Office of English Language Acquisition Services (OELAS)

EL Coordinator Boot Camp
January 24, 2020

Kathy Hoffman
Superintendent of Public Instruction

EL Coordinator Tasks
January-July

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One Word

Think about the EL program at your site.

Think about your role as the EL Coordinator for your site.

If you had to choose one theme word to describe your focus and intentions for 2020 in this role, what would it be?
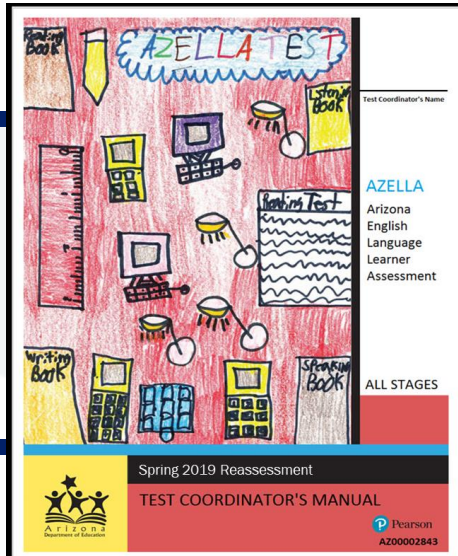
In Today's Session

- Prepping for AZELLA Spring Assessment
- Wrapping Up The Current Year
- Revisiting FY20 EL Needs and Funding Plan
- Planning for FY21 EL Funding

Test Coordinator's Name

AZELLA
Arizona
English
Language
Learner
Assessment

ALL STAGES

Spring 2019 Reassessment

TEST COORDINATOR'S MANUAL

P Pearson
AZ00002843

Prepping for the AZELLA Spring Reassessment

2 Minute Brain Trust

What steps are you currently taking to prepare for AZELLA Spring Reassessment?

1. Share 1 idea with your table

2. Play moves around the table

3. Repeat and continue around the table until time is up

Compare and Share

With your colleagues:

- Compare your ideas with the items on the *Spring AZELLA Checklist*

- Add any notes or additional items to the checklist based on your comparison and discussion

Who do I contact with questions?

The AZELLA Department is available to support you with questions related to AZELLA including:

- Updating District Test Coordinator information

- AZELLA Corrections Application

- Test administration

- Test accommodations

- Testing irregularities

- AZELLA test records

- EL70 and EL72 Reports

Brenda Vanderwerp

AZELLA State Test Coordinator

E-mail: AZELLA@azed.gov

Phone: 602.542.5233

Fax: 602.542.5467

www.azed.gov/assessment/dtc

Wrapping Up the Current Year

Two-Year Monitoring Form

- **Documentation begins the academic year after the student tests proficient**

- **Can be modified by LEA**

- **Have a system in place for collecting and inputting student data**

**State of Arizona
Department of Education**

Office of English Language Acquisition Services

Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____

SSID Number _____

Date Reclassified _____

Assessment data used to monitor progress of Fluent English Proficient (FEP) students

		Year 1		Year 2	
	Test Name	Test Date	Test Score	Test Date	Test Score
State-wide					
District-wide, School-wide					
		Year 1		Year 2	
Other criteria used for monitoring the FEP student. Classroom teacher comments.					

Student is eligible for Compensatory Instruction _____ Year 1 _____ Year 2

Monitor's Signature - Year 1 _____ Date: _____

Monitor's Signature - Year 2 _____ Date: _____

(Revised 05-2019)

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AZELLA Reassessment Reports

Student Reports

- Parent copy

- Student cumulative file

- Copy for next year's teacher

Notice of Reclassification Letters

- **Notify parents**

- **Place copy in student file**

- **Maintain FEP list for**

   next year

Arizona Department of Education

Office of English Language Acquisition Services

Notification of Reclassification

Dear Parent/Guardian:

(Student Name) _____

was reassessed with the Arizona English Language Learner Assessment (AZELLA) on

(Date) _____.

He/She has obtained an "Overall Proficiency Level of Proficient" on the AZELLA. This means that he/she no longer needs EL program services. While your child has attained fluent English proficient status, his/her academic progress will be monitored for the next two years.

If you have any questions or concerns, please contact:

_____@_____
District/School Representative   Phone

_____
EL Coordinator/Assessment Administrator Signature

_____
Date

Copy: Student's cumulative file

(Revised 01-2020)

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Student Information System (AzEDS)
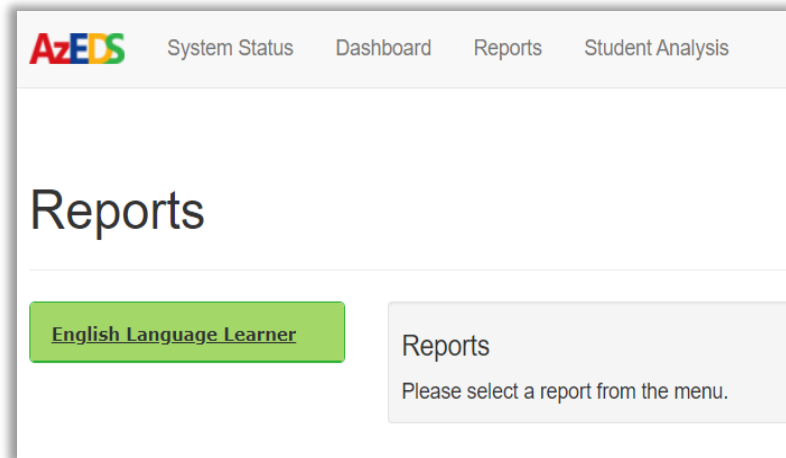
- **Import/enter data from AZELLA student reports**

- **Update program codes for RFEP students**

- **Distribute AZELLA scores to school sites**

EL Files

Develop a system and add current documents

- AZELLA Reports

- Notices of Reclassification

- Two-Year Monitoring Forms (FEP1 & FEP2)

- Full ILLPs
  - ✓ Required Signature Document
  - ✓ Attachment A (all grading periods)
  - ✓ Attachment B (all grading periods)

Continue internal monitoring

Professional Development Needs

- **Analyze trends from AZELLA reassessment**

- **Consider teacher needs and strengths**

- **Communicate and plan with LEA Administration**

Coming in 2020-2021

1. 2019 ELP Standards roll-out begins

2. Informational meeting to share details for the 2020-2021 school year including *Research-Based SEI Models.*

Meeting: *SEI Models Overview: School Year 2020-2021*

When: February 27, 2020
8:30am – 11:30am

Where: Black Canyon Conference Center

Registration link: https://ems.azed.gov/Home/Calendar?sd=7371

Revisiting FY20 EL Needs & Funding Plan

Revisiting FY20 Needs

Mid Year Checkpoint: fiscal and programmatic check-in

- CNA, LIAP, Title III Application
  - Do funding requests still meet needs?
  - Do I need to revise my LIAP and funding application?
- Reimbursements
  - Are they frequent and regular?
  - Has enough money been budgeted?
- Expenditure Report
  - Check with Business Manager for expenditure report. Does it match budget?

Title III Requirements

Have you spent your approved, budgeted Title III dollars?

- Parent, family, and community engagement IS required!
- Professional development IS required!

Revisions are required if changes have been made to the approved application.

- Revision approval deadline for FY20 projects is 09/30/2020

Importance of the Mid Year Checkpoint

Our goals are the same:

- To ensure your expenditures align with identified needs and the approved budget

- To prevent your LEA from having disallowed costs at Completion Report time

- To ensure intent and purpose of funds are being met

Mid Year Checkpoint Missed!

Actual Completion Report justification: Grant funding, which is extremely limited, is utilized and assisted by M & O funds to allow ELD teachers to attend and receive Professional Development.

Mid Year Checkpoint Missed!

Actual Completion Report justification:

We budgeted in 1 PD line item that we were unable to utilize, which was to have EL teachers attend the Teaching Struggling Readers PD. The registration capacity was maxed out before we could register.

Mid Year Checkpoint Missed!

Actual Completion Report justification: Professional development was provided to all teachers during embedded district wide professional days.

Mid Year Checkpoint Missed!

Actual Completion Report justification:

We were looking at other EL specific professional development opportunities from ADE and surrounding areas, however, we were not successful. The trainings we were inquiring for EL instructors were full and we were put on the waiting list but we didn't get registered.

Mid Year Checkpoint Missed!

Actual Completion Report justification:

Each school did host family engagement activities but did not differentiate by separating EL parents. We are planning to develop programs for parents of ELs for implementation during the next school year.

Mid Year Checkpoint Missed!

Actual Completion Report justification:

The parent/community engagement was not fully understood on what could be expensed. Although we had engagement activities throughout the year, we didn't know enough to expense properly and we didn't want to go back and fix it afterwards.

Mid Year Checkpoint Missed!

Actual Completion Report justification: Though this activity was budgeted, parent & community events sponsored FY2019 were paid out of other Title grants that included the EL students and their families. The process for approval of the grant was also a factor. New Federal Projects Director, just learning the process, took a large part of the year to get the grant approved.

Now is the Time for Plan B

LEA was approved for this:	but wants to do this instead:	Revision Needed: YES or NO
5 EL classroom teachers to attend the annual OELAS Conference	4 EL teachers and the Curriculum and Instruction Director to attend ADE's Leading Change Conference	YES
Supplies to create take home materials for use at an evening event held only for the parents of EL students	Supplies to create informational flyers on EL programs to pass out at the site Curriculum Nights	YES
1 parapro working only in EL settings for 1 hour each school day	1 parapro to assist ELs in the district's 3 week summer school	YES
Stipends for (10) EL teachers to align ELP standards outside their regular contract time	Stipends for (7) EL teachers to align ELP standards outside their regular contract time	YES

Important to Remember

- Revisions are required under EDGAR for deviations from your approved budget.
  - [2 CFR 200.308 of EDGAR (Education Department General Administrative Regulations)].

- Revisions are necessary to ensure compliance with supplement not supplant requirements and allowability of an expenditure BEFORE the cost is incurred.

- FY 2020 Revisions must be APPROVED by the project end date (9/30/2020) so submit in advance to allow processing time.

Looking Ahead

Planning For FY21 Grants

- Site work to determine needs (in GME)
    - CNA
    - RCA
    - SIAPs
- LEA level plan based on site needs (in GME)
- FY 2021 Title III Applications

March 1, 2020: FY21 Title III applications open

May 1, 2020: FY21 submission due date

July 1, 2020: FY21 targeted approval date

Remember for FY21

1. Integrated Action Plans (IAPs) are moving from ALEAT to Grants Management (GME)

    1. Obtain user access for site admin

    2. Training modules and quick reference guides are in Grants Management Resource Library

2. SEI Budget application process has changed and is fully in GME
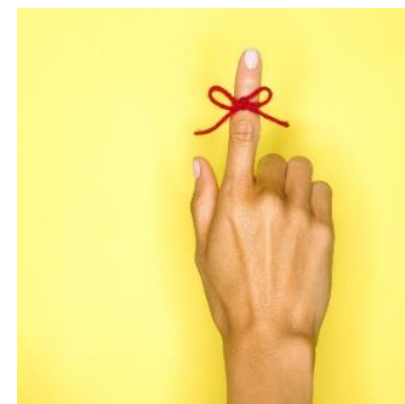
Who do I contact with questions?

Your Regional Specialist is available to support you with questions related to your EL program including:

- SEI Models and Program Implementation
- EL Program Enrollment/Exit Services
- The Monitoring Process
- EL Forms
- EL Funding
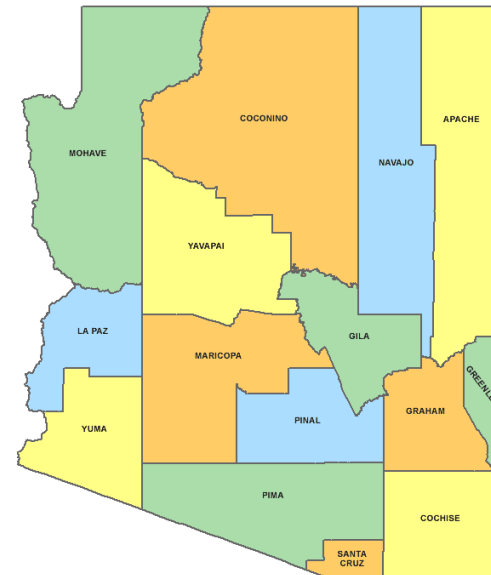
Thank you for joining us today!

- If you have additional questions, please reach out to your Regional Specialist by phone or email. (http://www.azed.gov/oelas/questions/)

Upcoming Dates

Be in the know for upcoming events...sign up for the PELL List emails!

Micky.Gutier@azed.gov

SEI Models Overview – February 27, 2020

May PELL Meeting – May, 2020

Fall EL Coordinator Boot Camp, Part 1 – July, 2020

Fall PELL Meeting – September, 2020

OELAS Conference – December, 2020