

IX.B.

CONNECTICUT STATE BOARD OF EDUCATION Hartford

TO BE PROPOSED:

November 2, 2016

RESOLVED, That the State Board of Education, pursuant to Sections 297 and 298 of Public Act 15-5, receives the Regional Educational Service Centers: English Learner Survey-Data Analysis and Feasibility Study and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this second day of November, Two Thousand Sixteen.

Signed: _____
Dr. Dianna R. Wentzell, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: November 2, 2016

SUBJECT: English Learner Survey: Data Analysis and Feasibility Study

Executive Summary

Introduction

Effective July 1, 2015 the Regional Educational Service Centers (RESCs) were tasked with conducting a survey of English Learner (EL) services and bilingual education programs provided in each of the six RESC regions. The goal of the survey was to collect information regarding current programs, EL populations across the state, and the total cost incurred by schools within their EL programs. Specifically, the RESCs identified new and current services targeting the areas highlighted in the survey results within the areas of infrastructure, planning, personnel, and/or funding. Lastly, each RESC examined the feasibility of providing programming for the implementation of the regional programming for English learners and bilingual education programs.

History/Background

On June 30, 2016, Public Act 15-5, an Act Implementing Provisions of the State Budget for the Biennium, was passed. In accordance with Section 297 of Public Act 15-5, a survey was developed and distributed by all six RESC Executive Directors to every Superintendent in their respective regions. The survey collected information regarding current programs, student enrollment, the provision of services and cost incurred by EL programs within the schools.

In accordance with Section 298 of Public Act 15-5, a feasibility study was crafted to address using RESCs to determine the need for the provision and the administration of new English Learner services and bilingual education programs that are of equal or greater quality than those currently provided by local or regional boards of education in the region serviced by such RESC.

Summary of Findings

The response rate from the survey was considered viable with 85 districts responding. Urban, suburban, and rural districts were represented in the responses from across Connecticut. Below were the findings of the survey.

Inventory of English Learner Programs

Program Models and Service Delivery for ELs	Percent of Respondents
English as a Second Language (ESL) Program	64.7%
Sheltered Instruction Observation Protocol	30%
Structured Immersion Programs	22%
Transitional Bilingual Programs	14%
Newcomer Program	8%
Dual Language/Two Way Immersion Program	5%

English Learner Populations across Connecticut

EL Population Percent Range	Percent of Districts/School Within Each Range	Number Out of 204 Districts/Schools
Range 0-1%	38%	77
Range 2-5%	30%	61
Range 6-10%	7%	15
Range 11-15%	6%	12
Range 16-27%	3%	6
6 Students or Less*	16%	32

*For districts with fewer than six students, numbers have been suppressed for student privacy. These districts are not included in ‘range 0-1%’ category, as percentages are not calculated for them.

Finances

Although the survey included questions regarding the amount of spending on EL/Bilingual programming, the variations of how districts calculated their funding was considered to be an inconsistent method of calculating spending; therefore, an analysis is not included in this report.

Professional Learning concerning English Learners

Training Provided to Whom	Number of 85 responding Districts/Schools
Teachers	23
Administrators	24
Tutors	18
Other (i.e. instructional coaches, paraprofessionals)	32

Of the 85 responding RESC districts members, 72 would like more training for general educators and 62 respondents indicated a need for training of literacy specialists.

Programs and Services Currently in Place through the RESC Alliance

- Delivery Design Models
- School or District Strategic Planning for EL Services
- Clearinghouse of Blended Service Programs
- Translations Services
- Title III Consortium
- Professional Development and Training
- Coaching for Teachers of ELs
- Alternate Route to Certification for Teachers of English Language Learners (ARCTELL)

RESCs’ Recommendations

- Collaborate with higher education institutions to expand TESOL and Bilingual certification pipelines, with consideration of locations across the state, timeframe for such programs and specific areas of focus.
- Facilitate statewide promotion of a Connecticut based biliteracy program. In collaboration with Connecticut State Department of Education (CSDE), identify strategies and resources to promote opportunities for the Seal of Biliteracy for Connecticut students.

- Increase the number and variety of targeted professional learning offerings through online modules to make the information more accessible to all educators.
- Expand the reach of RESC services to include students and staff in low incidence districts. Develop new programs as needed based on EL populations.
- Operate Regional resource and/or Welcome Centers to assist districts in developing newcomer centers for students and families. Centers could also assist with translation services.
- Differentiate professional development opportunities for districts based on their incidence of EL students and increase the range of supports to build cultural competence for all educators.
- Explore options to integrate Adult Education programs and services in high incidence districts and urban areas to help support family members that are not currently attending school.
- Explore program alignment between Adult Education services and Early Childhood service to enable parents and children to participate in learning opportunities together.
- Explore opportunities to attract, recruit, train and retain teachers from other countries to address the need for qualified TESOL educators.
- Collaborate with CSDE, Institutes of Higher Education (IHEs), and RESCs, to host a national forum that highlights and recognizes successful practices for EL and Bilingual education.

Conclusions

- EL population in low incidence districts has increased from school year 2014-15 to school year 2015-16.
- Several Connecticut districts have newcomer centers including for students and families.
- Districts have allocated resources (time and funding) to professional development but need to expand for general education teachers.
- 16 out of 85 responding districts have higher education partnerships.
- 64% use traditional models of language instruction, i.e., pull-out instruction.

Next Steps

In accordance with Section 298 of Public Act 15-5, the feasibility study will be submitted to the joint standing committee of the General Assembly having cognizance of matters relating to education.

The Connecticut State Department of Education will collaborate with the RESC Alliance to assist them in determining future programs and services and to facilitate future state activities that will support Connecticut English Learners; as well as assist the RESC Alliance in determining how to ascertain consistent data on fiscal spending for EL/Bilingual programming.

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Approved by: Isabelina Rodriguez
Interim Chief Academic Officer



TO: Dr. Dianna R. Wentzell, Commissioner of Education

FROM: Dr. Eileen Howley, LEARN Executive Director *Eileen S. Howley*

DATE: October 12, 2016

SUBJECT: Report of RESC Feasibility to Enhance Bilingual Programming

As you may know, the RESC Alliance was tasked by the state legislature to conduct a feasibility study through a statewide survey related to bilingual programming.

In accordance with Section 298 of Public Act 15-5, enclosed is the feasibility study that addresses using regional education service centers to provide and administer new English language learner services and bilingual education programs that are of equal or greater quality than those currently provided by local or regional boards of education in the region serviced by such regional educational service center.

The feasibility study (1) identifies new and current English language learner services and bilingual education programs provided by the regional educational service centers, (2) takes into account the areas of need identified in the survey conducted pursuant to section 297 of this act, (3) includes a consideration of the infrastructure, planning, personnel, funding and additional needs required to initiate and maintain English language learner services and bilingual education programs provided by the regional educational service center, and (4) includes recommendations for sites for future English language learner services and bilingual education programs provided by the regional education service center and a timeline for the implementation of such English language learner services and bilingual education programs.

As the RESC Alliance, we have already begun using this information to inform our future programs and services. If you have any questions regarding the study, please do not hesitate to contact me or the project leader for this initiative, Kate Ericson. She can be reached at 860-434-4800 ext. 345.

RESC Alliance

CONNECTICUT ALLIANCE OF REGIONAL EDUCATION SERVICE CENTERS



Executive Summary and
Recommendations
RESC Alliance
English Language Survey

October 1, 2016

Executive Summary and Recommendations

RESC Alliance English Learner Education Survey

The Regional Education Service Centers (RESCs) have been long been dedicated to the vision of supporting high quality education for all students across Connecticut. Each of the six RESCs collaborate with one another and the regions to increase knowledge and skills around best practices for English Learners.

Effective July 1, 2015 the Regional Educational Service Centers (RESCs) were tasked with conducting a survey of English Learners services and bilingual education programs provided in each of the six RESC regions. The goal of the survey was to collect information around current programs, number of students receiving services, and the total cost incurred by schools around their EL programs. Once collected from the districts, the RESCs analyzed the data and crafted a feasibility study to identify areas in which the RESCs can support their region. Specifically, the RESCs had to identify new and current services targeting the areas highlighted in the survey results, with the goal of new services increasing supports in infrastructure, planning, personnel, and/or funding. Finally, each RESC examined the feasibility of providing programming and establishing a timeline for the implementation of the regional programming for English learners and bilingual education programs.

The survey was conducted to address the following legislation. Public Act 15-5 Sec. 297 *An Act Implementing Provisions of the State Budget for the Biennium Ending June 30, 2017, Concerning General Government, Education, Health, and Human Services and Bonds of the State required:*

“Not later than July 1, 2016, each regional educational service center shall conduct a survey of English language learner services and bilingual education programs provided in the region serviced by the regional educational service center for the purpose of identifying the need for enhanced or new English language learner services and bilingual education programs provided by the regional educational service center. Such survey shall include, but need not be limited to, (1) an inventory of English language learner services and bilingual education programs provided by local and regional boards of education to public school students, (2) the number of students receiving English language learner services or enrolled in bilingual education programs provided by a local or regional board of education, and (3) the total cost incurred by each school district for all such English language learner services and bilingual education programs and the cost incurred by each school district for each such English language learner service and bilingual education program. Each regional educational service center shall develop and maintain its own survey procedure and may conduct subsequent surveys as necessary.”

Process

In response to the state law, a survey was developed the RESC’s bilingual/TESOL certified staff members constructed the online survey with support from the Connecticut State Department Education’s staff in November of 2015. On December 18, 2015, the survey was distributed via email by all six RESC Executive Directors to every Superintendent in their respective regions. Assistant Superintendents and curriculum directors also received notification of the survey. Surveys were filled out by various central office officials depending on the staffing of the district. Responders ranged from EL/Bilingual Supervisors, Supervisors of Pupil Services, Directors of Special Education, and in some cases the Assistant Superintendent of Schools. The survey window officially closed the third week in February.

In an effort to ensure consistent reporting, the regional educational service centers requested and received all district total enrollment and English Learner data from the Connecticut State Department of Education.

Summary of Findings:

The response rate from the survey was considered solid with 85 districts responding. Urban, suburban, and rural districts were represented in the responses from across Connecticut. Below were the findings of the survey.

Inventory of English Learner Programs (*definitions of programs can be found in full report*)

- 64.7% of respondents have English as a Second Language (ESL) program
- 30 % of respondents currently implement the Sheltered Instruction Observation Protocol
- 22% of respondents have structured immersion programs
- 14% of respondents have transitional bilingual programs
- 8% of respondents have a newcomer program
- 5% of respondents offered the Dual Language/Two Way Immersion program.

English Learner Populations across Connecticut (Generated from CSDE Data including all districts, charters, independent schools)

EL Population Percent Range	Percent of Districts/School Within Each Range	Number Out of 204 Districts/Schools
Range 0-1%	38%	77
Range 2-5%	30%	61
Range 6-10%	7%	15
Range 11-15%	6%	12
Range 16-27%	3%	6
6 Students or Less	16%	32

Finances

The survey did include questions around the amount of spending on EL/Bilingual programming however the variations of how districts calculated their funding was problematic. For example, it appears some districts included substantial sums of money in their general funds, while other districts had lower amounts. This was inconsistent based on the number of EL students. Moreover, some districts appeared to report the number of grants rather than the amount of the grant. Because there was an inconsistent method of calculating spending, an analysis is not included in this report.

Professional Learning concerning English Learners

- 23 of the 85 districts provided training for teachers
- 24 of the 85 districts provided training for administrators
- 18 of the 85 districts provided training for tutors in the past year.
- 32 districts who selected other-- 20 districts stated that the professional learning was provided by district staff.
- 72 of the 85 districts would like more training for general educators,
- 62 of the 85 districts reported a need for training of literacy specialists.

Programs and Services Currently in Place

The RESC Alliance mission is to build the internal capacity of public school districts as they respond to the needs of EL students and their families. In support of that mission, the following list indicates the services being provided by RESCs in support of English Learners.

- *Delivery Design Models*
There are multiple design models that meet state and federal requirements and the unique needs of ELs within the classroom or school settings. RESC experts can provide guidance to districts and schools to best deliver services that can accommodate the various needs of English learners while ensuring EL services are in accordance with the regulations for providing EL services.
- *School or District Strategic Planning for EL Services*
The RESC have a cadre of trained facilitators and evaluators that can help districts plan for their EL populations and the ever-changing demographics of their district. Assessing current programs, delivery of services, data reviews and working closely with all stakeholders, a RESC can help a district plan for effective and economical solutions to challenges presented by second language learners.
- *Clearinghouse of Blended Service Programs*
The RESC can recommend and assist districts with a range of high quality resources available that are currently being offered as a stand-alone support or blended learning opportunity. The RESC review of the programs and the cooperative purchases can assist districts to make educated decisions on which programs will add the greatest value to improve their student outcomes.
- *Translations Services*
With 143 languages currently identified for our EL population it is very difficult for districts to provide translation services for all. This is especially true for low incidence language speakers. The RESC Alliance can hire and train a pool of bilingual translators to be available to districts on an as needed basis and provide these services through the economy of scale available throughout the six regions. A listing of each language and RESC contact can make translation services for districts a one-stop solution.
- *Title III Consortium*
Most RESCs already are managing Title III funds for low incidence districts. Through a facilitative process with district members the RESC believe funds could be better utilized to support ELs and provide student outcome driven investments.
- *Professional Development and Training*
The RESCs have developed multiple trainings already to assist teachers with delivery of best instructional practices for ELs. The development of online anywhere, anytime webinars will make these training more accessible to all educators. Regional face-to-face professional development opportunities are provided annually and trainings can also be tailored to meet individual district needs. Furthermore, RESC staff developers can train educator on how to analyze the English Proficiency assessments and how to use the data to inform instruction and establish Student Learning Goals and Objectives.
- *Coaching for Teachers of ELs*
Our cadre of TESOL trained staff is available to work with teachers and districts throughout the state. On site coaching models have demonstrated success for implementation of other state initiatives and RESC trained coaches for ELs are available to build capacity of local EL instructors and the general education teaching staff.

- ARCTELL (Alternate Route to Certification for Teachers of English Learners)
ARCTELL is an advanced educator preparation program approved by the CT State Board of Education. It was developed by ACES in response to the severe shortage of qualified, certified P-12 teachers in the areas of Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education in CT. Teachers who complete the program of study, as well as Connecticut standardized testing requirements, will earn cross-endorsement #111, TESOL PK-12.

Conclusions

- Data within this report reflect that the EL population in low incidence districts has increased. Given the trends statewide, we anticipate the number of students that require additional educational support will continue to increase. 50% of districts reported an increase, and over 43% reported levels at least staying the same.
- Currently, several Connecticut districts have newcomer centers. Findings in this report indicate the need for districts to develop services that support new arrivals, including the students and their families.
- Districts have allocated resources (time and funding) to providing professional development for EL specialists and general educators teachers, yet there survey suggests there is a need to expand professional development for general education teachers across the board. 76% of districts responding reported a need to increase support for general educators
- Few districts have a partnership with high education in terms of building capacity of teachers around best practices to use for English Learners. Sixteen of the eighty-five responding districts had a relationship with higher education.
- The majority of districts in this study (64%) are using traditional models of language instruction, such as pull-out instruction.

Recommendations:

The six Connecticut RESCs will continue delivering current professional learning to districts and have the capacity to expand the range of services. The recommendations below reflect some targeted areas for expansion.

- Collaborate with higher education institutions to expand the number of pipelines to certification for TESOL and Bilingual education, such as ARCTELL. This may results in additional offerings geographically, and throughout the year, and identify specific areas of focus.
- Facilitate statewide promotion of a Connecticut based bi-literacy program. In collaboration with CSDE, identify strategies and resources to promote the seal of bi-literacy for CT students.
- Increase the number and variety of targeted professional learning offerings through online modules to make the information more accessible to all educators. Scaffold the offerings for ESL/Bilingual educators and those for general education teachers.

- Expand the reach of RESC services to include students and staff in low incidence districts, often in more rural locations across the state. New programs can be developed as needed, depending on the characteristics of the EL population in specific districts. (e.g., Spanish speakers, students with interrupted formal education (SLIFE))
- **Regional Resource and/or Welcome Centers:** RESCS could operate the centers and/or assist districts in developing the newcomer centers for students and families. Furthermore, centers could include translations for the 143 languages currently identified in Connecticut.
 - In the future, the RESCs can create one audit protocol system with various components (e.g., resources, staff, student needs, family needs) to be used across Connecticut.
- Differentiate professional development opportunities for districts based on the % incidence of EL students
 - For high incidence districts, offer a “train the trainer” model PD that builds capacity for that district
 - For low incidence district offer back office support, which includes guidance regarding annual language assessment system, instruction and other resources to support students. They could also contract with a RESC to provide direct services to the students and their families as part of this plan.
- Increase the range of supports to build cultural competence for all educators. This might include awareness sessions, a commitment to social justice and equity, and support individual and systemic level transformation.
- Explore options to integrate Adult Education programs and services in high incidence districts and urban areas in order to help assimilate family members that are not currently attending public school. Also investigate the potential to recruit tutors, translators and potential teachers from the existing population of parents from cultures that reflect the student population.
- Explore program alignment between Adult Education services and Early Childhood services, enabling parents and children to participate in learning opportunities together (a two-generational approach)..
- Explore opportunities to attract, recruit, train and retain teachers from other countries to supplement the need for qualified TESOL educators.
- Collaborate with CSDE, Institutes of Higher Education, and RESCs, to host a national forum that recognizes and highlights successful practices for EL and Bilingual education. This event would also promote alignment to the recently approved State Board of Education strategic plan. proactive approach to align our policies and practices to ensure success for ELs.

Concluding statement

As the nation and our Connecticut schools see an increase in the EL population, we have an opportunity and obligation to celebrate the assets that these inspiring young people bring to our schools and community. In partnership with our districts, higher education, the leaders from the CT State Department of Education, the RESC Alliance is ready and willing to coordinate and implement these efforts.

RESC Alliance

CONNECTICUT ALLIANCE OF REGIONAL EDUCATION SERVICE CENTERS



English Language Survey
Data Analysis - Feasibility Study
October 1, 2016

Contents

Introduction	2
Methodology.....	2
Limitation	3
English Learner Population in Districts	3
Distribution of 85 Respondents by RESC.....	3
English Language/Bilingual Programs in Districts.....	6
Professionals Supporting English Learners and Learning Systems.....	8
Finance	8
AREA COOPERATIVE EDUCATIONAL SERVICES (ACES).....	11
COOPERATIVE EDUCATIONAL SERVICES (C.E.S.).....	17
CAPITOL REGION EDUCATION COUNCIL (CREC).....	24
EASTCONN.....	32
EdAdvance (formerly Ed Connection).....	39
LEARN.....	43
Conclusion.....	51
Programs and Services Currently in Place.....	51
Findings.....	52
Recommendations	52
Concluding Statement.....	53

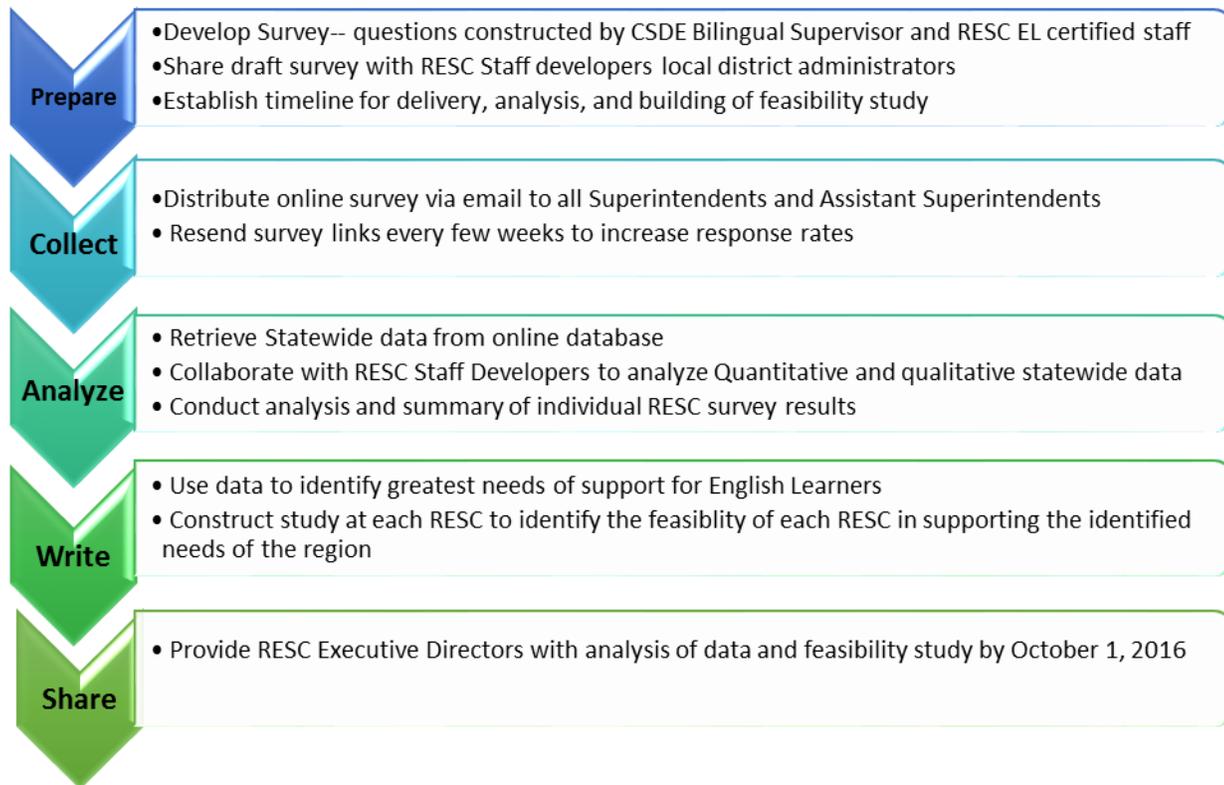


Introduction

The English Learner (EL) Survey was initiated by Connecticut State Legislators in 2015. Effective July 1, 2015 the Regional Educational Service Centers (RESCs) were tasked with conducting a survey of English Learners services and bilingual education programs provided in each of the six RESC regions. The goal of the survey was to collect information around current programs, number of students receiving services, and the total cost incurred by schools around their EL programs. Once collected from the districts, the RESCs analyzed the data and crafted a feasibility study to identify areas in which the RESCs can support their region. Specifically, the RESCs had to identify new and current services targeting the areas highlighted in the survey results, with the goal of new services increasing supports in infrastructure, planning, personnel, and/or funding. Finally, each RESC examined the feasibility of providing programming and establishing a timeline for the implementation of the regional programming for English learners and bilingual education programs.

Methodology

The RESC’s bilingual/TESOL certified staff members constructed the online survey with support from the Connecticut State Department Education’s staff in November 2015. On December 18, 2015, the survey was distributed via email by all six RESC Executive Directors to Superintendents in their respective regions. Assistant Superintendents and curriculum directors also received notification of the survey. Surveys were filled out by various central office officials depending on the staffing of the district. Responders ranged from EL/Bilingual Supervisors, Supervisors of Pupil Services, Directors of Special Education, and in some cases the Assistant Superintendent of Schools. The survey window officially closed the third week in February 2016. Below is the overview of the process.



Limitation

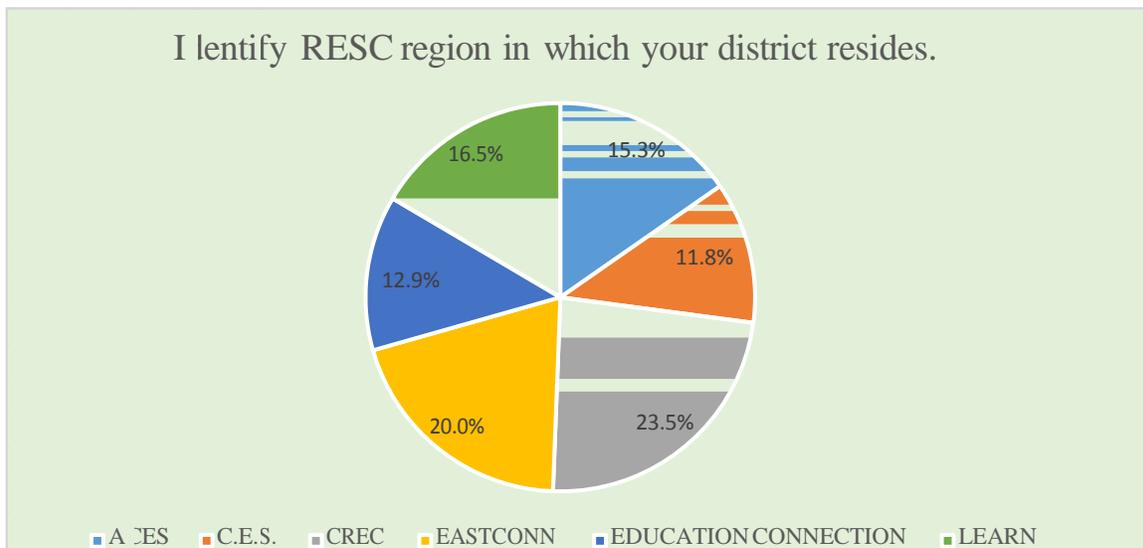
Although the surveys were sent to all Connecticut school districts multiple times, 85 districts out of 164 responded to the survey for a return rate of 52%.

English Learner Population in Districts

The survey data represent responses from 85 districts across Connecticut. Pie graph 1 below highlights the distribution of respondents per RESC. Throughout this report percentages are based on the number of districts that responded, not the absolute total number of districts in each region. Across the State and within each RESC region there is representation of rural, suburban, and urban populations.

Distribution of 85 Respondents by RESC

Pie Graph 1: Response Distribution by RESC



The district EL population data was provided to the RESC Alliance by the CSDE. Table 2 reports the number of ELs per district/or school, as well as the percent of the of the district/school student population. Table 2 also shows that the four districts whose EL population exceeded 20% of their total student population were New London (23%), Danbury (24%), and Windham (25%). Overall, data in Table 2 also show that 84% of the 204 districts/schools have an EL population of 5% or lower. Table 3 shows the range of percentages of EL population of the total district population. In total, there are only 18 districts/schools out of 204 who have 11% or higher EL population. Bar Graph 4 depicts that 49% of the 85 districts that responded to the survey are currently reporting an increase in the EL population, while only 7% of districts that responded were reported a decrease in the EL population.

Table 2: EL Population

<i>English Learners (ELs) by District, SY 2015-16</i>			
District	EL	All Students	
Andover	6	254	2%
Ansonia	66	2402	3%
Ashford	<6	398	----
Avon	113	3315	3%
Barkhamsted	0	286	0%
Berlin	68	2882	2%
Bethany	<6	385	----
Bethel	108	2969	4%
Bloomfield	27	2071	1%
Bolton	6	815	1%
Bozrah	<6	202	----
Branford	123	3070	4%
Bridgeport	2859	21355	13%
Bristol	351	8172	4%
Brookfield	66	2710	2%
Brooklyn	<6	902	----
Canaan	<6	77	----
Canterbury	0	489	0%
Canton	14	1627	1%
Chaplin	0	175	0%
Cheshire	43	4438	1%
Chester	<6	213	----
Clinton	74	1831	4%
Colchester	33	2577	1%
Colebrook	0	81	0%
Columbia	0	450	0%
Cornwall	<6	91	----
Coventry	6	1638	0%
Cromwell	63	1998	3%
Danbury	2667	11209	24%
Darien	16	4894	0%
Deep River	8	310	3%
Derby	57	1409	4%
Eastford	0	134	0%
East Granby	12	884	1%
East Haddam	0	1070	0%
East Hampton	12	1885	1%
East Hartford	665	6889	10%
East Haven	236	3063	8%
East Lyme	49	2818	2%
Easton	8	921	1%
East Windsor	35	1087	3%
Ellington	47	2646	2%
Enfield	108	5246	2%
Essex	10	420	2%
Fairfield	222	10132	2%
Farmington	113	4105	3%
Franklin	0	171	0%
Glastonbury	90	6091	1%
Granby	10	1953	1%
Greenwich	457	8824	5%
Griswold	23	1901	1%
Groton	124	4516	3%
Guilford	47	3443	1%
Hamden	286	5592	5%

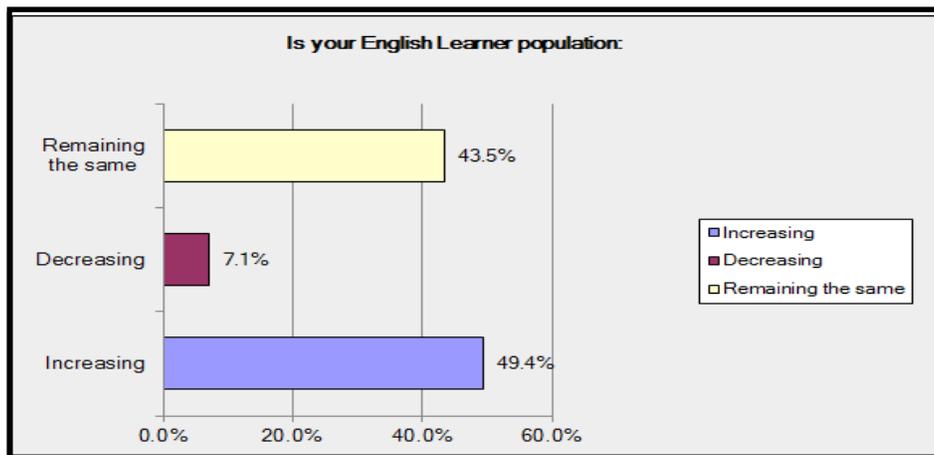
Hampton	0	101	0%
Hartford	3853	21384	18%
Hartland	0	188	0%
Hebron	<6	737	----
Kent	<6	234	----
Killingly	71	2581	3%
Lebanon	<6	1068	----
Ledyard	20	2430	1%
Lisbon	<6	394	----
Litchfield	<6	964	----
Madison	16	3044	1%
Manchester	362	6261	6%
Mansfield	71	1258	6%
Marlborough	0	556	0%
Meriden	1171	7994	15%
Middletown	173	4711	4%
Milford	160	6158	3%
Monroe	13	3201	>1%
Montville	80	2258	4%
Naugatuck	166	4277	4%
New Britain	1616	10224	16%
New Canaan	47	4250	1%
New Fairfield	30	2505	1%
New Hartford	<6	475	----
New Haven	3254	21888	15%
Newington	171	4063	4%
New London	792	3407	23%
New Milford	128	4263	3%
Newtown	17	4599	>1%
Norfolk	0	116	0%
North Branford	22	1884	1%
North Canaan	11	261	4%
North Haven	68	3189	2%
North Stonington	<6	732	----
Norwalk	1622	11477	14%
Norwich	522	3720	14%
Old Saybrook	47	1356	3%
Orange	58	1194	5%
Oxford	37	1990	2%
Plainfield	32	2328	1%
Plainville	111	2403	5%
Plymouth	15	1524	1%
Pomfret	<6	411	----
Portland	17	1366	1%
Preston	6	453	1%
Putnam	26	1194	2%
Redding	17	952	2%
Ridgefield	56	5085	1%
Rocky Hill	192	2592	7%
Salem	0	382	0%
Salisbury	7	268	3%
Scotland	0	119	0%
Seymour	54	2222	2%
Sharon	<6	163	----
Shelton	222	4923	5%
Sherman	<6	338	----
Simsbury	54	4222	1%

Southington	94	6615	1%
Somers	<6	1433	----
South Windsor	160	4186	4%
Sprague	<6	365	----
Stafford	<6	1539	----
Stamford	2103	16045	13%
Sterling	0	452	0%
Stonington	15	2181	1%
Stratford	309	6961	4%
Suffield	19	2375	1%
Thomaston	6	907	1%
Thompson	<6	1024	----
Tolland	16	2607	1%
Torrington	373	4283	9%
Trumbull	135	6721	2%
Union	0	79	0%
Vernon	106	3213	3%
Voluntown	0	308	0%
Wallingford	335	6035	6%
Waterbury	2490	18879	13%
Waterford	39	2533	2%
Watertown	75	2837	3%
Westbrook	46	787	6%
West Hartford	521	9806	5%
West Haven	779	5873	13%
Weston	19	2412	1%
Willington	<6	439	----
Wilton	17	4174	0%
Winchester	37	582	6%
Windham	815	3286	25%
Windsor	130	3224	4%
Windsor Locks	81	1644	5%
Wolcott	58	2356	2%
Woodbridge	11	784	1%
Woodstock	6	868	1%
Region 1	<6	448	----
Region 4	6	925	1%
Region 5	12	2265	1%
Region 6	8	978	1%
Region 7	0	1116	0%
Region 8	0	1602	0%
Region 9	<6	1027	----
Region 10	32	2424	1%
Region 11	<6	249	----
Region 12	12	731	2%
Region 13	<6	1761	----
Region 14	29	1785	2%
Region 15	39	3807	1%
Region 16	22	2279	1%
Region 17	6	2141	>1%
Region 18	8	1334	1%
Region 19	18	1200	2%

Table 3: Statewide Ranges of District EL Population

EL Population Percent Range	Percent of Districts/School Within Each Range	Number Out of 204 Districts/Schools
Range 0-1%	38%	77
Range 2-5%	30%	61
Range 6-10%	7%	15
Range 11-15%	6%	12
Range 16-27%	3%	6
6 Students or Less	16%	32

Bar Graph 4: Statewide Increases/Decreases in Populations EL Population



Twenty-four districts included information in the comment section; the bulleted list below highlights some common themes garnered from the comments from the 85 school/districts.

- ❖ District’s EL population change monthly (may reflect urban population changes, transients)
- ❖ Newcomer enrollment numbers are increasing
- ❖ Large number of older students entering with interrupted education and limited skills in native Language
- ❖ Unaccompanied minors enrollment increasing, especially at high school level

English Language/Bilingual Programs in Districts

Structured Immersion- Students are placed in the all-English mainstream all day every day. Mainstream teachers are trained in immersion or sheltered instruction techniques.

ESL-Traditional model of language instruction/development/support. Often, ESL is offered in pull-out form: i.e., students are pulled out of their mainstream classes usually for a period or more per day to work specifically on the English language vocabulary, grammar, and skills with an ESL/TESOL certified teacher.

Content-based ESL- Content-based ESL/Instruction is English Language Development (ELD) taught by an ESL/TESOL certified teacher. Unlike traditional ELD/ESL, Content-based ESL/Instruction uses integrated subject area themes and content through which to teach English Language Development, English Vocabulary, and grammar.

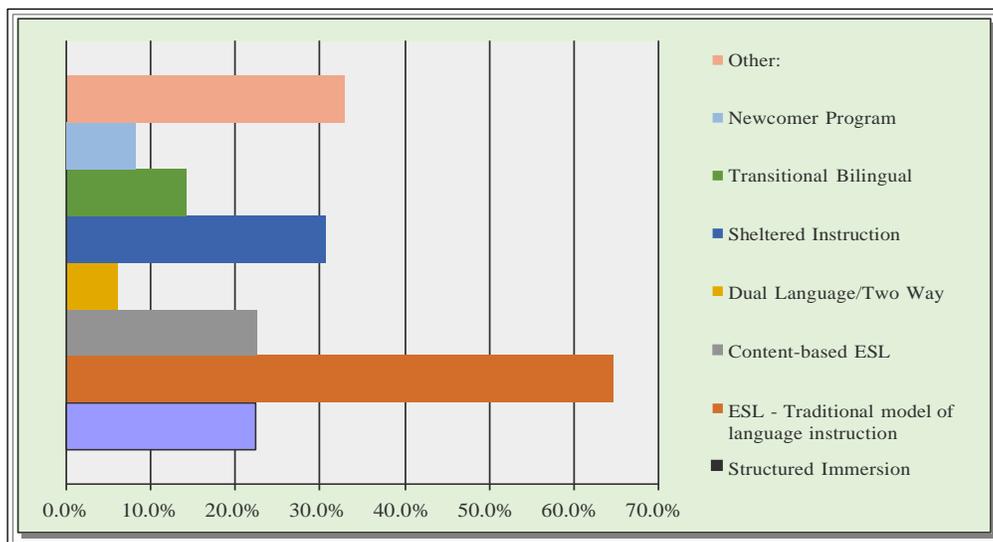
Dual Language/Two Way- The goal for all participating students is to develop proficiency in two languages. In Dual-Language Development (ELD) are goals within the mainstream classroom. The core grade level curriculum is used; there is no separate curriculum. Specific ESL/Sheltered strategies are used by general education teachers in the regular classroom.

Transitional Bilingual- ELs in a Transitional Bilingual Education Program are taught the regular curriculum and academic content through native language instruction and instruction in English by a certified Bilingual teacher. Over time, the amount of native language instruction/use is decreased, and the amount of the English language instruction/use is increased, as the students' English proficiency increases.

Newcomer Program- Newcomer Programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of the newly arrived immigrants.

More than half the districts (64.7%) stated English as a Second Language (ESL) services were offered in their schools as shown in Bar Graph 5 below. One third of the respondents currently implement the Sheltered Instruction Observation Protocol. Only 5% of the districts offered the Dual Language/Two Way Immersion program.

Bar Graph 5: Responding Districts EL Programs



Twenty-eight districts also provide other opportunities beyond the programs mentioned in the survey. Some common

themes amongst the “Other” strategies and/or models are listed below:

- ❖ co-teaching models
- ❖ push-in model of support provided by tutors
- ❖ bilingual support offered by paraprofessionals
- ❖ reading support provided by literacy specialists

Professionals Supporting English Learners and Learning Systems

Table 6 below identifies personnel in the districts that provide direct services to ELs; professional development to staff regarding ELs; attend professional development about ELs; and coordinates services for ELs related to special services. The survey also queried districts in which professionals provided services to the EL students. Sixty of the 85 districts indicated that general educators provided direct services to English Learners. Fifty-four of the districts indicated that Reading Interventions/Literacy specialists were primarily responsible for EL in the district. Districts highlighted that tutors (46 districts) and certified TESOL teachers provide direct services, and certified TESOL teachers (45 districts). When asked who is responsible for delivering professional development about English Learners, 38 districts stated the bilingual program coordinator, while 32 districts reported that the ESL teacher delivers training. Fifty-one districts indicated that general educators attend PD on EL. Relatively the same number of districts have reading/specialist and certified TESOL teachers attend professional development about topics concerning ELs. Thirty districts responded that the ESL/Bilingual program coordinators and 34 districts replied TESOL teachers were coordinating the services for EL students who may also have a learning disability.

Table 6: Personnel Supporting ELs

Which staff members are primarily responsible for the education of English Learners and what are their roles?									
Answer Options	Certified TESOL teachers	General education teachers	Reading consultants/ Interventionists	Tutors	ESL/ Bilingual program coordinator	School counselor	Principal	Support staff	Other
Direct service to ELs	45	60	54	46	10	7	8	19	3
Grant management	5	0	2	0	39	0	7	6	30
Identification of ELs, program offerings	35	4	22	14	27	9	11	12	10
Resource allocation	11	1	6	2	41	0	26	4	34
Progress monitoring of English Lang Prof.	42	26	41	24	30	6	11	4	8
Delivering PD	32	1	18	1	38	0	11	4	30
Attending PD	43	51	44	35	36	9	26	15	13
English Language Proficiency assessment	43	3	23	21	20	1	3	3	5
Assessment coordination	30	2	14	4	33	1	10	8	23
Family outreach	39	31	27	20	27	24	31	11	12
Special service for coordination for ELs with disabilities	34	26	23	8	30	13	26	18	30

Finance

The survey did include questions around the amount of spending on EL/Bilingual programming however the variations of how districts calculated their funding was problematic. For example, it appears some districts included substantial sums of money in their general funds, while other districts had lower amounts. This was inconsistent based on the number of EL students. Moreover, some districts appeared to report the number of grants rather than the amount of the grant. Because there was an inconsistent method of calculating spending, an analysis is not included in this report.

Professional Development

While not mandated by the legislation, the survey included a question about the current professional development opportunities provided by the 85 districts. Table 7 below reports that only 16 districts have established a relationship with Higher Institutions of Education. Table 8 reports that 67 districts have attended Professional Development/training relating to English Learners.

Table 7: Districts with Higher Education Partnerships

Higher Ed Partnership	% Responses	Number
Yes	19%	16 of 85 respondents
No	81%	69 of 85 respondents

Table 8: Educators Attending Professional Learning, Average Across Districts

Attended PD	% Responses	Number
Yes	79%	67
No	21%	18

Of the districts that received training in the past three years, the Bar Graph 9 shows that the majority of the districts, that is, staff in 63% of the districts have attended trainings at the RESCs. Sixty-seven of the districts stated that staff attended conferences. When questioned about what percentage of the staff who were trained in the last year, 23 of the 85 districts had trained teachers, 24 had trained administrators, and only 18 of the districts had trained tutors in the past year. Of the 32 districts that selected other, 20 districts stated that the professional learning was provided by district staff. In terms of a desire for additional training, Table 11 shows 72 districts would like training for general educators, while 62 districts are reporting a need for training of literacy specialists. Building Administrators and tutors respectively had 47 and 45 districts identify these groups. Another area of high interest was effective strategies for TESOL teachers. Table 10 shows a high demand across the responses, for more training for General Educators around EL Strategies. Other topics that also had 50% of the districts interested were; Sheltered Instruction Observation Protocol, Connecticut English Language Proficiency Standards, Separating Language Needs from Learning Needs, and ESL Instructional Strategies.

Bar Graph 9: Professional Development

Where was training	% Responses	Number
Private	31%	23
Conference	49%	36
RESC	63%	46
Other	43%	32

Table 10: Future Professional Learning

Topics	% Responses	Number
Sheltered Instructional Observation Protocol (SIOP)/Sheltered Instruction	51 %	44
Language Acquisition Levels	27%	23
Connecticut English Language Proficiency Standards	57%	49
EL Strategies for General Educators	76%	65
Bilingual Strategies	12%	11
Separating Language Needs from Learning Needs	54%	46
Depth of Knowledge	22%	19
Effective ESL Instructional Strategies	67%	57
Other: (please specify)	21%	18

Table 11: Participation in Future Professional Learning

Possible Participants	% Responses	Number
General Educators	84%	72
TESOL teachers	41%	35
Tutors	52%	45
Literacy specialists	72%	62
School Counselors	25%	21
District Administrators	40%	47
Building Administrators	55%	13

AREA COOPERATIVE EDUCATIONAL SERVICES (ACES)

Introduction

Thirteen districts in the ACES region that responded to the survey: East Haven, Hamden, Meriden, Middletown, Milford, North Haven, Region 5, Seymour, Wallingford, Waterbury, West Haven, and Wolcott. The 25 districts are listed below.

Districts in ACES Region

- Ansonia
- Bethany
- Branford
- Cheshire
- Derby
- East Haven
- Hamden
- Meriden
- Middletown
- Milford
- Naugatuck
- New Haven
- North Branford
- North Haven
- Orange
- Oxford
- Region 13 (Durham, Middlefield)
- Region 16 (Beacon Falls, Prospect)
- Region 5 (Bethany, Orange, Woodbridge)
- Seymour
- Wallingford
- Waterbury
- West Haven
- Wolcott
- Woodbridge

The summary analysis in this report is based on data from the 13 of 25 districts, which completed the survey, a response rate of 52%.

English Learner Populations in 13 Responding Districts

Table 12: English Learner Populations in 13 Responding Districts

Districts	Number of Students	Number of EL Students	Percentage of EL Students
Middletown	4267	182	4.2%
Hamden	5493	272	5%
Waterbury	18854	2458	13%
Milford	6123	165	2.7%
RSD 5	2500	14	0.6%
East Haven	3680	237	6.4%
Seymour	2265	54	2.4%
West Haven	5722	753	13.2%
RSD 16	2260	25	1.1%
North Haven	3158	64	2.0%
Wallingford	6033	241	4.0%
Meriden	7928	1159	14.6%
Wolcott	2348	52	2.2%

Changes in Populations of English Learners

Table 13: ACES Region Increases/Decreases in Populations EL Population

Change in EL Population	Percentage of Districts Reporting	Number of Districts
Increasing	61.5%	8
Decreasing	7.7%	1
Unchanged	30.8%	4

The comments below reflect the further insights of five districts:

- ❖ Our EL population changes month to month. The students we start with in October may not be the same students we end up with in June.
- ❖ Our Newcomer numbers have especially seen an increase.
- ❖ With the demands of the SDE exiting criteria, more students remain identified as ELs. Even with the new Extension of Bilingual Education Services for up to 60 months, this population may also increase.

English Language/Bilingual Programs Provided by Districts

Districts were asked to identify the programs they offer to support their English Learners. Seven options were provided and a description was included for each option. Several districts offer more than one type of programming to their students, most likely correlating to the number of English Learners enrolled, the transience of the EL population, students' proficiency and progress learning English, and the number and qualifications of staff available to provide services. The predominant model of support provided to English Learners is the ESL traditional model, identified by 9 districts (69.2%). Districts identified these programs and models in addition to the seven options provided in the survey:

- ❖ In-class support
- ❖ Specialized instruction in language arts
- ❖ Bilingual/native speaker paraprofessionals to support students in the classroom
- ❖ Part-time tutor to support students using Rosetta Stone
- ❖ 50/50 one-way dual language program for K-2; transitional bilingual for 3-12; ESOL support to others not enrolled in bilingual education
- ❖

Table 14: Responding Districts EL Programs

Program Provided by Districts	Percentage of Districts	Number of Districts Out of 85 Respondents
Structured Immersion	15.4%	2
ESL Traditional Model	69.2%	9
Content-Based ESL	23.1%	3
Dual Language/Two Way	7.7%	1
Sheltered Instruction	38.5%	5
Transitional Bilingual	38.5%	5
Newcomer	--	0
Other	38.5%	5

Finance

The survey did include questions around the amount of spending on EL/Bilingual programming however the variations of how districts calculated their funding was problematic. For example, it appears some districts included substantial sums of money in their general funds, while other districts had lower amounts. This was inconsistent based on the number of EL students. Moreover, some districts appeared to report the number of grants rather than the amount of the grant. Because there was an inconsistent method of calculating spending, an analysis is not included in this report.

Higher Education

Ten of 13 districts responding, 76.9%, report they do not collaborate with institutions of higher education to support their English Learner programs. The three districts that indicated collaborations cited the following programs:

- ❖ Upward Bound through Wesleyan University
- ❖ Middletown Adult Education (MAE)
- ❖ Alternate Route to Certification for Teachers of ELS (ARCTELL) through ACES

Professionals Responsible for Supporting English Learners

District personnel responsible for providing services to English Learners are identified in Table 15 below. According to responding districts, certified TESOL teachers, general education teachers, reading consultants/interventionists and tutors are the primary providers of direct services and supports to English learners. While ESL/bilingual program coordinators, School Counselors, principals and support staff have less responsibility for providing direct service to ELs than do their colleagues, they play a significant role in family outreach, grant management and resource allocation, assessment coordination and administration and coordinating special services for ELs with disabilities.

Table 15: Personnel Supporting ELs in the 85 responding districts

Services	Certified TESOL teacher	General education teacher	Reading consultants/ Interventionists/ literacy specialists	Tutors	ESL/ Bilingual program coordinator/ Director	School counselor	Principal	Support Staff	Other
Direct service to students	9	12	11	8	3	3	2	4	0
Grant management	0	0	0	0	8	0	1	3	3
Identification of ELs	7	0	3	0	5	1	1	2	0
Resource allocation	1	0	2	0	8	0	3	2	5
Progress monitoring of English Language Proficiency	9	5	8	2	8	0	1	1	1
Delivering professional development	7	0	5	1	8	0	2	2	2
Attending professional development	9	10	8	6	9	2	4	0	0
English Language Proficiency assessment administration	9	0	4	2	5	1	0	1	0
English Language Proficiency assessment coordination	5	0	2	0	8	1	2	2	2

Services	Certified TESOL teacher	General education teacher	Reading consultants/ Interventionists/ literacy specialists	Tutors	ESL/ Bilingual program coordinator/ Director	School counselor	Principal	Support Staff	Other
Family outreach	8	7	5	3	8	6	8	1	1
Special service for coordination for student with disabilities and who are ELs	8	8	3	0	6	1	2	3	5

Professional Learning Providers

Eleven of the 13 districts responding, or 85%, indicated they had received professional learning support about English learners in the past three years. Of those 11 districts, 88% said they received their professional learning at ACES and 64% attended conferences related to English learners. Districts also indicated they accessed professional learning through staff and leadership team meetings and individual teacher coaching from ACES and district personnel.

Table 16: Professional Learning

Source of Professional Learning	Percentage of Districts	Number of Districts
Private	36%	4
Conference	63%	7
RESC	81%	9
Other: (please describe)	45%	5

Educators Received Professional Learning Specific to ELs

During the past three years, teachers in 13, or 100%, of districts that responded received professional learning about English learners; administrators in 12, or 92% of districts that responded received professional learning; and paraprofessionals in 11, or 85%, of districts that responded received EL-focused professional learning.

The next table shows the average percentage of educators across the region that participated in professional learning related to English learners over the past three years. Individual district responses varied widely, ranging from 90% and 100% of educators attending professional learning in some districts with larger populations of ELs to 0% of educators attending professional learning related to English learners in one district with very few ELs.

Table 17: Educators Participating in Professional Learning - Average Across Districts

Educator Role	Percentage of Districts – Average	Number of Districts
Percentage of Teachers	31%	13
Percentage of Administrators	29%	12
Percentage of Paraprofessionals	24%	11

Table 18: Percentage of Educators Attending Professional Learning Workshops

ACES District	% of Teachers	% of Administrators	% of Paraprofessionals
Middletown	50%	90%	15%
Hamden	20%	5%	0%
Waterbury	40%	10%	10%
Milford	5%	0%	100%
RSD 5	15%	2%	Na
East Haven	90%	90%	5%
Seymour	50%	Na	5%
West Haven	80%	100%	100%
RSD 16	0%	0%	0%
North Haven	10%	20%	Na
Wallingford	25%	5%	25%
Meriden	10%	5%	2%
Wolcott	10%	25%	0%

When asked to describe how professional learning has influenced educator practice, responding districts indicated most often that they observed gains in professional capital - teachers’ capacity to implement pedagogy and strategies to support English learners. However, improved collaboration were also indicated:

- ❖ More aware of student acquisition level, more use of EL strategies in instruction especially in the general education classroom, more use of multimedia and cultural realia to reach all students.
- ❖ Increased collaboration among classroom teachers and TESOL teachers/tutors on implementing effective strategies and making modifications/accommodations, resulting in more student individualization
- ❖ Trainings in specific strategies as well as differentiation for ELs directly impact the level of content comprehension for ELs and the progress of English language proficiency.
- ❖ Building staff have collaborated more, and it has had a positive impact on student learning.
- ❖ Teachers have a much better understanding on how important it is for every EL to have the opportunity to read, write, listen, speak and think during a lesson.
- ❖ Teachers are better equipped to differentiate for EL students.
- ❖ Some change in instructional practices
- ❖ Teachers are better equipped to apply strategies that work for ELs through the SIOP Model.
- ❖ As a result of the training(s) Reading Consultants and Classroom Teachers are collaborating more effectively on the development of Individual Learning Plans for ELs as well as on strategies for current best practices for EL instruction.

One respondent reported that their district “doesn’t allow teachers to leave their classrooms for EL PD” and another said he or she are “unsure” how professional learning has influenced educator practice.

Professional Learning Needs Identified

All responding districts indicated that professional learning provided by ACES is valuable in supporting educator growth. Professional learning focused on the CT English Language Proficiency Standards (CELP) and on EL Strategies for General Educators were identified by 10 districts; Separating Language Needs from Learning Needs and EL Instructional Strategies were identified by 8 districts; and 7 districts identified Sheltered Instruction Observation Protocol (SIOP). Across the six RESCs, 75% of districts indicated that EL Strategies for General Educators is a priority for professional learning.

In addition to professional learning on Language Acquisition Levels (3 districts), bilingual strategies (4 districts and Depth of Knowledge (4 districts), districts indicated these options for EL-focused professional learning:

- ❖ Community Outreach
- ❖ K-12 Programming
- ❖ Differentiation
- ❖ Laws and regulations
- ❖ SIOP for all students, not just EL students

Future Professional Learning Opportunities

All 13 districts responding identified general educators as recipients of future professional learning related to English learners. Eleven districts, 85%, indicated a need for professional learning for literacy specialists and reading consultants, 69% indicated a need for professional learning for administrators, and 54% indicated a need for future professional learning for tutors. Fewer than half the districts responding identified TESOL teachers, School Counselors and district administrators as participants' in future professional learning. Other district staff identified not included in the survey responses, but identified for participation in future professional learning focused on ELs, are support staff who require additional learning to support English learners and teachers certified in bilingual education.

Table 19: Future Professional Learning

Professional Learning	Percentage of Districts	Number of Districts
Sheltered Instructional Observation protocol (SIOP)/Sheltered Instruction	53%	7
Language Acquisition Levels	23%	3
Connecticut English Language Proficiency Standards	76%	10
EL Strategies for General Educators	76%	10
Bilingual Strategies	30%	4
Separating Language Needs from Learning Needs (e.g. EL concern vs. SPEC concern)	61%	8
Depth of Knowledge	30%	4
Effective ESL Instructional Strategies	61%	8
Other: (please specify)	23%	3

Table 20: Participants in Future Professional Learning

District Staff	Percentage of Districts	Number of Districts
General educators	100%	13
TESOL teachers	38%	5
Tutors	53%	7
Literacy specialists/reading consultants	84%	11
School Counselors	46%	6
District administrators	46%	6
Building administrators	69%	9
Other: (please describe)	15%	2

COOPERATIVE EDUCATIONAL SERVICES (C.E.S.)

Introduction

Ten districts in the Cooperative Educational Services (C.E.S.) region, responded to the English Language Survey. Districts that responded include Fairfield, New Canaan, Regional School District 9, Wilton, Norwalk, Bridgeport, Trumbull, Darien, Shelton and Monroe. The (C.E.S.) Magnet Schools are not included in the responses. C.E.S. has 16 public school districts. The 16 districts are listed below.

Districts in C.E.S. Region

- Bridgeport
 - Darien
 - Fairfield
 - Greenwich
 - New Canaan
- Region 9 (Easton, Redding)
 - Monroe
 - Norwalk
 - Shelton
- Stamford
 - Stratford
 - Trumbull
 - Weston
 - Westport
 - Wilton

The C.E.S. section of the report includes the English Learner population in the 10 reporting school districts, increasing and decreasing population, the EL/Bilingual programs, and professionals serving EL students, finance, and professional development.

English Learner Population

The number of EL students in the 10 districts that responded to the survey ranges from 2 in Region 9 to 2981 in Bridgeport. It is important to note that one district (Stamford) that has significant numbers of EL students is not included in the report.

Table 21: EL Population in 10 Responding Districts

Districts	Number of EL Students	Percentage of EL Students	Number of Students
Fairfield	222	2%	10058
New Canaan	48	1%	4228
Regional School District #9	2	Less than 1%	1031
Wilton	16	Less than 1%	4189
Norwalk	1560	13.7%	11408
Bridgeport	2981	14%	21139
Trumbull	156	2%	6713
Darien	15	Less than 1%	4847
Shelton	221	5%	4907
Monroe	14	Less than 1%	3167

*K-8

Increase/Decrease in Population

In the C.E.S. region, five districts reported that their EL population has increased. No district reported a decreasing population, while five districts reported that the population has remained unchanged. The increase/decrease in population is comparable to the other RESCs' findings. That is, 49% of the districts reported an increase in the EL population, 7% reported a decrease, and 53% reported that the EL population was comparable to the 2014-15 academic population.

Table 22: C.E.S. Region Increase/Decrease EL Population

Changing EL Population	Percentage	Number of Districts
Increasing population	50%	5
Decreasing population	0%	0
Unchanged population	50%	5

Several districts commented on this question. The comments below reflect two C.E.S. school districts' insights:

- ❖ We are getting many "unaccompanied minors," especially at the high schools.
- ❖ Particularly we are getting students with interrupted formal education.

English Language/Bilingual Programs Provided by Districts

Districts were asked what types of programs were offered to their English Learners. Seven options were provided; a definition was provided for each program. Several districts offered more than one type of service to their English Learners. This was most likely dependent on the number of EL students in the districts, the number of newcomers arriving throughout the school year, the students' proficiency and progress in learning English, or the number and qualifications of staff able to provide services. Nine districts (90%) provided the traditional model of language instruction and development support to their English Learners. This was by far the most prevalent program. Other comments about programs offered by the districts included the following:

- ❖ We collaborate with teachers to provide support for EL student instruction and also provide EL tutors.
- ❖ Modified Newcomer Program at our high schools designed for Students with Limited and/or Interrupted Formal Education. Students are in the program for half the day.
- ❖ Reading Teachers Provide Direct Support to Students/ We have an ESL teacher at the Middle School.

Table 23: Responding Districts EL Programs

Programs Provided by C.E.S. Districts	Percentage of Districts	Number of Districts
Structured Immersion	0	0
ESL Traditional model of language instruction	90%	9
Content-based ESL Instruction is English Language Development	50%	5
Dual Language/Two Way Instruction	20%	2
Sheltered Instruction	40%	4
Transitional Bilingual	20%	2
Newcomer Program	0%	0
Other	30%	3

Finance

The survey did include questions around the amount of spending on EL/Bilingual programming however the variations of how districts calculated their funding was problematic. For example, it appears some districts included substantial sums of money in their general funds, while other districts had lower amounts. This was inconsistent based on the number of EL students. Moreover, some districts appeared to report the number of grants rather than the amount of the grant. Because there was an inconsistent method of calculating spending, an analysis is not included in this report.

Higher Education

Seven of the 10 (70%) C.E.S. region districts do not collaborate with higher education institutes. Three districts reported that they did collaborate with higher education institutions. These findings are comparable to the 85 Connecticut districts that responded to the survey; that is, 69 (81%) districts did not collaborate with higher education while 16 (19%) districts did collaborate.

Professionals Supporting English Learners and Learning Systems

District personnel providing services to English Learners are depicted in Table 24. The data shows that one hundred percent of the C.E.S. region districts reported that certified TESOL teachers, general education teachers, reading consultants, and tutors provide direct services to English Learners. Certified EL teachers and ESL/Bilingual Directors were responsible for identifying EL students. The number of EL students in a district may influence whether or not the district has an ESL/Bilingual Director.

Certified TESOL teachers, tutors, and ESL/Bilingual Directors were more likely responsible for monitoring EL students. In districts that have smaller numbers of EL students, other personnel (see Table 24) were responsible for monitoring the progress.

Attending professional learning/workshops for ELs is occurring in all districts. Of the districts responding, ninety percent reported that certified TESOL teachers, general education teachers, tutors, and ESL/Bilingual Directors have attended professional learning workshops. Also, certified TESOL teachers and ESL/Bilingual Directors provided professional learning workshops to their district staff. Seventy percent of the districts reported that the certified TESOL teachers assess the English learners. In 6 districts, the certified TESOL teacher communicates with families. In over half of the districts the general education teachers, tutors, principal and the ESL/Bilingual Directors engage in family outreach. In about half of the C.E.S. region districts, English Learners receiving special education services was responsibility of the certified TESOL teachers, ESL/Bilingual Directors, and the principals.

Table 24: Personnel Supporting ELs

Services	Certified TESOL teacher	General education teacher	Reading consultants/ Interventionists/ literacy specialists	Tutors	ESL/ Bilingual program coordinator/ Director	School counselor	Principal	Support Staff	Other
Direct service to students	7	8	5	4	1	2	1	3	1
Grant management	2	0	0	0	6	0	0	0	1
Identification of ELs	7	1	2	0	3	2	1	1	1
Resource allocation	4	0	0	0	8	0	2	0	1
Progress monitoring of English Language Proficiency	7	3	3	3	4	2	0	0	0
Delivering professional development	7	0	1	0	7	0	0	0	3
Attending professional development	7	6	5	3	6	1	5	2	2
English Language Proficiency assessment administration	7	1	2	1	2	0	0	0	1
English Language Proficiency assessment coordination	7	1	2	1	5	0	0	0	1
Family outreach	6	1	2	1	5	4	1	1	1
Special service coordination for EL students with disabilities.	5	2	2	1	4	3	1	2	3

Professional Learning

One hundred percent of the 10 C.E.S. districts reported that their teachers had received professional learning related to teaching EL students within the last three years. Nine districts reported that their administrators had received training. Eight districts reported that they received external professional learning from C.E.S.

Table 25: Professional Learning

Source of Professional Learning	Percentage of Districts	Number of Districts
Private	30%	3
Conference	50%	5
RESC	80%	8
School/District Based PD	40%	4

Educators Received Professional Learning Specific to ELs

During the past three years, teachers in all 10 C.E.S. region districts received professional learning about EL; administrators and paraprofessionals in 9 of the 10 districts attended EL professional learning workshops. Table 26 depicts average percentages of educators attending professional learning workshops across the 10 C.E.S. region districts.

Table 26: Educators Attending Professional Learning-- Average Across Districts

Educator Role	Percentage of Districts	Number of Districts
Teachers	100%	10
Administrators	90%	9
Paraprofessionals	90%	9

Table 27 is a display of the percentages of teachers, administrators, and/or paraprofessionals that attended professional workshops related to English Learners. Shelton reported that 90% of their teachers have attended EL workshops while New Canaan reported that 75% of their teachers have attended EL workshops. New Canaan and Trumbull reported that 100% of the administrators have attended EL workshops. New Canaan reported that 50% of their paraprofessionals have attended EL workshops. Three districts report that none of their paraprofessionals have attended an EL workshop. The results indicate that there is a discrepancy between the several districts with higher EL populations may need to have more of their teachers, administrators, and paraprofessionals attend EL workshops.

Table 27: Percentages of Educators Attending Professional Learning Workshops

C.E.S. Region Districts	Percentage of Teachers	Percentage of Administrators	Percentage of Paraprofessionals
Fairfield	1%	1%	0%
New Canaan	75%	100%	50%
Regional School District #9	0%	0%	0%
Wilton	5%	5%	10%
Norwalk	25%	10%	30%
Bridgeport	5%	80%	10%
Trumbull	30%	100%	1%
Darien	1%	N/A	N/A
Shelton	90%	90%	0%
Monroe	30%	0	10%

Districts reported on how the EL workshops have influenced their staff. An analysis of the comments below, elicited the following major themes: a) three comments refer to learning instructional strategies for EL students; b) six comments mention increasing educators’ awareness, sensitivity and knowledge base; c) one response indicated an improved understanding of cultural influences.

Comments

- ❖ Teachers are more aware of how to implement strategies to help ELs be successful in mainstream classrooms.
- ❖ They are much more aware, they plan more, and they are more effective.
- ❖ Better instruction and assessment.

- ❖ Awareness of acquiring academic language proficiency; strategies for classroom; activities at all different proficiency levels.
- ❖ Improved understanding of best practice for language instruction and cultural influences.
- ❖ Teachers have learned how to make modifications in their lessons and assessments. Also, how to access data through our student information system.
- ❖ Teachers have responded favorably to ESL strategies/advice shared by the ESL Teacher.

Future Professional Learning Opportunities

All 10 school districts identified additional professional development workshops that they would like their staff to attend. Nine of the districts would like workshops on EL strategies for general educators. The Connecticut English Language Proficiency Standards, EL and special education needs were identified by 8 districts while 7 districts identified effective ESL instructional strategies as needed professional learning. See Table 26 for additional information. Across the six RESCs, 75% of the districts pointed to EL strategies for general educators as needed professional learning workshops.

Table 28: Future Professional Learning

Professional Learning	Percentage of districts	Number of districts
Sheltered Instructional Observation Protocol (SIOP)/Sheltered Instruction	100%	7
Language Acquisition Levels	70%	5
Connecticut English Language Proficiency Standards	50%	8
EL Strategies for General Educators	80%	9
Bilingual Strategies	50%	2
Separating Language Needs from Learning Needs (EL concern vs. SPED concern)	70%	8
Depth of Knowledge	80%	1
Effective ESL Instructional Strategies	10%	7

Table 29 includes the Districts in the C.E.S. region that responded similarly to districts across Connecticut. According to the survey respondents, general educators were the largest group of educators that would attend future professional learning workshops on English Learners. More than half of the districts chose TESOL teachers, Literacy Specialists, and tutors as attending future professional learning workshops on English Learners. Fewer than half the districts identified district level and school based administrators as participating in future EL workshops.

Table 29: Participation in Future Professional Learning

District Staff	Percentage of districts	Number of districts
General educators	100%	10
TESOL teachers	70%	7
Tutors	50%	5
Literacy specialists/reading consultants	80%	8
School Counselors	50%	5
District administrators	70%	7
Building administrators	80%	8

Within the C.E.S. region, the data points to varied areas for discussion of expansion.

Increase collaboration with Higher Education: Seven of the 10 (70%) C.E.S. region districts do not collaborate with higher education institutes. These findings are comparable to the 85 Connecticut districts that responded to the survey; that is, 69 (81%) districts did not collaborate with higher education while 16 (19%) districts did collaborate.

Continue to support district based PD: One hundred percent of the 10 C.E.S. districts reported that their teachers, administrators and paraprofessionals had received professional learning related to teaching EL students within the last three years. Nine districts reported that their administrators had received training. Eight districts reported that they received external professional learning from C.E.S. Nine districts reported that less than 50% of their paras had participated in professional development on EL strategies. Areas of continued Professional development cited were: EL strategies for general educators. The Connecticut EL Proficiency Standards, EL and special education students.

Focus on strategies for general education teachers and include more on cultural responsiveness: Across the six RESCs, 75% of the districts pointed to EL strategies for general educators as needed professional learning workshops. One district cited receiving support for improved understanding of best practice for language instruction and cultural influences.

Newcomer Program: Only one district reported they offer a modified new comer program at the high school level. There may be a need for a regional newcomer program where families can learn about the education system in Connecticut, instructional requirements, resources in the region.

CAPITOL REGION EDUCATION COUNCIL (CREC)

Introduction

Twenty districts in the Capitol Region Education Council (CREC) region, including the CREC Magnet Schools, responded to the English Language Survey. Districts include Avon, Berlin, Bolton, Canton, CREC Magnet Schools, Cromwell, East Hartford, East Windsor, Glastonbury, Granby, Hartland, Newington, Plainville, Simsbury, Southington, South Windsor, Wethersfield, Windsor, Windsor Locks, and Vernon. For public school districts that are on the CREC council, the return rate is 53%. The CREC Magnet Schools are not included in the return rate. In all, CREC has 36 public school districts. The 36 districts are listed below.

Districts in CREC Region

- Avon
 - Berlin
 - Bloomfield
 - Bolton
 - Bristol
 - Burlington
 - Canton
 - Cromwell
 - East Granby
 - East Hartford
 - East Windsor
 - Ellington
- Enfield
 - Farmington
 - Glastonbury
 - Granby
 - Hartford
 - Hartland
 - Harwinton
 - Manchester
 - New Britain
 - New Hartford
 - Newington
 - Plainville
- Portland
 - Rocky Hill
 - Simsbury
 - Somers
 - Southington
 - South Windsor
 - Suffield
 - Vernon
 - West Hartford
 - Wethersfield
 - Windsor
 - Windsor Locks

The CREC section of the report includes the English Learner population in the 20 reporting school districts, increasing and decreasing population, the EL/Bilingual programs, and professionals serving EL students, finance, and professional development.

English Learner Population

The range of EL students in the 20 districts that responded to the survey is less than 0% to 10%. The number of students range from 0 in Hartland to 676 in East Hartford. It is important to note that several districts that have significant numbers of EL students are not included in the report.

Table 30: EL Population in 20 Responding Districts

Districts	Number of EL Students	Percentage of EL Students	Number of Students
Avon Public Schools	103	3%	3273
Berlin Public Schools	65	2%	2863
Bolton Public Schools	5	>1%	809
Canton Public Schools	13	1%	1626
CREC Magnet Schools	390	5%	7984
Cromwell Public Schools	70	4%	1982
East Hartford Public Schools	676	10%	7058
East Windsor Public Schools	35	3%	1105
Glastonbury Public Schools	79	1%	6001
Granby Public Schools	10	>1%	1950
Hartland Public School*	0	0%	187

Districts	Number of EL Students	Percentage of EL Students	Number of Students
Newington Public Schools	173	4%	4281
Plainville Community Schools	120	5%	2266
Simsbury Public Schools	51	1%	4154
Southington Public Schools	92	1%	6583
South Windsor Public Schools	153	4%	4156
Vernon Public Schools	69	2%	3445
Wethersfield Public Schools	254	7%	3633
Windsor Public Schools	128	4%	3188
Windsor Locks Public Schools	82	5%	1630

*K-8

Increase/Decrease in Population

In the CREC region, nine districts reported that their EL population has increased. One district reported a decreasing population, while ten districts reported that the population has remained unchanged. The increase/decrease in population is comparable to the other RESCs' findings. That is, 49% of the districts reported an increase in the EL population 7% reported a decrease, and 53% reported that the EL population was comparable to the 2014-15 academic population.

Table 31: CREC Region Increase/Decrease EL Population

Changing EL Population	Percentage	Number of Districts
Increasing population	45%	9
Decreasing population	5%	1
Unchanged population	50%	10

Several districts reported why the enrollment had increased. The comments below reflect four CREC school districts' insights:

- ❖ Numbers increase over the course of each academic year.
- ❖ Our identified EL students is on par with last school year however, with monitor status students counted we are trending above last year. We are on pace to increase our identified EL's this year from last school year.
- ❖ Increasing fast.
- ❖ Students change but overall the numbers have been similar.

English Language/Bilingual Programs Provided by Districts

Districts were asked what types of programs were offered to their English Learners. Seven options were provided; a definition was provided for each program. Several districts offered more than one type of service to their English Learners. This was most likely dependent on the number of EL students in the districts; the number of newcomers arriving throughout the school year; the students' proficiency and progress in learning English; or the number and qualifications of staff able to provide services. Sixteen districts (80%) provided the traditional model of language instruction and development support to their English Learners. This was by far the most prevalent program. Other programs offered by the districts included the following:

- ❖ Co-teaching and push in opportunities;
- ❖ Native Language support in 2 designated bilingual programs;
- ❖ Push in support;
- ❖ EL tutors provide classroom support;
- ❖ Additional ESL support with a noncertified tutor.

Table 32: Responding Districts EL Programs

Programs Provided by CREC Districts	Percentage of Districts	Number of Districts
Structured Immersion	20%	4
ESL Traditional model of language instruction	80%	16
Content-based ESL Instruction is English Language Development	25%	5
Dual Language/Two Way Instruction	0%	0
Sheltered Instruction	15%	3
Transitional Bilingual	10%	2
Newcomer Program	5%	1
Other	30%	6

Finance

The survey did include questions around the amount of spending on EL/Bilingual programming however the variations of how districts calculated their funding was problematic. For example, it appears some districts included substantial sums of money in their general funds, while other districts had lower amounts. This was inconsistent based on the number of EL students. Moreover, some districts appeared to report the number of grants rather than the amount of the grant. Because there was an inconsistent method of calculating spending, an analysis is not included in this report.

Higher Education

Seventeen of the 20 (85%) CREC region districts do not collaborate with higher education institutes. Three districts reported that they did collaborate with higher education institutions. These findings are comparable to the 85 Connecticut districts that responded to the survey; that is, 69 (81%) districts did not collaborate with higher education while 16 (19%) districts did collaborate.

Professionals Supporting English Learners and Learning Systems

District personnel providing services to English Learners are depicted in the Table 33. More than half of the CREC region districts reported that certified TESOL teachers, general education teachers, reading consultants, and tutors provide direct services to English Learners. Certified EL teachers and ESL/Bilingual Directors were responsible for identifying EL students. The number of EL students in a district may influence whether or not the district has an ESL/Bilingual Director.

Certified TESOL teachers, tutors, and ESL/Bilingual Directors were more likely responsible for monitoring EL students. In districts that have smaller numbers of EL students, other personnel (see Table 33) were responsible for monitoring the progress. Attending professional learning/workshops for ELs is occurring in all districts. More than half the districts reported that certified TESOL teachers, general education teachers, tutors, and ESL/Bilingual Directors have attended professional learning workshops. Also, certified TESOL teachers and ESL/Bilingual Directors provided professional learning workshops to their district staff. Almost three-quarters of the districts reported that the certified TESOL teachers assess the English learners. In 13 districts, the certified TESOL teacher communicates with families. In about half of the districts the general education teachers, tutors, principal and the ESL/Bilingual Directors engage in family outreach. In about half of the CREC region districts, English Learners receiving special education services was responsibility of the certified TESOL teachers, ESL/Bilingual Directors, and the principals.

In the CREC region districts, the Director of Elementary Curriculum, Director of Pupil Personnel Services, IT Department, District Administrator, and Director of Support Services were also identified as providing services to English Learners.

Table 33: Personnel Supporting English Learners

Services	Certified TESOL teacher	General education teacher	Reading consultants/ Interventionist s/literacy specialists	Tutors	ESL/ Bilingual program coordinator/ Director	School counselor	Principal	Support Staff	Other
Direct service to students	15	13	10	14	4	1	2	3	0
Grant management	3	0	1	0	12	0	1	1	6
Identification of ELs	12	1	2	7	9	2	3	4	2
Resource allocation	5	0	1	1	12	0	6	1	7
Progress monitoring of English Language Proficiency	13	5	5	11	9	1	3	1	3
Delivering professional development	10	1	4	0	11	0	4	0	6
Attending professional development	14	14	9	13	10	2	7	4	3
English Language Proficiency assessment administration	14	0	1	9	8	0	1	0	0
English Language Proficiency assessment coordination	9	0	1	1	10	0	2	1	4
Family outreach	13	9	4	8	9	7	9	3	0
Special service coordination for EL students with disabilities.	11	7	6	3	9	6	9	6	5

Professional Learning

Eighteen or 90% of the 20 CREC districts reported that their staff had received professional learning for EL students during the past three years. The districts reported that they received external professional learning at conferences and from CREC. Additionally, districts reported that internal professional learning was provided by the EL Coordinator, school-based professional learning communities, TESOL teachers and EL administrator, and/or EL tutor.

Table 34: Professional Learning

Source of Professional Learning	Percentage of Districts	Number of Districts
Private	50%	10
Conference	45%	9
RESC	50%	10
School/District Based PD	45%	9

Educators Received Professional Learning Specific to ELs

During the past three years, teachers in all 20 CREC region districts received professional learning about EL; administrators and paraprofessionals in 19 of the 20 districts attended EL professional learning workshops. Table 35 depicts average percentages of educators attending professional learning workshops across the 20 CREC region districts.

Table 35: Educators Attending Professional Learning-- Average Across districts

Educator Role	Percentage of Districts	Number of Districts
Teachers	31%	20
Administrators	24%	19
Paraprofessionals	33%	19

Table 36 is a display of the percentages of teachers, administrators, and/or paraprofessionals that attended professional workshops related to English Learners. Southington and Vernon reported that 100% of their teachers have attended EL workshops while Newington and Avon reported that 80% and 60% of their teachers have attended EL workshops. Newington and South Windsor reported that 100% and 80% respectively of the administrators have attended EL workshops. Several districts reported that 100% of their paraprofessionals have attended EL workshops; these include Cromwell, Simsbury, Southington, and Wethersfield. Plainville and Canton reported that 75% and 80% respectively attended EL workshops. It seems that several districts with higher EL populations may need to have more of their teachers, administrators, and paraprofessionals attend EL workshops while several districts with lower EL populations may be anticipating an increase in EL because of the high percentages of educators attending EL workshops.

Table 36: Percentages of Educators Attending Professional Learning Workshops

CREC Region Districts	Percentage of Teachers	Percentage of Administrators	Percentage of Paraprofessionals
Avon Public School	60%	33%	0%
Berlin Public Schools	20%	5%	0%
Bolton Public School	5%	17%	20%
Canton Public Schools	30%	10%	70%
CREC Magnet Schools	20%	25%	5%
Cromwell Public Schools	10%	0%	100%
East Hartford Public School	12%	6%	7%
East Windsor Public School	0%	N/A	N/A
Glastonbury Public School	3%	50%	1%
Granby Public School	10%	10%	2%
Hartland Public School	0%	0%	0%
Newington Public School	80%	80%	0%
Plainville Community Schools	75%	50%	75%
Simsbury Public School	25%	15%	100%
Southington Public School	100%	10%	100%
South Windsor Public School	20%	100%	0%
Vernon Public Schools	100%	0%	0%
Wethersfield Public School	20%	10%	100%
Windsor Public Schools	7%	6%	7%
Windsor Locks Public Schools	27%	20%	34%

Districts reported on how the EL workshops have influenced their staff. An analysis of the comments below, elicited the following major themes: a) nine comments refer to learning instructional strategies for EL students; b) six comments mention increasing educators’ knowledge base; c) three comments identify best practices, such as co-teaching and differentiated instruction; d) three comments refer to learning about the EL standards; and e) three comments mention cultural awareness and a supportive classroom environment.

Comments

- ❖ Classroom teachers have been given specific strategies to use with ELs in daily instruction.
- ❖ Our TESOL teachers have shared best practices with regular education and special education teachers that are consistent with an immersion program.
- ❖ Trainings have been instrumental for tutors, interventionists, and language arts consultants. Learning has been targeted on the new standards and assessment which has helped to inform SMART goals for students.
- ❖ Awareness of acquiring academic language proficiency; strategies for classroom activities at all different proficiency levels
- ❖ Trainings have opened doors for extended conversations around strategies that allow for student success.

- ❖ Trainings vary greatly depending on the school and level of ELs support. We have identified this as an area of need for the coming year and beyond.
- ❖ Trainings included instructional strategies, SIOP strategies, CELP frameworks, assessment, SRBI process for EL, and cultural awareness; all of which should have influenced teacher practice.
- ❖ Elementary Level: Use of picture cues for basic communication, visuals, student buddy, explicit phonemic awareness, phonics rules and reading intervention, label objects around a room, provide books with patterned sentence structure and pictures, help students to label and categorize objects, check for understanding, math interventions.
- ❖ At the secondary level: help with writing skills, alternate assignments, cooperative learning experiences, lower the reading level of text, supplementary materials, select test items, tutorial support, work with student individually.
- ❖ Implemented sheltered teams at the high school and middle school which incorporates co-teaching. Incorporate best practices at all levels around English language acquisition, literacy, numeracy and differentiation.
- ❖ Trainings have influenced teacher practice in providing differentiated instruction for our EL learners. Teachers are also trained to understand and value the culture of our EL students.
- ❖ Contributed to increased communication among all service providers; enhanced instructional strategies and added to effective resources; improved efficacy of planning for appropriate proficiency levels; improved use of data to drive instruction.
- ❖ Increased teachers' knowledge base on the various levels of English Language Development to aid them in making appropriate modifications and accommodations for English Learners.
- ❖ Introduced selected teachers to SIOP models, providing training and materials to support English Learners in their classrooms.
- ❖ Increased teachers' skill set on differentiating instruction to meet the needs of English Learners.
- ❖ Teachers are more aware of the process of how students are identified as English Learners. Additionally they are more aware of the stages of second language acquisition and therefore are able to better plan instruction suited to student needs.
- ❖ Providing strategies to support EL students in the classroom.
- ❖ Yes, increase capacity of tutors.
- ❖ Teachers have learned new strategies to incorporate with students.
- ❖ We have provided substantial training to our EL teachers, who in turn work with general educators to support students in the ESL program.
- ❖ Teachers have learned more about creating a learning environment that is supportive to ELs and their language and social development.
Teachers are incorporating more visuals, realia, language objectives and other strategies to support ELs.
- ❖ Teachers implement strategies immediately.

Future Professional Learning Opportunities

All 20 school districts identified additional professional development workshops that they would like their staff to attend. Three-quarters of the districts would like workshops on EL strategies for general educators. The Connecticut EL Proficiency Standards, EL and special education needs were identified by 14 districts while 13 districts identified effective ESL instructional strategies as needed professional learning. See Table 37 for additional information. Across the six RESCs, 75% of the districts pointed to EL strategies for general educators as needed professional learning workshops.

Additional comments included Curriculum Resource Showcase; Training on how to strategically design ESL intervention to produce the most positive outcomes with such limited time; General language acquisition information for administrators; how TESOL teachers use the Connecticut English Language Proficiency Standards, writing strategies for ELs K-12.

Table 37: Future Professional Learning

Professional Learning	Percentage of District	Number of Districts
Sheltered Instructional Observation Protocol (SIOP)/Sheltered Instruction Language Acquisition Levels	50%	10
Connecticut English Language Proficiency Standards	20%	4
EL Strategies for General Educators	70%	14
Bilingual Strategies	75%	15
Separating Language Needs from Learning Needs (EL concern vs. SPED concern)	5%	1
Depth of Knowledge	70%	14
Effective ESL Instructional Strategies	20%	4
	65%	13

Table 38 includes the Districts in the CREC region that responded similarly to districts across Connecticut. According to the survey respondents, general educators were the largest group of educators that would attend future professional learning workshops on English Learners. More than half of the districts chose TESOL teachers, Literacy Specialists, and tutors as attending future professional learning workshops on English Learners. Fewer than half the districts identified district level and school based administrators as participating in future EL workshops.

Table 38: Participation in Future Professional Learning

District Staff	Percentage of Districts	Number of Districts
General educators	80%	16
TESOL teachers	65%	13
Tutors	60%	12
Literacy specialists/reading consultants	65%	13
School Counselors	20%	4
District administrators	45%	9
Building administrators	45%	9

EASTCONN

Introduction

Seventeen districts in the EASTCONN region responded to the English Language Survey. Districts include Canterbury, Colchester, Columbia, Coventry, Griswold, Hebron, Killingly, Lebanon, Lisbon, Mansfield, Marlborough, Plainfield, Putnam, Stafford, Tolland, Union and Windham Public Schools. For public school districts that are in the EASTCONN region, the return rate was 47%. In all, EASTCONN has 36 public school districts. The districts are listed below in Table 1.

Districts in EASTCONN Region

The EASTCONN section of the report includes the English Learner population in the 17 reporting school districts, increasing and decreasing population, the EL/Bilingual programs, and professionals serving EL students, finance, and professional development.

- Andover
- Ashford
- Bozrah
- Brooklyn
- Canterbury
- Chaplin
- Columbia
- Coventry
- Eastford
- Franklin
- Griswold
- Hampton
- Hebron
- Lebanon
- Lisbon
- Mansfield
- Marlborough
- Plainfield
- Pomfret
- Putnam
- Scotland
- Sprague
- Sterling
- Thompson
- Tolland
- Union
- Voluntown
- Willington
- Windham
- Woodstock
- Regional District 8
- Regional District 19

English Learner Population

The range of EL students in the 17 districts that responded to the survey is from 0% to 24%. The number of students range from 0% in seven districts, to 791 in Windham. The range of EL students only includes those districts that participated in the survey.

Table 39: EL Population in 17 Responding Districts

Districts	Number of EL Students	Percentage of EL Students	Total Number of Students
Canterbury*	0	0%	757
Colchester	30	1%	2553
Columbia*	3	1%	441
Coventry Public Schools	5	0%	1625
Griswold	21	1%	1881
Hebron Public Schools	1	0%	723
Killingly	73	3%	2597
Lebanon Public Schools	3	0%	1056
Lisbon	5	1%	388
Mansfield Public Schools*	66	5%	1251
Marlborough	0	0%	556
Plainfield	23	1%	2450

Districts	Number of EL Students	Percentage of EL Students	Total Number of Students
Putnam	24	2%	1179
Stafford	3	0%	1544
Tolland Public Schools	17	1%	2600
Union	0	0%	116
Windham	791	24%	3267

*K-8

Increase/Decrease in Population

In the EASTCONN region, six districts reported that their EL population has increased. Three districts reported a decreasing population, while eight districts reported that the population has remained unchanged. The increase/decrease in population is somewhat comparable to the other RESCs' findings as indicated in the statewide report. That is, 49% of the districts reported an increase in the EL population, 7% reported a decrease, and 53% reported that the EL population was comparable to the 2014-15 academic population.

Table 40: EASTCONN Region Increase/Decrease EL Population

Changing EL Population	Percentage	Number of Districts
Increasing population	35%	6
Decreasing population	17%	3
Unchanged population	47%	8

A few districts shared comments about enrollment. The comments below reflect four EASTCONN school districts' insights:

- ❖ Slightly increasing over previous years
- ❖ We typically have very few ELs.
- ❖ Our rates fluctuate slightly, but not significantly.

English Language/Bilingual Programs Provided by Districts

Districts were asked what types of programs were offered to their English Learners. Seven options were provided; a definition was provided for each program. Several districts offered more than one type of service to their English Learners. This was most likely dependent on the number of EL students in the districts; the number of newcomers arriving throughout the school year; the students' proficiency and progress in learning English; or the number and qualifications of staff able to provide services. Six districts (35%) provided the traditional model of language instruction and development support to their English Learners. Six districts also reported they provide Sheltered Instruction, a well-known model for providing content instruction coupled with English Language development. These were the two the most prevalent program models referenced. Other programs offered by the districts included the following:

- ❖ Push-in / pull-out as well as tutoring after school hours, depending on the student and his/her needs
- ❖ Teachers are trained and supported
- ❖ Students in the past have been provided additional support in grammar, English vocabulary and English Language Development by one of our Reading Specialists. These students have typically just missed the cut-off score on the LAS Links assessment.
- ❖ SRBI instructional support within the mainstream classes
- ❖ Some students are pulled out of their mainstream classes usually for a period or more per day to work specifically on their English language vocabulary, grammar, and skills with a trained tutor. At other times a trained tutor will push-in the classroom.
- ❖ We do have an ESL/Content-based ESL program, but given the district small numbers, the services are offered by tutors, not certified TESOL staff.

Table 41: Responding Districts EL Programs

Programs Provided by EASTCONN Districts	Percentage of Districts	Number of Districts
Structured Immersion	29%	5
ESL Traditional model of language instruction	35%	6
Content-based ESL Instruction is English Language Development	6%	1
Dual Language/Two Way Instruction	6%	1
Sheltered Instruction	35%	6
Transitional Bilingual	6%	1
Newcomer Program	6%	1
Other	35%	6

Finance

The survey did include questions around the amount of spending on EL/Bilingual programming, however the variations of how districts calculated their funding was problematic. For example, it appears some districts included substantial sums of money in their general funds, while other districts had lower amounts. This was inconsistent based on the number of EL students. Moreover, some districts appeared to report the number of grants rather than the amount of the grant. Because there was an inconsistent method of calculating spending, an analysis is not included in this report.

Higher Education

One of the 17 (6%) EASTCONN region districts reporting indicated that they do collaborate with higher education institutes. Two districts reported that they did collaborate with higher education institutions. These findings are somewhat comparable to the 85 Connecticut districts that responded to the survey; that is, 69 (81%) districts did not collaborate with higher education while 16 (19%) districts did collaborate.

Professionals Supporting English Learners and Learning Systems

District personnel providing services to English Learners are depicted in Table 5. More than half of the EASTCONN region districts reported that certified TESOL teachers, general education teachers, reading consultants, and tutors provide direct services to English Learners. Certified EL teachers, Reading Consultants and ESL/Bilingual Directors were responsible for identifying EL students. The number of EL students in a district appears to influence whether or not the district has an ESL/Bilingual Director, and other dedicated staff.

Certified TESOL teachers, tutors, and ESL/Bilingual Directors were more likely responsible for monitoring EL students. In districts that have smaller numbers of EL students, other personnel (see Table 42) were responsible for monitoring the progress. Attending professional learning/workshops for ELs is occurring in all districts. More than half the districts reported that certified TESOL teachers, general education teachers, tutors, and ESL/Bilingual Directors have attended professional learning workshops. Also, certified TESOL teachers, ESL/Bilingual Directors and Reading Consultants provided professional learning workshops to their district staff. Almost three-quarters of the districts reported that the certified TESOL teachers assess the English learners. In 13 districts, the certified TESOL teacher communicates with families. In about half of the districts the general education teachers, tutors, principal and the ESL/Bilingual Directors engage in family outreach. In about half of the EASTCONN region districts, English Learners receiving special education services was responsibility of the certified TESOL teachers, ESL/Bilingual Directors, and the principals.

In the EASTCONN region, many districts report a low incidence of EL. Consequently “other educators” providing services to English Learners include the Director of Curriculum, Director of Pupil Personnel/Special Services, District Administrator, and Director of Support Services, Social Worker, Special Education Teachers and Family Liaisons.

Table 5: Personnel Supporting ELs

Services	Certified TESOL teacher	General education teacher	Reading consultants/ Interventionists/ literacy specialists	Tutors	ESL/ Bilingual program coordinator/ Director	School counselor	Principal	Support Staff	Other
Direct service to students	4	12	14	8	0	0	1	3	1
Grant management	0	0	0	0	4	0	2	0	12
Identification of ELs	3	2	10	2	3	2	3	1	2
Resource allocation	1	0	1	0	4	0	8	0	12
Progress monitoring of English Language Proficiency	3	6	12	3	2	0	2	0	3
Delivering professional development	3	0	6	0	3	0	3	1	9
Attending professional development	3	8	10	4	3	1	4	4	5
English Language Proficiency assessment administration	3	1	9	2	1	0	0	0	3
English Language Proficiency assessment coordination	3	1	6	1	2	0	2	1	9
Family outreach	3	8	10	3	1	3	7	2	5
Special service for coordination for SWD and are ELs	2	4	6	1	3	0	7	5	9

Professional Learning

Eleven or 65% of the EASTCONN districts reported that their staff had received professional learning for EL students during the past three years. The districts reported that they received external professional learning at conferences and from EASTCONN. Additionally, many districts reported that internal professional learning was provided by the EL Coordinator, school-based professional learning communities, TESOL teachers and EL administrator, and/or EL tutor (24%).

Table 43: Professional Development

Source of Professional Learning	Percentage of Districts	Number of Districts
Private	6%	1
Conference	29%	5
RESC	47%	8
School/District Based PD	23%	4

Educators Received EL Professional Learning

During the past three years, teachers in all participating EASTCONN region districts engaged in at least some professional learning about EL; administrators and paraprofessionals in 13 of the 17 districts attended EL professional learning workshops. However, the actual number of participating educators was reported at a much lower rate. Table 44 depicts average percentages of educators attending professional learning workshops across the 17 EASTCONN districts.

Table 44: Educators Attending Professional Learning --Average Across districts

Educator Role	Percentage of Districts	Number of Districts
Teachers	13%	17
Administrators	14%	16
Paraprofessionals	3%	16

Table 45 is a display of the percentages of teachers, administrators, and/or paraprofessionals that attended professional workshops related to English Learners. It seems that several districts with higher EL populations may need to have more of their teachers, administrators, and paraprofessionals attend EL workshops while several districts with lower EL populations may be anticipating an increase in EL because of the high percentages of educators attending EL workshops.

Table 44: Percentages of Educators Attending Professional Learning Workshops

EASTCONN Region Districts	Percentage of Teachers	Percentage of Administrators	Percentage of Paraprofessionals
Canterbury	0%	0%	0%
Colchester	70%	50%	0%
Columbia	0%	0%	0%
Coventry Public Schools	0%	0%	0%
Griswold	10%	0%	0%
Hebron Public Schools	1%	1%	0%
Killingly	4%	0%	0%
Lebanon Public Schools	1%	0%	1%
Lisbon	20%	66%	0%
Mansfield Public Schools	22%	13%	0%
Marlborough	0%	0%	0%
Plainfield	20%	10%	0%
Putnam	45%	25%	33%
Stafford	5	10	0
Tolland Public Schools	1	8	0
Union	0	0	0
Windham	30	50	0

Districts reported on how the EL workshops have influenced their staff. A summary of the comments is listed below, reflecting the range of new learning and applications acquired in support of English Learners.

Comments:

- ❖ Classroom teachers have learned and applied strategies and resources to use with ELs in daily instruction.
- ❖ Our TESOL teachers have shared best practices with regular education and special education teachers that are consistent with an immersion program.
- ❖ Use of Language Learning Plans has increased communication between ESOL/ Bilingual specialists and classroom teachers
- ❖ A team attended a SIOP training several years ago, which was effective in changing teacher practice. These brief trainings help teachers understand the needs of EL's and how our program addresses those needs. It introduces apps the students can use in the classroom, vocabulary strategies and how to make students and parents of different cultures feel comfortable.
- ❖ Better assessment of ELs students and, hence bettering programming
- ❖ Allowed for better differentiation in the classroom. Provided structure, strategies, and resources for supporting students who are English learners

Future Professional Learning Opportunities

All 17 school districts identified additional professional development workshops that they would like their staff to attend. Almost three-quarters of the districts would like workshops on EL strategies for general educators. The Connecticut EL Proficiency Standards, EL and special education needs were identified by 9 districts while 7 districts identified effective ESL instructional strategies as needed professional learning. Sheltered Instructional Observation Protocol was identified by over half of the districts. See Table 46 for additional specific information. Across the six RESCs, 75% of the districts pointed to EL strategies for general educators as needed professional learning workshops.

Additional comments included DOK strategies for ELs, which would be appropriate for all teachers, and identification and administration of language assessments (such as the LAS Links). Lastly, one comment requested professional development for those teachers with EL currently in their classrooms (i.e. not “just in case”).

Table 46: Future Professional Learning

Professional Learning	Percentage of Districts	Number of Districts
Sheltered Instructional Observation Protocol (SIOP)	55%	10
Language Acquisition Levels	22%	4
Connecticut English Language Proficiency Standards	39%	7
EL Strategies for General Educators	72%	13
Bilingual Strategies	5%	1
Separating Language Needs from Learning Needs (EL concern vs. SPED concern)	44%	8
Depth of Knowledge	16%	3
Effective ESL Instructional Strategies	39%	7
Other	22	4

Table 47 includes the Districts in the EASTCONN region that responded similarly to districts across Connecticut. According to the survey respondents, general educators were the largest group of educators that would attend future professional learning workshops on English Learners. More than half of the districts chose TESOL teachers, Literacy Specialists, and tutors as attending future professional learning workshops on English Learners. Fewer than half the districts identified district level and school based administrators as participating in future EL workshops.

Table 47: Participation in Future Professional Learning

District Staff	Percentage of Districts	Number of Districts
General educators	72%	13
TESOL teachers	0	0
Tutors	44%	8
Literacy specialists/reading consultants	83%	15
School Counselors	5%	1
District administrators	27%	5
Building administrators	44%	8

EdAdvance (formerly Ed Connection)

Introduction

Ten districts in the EdAdvance region, Bethel Public Schools, Watertown Public Schools, Litchfield Public Schools, Danbury Public Schools, Region 15, Region 12, Hartland School District, Region 14, Redding Public Schools and the Colebrook School District. For public school districts that are on the EdAdvance service region, the return rate is 34%. In all, EdAdvance has 29 public school districts. The 29 districts are listed below.

Districts in EdAdvance Region

- Barkhamsted
- Bethel
- Brookfield
- Canaan
- Colebrook
- Cornwall
- Danbury
- Kent
- Litchfield
- New Fairfield
- New Milford
- Newtown
- Norfolk
- North Canaan
- Plymouth
- Redding
- Salisbury
- Sharon
- Sherman The Gilbert School
- Thomaston
- Torrington
- Watertown
- Winchester
- Region 1
- Region 6
- Region 7
- Region 12
- Region 14
- Region 15

The EdAdvance section of the report includes the English Learner population in the 10 reporting school districts, increasing and decreasing population, the EL/Bilingual programs, and professionals serving EL students, finance, and professional development.

English Learner Population

The percentage range of EL students in the 10 districts that responded to the survey is 0% to 23%. The number of students range from 0 in Colebrook to 2,578 in Danbury.

Table 48: EL Population in 10 Responding Districts

Response Text	Total Students	ELs	%
Bethel Public Schools	2970	104	0.04%
Watertown Public Schools	2866	91	0.03%
Litchfield Public Schools	958	1	0.001%
Danbury Public Schools	10945	2578	0.23%
Region 15	3801	37	0.009%
Region 12	732	14	0.019%
Hartland School District	188	0	0%
Region 14	1790	33	0.018%
Redding Public Schools	953	18	0.018%
Colebrook School District	84	0	0%

Increase/Decrease in Population

In the EdAdvance region, 5 districts reported that their EL population has increased (50%). One district reported a decreasing population, while 4 districts reported that the population has remained unchanged. The increase/decrease in population is comparable to the other RESCs' findings. That is, 49% of the districts reported an increase in the EL population 7% reported a decrease, and 53% reported that the EL population was comparable to the 2014-15 academic population.

Table 49: EdAdvance Region Increase/Decrease EL Population

Answer Options	Response Percent	Response Count
Increasing	50%	5
Decreasing	10%	1
Remaining the same	40%	4

English Language/Bilingual Programs Provided by Districts

Districts were asked what types of programs were offered to their English Learners. Seven options were provided; a definition was provided for each program. Several districts offered more than one type of service to their English Learners. This was most likely dependent on the number of EL students in the districts; the number of newcomers arriving throughout the school year; the students' proficiency and progress in learning English; or the number and qualifications of staff able to provide services. Four districts (40%) provided the traditional model of language instruction and development support to their English Learners.

Table 50: Responding Districts EL Programs

Programs Provided by EDADVANCE Districts	Percentage of Districts	Number of Districts
Structured Immersion	50%	5
ESL Traditional model of language instruction	40%	4
Content-based ESL Instruction is English Language Development	20%	2
Dual Language/Two Way Instruction	0%	0
Sheltered Instruction	30%	3
Transitional Bilingual	10%	1
Newcomer Program	10%	1
Other	40%	4

Finance

The survey did include questions around the amount of spending on EL/Bilingual programming however the variations of how districts calculated their funding was problematic. For example, it appears some districts included substantial sums of money in their general funds, while other districts had lower amounts. This was inconsistent based on the number of EL students. Moreover, some districts appeared to report the number of grants rather than the amount of the grant. Because there was an inconsistent method of calculating spending, an analysis is not included in this report.

Higher Education

Eight of the 10 (80%) EdAdvance region districts do not collaborate with higher education institutes. Two districts reported that they did collaborate with higher education institutions. These findings are comparable to the 85 Connecticut districts that responded to the survey; that is, 69 (81%) districts did not collaborate with higher education while 16 (19%) districts did collaborate.

Professionals Supporting English Learners and Learning Systems

District personnel providing services to English Learners are depicted in the Table 5. Only three (30%) of the EdAdvance region districts reported that certified TESOL teachers were available to provide services. In other districts, general education teachers, reading consultants, and tutors provide direct services to English Learners.

Table 51: Personnel Supporting English Learners

Services	Certified TESOL teacher	General education teacher	Reading consultants/ Interventionists /literacy specialists	Tutors	ESL/ Bilingual program coordinator/ Director	School counselor	Principal	Support Staff	Other
Direct service to students	3	6	5	4	0	0	1	1	1
Grant management	0	0	0	0	3	0	1	0	3
Identification of ELs (Home Language Survey administration, program offerings/placement, initial English Language Proficiency assessment)	2	0	2	2	2	0	1	1	1
Resource allocation	0	0	1	1	3	0	2	0	4
Progress monitoring of English Language Proficiency	3	4	6	2	2	1	2	0	1
Delivering professional development	0	0	0	0	3	0	1	0	4
Attending professional development	3	5	5	4	3	2	2	2	1
English Language Proficiency assessment administration	3	0	2	2	1	0	1	1	0
English Language Proficiency assessment coordination	2	0	1	1	3	0	1	1	3
Family outreach	2	1	2	2	2	0	1	1	2

Services	Certified TESOL teacher	General education teacher	Reading consultants/ Interventionists /literacy specialists	Tutors	ESL/ Bilingual program coordinator/ Director	School counselor	Principal	Support Staff	Other
Special service for coordination for student with disabilities and who are ELs, program coordination	2	1	3	2	3	0	1	0	1

Professional Learning

Eight of the 10 (80%) EdAdvance districts reported that their staff had received professional learning for EL students during the past three years. The districts reported that they received external professional learning at conferences and from EdAdvance. Additionally, districts reported that internal professional learning was provided in school-based professional learning communities.

LEARN

Fourteen districts in the LEARN region responded to the English Language Survey. Districts include Chester, Clinton, Deep River, East Hampton, East Lyme, Essex, Groton, Guilford, Integrated Day Charter School, Ledyard, Madison, New London, Norwich, Old Saybrook, and Waterford. For public school districts that are on the LEARN council, the return rate is 58%. In all, LEARN has 24 public school districts. The 24 districts are listed below.

Districts in LEARN Region

- Chester
- Clinton
- Deep River
- East Haddam
- East Hampton
- East Lyme
- Essex
- Haddam
- Groton
- Guilford
- Killingworth
- Ledyard-Lyme
- Madison
- Montville
- New London
- North Stonington
- Norwich
- Old Lyme
- Preston
- Salem
- Stonington
- Waterford
- Westbrook
- Region 4
- Region 17
- Region 18

The LEARN section of the report includes the English Learner population in the 14 reporting school districts, increasing and decreasing population, the EL/Bilingual programs, professionals serving EL students, finance, and professional development.

English Learner Population

The range of EL students in the 14 districts that responded to the survey is less than 0% to 23%. The number of students range from 0 in East Haddam and Salem to 792 in New London.

Table 52: EL Population in 14 Responding Districts

Districts	Number of EL Students	Percentage of EL Students	Number of Students
Chester Public Schools	<6	>1%	213
Clinton Public Schools	74	4%	1831
Deep River Public Schools	8	3%	310
East Hampton Public Schools	12	1%	1885
East Lyme Public Schools	49	2%	2818
Essex Public Schools	10	2%	420
Groton Public Schools	124	3%	4516
Guilford Public Schools	47	1%	3443
Ledyard Public Schools	20	1%	2430
Madison Public Schools	16	1%	3044
New London Public Schools	792	23%	3407
Norwich Public Schools	522	14%	3720

Districts	Number of EL Students	Percentage of EL Students	Number of Students
Old Saybrook Public Schools	47	3%	1356
Waterford Public Schools	39	2%	2533
Westbrook Public Schools	46	6%	787
Region 4	6	1%	925

Increase/Decrease in Population

In the LEARN region, nine districts reported that their EL population has increased. Zero districts reported a decreasing population, while five districts reported that the population has remained unchanged. The increase/decrease in population was larger, 64%, comparable to the other RESCs' findings. That is, 49% of the districts reported an increase in the EL population 7% reported a decrease, and 53% reported that the EL population was comparable to the 2014-15 academic population.

Table 52: LEARN Region Increase/Decrease EL Population

Changing EL Population	Percentage	Number of districts
Increasing population	64%	9
Decreasing population	5%	0
Unchanged population	35%	5

Several districts had observations regarding EL enrollment. The comments below reflect three LEARN school districts' insights:

- ❖ Many older students are coming in with interrupted education and limited literacy skills in their native language.
- ❖ The number fluctuates from year to year or during the year; however, the total number of students usually stays within the 40-45 range.
- ❖ We have recently added an EL Teacher based on the increase in this population. We have also done some data collection on the background these students have regarding home language and educational experience to begin to restructure programming for this population.

English Language/Bilingual Programs Provided by Districts

Districts were asked what types of programs were offered to their English Learners. Seven options were provided; a definition was provided for each program. Several districts offered more than one type of service to their English Learners. This was most likely dependent on the number of EL students in the districts; the number of newcomers arriving throughout the school year; the students' proficiency and progress in learning English; or the number and qualifications of staff able to provide services. Eleven districts (78%) provided the traditional model of language instruction and development support to their English Learners. This was by far the most prevalent program. Other programs offered by the districts included the following:

- ❖ Pull-out support;
- ❖ Native Language with bilingual tutors;
- ❖ push in support;
- ❖ speech and language pathologist support.

Table 53: District EL Programs

Programs Provided by LEARN Districts	Percentage of Districts	Number of Districts
Structured Immersion	21%	3
ESL Traditional model of language instruction	78%	11
Content-based ESL Instruction is English Language Development	21%	3
Dual Language/Two Way Instruction	7%	1
Sheltered Instruction	35%	5
Transitional Bilingual	7%	1
Newcomer Program	28%	4
Other	28%	4

Finance

The survey did include questions around the amount of spending on EL/Bilingual programming however the variations of how districts calculated their funding was problematic. For example, it appears some districts included substantial sums of money in their general funds, while other districts had lower amounts. This was inconsistent based on the number of EL students. Moreover, some districts appeared to report the number of grants rather than the amount of the grant. Because there was an inconsistent method of calculating spending, an analysis is not included in this report.

Higher Education

Eleven of the 14 (64%) LEARN region districts do not collaborate with higher education institutes. Three districts reported that they did collaborate with higher education institutions. These findings are less than the average of the 85 Connecticut districts that responded to the survey; that is, 69 (81%) districts did not collaborate with higher education while 16 (19%) districts did collaborate.

Professionals Supporting English Learners and Learning Systems

District personnel providing services to English Learners are depicted in Table 54. More than half of the LEARN region districts reported that certified TESOL teachers, general education teachers, reading consultants, and tutors provide direct services to English Learners. Certified TESOL teachers and ESL/Bilingual Directors were responsible for identifying EL students. The number of EL students in a district may influence whether or not the district has an ESL/Bilingual Director.

Certified TESOL teachers, tutors, and ESL/Bilingual Directors were more likely responsible for monitoring EL students. In districts that have smaller numbers of EL students, other personnel (see Table 5) were responsible for monitoring the progress. Attending professional learning/workshops for ELs is occurring in all districts. More than half the districts reported that certified TESOL teachers, general education teachers, tutors, and ESL/Bilingual Directors have attended professional learning workshops. Also, certified TESOL teachers and ESL/Bilingual Directors provided professional learning workshops to their district staff. Almost three-quarters of the districts reported that the certified TESOL teachers assess the English learners. In 13 districts, the certified TESOL teacher communicates with families. In about half of the districts the general education teachers, tutors, principal and the ESL/Bilingual Directors engage in family outreach. In about half of the LEARN region districts, English Learners receiving special education services was the responsibility of the certified TESOL teachers, ESL/Bilingual Directors, and the principals.

In the LEARN region districts, the Director of Elementary Curriculum, Director of Pupil Personnel Services, IT Department, District Administrator, and Director of Support Services were also identified as providing services to English Learners.

Table 54: Personnel Supporting English Learners

Services	Certified TESOL teacher	General education teacher	Reading consultants/ Interventionists / Literacy specialists	Tutors	ESL/Bilingual program coordinator/ Director	School counselor	Principal	Support staff	Other
Direct service to students	7	9	9	8	2	1	1	5	0
Grant management	0	0	1	0	6	0	2	2	5
Identification of ELs	4	0	3	3	5	2	2	3	4
Resource allocation	0	1	1	0	6	0	5	1	5
Progress monitoring of English Language Proficiency	7	3	7	3	5	2	3	2	0
Delivering professional development	5	0	2	0	6	0	1	1	0
Attending professional development	5	0	2	0	6	0	1	1	6
English Language Proficiency assessment administration	7	1	5	5	3	0	1	1	1
English Language Proficiency assessment coordination	4	0	2	0	5	0	3	3	4
Family outreach	7	5	4	3	2	4	5	3	3
Special service coordination for EL students with disabilities.	6	4	3	1	5	3	6	2	7

Professional Development Workshop Providers

Eighteen or 71% of the 14 LEARN districts reported that their staff had received professional learning for EL students during the past three years. The districts reported that they received external professional learning at conferences and from LEARN. Additionally, districts reported that internal professional learning was provided by the in-district staff and university consultants, and a teacher from another district.

Table 55: Professional Development

Source of Professional Learning	Percentage of Districts	Number of Districts
Private	27%	3
Conference	54%	6
RESC	63%	7
School/District Based PD	36%	4

Educators Received EL Professional Learning

During the past three years, teachers in 10 of the 14 LEARN region districts received professional learning about EL; administrators and paraprofessionals in 8 of the 14 districts attended EL professional learning workshops. Table 56 depicts average percentages of educators attending professional learning workshops across the 20 LEARN region districts.

Table 56: Educators Attending Professional Learning Average Across districts

Educator Role	Percentage of Districts	Number of Districts
Teachers	17%	14
Administrators	24%	14
Paraprofessionals	15%	14

Table 57 is a display of the percentages of teachers, administrators, and/or paraprofessionals that attended professional workshops related to English Learners. Region 4 reported that 100% of their teachers have attended EL workshops while New London and Norwich reported that 25% and 50% of their teachers have attended EL workshops. Region 4 and Norwich reported that 100% and 90% respectively of the administrators have attended EL workshops. Several districts reported that 100% of their paraprofessionals have attended EL workshops; these include Region 4 and New London. Norwich reported that 60% attended EL workshops. It seems that several districts with higher EL populations may need to have more of their teachers, administrators, and paraprofessionals attend EL workshops while several districts with lower EL populations may be anticipating an increase in EL because of the high percentages of educators attending EL workshops.

Table 57: Percentages of Educators Attending Professional Learning Workshops

LEARN Region Districts	Percentage of Teachers	Percentage of Administrators	Percentage of Paraprofessionals
Clinton Public Schools	10%	50%	1%
Region 4	100%	100%	100%
East Hampton Public Schools	6%	0%	0%
East Lyme Public Schools	0%	0%	2%
Groton Public Schools	9%	0%	0%
Guilford Public Schools	0%	0%	0%
Ledyard Public Schools	13%	20%	3%
Madison Public Schools	0%	0%	0%
New London Public Schools	25%	28%	100%
Norwich Public Schools	50%	90%	60%
Region 18	10%	10%	15%
Old Saybrook Public Schools	0%	0%	0%
Waterford Public Schools	10%	10%	1%

Districts reported on how the EL workshops have influenced their staff. An analysis of the comments below, elicited the following major themes: a) five comments refer to learning instructional strategies for EL students; b) one comment mentions increasing educators’ knowledge base; c) two comments identify best practices, such as co-teaching and differentiated instruction.

Comments

- ❖ Helped with differentiation in the classroom.
- ❖ Teachers try to incorporate strategies into lessons and modify based on students’ proficiency levels.
- ❖ Classroom teachers are conscientious about seeking help and/or advice from the ESL specialist when the need arises.
- ❖ Differentiation of materials; assessments progress monitoring
- ❖ Trainings have improved teachers’ understanding of how EL students receive, process, and understand content-area instruction. Teachers have learned strategies for both direct instruction and to support content-area learning for EL students. Teachers have learned strategies to meet the different stages of EL.

- ❖ District has partnered with Southern Connecticut State University’s Training for ALL Teachers Program (TAT) in a three year plan to train ALL educators in best instructional strategies for ELs. These strategies are specifically aligned with the school improvement and the teacher evaluation plan. Last school year, all EL tutors received 3 two-hour trainings in collaboration with LEARN and a tutor protocol was established with the goal of connecting best practices and improved student outcomes for ELs.
- ❖ Trainings are limited in number
- ❖ Better understanding of expectations and strategies
- ❖ Improved student learning
- ❖ We have not been able to provide needed trainings. We have provided professional readings (articles, SIOP book) to educators

Future Professional Learning Opportunities

All LEARN school districts identified additional professional development workshops that they would like their staff to attend. Effective ESL Instructional Strategies was identified by 13 of the 14 districts as being a professional development need. Eleven of the 14 districts would like workshops on EL strategies for general educators. The Connecticut EL Proficiency Standards, EL and Sheltered Instruction Observation Protocol were identified by 7 districts while 6 districts identified effective Separating Language Needs from Learning Needs and Depth of Knowledge. See Table 9 for additional information. Across the six RESCs, 75% of the districts pointed to EL strategies for general educators as needed professional learning workshops.

Additional comments included advanced tutor training (beyond the basics) and advanced ESL instructional strategies for ESOL teachers.

Table 58: Future Professional Learning

Professional Learning	Percentage of Districts	Number of Districts
Sheltered Instructional Observation Protocol (SIOP)/Sheltered Instruction	50%	7
Language Acquisition Levels	21%	3
Connecticut English Language Proficiency Standards	50%	7
EL Strategies for General Educators	78%	11
Bilingual Strategies	7%	1
Separating Language Needs from Learning Needs (EL concern vs. SPED concern)	42%	6
Depth of Knowledge	92%	13
Effective ESL Instructional Strategies	14%	2

Table 59 includes the Districts in the LEARN region that responded similarly to districts across Connecticut. According to the survey respondents, general educators were the largest group of educators that would attend future professional learning workshops on English Learners. More than half of the districts chose Building Administrators and Literacy Specialists., Half the districts chose TESOL teachers and tutors as attending future professional learning workshops on English Leaners. Fewer than half the districts identified district level administrators and School Counselors, as participating in future EL workshops.

Table 60: Participation in Future Professional Learning

District Staff	Percentage of Districts	Number of Districts
General educators	92%	13
TESOL teachers	50%	7
Tutors	50%	7
Literacy specialists/reading consultants	71%	10
School Counselors	21%	3
District administrators	28%	4
Building administrators	64%	9

Conclusion

Programs and Services Currently in Place

The RESC Alliance mission is to build the internal capacity of public school districts as they respond to the needs of EL students and their families. In support of that mission, the following list indicates the services being provided by RESCs in support of English Learners.

- *Delivery Design Models*
There are multiple design models that meet state and federal requirements and the unique needs of ELs within the classroom or school settings. RESC experts can provide guidance to districts and schools to best deliver services that can accommodate the various needs of English learners while ensuring EL services are in accordance with the regulations for providing EL services.
- *School or District Strategic Planning for EL Services*
The RESC have a cadre of trained facilitators and evaluators that can help districts plan for their EL populations and the ever-changing demographics of their district. Assessing current programs, delivery of services, data reviews and working closely with all stakeholders, a RESC can help a district plan for effective and economical solutions to challenges presented by second language learners.
- *Clearinghouse of Blended Service Programs*
The RESC can recommend and assist districts with a range of high quality resources available that are currently being offered as a stand-alone support or blended learning opportunity. The RESC review of the programs and the cooperative purchases can assist districts to make educated decisions on which programs will add the greatest value to improve their student outcomes.
- *Translations Services*
With 143 languages currently identified for our EL population it is very difficult for districts to provide translation services for all. This is especially true for low incidence language speakers. The RESC Alliance can hire and train a pool of bilingual translators to be available to districts on an as needed basis and provide these services through the economy of scale available throughout the six regions. A listing of each language and RESC contact can make translation services for districts a one-stop solution.
- *Title III Consortium*
Most RESCs already are managing Title III funds for low incidence districts. Through a facilitative process with district members the RESC believe funds could be better utilized to support ELs and provide student outcome driven investments.
- *Professional Development and Training*
The RESCs have developed multiple trainings already to assist teachers with delivery of best instructional practices for ELs. The development of online anywhere, anytime webinars will make these training more accessible to all educators. Regional face-to-face professional development opportunities are provided annually and trainings can also be tailored to meet individual district needs. Furthermore, RESC staff developers can train educator on how to analyze the English Proficiency assessments and how to use the data to inform instruction and establish Student Learning Goals and Objectives.
- *Coaching for Teachers of ELs*
Our cadre of TESOL trained staff is available to work with teachers and districts throughout the state. On site coaching models have demonstrated success for implementation of other state initiatives and RESC trained coaches for ELs are available to build capacity of local EL instructors and the general education teaching staff.

- ARCTELL (Alternate Route to Certification for Teachers of English Learners)
ARCTELL is an advanced educator preparation program approved by the CT State Board of Education. It was developed by ACES in response to the severe shortage of qualified, certified P-12 teachers in the areas of Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education in CT. Teachers who complete the program of study, as well as Connecticut standardized testing requirements, will earn cross-endorsement #111, TESOL PK-12.

Findings

- Data within this report reflect that the EL population in low incidence districts has increased. Given the trends statewide, we anticipate the number of students that require additional educational support will continue to increase. 50% of districts reported an increase, and over 43% reported levels at least staying the same.
- Currently, several Connecticut districts have newcomer centers. Findings in this report indicate the need for districts to develop services that support new arrivals, including the students and their families.
- Districts have allocated resources (time and funding) to providing professional development for EL specialists and general educators teachers, yet there survey suggests there is a need to expand professional development for general education teachers across the board. 76% of districts responding reported a need to increase support for general educators
- Few district have a partnership with high education in terms of building capacity of teachers around best practices to use for English Learners. Sixteen of the eighty-five responding districts had a relationship with higher education.
- The majority of districts in this study (64%) are using traditional models of language instruction, such as pull-out instruction.

Recommendations

The six Connecticut RESCs will continue delivering current professional learning to districts and have the capacity to expand the range of services. The recommendations below reflect some targeted areas for expansion.

- Collaborate with higher education institutions to expand the number of pipelines to certification for TESOL and Bilingual education, such as ARCTELL. This may results in additional offerings geographically, and throughout the year, and identify specific areas of focus.
- Facilitate statewide promotion of a Connecticut based bi-literacy program. In collaboration with CSDE, identify strategies and resources to promote opportunities for the seal of bi-literacy for CT students.
- Increase the number and variety of targeted professional learning offerings through online modules to make the information more accessible to all educators. Scaffold the offerings for ESL/Bilingual educators and those for general education teachers.
- Expand the reach of RESC services to include students and staff in low incidence districts, often in more

rural locations across the state. New programs can be developed as needed, depending on the characteristics of the EL population in specific districts. (e.g., Spanish speakers, students with interrupted formal education (SLIFE))

- Operate Regional Resource and/or Welcome Centers. The centers could assist districts in developing the newcomer centers for students and families. Furthermore, centers could include translations for the 143 languages currently identified in Connecticut.
 - In the future, the RESCs can create one audit protocol system with various components (e.g., resources, staff, student needs, family needs) to be used across Connecticut.
- Differentiate professional development opportunities for districts based on the % / incidence of EL students
 - For high incidence districts, offer a “train the trainer” model PD that builds capacity for that district
 - For low incidence district offer back office support, which includes guidance regarding annual language assessment system, instruction and other resources to support students. They could also contract with a RESC to provide direct services to the students and their families as part of this plan.
- Increase the range of supports to build cultural competence for all educators. This might include awareness sessions, a commitment to social justice and equity, and support individual and systemic level transformation.
- Explore options to integrate Adult Education programs and services in high incidence districts and urban areas in order to help assimilate family members that are not currently attending public school. Also investigate the potential to recruit tutors, translators and potential teachers from the existing population of parents from cultures that reflect the student population.
- Explore program alignment between Adult Education services and Early Childhood services, enabling parents and children to participate in learning opportunities together (a two-generational approach)..
- Explore opportunities to attract, recruit, train and retain teachers from other countries to supplement the need for qualified TESOL educators.
- Collaborate with CSDE, Institutes of Higher Education, and RESCs, to host a national forum that recognizes and highlights successful practices for EL and Bilingual education. This event would also promote alignment to the recently approved State Board of Education strategic plan. The goal of this proactive approach would be to align state policies and practices to ensure success for ELs.

Concluding Statement

As the nation and our Connecticut schools see an increase in the EL population, we have an opportunity and obligation to celebrate the assets that these inspiring young people bring to our schools and community. In partnership with our districts, higher education, the leaders from the CT State Department of Education, the RESC Alliance is ready and willing to coordinate and implement these efforts.