Multilingual Support Division Updates

November 2023

Language Policy and Leadership Office

Educator Workforce Investment Grant (EWIG): Effective Language Acquisition Programs (ELAP)

The Education Omnibus Budget Trailer Bill of 2022, Section 54, provides $20 million through the 2024-25 fiscal year to support one or more competitive EWIG grants for professional learning opportunities for teachers and paraprofessionals, including **$10 million** to develop and deliver **professional learning opportunities which support the implementation of effective language acquisition programs for English learner (EL) students**, which may include:

- Integrated language development within and across content areas,
- Bilingual and biliterate proficiency, and
- Building and strengthening capacity to implement the EL Roadmap Policy.

Professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors will include strategies for high-quality instruction aligned to the Quality Professional Learning Standards.

The California Department of Education (CDE) awarded the EWIG: ELAP funds to four county offices of education (COEs) that formed consortia to provide **free professional development to all interested local educational agencies (LEAs)** throughout California. Each grantee leads a zone that will serve the counties below. The makeup of each zone is based on the number of EL students the grant will impact.

Zone A Lead Grantee: Sacramento COE
Counties: Alameda, Alpine, Butte, Amador, Calaveras, Colusa, Contra Costa, Del Norte, El Dorado, Glenn, Humboldt, Lake, Lassen, Marin, Mendocino, Modoc, Napa, Nevada, Placer, Plumas, Sacramento, Santa Clara, San Francisco, San Mateo, Shasta, Sierra, Siskiyou, Solano, Sonoma, Sutter, Tehama, Trinity, Tuolumne, Yolo, and Yuba.

Zone B Lead Grantee: San Bernardino County Superintendent of Schools
Counties: Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, Monterey,

San Benito, San Bernardino, San Joaquin, San Luis Obispo, Santa Cruz, Stanislaus, and Tulare.

Zone C Lead Grantee: Los Angeles COE
Counties: Los Angeles, Ventura, and Santa Barbara.

Zone D Lead Grantee: Orange County Department of Education
Counties: Imperial, Orange, Riverside, and San Diego.

Additional consortia members across the zones include the California Association for Bilingual Education, Californians Together, California State University (CSU) San Bernardino, CSU Fullerton, National Resource Center for Asian Languages; Loyola Marymount – Center for Equity for English Learners; Stanford University Center to Support Excellence in Teaching; University of Southern California, and Sobrato Early Academic Language Model.

To find out more about professional learning opportunities statewide, visit the **English Learner Roadmap Power in Collaboration Across California (EPiCC)** website.

New California State Seal of Biliteracy Requirements: Assembly Bill (AB) 370

Governor Newsom signed AB 370 on October 7, 2023. This bill amends California *Education Code* Section 51461, changing the requirements to earn the California State Seal of Biliteracy. The new requirements will go into effect on January 1, 2024, and will apply to 2024 graduates. The full text of AB 370 is available on the California Legislative Information AB 370 web page under the "Today's Law as Amended" tab.

The CDE State Seal of Biliteracy web page is being updated to reflect the new requirements. Among other resources, this web page will include a recorded webinar for State Seal of Biliteracy coordinators and educators that explains the new requirements in detail and provides information and resources to start a State Seal of Biliteracy program or strengthen an existing program (recorded November 8, 2023).

Please see the November 2023 BCN Materials for a flyer and poster that outline the new requirements in detail and an implementation guide that includes all the information and resources that a State Seal of Biliteracy coordinator needs.

If you have questions about the State Seal of Biliteracy, please contact Gina Garcia-Smith, Education Programs Consultant, Multilingual Support Division (MSD), CDE, by email at SEAL@cde.ca.gov or by phone at 916-319-0265.

Observation Protocol for Teachers of English Learners (OPTEL)

The OPTEL, an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, is intended to fulfill the requirement of California *Education Code* Section 313.3 regarding reclassification Criteria 2 (teacher evaluation) and Criteria 3 (parent consultation), for students that take the Summative English Language Proficiency Assessments for California (ELPAC).

The OPTEL is designed to move California closer to statewide standardized exit criteria for reclassification to meet Section 3111 (b)(2)(A) of the Every Student Succeeds Act (ESSA). Please note that reclassification Criterion 1 is standardized as a performance level 4 on the Summative ELPAC.

At the end of August 2023, WestEd, the contractor for the OPTEL project, submitted a validation study report to the CDE describing and explaining the description of the methods, general results of the field testing, and results of the validation study. In October 2023, the MSD submitted an Information Memorandum regarding the OPTEL to the State Board of Education (SBE). The MSD then presented an Action Item regarding the OPTEL to the SBE on November 8, 2023, where the SBE approved the tool and a recommended threshold level of three or above.

For more information on this process, visit the CDE Observation Protocol for Teachers of English Learners web page.

Dual Language Immersion Grant (DLIG)

The 27 DLIG grantees have completed their first year of establishing and/or expanding dual language immersion (DLI) programs within 55 schools. Grant successes include planning for a new DLI program, recruiting new staff and families, providing professional development opportunities, and acquiring or developing curriculum and resources. Grant challenges include finding qualified teachers and substitutes, recruiting families, maintaining the balance of student language groups the model requires, and finding or developing appropriate curriculum.

Looking ahead to the second year of the grant, grantees will welcome their first cohort of dual language immersion students, begin the implementation of new DLI programs, continue the expansion of current DLI programs, provide professional learning for current and new staff, and continue to develop resources for program implementation. To learn more about multilingual programs, visit the CDE Multilingual Education web page.

Title III Program and Fiscal Updates

Title III Data Reporting
It is critical that LEAs submit and certify correct data as required. After a reporting window closes, certified data cannot be changed. LEAs may need to train staff to make sure that correct data is submitted and certified. **Once the data is certified, it cannot be changed.**

2021–22 Funding
The 2021–22 Title III funding subgrant period ended on September 30, 2023. LEAs are required to file end-of-year expenditure reports during the Consolidated Application and Reporting System (CARS) Winter Release, which is expected to open in mid-December.

2022–23 Funding
The 2022–23 Title III applications are complete, and allocations have been adjusted to include LEAs that applied for funding. Final per-pupil rates are as follows:

- EL Program: $133.60
- Immigrant Program: $150.85

Allocations are released per apportionment schedules.

2023–24 Funding
The 2023–24 Title III funding application is closed. CARS closed on August 31, 2023, and the Consortium Online Application closed open on September 30, 2023. The program office will consider late applicants through March 31, 2024.

Title III eligibility determinations are calculated using the most current data collected and certified on the California Longitudinal Pupil Achievement Data System (CALPADS). For the 2023–24 subgrant year, the CDE used the **2022–23 CALPADS** data collected on the first Wednesday (Census Day) of **October 2022**.

Eligibility criteria for Title III EL and Immigrant Student Program participation remain the same as in previous years, and is as follows:

- **EL Program Funding Eligibility:** LEAs that reported the enrollment of one or more EL students through the October 2022 CALPADS are eligible to apply. LEAs are eligible to receive EL funding directly if their preliminary entitlement is $10,000 or greater. If the preliminary entitlement is under $10,000, the LEA may still be eligible for funds by applying through the consortium process.

- **Immigrant Program Funding Eligibility:** LEAs must have a minimum of five (5) eligible immigrant students and experienced half of one percent (.5%) or greater growth in the enrollment of eligible immigrant students in 2022, as compared to the average of the eligible immigrant enrollments of 2021 and 2022 to be eligible

to apply. Immigrant student enrollment for 2023 is taken from the Fall 2022 CALPADS data collections. LEAs eligible to receive an immigrant student subgrant may apply for funding directly. Consortium formation is no longer required for Immigrant program funding.

Preliminary allocations have been established, and LEAs are currently funded at the following per-pupil rates:

- EL Program: $123.85
- Immigrant Program: $120.05

Preliminary eligibility lists (also referred to as preliminary allocations) and the 2023–24 preliminary allocations schedule are posted on the CDE Title III EL and Immigrant Programs web page. Please note that preliminary allocations are fluid and may be revised after March 31, 2024, based on updated information from the U.S. Department of Education, CALPADS, CARS, Pupil Estimates for New or Significantly Expanding Charters, late applicants, and available unallocated and carryover amounts.

Eligibility lists, past funding lists, and payment information are available on the CDE Title III EL and Immigrant Programs web page.

Data Reporting:

2023–24 CARS Winter Release
LEAs are required to report expenditures every six months while CARS is open. The CDE is currently collecting the following Title III data reports from LEAs:

- **2021–22**
  Title III, Part A, Immigrant Year To Date Close Out 27 Months Expenditure Report
  Title III, Part A, EL Year To Date Close Out 27 Months Expenditure Report

- **2022–23**
  Title III EL Nonprofit Private School Reimbursement
  Title III EL Year-to-Date (YTD) Expenditure Report, 18 Months
  Title III Immigrant Nonprofit Private School Students Served
  Title III Immigrant YTD Expenditure Report, 18 Months

- **2023–24**
  2023–24 Title III EL LEA Allocations and Reservations
  2023–24 Title III EL YTD Expenditure Report, 6 Months
  2023–24 Title III Immigrant LEA Allocations and Reservations
  2023–24 Title III Immigrant YTD Expenditure Report, 6 Months

Cash Management Data Collection (CMDC)
LEAs that were awarded a subgrant under Title III programs are required to submit a CMDC report for each quarter demonstrating that they met the established threshold to receive an apportionment for that quarter. LEAs are also required to submit Title III cash balances through the CMDC. Below is the reporting schedule:

Reporting Period	Reporting Start Date	Reporting Deadline
1	July 10	July 31
2	October 10	October 31
3	**January 10**	**January 31**
4	April 10	April 30

The CDE will apportion funds to LEAs whose cash balances meet the established threshold showing they used the previously allocated amounts. The School Fiscal Services Division (SFSD) releases apportionments after the reporting window closes and the data is compiled.

For more information on the CMDC system, including clarification of how the CDE uses CMDC data to calculate thresholds and issue apportionments, visit the CDE Federal Cash Management web page. Warrants are mailed to county treasurers.

Private School Participation: Title III EL and Immigrant Student Program Subgrants

LEAs that receive Title III EL and/or Immigrant Student Program Subgrants are required to serve EL and eligible immigrant students enrolled in nonprofit private schools whenever the administration of a particular private school requests participation in the program(s). LEAs are required to inform and consult with private schools within their geographic jurisdiction to determine whether the private schools' students and teachers will participate in the federal programs available to them. This includes the Title III EL and Immigrant Student Programs which are part of the Elementary and Secondary Education Act (ESEA), as reauthorized by the ESSA.

For information regarding private school participation, please visit the CDE Title III EL Student Program Private Schools web page.

For information regarding statewide equitable services requirements, visit the CDE Equitable Services Ombudsman web page.

Title III Annual Online Report Requirement:

The ESEA, as reauthorized by the ESSA, Title III, Part A, **requires subgrantees to report on the local use of funds** (20 United States Code Section 3121 and 3122). To comply with the reporting requirement, the CDE collected the data via the Title III EL Program Annual Online Report and the Title III Immigrant Student Program Annual

Online Reports. The online reporting system used to complete the Title III reports was available to LEAs from **August 28, 2023,** through **October 24, 2023**. The collected data is being compiled by the CDE for submission to the U.S. Department of Education as required.

If you have any questions regarding the 2022–23 Title III Annual Online Reports, please contact Rafael Frias Corona, Associate Governmental Program Analyst, Language Policy and Leadership Office (LPLO), by phone at 916-323-5838 or by email at TitleIIISurvey@cde.ca.gov.

For questions regarding the Title III EL and Immigrant Student Program and Title III programs for private schools, please contact Geoffrey Ndirangu, EPC, LPLO, by phone at 916-323-5831 or by email at Gndirang@cde.ca.gov.

For questions regarding CMDC threshold calculation and allocation releases, contact Derrick Andrade, Education Fiscal Services Consultant, SFSD, by phone at 916-327-5922 or by email at Dandrade@cde.ca.gov.

Regional County Office of Education English Learner Specialists (RELS)

The RELS provide technical assistance to LEAs within each of the 11 County Superintendent regions. The RELS provide guidance and support to LEAs in the implementation and improvement of multilingual and Title III programs. They support LEAs by offering specialized professional learning, connecting administrators and coordinators with resources, and assisting LEAs with program design to meet their students' needs.

The RELS host ongoing regional networking opportunities for local partners to provide updates, collaborate, share challenges, problem-solve, and most importantly, learn from one another. Newer administrators have found these networks especially helpful as they transition to new roles overseeing multilingual programs. LEAs are encouraged to reach out to the RELS in their region to join the regional network.

For contact information, visit the CDE Regional COE English Learner Specialists web page.

Technical Assistance and Monitoring Office

The work of the Technical Assistance and Monitoring Office (TAMO) staff focuses primarily on conducting Title III and Migrant Education Federal Program Monitoring (FPM) reviews for LEAs. The reviews begin in September of each year and conclude the following June. Some reviews are conducted online and some are held in person.

Each year, LEAs are selected to be reviewed for program and fiscal compliance. The purpose of this work is to ensure that EL, immigrant, and migratory students are receiving the programs and services required by law to support their English language progress and provide them full access to the standard instructional program offered in every public school in the state to all students.

TAMO staff take a “coaching to compliance” approach with every LEA reviewed. When elements of the programs and services are missing or need improvement, staff work with the LEA to implement improvements. The goal is to support and educate so students have what they need to gain language proficiency and make academic progress. All FPM reviews are based on the FPM Instrument, which details the minimum legal requirements for the LEAs serving EL students.

The LEAs selected for FPM reviews during the 2023–24 cycle were notified in June 2023. The 2023–24 EL and the Migrant Education FPM Instruments are posted on the CDE Compliance Monitoring web page.

Migrant Education Office

Did you know six in ten of California’s migratory students are also identified as EL students? The Migrant Education Program (MEP) is a federal program (Title I, Part C) that provides supplemental education and health services to the children of migratory farmworkers. Most services are delivered through after-school, Saturday, summer programs, and individual student tutoring through the California Mini-Corps Program. While the MEP provides many different types of services, including parental engagement and health support services, its main objective is to provide high-quality programs and services to ensure migratory children can meet the same challenging state academic standards as all children.

For more information, visit the CDE Migrant Education web page.

Other News at CDE

National P–3 Center Report on California!
Over the last two years, the CDE and the Commission on Teacher Credentialing (CTC) have engaged with the National P–3 Center both to build a collective understanding of effective and impactful PreKindergarten through Third Grade (P–3) strategies within the CDE and the CTC, and to identify specific strategies that will inform and guide the future of our state-level P–3 alignment initiative.

The National P–3 Center recently released its report, which reviews key features of P–3 approaches and outlines a comprehensive list of potential state-level policy reform strategies for California to consider. Access the report "Great Start California: Advancing the California Department of Education’s P-3 Vision" to find out more about this important work.

External Updates

A P–3 Framework: Centering English Learners, authored by Dr. Laurie Olsen, focuses on building aligned practices for EL students and dual language learners (DLLs) success across the crucial developmental phase, ages 3–8, for language, literacy, learning, and identity, and with a focus on supporting deep, joyful learning and development.

During the past decade, increased attention to the importance of the early years in a child's education and development has led to major initiatives linking preschool to primary-grades schooling. Existing P–3 frameworks address general systems and policy issues related to creating aligned, appropriate P–3 systems. These issues are important but inadequate as a framework and guidance for practice for the millions of linguistically and culturally diverse children and families that early education and elementary schools serve throughout the United States.

A P–3 Framework: Centering English Learners articulates a set of pedagogical and system-design principles that derive from the knowledge base on effective practices for EL/DLLs, culturally and linguistically sustaining approaches, research on dual language development, and experiences building systems that appropriately serve immigrant and dual language communities and enable effective practices to be implemented.

CalNEW Newcomer Student Webinar Series

In this series of webinars, expert practitioners and researchers will share their knowledge on emerging best practices, resources, and knowledge that support newcomer education. The webinars are a project of the California Newcomer Education and Wellbeing Program, an ongoing initiative administered by the California Department of Social Services in collaboration with the California Department of Education. Webinar planning is conducted by the Californians Together technical assistance team, and all webinars will be recorded and posted on the California Newcomer Network. To participate in the webinar series, **register here.**

The webinars include:

- **Resources for District Practitioners Serving Newcomers (Posted)**
  District administrators and researchers discuss their approaches to supporting immigrant students through administrative structures, summer school, community liaisons, and curriculum that explores the immigrant experience. Accompanying resources and references will be provided.

- **Instructional Paradigms & Strategies for Newcomers (Posted)**
  Newcomer pedagogy experts share their approaches to creating a responsive classroom environment, supporting the earliest stages of literacy and oracy, and leveraging technology to enable student language access.

- **Community Collaboration & Social Services for Newcomers**
  December 7th, 3:30-4:30 p.m. Pacific Standard Time (PST)

Nonprofit leaders come together to share strategies for districts to collaborate with community-based organizations to support newcomer students.

- **Newcomer Organizations to Learn From**
  January 11th, 3:30-4:30 p.m. (PST)
  Leaders from two newcomer education nonprofits share and discuss their models for creating schools where newcomer students can thrive.

- **Writing & Research on Newcomer Education**
  March 7th, 3:30-4:30 p.m. (PST)
  Leading researchers discuss their recent work exploring the school climate that newcomers experience, best practices in newcomer education, and the history of newcomer education in the United States.

U.S. Department of Education Updated Newcomer Tool Kit

The Office of English Language Acquisition recently released an updated Newcomer Tool Kit. The Newcomer Tool Kit is designed to help U.S. educators; elementary and secondary teachers, principals, and other school staff who work directly with immigrant students—including asylees and refugees—and their families. The Newcomer Tool Kit can be downloaded for free, and has five chapters, contains an overview, sample tools, and resources.

2023–24 Bilingual Coordinators Network (BCN) Meeting Dates

In-person BCN meetings will be held Thursdays from 9 a.m. to 5 p.m., and Fridays from 8:30 a.m. to 1 p.m. unless otherwise noted.

- February 14–15, 2024 (Wednesday–Thursday, same times)
- May 2–3, 2024

For more information regarding the BCN, visit the CDE Bilingual Coordinators Network web page. For questions, email BCN@cde.ca.gov.

BCN meeting materials are posted at: BCN Documents