

2019-20 English Learner Plan Walk-Through



**DIVISION OF ELEMENTARY
& SECONDARY EDUCATION**

**Tricia Kerr, ESOL Program Director
Division of Learning Services
Division of Elementary and Secondary Education**

August 1, 2019

Agenda

- Purpose of District English Learner Plan
- English Learner Plan Requirements
- Indistar Location of English Learner Plan
- Components of English Learner Plan
 - All Districts
 - Districts with NO English Learners
 - Districts WITH English Learners
- Program Models
- Sample District English Learner Plan



Purpose of District English Learner Plan

The DESE has a legal responsibility under ESSA, Title VI of Civil Rights Act of 1964, and the Equal Educational Opportunities Act (EEOA) to ensure that all LEAs meet the federal requirements to properly identify, assess, and support English Learners through an effective English language development program.

In order to meet this requirement, all LEAs must submit an annual district-wide English Learner Plan to the DESE, whether currently enrolling English Learners or not.



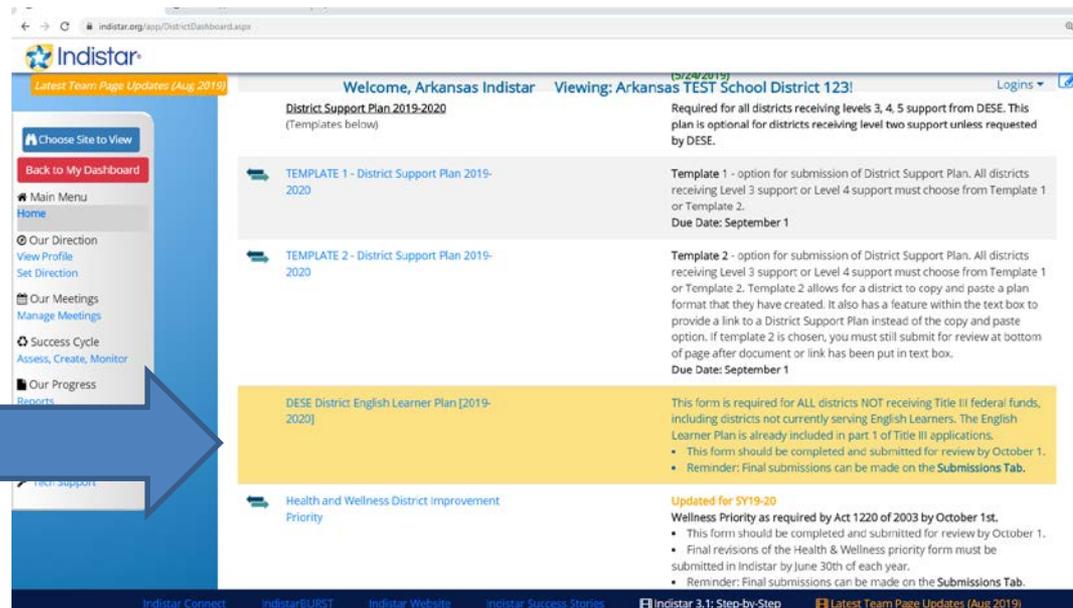
Submission of District English Learner Plans

Submission Method	Details	Due Date
Title III Grant Application	The English Learner Plan is the first part of the Title III Grant Application.	June 28, 2019
English Learner Plan for Non-Title III Districts	Districts who do not receive Title III funds will submit this plan in Indistar.	October 1, 2019



Indistar Location of District English Learner Plan

1. Select your district
2. Go to “Complete forms”
3. Click “DESE District English Learner Plan” {2019-2020}



The screenshot shows the Indistar website dashboard for Arkansas Indistar. The page title is "Welcome, Arkansas Indistar Viewing: Arkansas TEST School District 123!". The main content area is titled "District Support Plan 2019-2020 (Templates below)". It lists two templates: "TEMPLATE 1 - District Support Plan 2019-2020" and "TEMPLATE 2 - District Support Plan 2019-2020". Below these templates, there is a highlighted section for "DESE District English Learner Plan [2019-2020]". This section includes a description of the form and a list of requirements, such as "This form is required for ALL districts NOT receiving Title III federal funds, including districts not currently serving English Learners." and "Updated for SY19-20 Wellness Priority as required by Act 1220 of 2003 by October 1st." The left sidebar contains a navigation menu with options like "Choose Site to View", "Back to My Dashboard", "Main Menu", "Our Direction", "Our Meetings", "Success Cycle", and "Our Progress". A blue arrow points from the third step of the list to the "DESE District English Learner Plan" section in the screenshot.



Components of English Learner Plan

All Districts—ESOL Coordinator contact information as of date of plan

English Learner Plan for Non-Title III Districts

Arkansas Indistar

English Learner Plan for Non-Title III Districts

Page 1 of 1

ESOL Coordinator	
Name:	
Telephone Number:	
Email:	



English Learner Plan Requirements

- LEAs must identify potential English Learners through the use of the Arkansas Home Language Usage Survey and a valid and reliable English language proficiency test. See the [Arkansas English Learner Entrance and Exit Procedures Manual](#).
- Arkansas uses the ELPA21 Screener to screen for initial English language proficiency and ELPA21 Summative to assess English language proficiency annually.
- See the [Arkansas DESE ELPA21 Webpage](#) for further information, including a link to the current year's ELPA21 Livebinder.



English Learner Plan Requirements

- LEAs must take affirmative steps, beyond the curriculum provided to any student, so English Learners can meaningfully participate in their educational programs and services. The language assistance services must be educationally sound and proven successful. Examples of program models are provided later in this presentation.
- LEAs must provide the personnel and resources necessary to effectively implement their chosen EL program model. This obligation includes having highly qualified teachers to provide language assistance services, trained administrators who can evaluate these teachers, and adequate and appropriate materials for the EL programs. See the [Arkansas English Language Proficiency Standards webpage](#) for additional information regarding the English Language Proficiency Standards.



English Learner Plan Requirements

- LEAs must monitor the progress of all of their English Learners in achieving English language proficiency and acquiring content knowledge as well as evaluate the success of the program.
- Once students are placed as a Former English Learner student, LEAs must monitor the academic progress of former ELs for at least four years to ensure that students have not been prematurely exited, that their academic deficits are remedied, and that they are meaningfully participating comparably to their never-EL peers.



English Learner Plan Requirements

- LEAs must only use local and state funding (foundation funding, ELL/ESA/PD Categorical funds) to provide the English Learner program. Federal grants with supplement not supplant provisions, such as Title I and III, must provide supplemental services to eligible English Learners beyond the English Learner program. This requirement has not changed under ESSA.



Components of English Learner Plan

A. If the LEA does NOT have any English Learners currently enrolled, please check the next two boxes:

- We assure that as of the date of this submission, the LEA has no identified English learners. If an English learner is identified prior to the submission of next year's plan, the LEA will take steps to ensure proper identification, assessment, and instruction are carried out as outlined in the English Learner Plan requirements above.
- We assure that we are doing items #1, #2 and #8 (as appropriate) in the LEA Language Minority Assurances Table below and, in the event that an English Learner enrolls in our district will complete all of the other items and submit an updated District English Learner Plan.

If you check the two boxes above, you may now submit the completed plan to DESE in Indistar.



LEA Language Minority Assurances Table

By checking each box, the LEA assures that 100% of EL students are correctly identified and included in the annual English Language Proficiency Assessment each year until reaching proficiency.

B. If the LEA **DOES** have English Learners, please complete the assurances table below and the following Core EL Program (Lau) Plan.

*For additional resource links, please click HINTS.

Hint

-
- 1. Administer the Home Language Usage Survey (HLUS) only to students enrolling in the LEA for the first time; the original HLUS is obtained for a student transferring from another Arkansas school.
 - 2. Maintain a copy of every student's HLUS, including students whose HLUS indicates English only.
 - 3. Within 30 days of enrollment at the beginning of the school year, or within two weeks of enrollment during the school year, administer the English proficiency screener (ELPA21 Screener) to new students whose HLUS indicates a language other than English for any of the three questions OR obtain the previous annual ELPA21 Summative assessment results for students previously identified as an English learner by another Arkansas school or ELPA21 consortium state.
 - 4. Notify parents of students' English Learner status annually via a Parent Notification form
 - 5. Maintain a local system to track English learners in order to provide core EL program services and report English learners to the DESE through regular Cycle reporting.
 - 6. Develop an Initial Placement/Annual Review Form and provide core EL program services until student reaches proficiency on the ELPA21 Summative assessment along with 2 data points on the Professional Judgment Rubric.
 - 7. Administer the ELPA21 Summative English language proficiency assessment annually to 100% of English learners.
 - 8. Maintain a local system for rigorous monitoring of Former English Learners (FELs) during their mandated four-year monitoring period to ensure that former English learners are meeting the same challenging standards as never-EL students using the required Arkansas DESE Language Minority Student Exit/Monitoring Form.



LEA Language Minority Assurances Table

By checking each box, the LEA assures that 100% of EL students are correctly identified and included in the annual English Language Proficiency Assessment each year until reaching proficiency.

B. If the LEA **DOES** have English Learners, please complete the assurances table below and the following Core EL Program (Lau) Plan.

*For additional resource links, please click HINTS.

Hint

Check ALL 8 Boxes

- 1. Administer the Home Language Usage Survey (HLUS) only to students enrolling in the LEA for the first time; the original HLUS is obtained for a student transferring from another Arkansas school.
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- 8. Maintain a local system for rigorous monitoring of Former English Learners (FELs) during their mandated four-year monitoring period to ensure that former English learners are meeting the same challenging standards as never-EL students using the required Arkansas DESE Language Minority Student Exit/Monitoring Form.



LEA Language Minority Assurances Table

B. If the LEA DOES have English Learners, please complete the assurances table below and the following Core EL Program (Lau) Plan.

*For additional res

Hint

Hint

1. Administer the **Home Language Usage Survey (HLUS)** only to students enrolling in the LEA for the first time, the original HLUS is obtained for a student transferring from another Arkansas school.
2. Maintain a copy of every student's HLUS, including students whose HLUS indicates English only.
3. Within 30 days of enrollment at the beginning of the school year, or within two weeks of enrollment during the school year, administer the English proficiency screener (ELPA21 Screener) to new students whose HLUS indicates a language other than English for any of the three questions **OR** obtain the previous annual ELPA21 Summative assessment results for students previously identified as an English learner by another Arkansas school or ELPA21 consortium state.
4. Notify parents of students' English Learner status annually via a **Parent Notification form (sample forms)**.
5. Maintain a local system to track English learners in order to provide core EL program services and report English learners to the DESE through regular Cycle reporting.
6. Develop an **Initial Placement/Annual Review Form (sample form)** and provide core EL program services until student reaches proficiency on the ELPA21 Summative assessment along with 2 data points on the Professional Judgment Public
7. Adm
8. Main

Scroll Bar to navigate hints

Several forms are hyperlinked back to the DESE English Learners webpage in the hints for your convenience.



LAU

The landmark Supreme Court Case *Lau v. Nichols* (1974) states the following: *“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for student who do not understand English are effectively foreclosed from any meaningful education.”*

Therefore, the English language development services that are provided to EL students in order to meet the federal requirements are known as the **Lau Requirements**.



Components of English Learner Plan

B. If the LEA DOES have English Learners, please complete the LEA Language Minority Assurances Table and the Core EL Program (Lau) Plan



Core EL Program (Lau) Plan

- 1) LEAs are **required** to provide a core EL program (Lau) whether or not they receive Title funds.
- 2) All federal grants, including Title I and III, must be **supplemental to your core EL program** listed on the plan.
- 3) Staff listed on this plan **must** be paid with state (such as ELL/NSLA, foundation funding) or local funds **only**.
- 4) All EL students (Emerging, Progressing, Proficient without Professional Judgment Rubric data points) **must** be provided the core EL program described on this page, in addition to core instruction; instruction in the **core EL** program must be provided by **qualified** teachers **trained in EL strategies**.
- 5) The core EL program, per federal law, **must** be based on **effective** approaches and methodologies that **demonstrate success** in increasing English language proficiency, reasonably calculated for success in terms of resources and personnel, and regularly evaluated to ensure the language barriers are being overcome.



	Elementary		Middle School		High School
<input type="checkbox"/>	No EL students at this level	<input type="checkbox"/>	No EL students at this level	<input type="checkbox"/>	No EL students at this level
	ELD Program Models Used:		ELD Program Models Used:		ELD Program Models Used:
<input type="checkbox"/>	ELD Push-In (ELD-PI)	<input type="checkbox"/>	ELD Push-In (ELD-PI)	<input type="checkbox"/>	ELD Push-In (ELD-PI)
<input type="checkbox"/>	ELD Pull-out (ELD-PO)	<input type="checkbox"/>	ELD Pull-out (ELD-PO)	<input type="checkbox"/>	ELD Pull-out (ELD-PO)
<input type="checkbox"/>	ELD Embedded (ELD-EM)	<input type="checkbox"/>	ELD Embedded (ELD-EM)	<input type="checkbox"/>	ELD Embedded (ELD-EM)
<input type="checkbox"/>	ELD Class Period (ELD-CP)	<input type="checkbox"/>	ELD Class Period (ELD-CP)	<input type="checkbox"/>	ELD Class Period (ELD-CP)
<input type="checkbox"/>	Newcomer ELD (ELD-NP)	<input type="checkbox"/>	Newcomer ELD (ELD-NP)	<input type="checkbox"/>	Newcomer ELD (ELD-NP)
	Access to Core Content Models Used:		Access to Core Content Models Used:		Access to Core Content Models Used:
<input type="checkbox"/>	Sheltered Instruction (CCP-SI)	<input type="checkbox"/>	Sheltered Instruction (CCP-SI)	<input type="checkbox"/>	Sheltered Instruction (CCP-SI)
<input type="checkbox"/>	Content classes with integrated EL support (CCP-CC)	<input type="checkbox"/>	Content classes with integrated EL support (CCP-CC)	<input type="checkbox"/>	Content classes with integrated EL support (CCP-CC)
<input type="checkbox"/>	Newcomer Core Content (CCP-NP)	<input type="checkbox"/>	Newcomer Core Content (CCP-NP)	<input type="checkbox"/>	Newcomer Core Content (CCP-NP)
	Frequency and Duration for ELD Models Listed Above:		Frequency and Duration for ELD Models Listed Above:		Frequency and Duration for ELD Models Listed Above:
	Type of Staff for ELD Models Listed Above:		Type of Staff for ELD Models Listed Above:		Type of Staff for ELD Models Listed Above:

Total unduplicated headcount of staff paid from local and state funds to provide ELD program models only:

Certified	Non-Certified



Components of English Learner Plan

If your district **does not** have EL students at any particular grade span, please indicate “No EL students at this level” in the corresponding box.

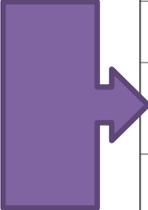
NOTE: If more than one ELD service model is used throughout the district for a specific grade, school setting or proficiency level, choose from the following options below and list all applicable models. Descriptions of frequency, staff, and materials are not required at this time for the “Access to Core Content Models”.

[Brief Descriptions of the ELD Program Models & Access to Core Content Program Models](#)

[Sample Core EL Program \(Lau\) Plan](#)

These are hyperlinks within the Indistar plan for your convenience.



	Elementary		Middle School		High School
	<input type="checkbox"/> No EL students at this level	<input type="checkbox"/>	<input type="checkbox"/> No EL students at this level	<input type="checkbox"/>	<input type="checkbox"/> No EL students at this level
	ELD Program Models Used:		ELD Program Models Used:		ELD Program Models Used:
	<input type="checkbox"/> ELD Push-In (ELD-PI)	<input type="checkbox"/>	<input type="checkbox"/> ELD Push-In (ELD-PI)	<input type="checkbox"/>	<input type="checkbox"/> ELD Push-In (ELD-PI)
	<input type="checkbox"/> ELD Pull-out (ELD-PO)	<input type="checkbox"/>	<input type="checkbox"/> ELD Pull-out (ELD-PO)	<input type="checkbox"/>	<input type="checkbox"/> ELD Pull-out (ELD-PO)
	<input type="checkbox"/> ELD Embedded (ELD-EM)	<input type="checkbox"/>	<input type="checkbox"/> ELD Embedded (ELD-EM)	<input type="checkbox"/>	<input type="checkbox"/> ELD Embedded (ELD-EM)
	<input type="checkbox"/> ELD Class Period (ELD-CP)	<input type="checkbox"/>	<input type="checkbox"/> ELD Class Period (ELD-CP)	<input type="checkbox"/>	<input type="checkbox"/> ELD Class Period (ELD-CP)
	<input type="checkbox"/> Newcomer ELD (ELD-NP)	<input type="checkbox"/>	<input type="checkbox"/> Newcomer ELD (ELD-NP)	<input type="checkbox"/>	<input type="checkbox"/> Newcomer ELD (ELD-NP)
	Access to Core Content Models Used:		Access to Core Content Models Used:		Access to Core Content Models Used:
	<input type="checkbox"/> Sheltered Instruction (CCP-SI)	<input type="checkbox"/>	<input type="checkbox"/> Sheltered Instruction (CCP-SI)	<input type="checkbox"/>	<input type="checkbox"/> Sheltered Instruction (CCP-SI)
	<input type="checkbox"/> Content classes with integrated EL support (CCP-CC)	<input type="checkbox"/>	<input type="checkbox"/> Content classes with integrated EL support (CCP-CC)	<input type="checkbox"/>	<input type="checkbox"/> Content classes with integrated EL support (CCP-CC)
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	Frequency and Duration for ELD Models Listed Above:		Frequency and Duration for ELD Models Listed Above:		Frequency and Duration for ELD Models Listed Above:
	Type of Staff for ELD Models Listed Above:		Type of Staff for ELD Models Listed Above:		Type of Staff for ELD Models Listed Above:

Total unduplicated headcount of staff paid from local and state funds to provide ELD program models only:

Certified	Non-Certified



Brief Description of the ELD Program Models

ELD Push-in (ELD-PI) EL teachers or EL Instructional Assistants assisting the classroom teacher in providing English language development to English learners in the classroom helping ELs with comprehension, participation, and completion of classroom assignments. Instructional Assistants need to be under direct supervision of a certified teacher.

ELD Pull-out (ELD-PO) ELs spend part of the day in a mainstream classroom, and are “pulled out” for a portion of the day to receive ELD instruction. Instruction is provided by EL teachers or EL Instructional Assistants working under the direct supervision of a certified teacher. The program targets specific English skills that are preventing students from fully participating in the mainstream classroom. EL students of similar proficiency and/or similar grade level are grouped for instruction. This approach is more common in elementary school settings.



Brief Description of the ELD Program Models

ELD Embedded (ELD-EM) ELs receive their ELD instruction during a mainstream content class by teachers embedding instruction in English language development.

ELD Class Period (ELD-CP) ELs receive their ELD instruction during a regular class period and also receive course credit for the class. This approach is more common in middle schools and high schools.

Newcomer Program – ELD (ELD-NP) Separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly-arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., English language development and/or Sheltered Instruction courses or programs). ELs receive their ELD in this program.



ELD Program Model

- Frequency and duration for ELD Model(s): The frequency with which the student receives English language development services and the number of minutes that are devoted to the service each time.
- Type of Staff for core ELD Model(s): The headcount and roles of state/locally funded staff who provide these services (e.g. “1 certified teacher and 2 paraprofessionals”).
- Total staff paid from local and state funds to provide ELD services. Include the number of certified and noncertified staff, which might include EL or homeroom teachers that provide the **Lau required English language development (ELD)** within the models listed by the LEA.



Brief Description of Access to Core Content Program Models

Sheltered Instruction (CCP-SI) Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some examples of sheltered instruction models may include SIOP, GLAD, SDAIE, and CM. Classes using a Sheltered Instruction approach can be designed exclusively for ELs or for a mixture of ELs and non-ELs.

Content Classes with integrated EL support (CCP-CC) This approach has content knowledge as the goal; teachers provide appropriate linguistic accommodations/supports so that English Learners may access the content.



Brief Description of Access to Core Content Program Models

Newcomer Program – Core Content instruction (CCP-NP) Separate, relatively self-contained instructional program designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., English language development and/or Sheltered Instruction courses or programs). ELs receive their core content instruction in this program. These programs enroll ELs exclusively.



Sample Completed EL Program Lau Plan



eSchool Coding

Every English Learner must be coded correctly in eSchool, including identifying which type of ELD Program Model and which type of Access to Core Content Model is being provided to that student.



ELL Fields

ELL Entry/Exit	Not Assigned	ESL/ELL Waived Date	<input type="text"/>
ESL/ELL Monitored	<input type="text"/>	ELD Program Type	<input type="text"/>
Core Content Access	<input type="text"/>		

(NEW) Language Instruction Education Program (LIEP)-ELD Program Type- Indicates the primary type of English Language Development (ELD) service being provided to an English Learner.

PI-ELD Push-in

PO-ELD Pull-out

EM-ELD Embedded

CP-ELD Class Period

NP-Newcomer Program

DS-Declined ELD services

[Language Instruction Educational Program \(LIEP\) Data Codes Detailed](#)



ELL Fields

ELL Entry/Exit	Not Assigned	ESL/ELL Waived Date	<input type="text"/>
ESL/ELL Monitored	<input type="text"/>	ELD Program Type	<input type="text"/>
Core Content Access	<input type="text"/>		

(NEW) Language Instruction Education Program (LIEP)-Core Content Access-

Indicates the primary method by which the school provides meaningful access to the full curriculum to an English Learner.

SI- Sheltered Instruction

CC-Content Classes with Integrated Support

NP- Newcomer Program

DS- Declined Access to Core Content Services

Language Instruction Educational Program (LIEP) Data Codes Detailed

Other evidence-based, researched services models can be used as determined effective at district discretion; however, one of the codes in the lists provided must be used in the EL data collection.



Final Step

- Submit completed District English Learner Plan in Indistar
- Due: October 1, 2019
- DESE English Learner Unit will review all plans and utilize when providing technical assistance/program support to districts.



ESOL Tools

- Consult the [ESOL Program Guide](#) on DESE's [English Learners' Website](#)
(The Arkansas Entrance/Exit Procedures Manual overrides the section on identification and monitoring—in process of being updated.)
- Consult the DESE English Learner Data Entry Presentation Materials on the English Learner webpage:

DESE English Learner Data Entry Presentation Materials

2019-20 Language Minority Student/English Learner Data Entry ([Webinar PDF](#)) / ([Webinar Recording](#))

2019-20 Back to School Checklist for LMS/EL Data Entry (PDF)

COGNOS Reports Information 2019-20 (PDF)

EL Data Entry Flowchart 2019-20 (PDF)



DESE English Learners Listserv

K-12 ENGLISH LEARNER LIST

- The DESE English Learners Listserv is designed for educators working with English Learners in the state of Arkansas in Grades K-12. The purpose is to communicate information regarding technical assistance, professional development, and opportunities for schools with English Learners.

To enroll, go to:

http://lists.state.ar.us/mailman/listinfo/ade_english_learners

- You will need to respond to the confirmation email to finalize enrollment!



DESE English Learners Listserv

Once a member, you may submit a message to;
ade_english_learners@lists.state.ar.us

You may unsubscribe at any time.

List Administrators:

- Tricia.Kerr@arkansas.gov
- Tresa.Cotton@arkansas.gov



DESE ESOL Team

- Tricia Kerr, ESOL Program Director/
Title III Co-Coordinator
 - Tricia.Kerr@arkansas.gov
 - 479-267-7450
- Dr. Alan Lytle, EL Assessment Specialist/
Title III Co-Coordinator
 - Alan.Lytle@arkansas.gov
 - 501-682-4468
- Tresa Cotton, EL Admin Assistant
 - Tresa.Cotton@arkansas.gov
 - 479-267-7450



DESE ESOL Team

- Jana Catlett, EL Specialist
 - Jana.Catlett@dawsonesc.com
 - 870-246-9072
 - Dawson, DeQueen/Mena, SW, South Central, SE
- Lisa Coats, EL Specialist
 - Lisa.Coats@starfishnw.org
 - 479-267-7450
 - NW, OUR, Guy Fenter
- Tracy Leone, EL Specialist
 - tleone@nea.k12.ar.us
 - (870) 886-7717
 - NE, North Central, Crowley's Ridge, Great Rivers
- Paula Vasquez, EL Specialist
 - Paula.Vasquez@Arkansas.gov
 - 501-682-5194
 - Pulaski County, Arch Ford, Wilbur D Mills, ARESC

