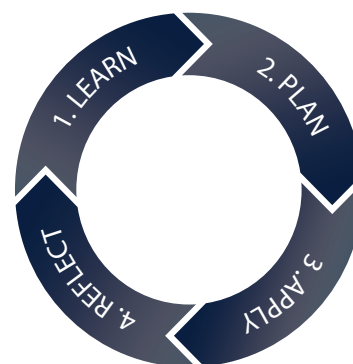
- Content must show how teachers implement high-leverage instructional moves for high-needs students.
- Courses should provide access to expert research, evidence-based and effective pedagogy, and promising practices relevant to member districts.
- Course and platform design should allow for maximum integration or coordination with other ongoing district professional learning opportunities.

The web-based learning platform, the brief videos, and the overall design of activities allow for courses to be delivered in many ways and at any time during the year. Flexibility is embedded into the system to provide ample time for participants to experience each phase of the learning cycle: **learn** new approaches and strategies, **plan** to execute these approaches and strategies, **apply** them in classrooms, and **reflect** upon the implementation experience.

# Introduction

Today's college- and career-readiness standards require considerably higher levels of academic language mastery and cognitive functioning across the curriculum than ever before. Teachers across all content areas are expected to deepen their students' understanding of content and develop their mastery of academic language, while also addressing any "unfinished" learning students may bring. For educators in Great City School districts, this challenge is a daily reality. These districts enroll a large share of the nation's English learners and economically disadvantaged students, many of whom are performing below grade level. Few, if any, efforts have focused on helping teachers who serve high-needs students to acquire the knowledge and skills necessary to meet these new instructional standards.

To address this gap between instructional expectations and capacity, there is an urgent need for professional development that provides teachers new ways of supporting academic language and literacy development across content areas, particularly for high-needs students. The Council of the Great City Schools, with the generous support of the Leona Helmsley Charitable Trust, has therefore initiated its learning platform and developed a set of courses focused on expanding the capacity of teachers to support high-needs students in their acquisition and use of the complex thinking and communication skills required by college- and career-readiness standards in both English language arts and mathematics.



# Content and Structure of Inaugural Courses

The courses focus on academic language development in order to accelerate the learning needed to master grade-level content tied to college- and career-readiness standards. The program includes the following:

- **Videos and demonstrations of the “how.”** Each of the courses includes video clips of teachers and educators planning and implementing high-leverage strategies, along with video presentations of experts and practitioners describing how to prepare for and execute the instructional moves.
- **Tools and resources.** A range of tools and resources are also provided to aid in the planning and execution processes.
- **Contextualized integration.** Practical and locally-relevant application of new knowledge is built into the course design and the learning cycle. The design assumes a central role for district-based facilitators.

All participants are first required to complete the **Foundations** course in order to build a common understanding of the theory of action and the key research behind the professional development courses, as well as to build a common vocabulary. Once educators complete the **Foundations** course, they can select the course sequence in either the ELA pathway or the Mathematics pathway.

- **ELA pathway:** Focuses on building academic language skills in reading, writing, speaking, and listening, using complex grade-level materials aligned with the college- and career-readiness standards.
- **Mathematics pathway:** Focuses on building academic language skills to address the language demands of mathematics, equipping teachers with the skills necessary to engage students in grade-level reasoning and to build conceptual understanding in math.

## Inaugural Program: Ten Courses on Complex Communication and Thinking



For more information, contact:

The Council of the Great City Schools at: [PLP@cgcs.org](mailto:PLP@cgcs.org).

# Vision of the Council's Professional Learning Platform

*We envision a hybrid professional development offering that acknowledges and prioritizes educators as learners, while honoring ELLs, students performing below grade level, and economically disadvantaged students as the ultimate center and focus of the work. Professional development should help build learning communities across districts by accommodating and connecting diverse audiences across roles and content areas (e.g., teachers, instructional coaches, principals, and district administrators), and by providing safe learning environments that support reflection on practice outside of any formal evaluative protocols.*



## How to sign up for the Program

Contracting for the Council's inaugural courses is best if arranged through a single point of contact, such as office for English language learners or another office selected by the district.

**Contact us at [PLP@cgcs.org](mailto:PLP@cgcs.org)** to request a free consultation to determine the best package for you.



### About the Council

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 68 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, technical assistance, and media relations. The organization also provides a network for school districts sharing common problems to exchange information and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

#### Chair of the Board

Lawrence Feldman, Board Member  
Miami-Dade Public Schools

#### Chair-Elect

Eric Gordon, CEO  
Cleveland Metropolitan School District

#### Secretary-Treasurer

Michael O'Neill, Board Member  
Boston Public Schools

#### Immediate Past-Chair

Felton Williams, Board Member  
Long Beach Unified School District

#### Executive Director

Michael Casserly  
Council of the Great City Schools



Council of the Great City Schools  
1331 Pennsylvania Ave. N.W.  
Suite 1100N  
Washington, D.C. 20004

**ELL MATERIALS  
PROCUREMENT PROJECT**



# Directory of Instructional Materials for English Language Learners— Math for Grades 6-8

May 2019



# Introduction

The joint procurement initiative developed by the Council of the Great City Schools and executed under the auspices the Los Angeles Unified School District, was a multi-year process to harness the purchasing power of the nation's largest urban school district to equip teachers of English Learners with *high-quality, standards-based instructional materials for mathematics that meet the language needs of English Learners*. This bench of contracts offers several choices for *math instructional materials for Grades 6 through 8*.

On February 19, 2019, the LAUSD Board of Education approved the contracts to provide instructional materials for middle school mathematics that meet the needs of English-language learners. For reference, you can find the approval document [HERE](#). [url address] For the Request for Proposal document—and related addenda—through which the proposals were solicited, see [RFP & ADDENDA](#).

The contracts listed offer instructional materials and corresponding *related professional development* to support language-acceleration as well as college- and career-readiness through mathematics content that incorporates the following *key considerations* identified by the Council of the Great City Schools: rigorous tasks, productive struggle, multiple modes and representations, academic language and conversations, and strategic scaffolding.

School districts *in the continental United States* can use these contracts to purchase materials, as allowed by applicable laws and policies. Section 28 in each of the LAUSD approved contracts on this bench provides express provision for the use of the contract by school districts that are a part of the Council of the Great City Schools and by other school districts within the continental United States.

## Publisher Contact Information

### Curriculum Associates, LLC

LAUSD Vendor No.: 1000000184  
Contract No.: 4400006090

#### Products Included

- Ready Math Textbook
- Ready Math Textbook Teacher Guide
- IReady Instruction

#### Contacts

**Claudia Salinas**  
*V.P. of English Learning (TX)*  
214.519.3677  
salinas@cainc.com

**John Sipe**  
*Regional V.P. (CA)*  
760.213.6163  
jsipe@cainc.com

**Andres Gorbea**  
*Educational Consultant  
(Los Angeles, CA)*  
909.648.6019  
agorbea@cainc.com

**Website:**  
[www2.curriculumassociates.com/  
products/subjects.aspx?topic=CMO](http://www2.curriculumassociates.com/products/subjects.aspx?topic=CMO)

### Imagine Learning, Inc.

LAUSD Vendor No.: 1000003998  
Contract No.: 4400006091

#### Products Included

- Imagine Math
- Math Performance Task Blackline Master (upper EL)
- Math Performance Task Blackline Master (MS)
- Student Journals Printed (consumable)

#### Contact

**Chiara Tellini**  
*Area Partnership Mgr., L.A.*  
626.437.7350 (cell)  
chiara.tellini@imaginelearning.com

**Website:**  
[www.imaginelearning.com/programs/  
math](http://www.imaginelearning.com/programs/math)

### Open-Up Resources

LAUSD Vendor No.: xx  
Contract No.: xx

#### Products Included

- xx

#### Contact

## Curriculum Associates, LLC

**VENDOR No.:** 100000184  
**CONTRACT No.:** 440000690


### Ready Mathematics, Grades 6-8 ©2020

Teacher support provided at every lesson in the Teacher Resource Book help facilitate classroom discussion.

Language routines, found in the Teacher Resource Book, enhance the overall Think-Share-Compare discourse routine and suggest an overall approach to teaching problems.

#### Think-Share-Compare Routine

Engages students in solving problems and discussing their work, first with partners, then with the whole class. Teachers select from the Step-by-Step questions in the lessons to guide discussion during the Compare portion of the routine.



"Talking with help of letters makes it a lot easier to solve a problem."

#### Think-Share-Compare Routine

- 1. Make Sense of the Problem**  
Read and understand the problem or question. Think about the key information.
- 2. Solve and Support Your Thinking**  
Include phrases, models, and/or equations in your solutions. If you have time, show another way to solve it.
- 3. Discuss**  
Explain your thinking to a partner. Discuss how your strategies are alike and different.
- 4. Compare**  
Compare your strategies with the class, including the strategies in the Ready book.
- 5. Connect and Reflect**  
Complete and discuss the Connect It questions.
- 6. Apply**  
Apply what you have learned to a new problem. Be sure to support your answer.

#### Integrating Language and Mathematics

Outlines language routines that can be used within any part of the Think-Share-Compare Routine. They offer consistent, repeatable structures to understand language and express ideas so students can focus on the mathematics they are learning. For example, "In your own words" is a routine that allows students to restate an idea they read or heard in their own words. It requires students to clarify understanding and use clear, specific language.

#### Integrating Language and Mathematics

Ready Mathematics integrates language and mathematics instruction to support all students in learning. These research-based language routines provide powerful language-based activities through which students access, create, and express their growing mathematical understanding.

##### Three Reads

**What It Is:** A three-step routine for making sense of word problems or mathematical text.

**How to Use It:** The task is read three times, each time with a different purpose:

- What is the task about?
- What do we need to do about it?
- What questions or information are important? How are they related?

The class comes to agreement on answers to each question. While reading the text, each time students can use their **Think-Independently**. These reads may be done orally or students may respond on sticky notes before their discussion.

**What to Use It:** When helping students make sense of a task. A technique for helping students to make sense of a task.

- students explain to the teacher reading the task.
- students reading to each other or to themselves (silent reading)
- pairing or grouping students
- having one partner read to the other.
- calling on several students to explain or respond to each question.

**What to Notice:** Students make sense of the task by making personal connections to problem situations.

- checking which questions or pieces of information are important.

##### In Your Own Words

**What It Is:** A routine to confirm and clarify understanding. Highlight ideas, encourage students to listen to one another, and lead students to use clear and specific language.

**How to Use It:** The teacher calls on students to restate an idea they have read or heard "in your own words." The original speaker

for other students when processing text decides whether the restatement is complete and correct. First, students discuss together and then make the restatement. Teachers may call on one or several students to restate the same idea.

**What to Use It:** After reading or during a discussion to confirm understanding of a task or piece of a discussion.

- for students to hear an idea more than once and to hear their own idea.
- to make the students listen to one another.
- to give students time to process what was said or read.

**What to Notice:** Depending on the task, your words require comprehension and deeper engagement. Having one other student restate the idea and then restating the idea to the whole class. Restating on the whole class may be done during the whole class discussion. Restating on the whole class may be done during the whole class discussion. Restating on the whole class may be done during the whole class discussion.

##### Act It Out

**What It Is:** Support for making sense of a task or problem situation.

**How to Use It:** Review tasks and explanations that are read aloud. Use the cards to see how the students, particularly students who struggle, may be able to make sense of the problem. Gather pictures or objects to help create important parts of the context or concept. When presenting the problem, which, the pictures or objects or the problem or the problem itself.

**What to Use It:** Before introducing a problem or task with context that is new to the students or for students who struggle. Act it out helps students make sense of word problems and mathematical situations by using familiar or personally understood concepts and words.

Students communicate information, ideas, and concepts necessary for academic success, and they are given opportunities to listen, speak, read, and write at the appropriate level of language proficiency.

The Student Instruction Book gives students the opportunity to review mathematical and academic vocabulary and to access and build on familiar concepts.

#### English Language Development

Offers suggestions for scaffolding language use during the lesson so students at different levels of English proficiency can access the mathematics and express their own ideas.

#### ELL English Language Development

Prepare for Day 1: Use with **Think It Through**

| ELP Levels 1-3  | ELP Levels 2-4   | ELP Levels 4-5   |
|---|--|--|
| <p><b>Reading/Speaking</b> Read aloud or paraphrase <b>Think It Through</b>. Circle the text in any, variety, usability, readability, and explain that the terms are related. Use these sentences to help guide discussion:</p> <ul style="list-style-type: none"> <li>• "to <b>say</b> means 'to change' or 'to be different'."</li> <li>• <b>A statistic</b> is a number that represents a value. It is usually represented by a letter.</li> <li>• <b>A statistic</b> means "to change" or "amount of change." It makes a statistical question different from a non-statistical question.</li> <li>• Statistical questions have answers that can <b>say</b>. When we ask a statistical question, we expect a <b>statistic</b> of answers.</li> </ul> | <p><b>Reading/Speaking</b> Have students paraphrase <b>Think It Through</b>. Circle the text in any, variety, usability, readability, and explain that the terms are related. Have pairs use the <b>How and Why</b> cards to discuss how the words can be used to complete these sentence frames:</p> <ul style="list-style-type: none"> <li>• A <b>statistic</b> is a number that represents a value. It is usually represented by a letter.</li> <li>• <b>A statistic</b> means "to change" or "amount of change." It makes a statistical question different from a non-statistical question.</li> <li>• Statistical questions have answers that can <b>say</b>. When we ask a statistical question, we expect a <b>statistic</b> of answers.</li> </ul> <p>Call on pairs to share their work.</p> | <p><b>Reading/Speaking</b> Have students paraphrase <b>Think It Through</b>. Have pairs discuss what statistical questions are and how they differ from non-statistical questions. Before they begin, display the terms: <b>variety, usability, readability, and explain that the terms are related.</b> Have each student write the terms in a box. Ask students to use the structure in their discussion. Partner 1 explains what statistical questions are and how they differ from non-statistical questions. Partner 2 listens and keeps track of the number of times Partner 1 uses each of the highlighted terms. Partners switch roles. Finally, partners co-construct an explanation of how statistical and non-statistical questions differ.</p> |

#### Concept Development

Provides collaborative visual activities so students with a range of mathematical and English language proficiencies can access and build upon familiar concepts that are prerequisite for the unit.

#### Concept Development

Here is data about the ages of people in two different groups. The mean age in both groups is 13. How are the groups alike and different? Write your ideas in the Venn diagram.

**Group A**  
11, 13, 13, 14, 12, 14, 13, 12, 15

**Group B**  
2, 24, 22, 1, 26, 25, 2, 1, 26, 1



mean age is 13 years. No one is 13 years old.

#### Preview Academic Vocabulary

Suggests activities through which students examine word meanings, word structure, and related words to create a word wall that students can refer to during the unit.

##### Preview Academic Vocabulary

- Preview the statistical term central to this unit, **variability**. First display related terms that may be more familiar:
- The store has a variety of fruits so that people can choose the ones they like best.
- Matt likes to vary the color of his shirt so that he doesn't wear the same color every day.
- The weather will be **variable** tomorrow: cloudy, then rainy, and finally some sunshine.
- Explain that **variability** in statistics refers to how the numbers in a data set differ from one another. Use the data in Group A and Group B of the Venn diagram as an example.
- Brainstorm as a class other data sets that would have a lot of variability (e.g., the height of middle school students) and those that might have very little (e.g., the ages of first graders).
- Post the term **variability** on a word wall or on an anchor chart for students to refer to throughout the unit. Have students add the word to their Math Journals.

## Imagine Learning, Inc.

**VENDOR No.:** 100003998  
**CONTRACT No.:** 440006091

### Imagine Math Overview

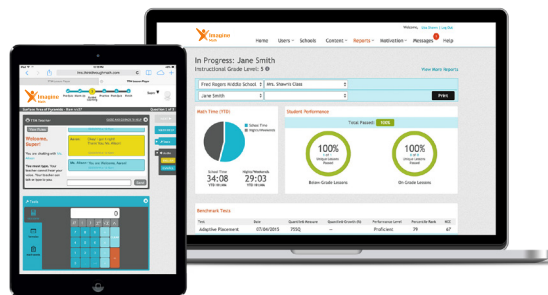
At Imagine Learning we believe that all students are language learners. We believe that mathematical understanding and language development are interdependent and symbiotic. And most importantly, we know that when students are provided with meaningful learning experiences, they can master mathematics and acquire language at the same time.

Imagine Math lessons are designed to be instructional learning experiences that engage students in meaningful exploration of understanding mathematics. In an Imagine Math lesson, students will:

- Engage in thinking and reasoning about mathematics
- Investigate mathematical concepts and practices
- Explore mathematical ideas through a problem solving approach
- Solve problems using multiple representations of mathematical relationships

Students receive instructional support throughout the lesson in three main ways:

1. Feedback that is designed to address misconceptions and redirect thinking in response to student work
2. Math Help that is designed to provide direct instruction on the math concepts behind a particular problem, available upon student request
3. Live Help that allows students to **work directly with a bilingual, certified math teacher** on their math problem, also available upon student request



### At a Glance: Imagine Math Activities

Imagine Math lessons are designed to be instructional learning experiences that engage students in meaningful exploration of understanding mathematics. In an Imagine Math lesson, students will:



| Activity                | Overview   |
|-------------------------|--|
| Pre-Quiz                | Students have the opportunity to demonstrate their understanding of the content within the lesson.   |
| Warm Up                 | Students practice procedures and recall facts that may be helpful in the lesson.   |
| Guided Learning         | Students engage in meaningful instructional tasks designed to facilitate understanding and reinforce college and career readiness standards. To support their learning, students have access to personalized feedback, digital manipulatives, reference tools, and live certified math teachers. |
| Problem Solving Process | Students work through and begin to internalize a problem solving process that can be applied to complex problems.  |
| Practice                | Students review, extend, and synthesize the ideas from the Guided Learning, continuing to receive corrective feedback.   |
| Post-Quiz               | Students demonstrate their understanding of the content within the lesson.   |



# Contracting Procedure

School districts wishing to acquire the services offered by the listed contracts should take the following steps:

1. Select from listed products, as specified in the Product Code table, and offered by the contracted publishers;
2. Go to [www.cgcs.org/domain/266](http://www.cgcs.org/domain/266) to review the pricing as well as terms and conditions for each of the respective contract(s) to ensure that pricing, terms, and conditions are acceptable to the school district;
3. Email the selected publisher(s) outlining the specific proposed purchase and requesting the publisher's written quote, noting that (a) each quote request should identify the product(s) sought, requested delivery date and any special terms; and (b) for items as listed in the contract where no special terms are requested, the price quoted by the vendor should be no higher than the price shown in that publisher's contract;
4. Using the agreed-upon quote, issue a purchase order or other purchase request to the selected publisher in accordance with your school district policy.

| Product Catalog (NIGP Code) | Description  |
|-----------------------------|--|
| 71500                       | Publications and audiovisual materials (prepared materials)  |
| 71586                       | Textbooks: 6th thru 8th grade (includes student and teacher) |
| 78570                       | Instructional aids: courses, lesson plans (prepared), progra |
| 78575                       | Instructional software licenses, non-taxable                 |
| 78576                       | Paper items: composition books, test/examination materials   |

## LAUSD Contact Information

**Sybil Ward**

Contract Administration Manager Procurement Services Division

213-241-3594 • [sybil.ward@lausd.net](mailto:sybil.ward@lausd.net)

**Alicia Martinez**

Assistant Contract Administration Manager Procurement Services Division

213-241-3527 • [alicia.martinez@lausd.net](mailto:alicia.martinez@lausd.net)

## Sample Approval

**ATTACHMENT B**  
**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY**

**A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS** APPROVED

**NEW CONTRACTS EXCEEDING \$250,000** **\$5,800,000**

| CONTRACTOR   | IDENTIFICATION NO.  | DESCRIPTION   | SOURCE OF FUNDS                                | AMOUNT      |
|--|---|---|--|-------------|
| Curriculum Associates, LLC; Imagine Learning, Inc.; K12 OER Collaborative, d/b/a Open Up Resources | 4400006090<br>4400006091<br>4400006039<br>(RFP 2000001304)<br><b>Item D</b> | Formally competed bench contracts to provide math instructional materials tailored to the needs of English Learners in Grades 6-8. The materials were developed in collaboration with the Council of the Great City Schools, five other schools districts and experts in the field of pedagogical theory relating to English Learners and mathematics. The authority to increase or decrease the individual amounts of these contracts will be limited to the aggregate value of \$5,000,000. | Various per Requesting School or Office (100%) | \$5,000,000 |

**Contract Term:** 03/01/19 through 02/28/24 includes two (2) one-year renewal options

**Aggregate Five-Year Value for Three (3) Contracts: \$5,000,000**

Requesters: *Derrick Chau*  
Senior Executive Director  
P-12 Instruction, Division of Instruction

*Lydia Acosta Stephen*, Executive Director  
Multilingual and Multicultural Education  
Division of Instruction

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Bd. of Ed Rpt. No. 248-18/19
Page 1 of 7
Board of Education  
February 19, 2019