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
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.”)

Virtual 2020 BIRE Meeting

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.
**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.¹

<table>
<thead>
<tr>
<th>Table 1. Subscribing Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Subscribers</strong></td>
</tr>
<tr>
<td>Anchorage School District</td>
</tr>
<tr>
<td>Atlanta Public Schools</td>
</tr>
<tr>
<td>Buffalo Public Schools</td>
</tr>
<tr>
<td>Guilford County Public Schools</td>
</tr>
<tr>
<td>Kansas City Public Schools</td>
</tr>
<tr>
<td>Metropolitan Nashville Public Schools</td>
</tr>
<tr>
<td>NYC Department of Education – District 25</td>
</tr>
<tr>
<td>Oakland Unified School District</td>
</tr>
<tr>
<td>San Antonio Independent School District (onboarding)</td>
</tr>
<tr>
<td>The School District of Philadelphia</td>
</tr>
<tr>
<td><strong>Former Subscribers</strong>²</td>
</tr>
<tr>
<td>Charlotte-Mecklenburg Public Schools</td>
</tr>
<tr>
<td>Clarksville-Montgomery County School</td>
</tr>
<tr>
<td>District of Columbia Public Schools</td>
</tr>
</tbody>
</table>

**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.

¹ The COVID-19 pandemic has delayed onboarding and/or implementation in some of the newer subscribing districts.
² 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

As of December 22, 2020

<table>
<thead>
<tr>
<th>Course</th>
<th>Facilitators</th>
<th>PD Participants</th>
<th>Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>258</td>
<td>629</td>
<td>10</td>
</tr>
<tr>
<td>ELA/ELD 1</td>
<td>255</td>
<td>629</td>
<td>10</td>
</tr>
<tr>
<td>ELA/ELD 2</td>
<td>255</td>
<td>629</td>
<td>10</td>
</tr>
<tr>
<td>ELA/ELD 3</td>
<td>255</td>
<td>629</td>
<td>10</td>
</tr>
<tr>
<td>ELA/ELD 4</td>
<td>255</td>
<td>629</td>
<td>10</td>
</tr>
<tr>
<td>ELA/ELD 5</td>
<td>255</td>
<td>629</td>
<td>10</td>
</tr>
<tr>
<td>Math 1</td>
<td>121</td>
<td>609</td>
<td>5</td>
</tr>
<tr>
<td>Math 2</td>
<td>121</td>
<td>609</td>
<td>5</td>
</tr>
<tr>
<td>Math 3</td>
<td>121</td>
<td>609</td>
<td>5</td>
</tr>
<tr>
<td>Math 4</td>
<td>121</td>
<td>609</td>
<td>5</td>
</tr>
<tr>
<td>Math 5</td>
<td>121</td>
<td>609</td>
<td>5</td>
</tr>
</tbody>
</table>

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.

---

3 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

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**

<table>
<thead>
<tr>
<th>Date/s &amp; Focus</th>
<th>Location</th>
<th>Content</th>
<th>Trainees</th>
<th>Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 18, 2016 (Trial Launch)</td>
<td>Miami</td>
<td>ELA/ELD</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>May 20, 2017 District Demonstration</td>
<td>Los Angeles</td>
<td>ELA/ELD + Math</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Oct. 16-17, 2017 Facilitator Training</td>
<td>Cleveland</td>
<td>ELA/ELD + Math</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Jun. 18-19, 2018 Facilitator Training</td>
<td>Washington, DC</td>
<td>ELA/ELD</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>Oct. 25, 2018 3LS&lt;sup&gt;TM&lt;/sup&gt; Introduction</td>
<td>Baltimore</td>
<td>ELA/ELD</td>
<td>26</td>
<td>15</td>
</tr>
<tr>
<td>May 13, 2019 Facilitator Training</td>
<td>Ft. Lauderdale</td>
<td>ELA/ELD</td>
<td>27</td>
<td>12</td>
</tr>
</tbody>
</table>

<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  
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  
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

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

**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.
In 2018, the *Pathway to Academic Success Project* at the University of California, Irvine (UCI), was awarded a five-year, $14.7 million grant, 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) 7th-11th 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 of professional development and five after-school sessions. 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

---


6 September 25, October 23, December 5, February 19, March 18, and May 27

7 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.

---

### Consortium to Develop Placement Assessment for Newcomers and SIFE

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. 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.
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 ELLs. Despite the prolonged closure of schools, the U.S. ED has not given explicit permission to use the provisional screener to formally identify ELLs. 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 ELLs 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.1

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 restated 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

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
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.

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)
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.
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.

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.
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**

![Diagram of Inaugural Program](image)

---

For more information, contact: The Council of the Great City Schools at: PLP@cgcs.org.

26
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 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
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 of 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. For the Request for Proposal document—and related addenda—through which the proposals were solicited, see RFP & ADDENDA.

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=CM0

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

Open-Up Resources
LAUSD Vendor No.: xx
Contract No.: xx

Products Included
• xx

Contact
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.

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.

Concept Development
Provides collaborative visual aids so students with a range of mathematical and English language proficiencies can access and build on familiar concepts that are prerequisite for the unit.
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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Quiz</td>
<td>Students have the opportunity to demonstrate their understanding of the content within the lesson.</td>
</tr>
<tr>
<td>Warm Up</td>
<td>Students practice procedures and recall facts that may be helpful in the lesson.</td>
</tr>
<tr>
<td>Guided Learning</td>
<td>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.</td>
</tr>
<tr>
<td>Problem Solving Process</td>
<td>Students work through and begin to internalize a problem solving process that can be applied to complex problems.</td>
</tr>
<tr>
<td>Practice</td>
<td>Students review, extend, and synthesize the ideas from the Guided Learning, continuing to receive corrective feedback.</td>
</tr>
<tr>
<td>Post-Quiz</td>
<td>Students demonstrate their understanding of the content within the lesson.</td>
</tr>
</tbody>
</table>
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 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

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

### LAUSD Contact Information

Sybil Ward  
Contract Administration Manager Procurement  
Services Division  
213-241-3594  •  sybil.ward@lausd.net

Alicia Martinez  
Assistant Contract Administration Manager  
Procurement Services Division  
213-241-3527  •  alicia.martinez@lausd.net

### Sample Approval

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

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Associates, LLC;</td>
<td>4400006000;</td>
<td>Item D</td>
<td>Various per Requesting School or Office (100%)</td>
<td>$5,000,000</td>
</tr>
<tr>
<td>Imaginarium Learning, Inc.;</td>
<td>4400006001;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 OER Collaboration, 01/4 Open Up Resources</td>
<td>4400006039;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Contract Terms**: 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 Chen  
Senior Executive Director  
P-12 Instruction, Division of Instruction  
• Lydia Acosta-Wheeler, Executive Director  
Multilingual and Multicultural Education, Division of Instruction