English Learners/Multilingual Learners in Connecticut's Public Schools

Guidelines for Administrators

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

the RESC Alliance
CONNECTICUT ALLIANCE OF REGIONAL EDUCATION SERVICE CENTERS

Connecticut State Department of Education
in partnership with the RESC Alliance

English Learners/Multilingual Learners in Connecticut's Public Schools

Guidelines for Administrators

Connecticut State Department of Education
in partnership with the RESC Alliance

Revised November 14, 2024

Contents

Introduction

This guide answers questions about district and district administration responsibilities in providing high quality, accessible educational experiences to English learners/multilingual learners (ELs/MLs) and supports to their families.

The information provided in this document is based on federal and state legislation, federal and state guidance, and research-based best practices.

This document was completed through a partnership between the Connecticut State Department of Education (CSDE) and the Connecticut RESC Alliance funded through Title III statewide activities funds, focused on enhancing academic outcomes for English learners/multilingual learners by increasing the capacity of school and district professionals to effectively meet the needs of ELs/MLs through research-based and effective practices and strategies, and adherence to federal and state policies.

Please visit the CSDE English Learner/Multilingual Learner (EL/ML) webpage, the English Language Proficiency Assessment - LAS Links webpage and the CSDE Connecticut Alternate Assessment of English Language Proficiency (CAAELP) webpage for additional information. You may also contact the following staff as appropriate:

EL/ML identification, standards, programs, and grants:
Megan Alubicki Flick Megan.Alubicki@ct.gov, 860-713-6786.

EL/ML data, accountability, and growth model:
Michael Sabados, Michael.Sabados@ct.gov, 860-713-6856.

EL/ML assessment, policies, and appeals:
Cristi Alberino, Cristi.Alberino@ct.gov, 860-713-6862.

EL/ML assessment accommodations and alternate ELP assessment, Connecticut Alternate Assessment of English Language Proficiency (CAAELP):
Katie Seifert, Katherine.Seifert@ct.gov, 860-713-6722.

Federal Legislation and Related Case Law

Much of the federal legislation and case law has been explained and interpreted in this letter from the Office of Civil Rights and Department of Justice sent to state educational agencies (SEAs) in 2015.

Resource: Use the Office of English Language Acquisition (OELA) Toolkit to ensure your local educational agency (LEA) is in compliance with federal law and guidelines.

Civil Rights Act of 1964, Title VI
"No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

May 25, 1970, Memorandum (Department of Health, Education, and Welfare)
"Where the inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

Equal Educational Opportunities Act, 1974
"No state shall deny educational opportunity to an individual on account of his or her race, color, sex, or national origin, by... the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

Lau v. Nichols, 1974 (U.S. Supreme Court)
"[T]here is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." The decision also stated that there must be a policy in place to educate limited English proficient (LEP) students. This policy/plan is referred to as a "Lau plan."

Castañeda v. Pickard, 1981 (5th Circuit Court)
The court's decision states that the burden of proof is upon the district that the instructional program designed for an LEP student has clearly developed English language skills of comprehension, speaking, reading, and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English.

Plyler v. Doe, 1982 (U.S. Supreme Court)
In 1982, the Supreme Court ruled in *Plyler v. Doe* that public schools were prohibited from denying immigrant students access to a free public education. The court stated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents. Undocumented immigrant students are obligated, as are all other students, to attend school until they reach the age mandated by state law. Public schools and school personnel are prohibited under Plyler v. Doe from adopting policies or taking actions that would deny students access to education based on their immigration status (Willshire Carrera, 1992).

Every Student Succeeds Act (ESSA) and English Learners/Multilingual Learners

Changes made in Every Student Succeeds Act (ESSA) from No Child Left Behind Act (NCLB).

Highlights

Title I

- Standards for English language proficiency.
  Resource: [Connecticut English Language Proficiency Standards (CELP) and English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities](#)

- Accountability for English language proficiency assessment shifts to Title I.
  Resource: [Growth Model for English Language Proficiency Assessments](#)

Title III

- Uniform and consistent entrance and exit procedures for ELs/MLs statewide.
  Resource: [CSDE English learner/Multilingual learner (EL/ML) webpage](#)

- Continued supplemental funding based on EL/ML count in Public School Information System (PSIS) on October 1 of the previous school year.
  Resource: https://www.ed.gov/grants-and-programs/formula-grants/formula-grants-special-populations/english-language-acquisition-state-grants-mdash-title-iii-part-a

- Monitoring of former ELs/MLs for up to four years.

- Meaningfully engage with families of ELs/MLs.
  Resource: [CSDE English learner/Multilingual learner (EL/ML) webpage](#)

Title III Funds

Apply on the eGrants management page

What is Title III?

Title III is federal funding under ESSA that helps ensure that ELs/MLs attain English language proficiency and meet state academic standards. Federal funding is provided through various grant programs to assist SEAs and LEAs in accomplishing this.

How has Title III changed under ESSA?

See Non-Regulatory Guidance: English Learners and Title III.

When do you belong to a consortium?

Districts that receive less than $10,000 in funds that accept their Title III entitlement must participate through a consortium. Most consortia in Connecticut are run by the district's local regional educational service center (RESC), but some districts participate as a consortium with one or more other LEAs.

What can you use the funds for?

1. Increase the English language proficiency of English learners/multilingual learners by providing effective language instruction educational programs.

2. Provide professional development to teachers, principals, coaches, coordinators, and other school and community personnel that is:

    a. designed to improve the instruction and assessment of English learners/multilingual learners;

    b. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners/multilingual learners;

    c. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

    d. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate.

3. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners/multilingual learners, which:

    a. shall include parent, family, and community engagement activities; and

    b. may include strategies that serve to coordinate and align related programs.

More specifics about what you can do with the funds.

Immigrant Children and Youth Grant

Apply on the eGrants management page

Purpose

To assist districts that experience unexpectedly large increases in their student population due to immigration to (1) provide high-quality instruction to immigrant children and youth; and (2) help such children and youth (a) with their transition into American society; and (b) meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

Who is eligible?

Districts that have experienced a *significant increase* in their immigrant population based on the previous two-year period.

How can funds be used?

Enhanced instructional opportunities for immigrant children and youth, which may include:

- family literacy services, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

- support for personnel, including teachers' aides who have been specifically trained, or are being trained to provide services to immigrant children and youth;

- provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

- identification and acquisition of curricular educational software and technologies to be used in the program award;

- basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of cost of providing additional classroom supplies, cost of transportation, or such other costs as are directly attributable to such additional basic instructional services;

- other instructional services that are designed to assist immigrant children and youth to achieve in the elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

- activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants to assist parents of immigrant children and youth by offering comprehensive community services.

Connecticut Law and ELs/MLs

Visit the CSDE's [EL/ML Laws/Regulations page](#) for details.

Mandated bilingual education program in the <u>next</u> school year if present in the current school year on the October 1 PSIS collection (Connecticut General Statutes, Section 10-17f(b)):

One school building	20 English learners/multilingual learners	**Same** home/native
language		
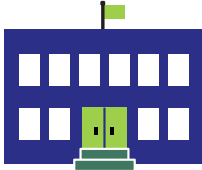
¡Hola!

- School districts must provide a bilingual program with native language instruction.

- Parents are given the option to have bilingual education or ESL services. LEAs must meet with parents about program choice.

  Resource: [Programmatic Requirements and Best Practice Recommendations](#)

- Bilingual students receive both native language instruction and an English language development time during the school day.

- A certified bilingual teacher should deliver instruction.

    * **A district "may not in effect relegate LEP students to second-class status by indefinitely allowing teachers without formal qualifications to teach them while requiring teachers of non-LEP students to meet formal qualifications" (Office of Civil Rights, 1991).**

    * **"If a local or regional board of education is not able to hire a sufficient number of certified bilingual education teachers for a school year, the board of education shall apply to the Commissioner of Education for permission to use a certified teacher of English as a second language to fill its need and the commissioner may grant such request for good cause shown" (Connecticut General Statutes, Section 10-17j).**

- If a district uses a bilingual paraprofessional, aide, tutor, etc., that district, **"should be able to demonstrate that it has determined that its aides have the appropriate level of skill in speaking, reading, and writing both languages. In addition, the bilingual aides should be working under the direct supervision of certificated classroom teachers. Students should not be getting instruction from aides rather than teachers" (Office of Civil Rights, 1991).**

- Students stay in bilingual education programming for up to 30 months or until meeting exit criteria. Students—on a case by case basis—can stay up to an *additional* 30 months in a bilingual program if the district [requests](#) on behalf of the students one-year extensions (up to three times) from the CSDE for a total of three additional school years.

- If a student enrolling in high school has less than 30 months before graduation, the school district must assign the student to an ESL program and may provide intensive services to the student to enable the student to speak, write, and comprehend English by the time the student graduates and to meet the course requirements for graduation.

- Students not meeting the exit criteria at the end of 30 months or more and transitioning out of a bilingual program will receive language transition support services (LTSS) through ESL, sheltered instruction, or other program, focusing on continued language support.

- Students enrolled in a dual language program are exempt from the 30-month limit.

- First-time bilingual programs must submit a plan of implementation and investigate the feasibility of establishing two-way language programs starting in kindergarten to the Commissioner of Education.
    * *Resource:* Use OCR's Guidelines for Program Development
    * *Resource:* Guiding Principles for Dual Language Programming

- Each district required to provide a bilingual education program shall investigate the feasibility of establishing two-way language programs starting in kindergarten.

Connecticut Bilingual Grant

Apply on the eGrants management page

Which districts are eligible?

Districts with mandatory bilingual programs (see above) are eligible for bilingual funding under the Connecticut Bilingual Grant.

What can the funds be used for?

Enhanced instructional opportunities for students in bilingual, dual language, and language transition support service (LTSS) programming, which may include:

- support for personnel, including teachers' aides who have been specifically trained, or are being trained to provide language services to bilingual students;

- identification and acquisition of curricular educational software and technologies to be used in the program award;

- basic instructional language services that are directly attributable to the presence in the school district of bilingual students, including the payment of cost of providing additional classroom supplies, cost of transportation, or such other costs as are directly attributable to such additional basic instructional services.

District Responsibilities to ELs/MLs and Their Families

These responsibilities are listed approximately chronologically according to the school year. However, some responsibilities continue throughout the whole school year.

Responsibility	Responsible Party
Determine an English Learner Assessment Coordinator (ELAC) for the district and report to contact person at CSDE Performance Office (Cristi Alberino, Cristi.Alberino@ct.gov).	Central office administrators
Determine a contact person for Title III and bilingual distribution lists and provide information to CSDE English Learner Consultant, Megan Alubicki Flick, Megan.Alubicki@ct.gov.	Central office administrators
Clearly communicate all policies (federal, state, and district) about ELs/MLs to all stakeholders.	Central office administrators, building administrators, ESL/bilingual supervisor/director
Submit yearly order in June for placement assessment to the Performance Office, as necessary.	ELAC or ESL/bilingual supervisor/coordinator
Review EL/ML data annually (e.g., demographic, enrollment, and performance trends). Determine to what degree the ELs/MLs have met the growth targets determined by CSDE. *Resource:* CT's Growth Model for the ELP Assessments *Resource:* Using EdSight to Support Students who are EL/ML Video Series See EdSight for updates.	Central office and building administrators, ESL/bilingual supervisor/coordinator
Determine if data review warrants any changes to staffing, programming approach, curriculum, instructional materials, professional learning, leadership, etc.	Central office and/or building administration (with recommendations from supervisor/coordinator), ESL/bilingual supervisor/coordinator in administrator position
Register all students, regardless of immigration status.	Designated district registrar **Note**: Do not collect countries of origin on school registration forms.
Provide the state-approved home language survey (HLS) to all incoming parents/caregivers. *Resource:* Translated versions of the HLS	Designated district/building registrars
Provide translations/interpretation services upon request by parent/caregiver.	District central office administration **Note**: Title III funds may not be used to fund translation/interpretation for registration purposes.
Procure any transcripts and medical records for the child, if available.	Parent/caregiver
Identify all students potentially eligible for EL/ML programming using statewide identification process.	ESL/bilingual supervisor/coordinator, teacher, coach, coordinator, building administrator, and/or support staff person

Responsibility	Responsible Party
Pull statewide information from EdSight Secure or PSIS to determine if the student has previously held EL/ML status.	District central office administration with access to EdSight Secure or PSIS
Assess all potential EL/ML students whose EL/ML status has not been confirmed using the state-approved placement assessment: All newly enrolled students entering K–12. All newly enrolled pre-K-4 students after January of the school year (optional). *Resource:* CSDE EL/ML Identification Process	Educator trained to administer the placement assessment
Place copies of students' placement assessment results in cumulative file/digital data management system.	District data manager with information from ESL/bilingual supervisor/coordinator
Correctly input EL/ML status (Y/N); recently arrived EL/ML status (i.e., less than 24 months in Connecticut public schools Y/N); immigrant status (Y/N); accurate language codes; and accurate EL/ML program codes into PSIS. *Resource:* Public School Information System (PSIS) 2023-24 PSIS Reference Guide (see Recently Arrived EL/ML status (p. 19); Native language codes (p. 25); EL/ML program codes (pg. 32))	PSIS coordinator or designee with data from ESL/bilingual supervisor/coordinator
Notify parents/caregivers of students' eligibility for and continuation and/or program exit of English learner programming and of options. *Resource:* Parent/caregiver notification letter template.	ESL/bilingual supervisor/coordinator, building administrator, and/or teacher of English to speakers of other languages (TESOL)
Review and report all students with EL/ML status to CSDE with the October 1 PSIS upload or within the first two weeks of school entry after October 1.	PSIS coordinator with data from ESL/bilingual supervisor/coordinator
Initiate communication with any non-publics within the LEA to plan for any anticipated use of Title III funds or identification of English learners/multilingual learners.	Central office administration or ESL/bilingual supervisor/coordinator in administrator position
Submit grant applications and reports via eGrants Management System (or other grants management system; see CSDE website for updates) for Title III, immigrant grant, and Connecticut bilingual grant.	ESL/bilingual supervisor/administrator or district grants administrator with information from ESL/bilingual coordinator
Meet with all parents/caregivers of EL/ML students and provide information about native language supports for statewide assessments (state bilingual statute) and build a stakeholder community.	ESL/bilingual supervisor/coordinator, TESOL and bilingual teachers, classroom teachers, parents/caregivers, building administrators
Create service schedules for ELs/MLs and their service providers to achieve optimal service hours based on service hour standards (see below).	ESL/bilingual supervisor/coordinator, TESOL and bilingual teachers, K–12 classroom teachers, guidance counselors, department chairs, building administrators
Provide high-quality professional learning to educators of English learners/multilingual learners. *Resource:* CSDE/RESC Alliance Professional Learning Series	ESL/bilingual supervisor/coordinator, TESOL and bilingual teachers, coaches, K–12 classroom teachers, building and central office administrators, CSDE, State Education Resource Center (SERC), and RESCs

Responsibility	Responsible Party
Resource: Study the *Coaching Tool for Competence in Teaching English Learners* and make a professional learning plan *Resource:* The 6 Principles for Exemplary Teaching of English Learners	
Provide high-quality language services to English learners/multilingual learners.	Certified TESOL and bilingual teachers, highly trained paraprofessionals and tutors under direct supervision of ESL/bilingual supervisor/coordinator and/or designated certified TESOL teacher, classroom teachers
Use existing structures (e.g., professional learning communities, data teams, collaboration time, etc.) to determine if the written curriculum and assessments meet the linguistic needs of ELs/MLs, determine and implement access points/differentiation, as indicated.	Building and central office administrators/curriculum coordinators, ESL/bilingual supervisor/coordinator, TESOL and bilingual teachers, coaches, K–12 classroom teachers
Address the linguistic interests of ELs/MLs in the intervention service model (e.g., Scientific Research Based Interventions—SRBI, Tier 1 instruction, Tier 2, or Tier 3 intervention).	ESL/bilingual supervisor/coordinator, TESOL and/or bilingual teachers
Advocate for the linguistic interests of all dually identified (special education/EL/ML) students.	ESL/bilingual supervisor/coordinator, TESOL and/or bilingual teachers, special education teachers
Evaluate students with possible disabilities in the languages that will provide the most information (IDEA).	Planning and placement team (PPT) coordinator, PPT team, special education evaluator, bilingual evaluator
Review data of and provide equitable access for ELs/MLs to Advanced Placement, honors, gifted and talented, and other advanced placement courses.	ESL/bilingual supervisor/administrator, central office and building administrators, ESL/bilingual coordinator, school counselors, department chairs
Provide equitable access for ELs/MLs to after-school programming.	Building administrators, central office administrators
Provide all designated supports for statewide academic assessments for ELs/MLs to the district testing coordinator.	ESL/bilingual supervisor/coordinator, district testing coordinator, data manager
Set up online annual language assessment technology specifications.	District testing coordinator and/or district technology coordinator
Provide the alternate ELP assessment, Connecticut Alternate Assessment of English Language Proficiency (CAAELP), to dually identified students with the most significant cognitive disabilities who meet eligibility standards for the Connecticut Alternate Assessment System.	Pupil services director, ELAC, ESL/bilingual supervisor/coordinator, Planning and Placement Team
Organize, schedule, and administer statewide annual language assessment during the state testing window.	Trained educators, ELAC, ESL/bilingual supervisor/coordinator, building administrators
Troubleshoot any testing issues during the testing window.	ELAC, district testing coordinator, technology coordinator, CSDE consultants, testing vendor
Review assessment data for anomalies upon receipt.	ELAC, district testing coordinator

Responsibility	Responsible Party
Review and analyze annual language assessment data. Share with pertinent stakeholders. Put a copy of annual assessment results in student's cumulative folder or digital data management system.	ELAC, ESL/bilingual supervisor/coordinator, building administrators, TESOL and bilingual teachers, school counselors, and data manager
Share a copy of annual assessment results with parents/caregivers of EL/ML students.	ELAC, ESL/bilingual supervisor/coordinator, TESOL/bilingual teachers, classroom teachers, school counselors
Group and place EL/ML students in the following year's classes to best suit their linguistic needs, anticipating the population shifts.	Building administrators, ESL/bilingual supervisor/coordinator, school counselors, TESOL/bilingual teachers
Ensure ELs/MLs receive their required service time within master schedule.	Building administrators with input from ESL/bilingual supervisor/coordinator, TESOL/bilingual teachers
Explore the opportunity for students to achieve the seal of biliteracy in a world or native language. *Resource:* The Seal of Biliteracy webpage	ESL/bilingual supervisor/coordinator, TESOL/bilingual teachers, building administrators, technology coordinators (to assist with tech requirements for the assessment), central office administrators

Identification of English Learners/Multilingual Learners

Beginning with the 2017–18 school year, the Every Student Succeeds Act requires that each state have consistent entrance and exit procedures for English learners/multilingual learners. The CSDE's ESSA plan describes these standardized entrance procedures for the identification of English learners/multilingual learners (K–12).

Step 1: At registration, all parents/guardians registering a child complete a home language survey (HLS). Note that the HLS is intended to be completed one time upon FIRST entry in a Connecticut school district. If a student moves to another town, the HLS should not be administered again (see CSDE EL/ML Identification Process).

*Note: All districts should remove country of origin from district registration materials, per the state commissioner and federal government. Do not ask country of origin. The question, "Was your child born outside of the U.S. or Puerto Rico and has he/she been attending a U.S. school for less than three years?" is allowed. Recently arrived status is mainly for academic assessment purposes. This can also be a student from Puerto Rico. *It should be made clear that students from Puerto Rico should not be coded as immigrants (Alubicki Flick, 2019 Feb 1. CAPELL minutes).*

Step 2: Review the HLS results to determine if it indicates the student may have a primary or home language other than English and may be an English learner/multilingual learner.

Note: If a parent/caregiver has answered all questions with "English," but the teachers/service providers note/observe that the student or family of the student is not yet fluent in English, refer the student for assessment (step 3).

Step 3: If one or more of the answers on the home language survey is a language other than English, refer the student for assessment. Use the state-approved placement assessment only.

As of 2018-19, the CSDE will cover the cost of the placement assessment for identification purposes. Contact the Performance Office for more information and any updates.

Resource: Optional identification of 4-year-old students enrolled in preschool

Step 4: Any student scoring Not Proficient or Approaching Proficient is identified as an EL/ML; if Proficient, the student is not identified as EL/ML. The placement results are stored in the student's cumulative file or digital data management system.

Step 5: The student's parents are informed of the service options for their child and select the service that the student will receive or waive language services. They are also informed that they may modify their selection at any time. The school district must send a parent notification letter.

Resource: Parent notification letters in multiple languages

Step 6: The student's EL/ML status (Y/N); recently arrived EL/ML status (i.e., less than 24 months in Connecticut public schools Y/N); immigrant status (Y/N); accurate language codes; and accurate EL/ML program codes are also reported in the CSDE's Public School Information System through PowerSchool before **October 1 of each year.**

Resource: Public School Information System (PSIS) 2023-24 PSIS Reference Guide (see Native language codes (p. 25); EL/ML program codes (pg. 32))

Step 7: At the beginning of each school year after annual assessment scores are reviewed, send letter to parents for continuation of language services (no response required) for students who do not yet meet the exit criteria (see below).

For students that arrive at the beginning of the school year, the identification of ELs/MLs must occur within the first 30 days after enrollment. When students arrive during the school year, identification must occur within the first two weeks of enrollment.

Programs and Services for ELs/MLs

English language development is Tier 1 instruction, no matter where or with whom the instruction takes place.

The Civil Rights Act of 1964, Title VI, and the Office of Civil Rights require that <u>every</u> identified English learner/multilingual learner must receive services for English language development, even those who are also identified with a disability. The only exceptions are those students whose parents/caregivers have opted them out of language services. However, districts should monitor these students closely.

Program Types

Resource: [Public School Information System (PSIS) 2023-24 PSIS Reference Guide](#) (see EL/ML program codes pg. 32)

According to *Lau vs. Nichols, Castañeda vs. Pickard*, and ESSA, all programs chosen and implemented must be research-based, proven effective, and be evaluated annually.

Submersion (violates civil rights)

- Mainstream classroom all day, every day.
- No English language development or specific English supports.
- No special teacher certification or training.

Types of English as a Second Language (ESL) Programming and Instruction:

Sheltered Immersion Classes (EL/ML program codes 02, 5D, 7D)

- "Newcomer" classroom/program K–12.
- Typically 10 months.
- English language development and content-based ESL.
- CELP standards and if applicable, English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities.
- Self-contained classroom.
- Mainstream for unified arts, physical education, field trips, social activities, community events, etc.
- Certified TESOL teacher.

Sheltered Instruction (EL/ML program codes 02, 03, 5C, or 7C)

- Typically Grades 7–12, all English learners/multilingual learners, mixed levels.
- English language development integrated into the content-based curriculum (e.g., ELA, math, science, social studies)—CELP standards, English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities (if applicable) , and content area standards.
- Mainstream for electives, unified arts, physical education, field trips, social activities, community events, etc.
- Certified TESOL teachers and general education teachers with specialized training in sheltered instructional practices (e.g., sheltered instruction observation protocol—SIOP).
- Co-teaching optional.
- Students may also take a separate ESL course.

Content-based ESL (EL/ML program codes 02, 5D, 7D)

- Grades K–12, all English learners/multilingual learners, leveled or mixed level groups.

- Integrated content area themes and content to teach English skills (e.g., discourse, syntax, vocabulary, grammar, reading comprehension, writing, etc.).
- CELP standards and if applicable, English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities.
- May be called Specially Designed Academic Instruction in English (SDAIE).
- Certified TESOL teacher.

English as a Second Language (ESL) Pull-Out (EL/ML program codes 02, 03, 5A, 7A)
- Grades K–12, all English learners/multilingual learners, leveled or mixed levels.
- Pulled from mainstream courses or scheduled 6–12.
- Focus on English language development (e.g., reading, writing, discourse, etc.).
- CELP standards and if applicable, English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities.
- Language arts-based or content-based.
- One-on-one to full class of students.
- May be called ESOL—English to speakers of other languages.
- Certified TESOL teacher.

English as a Second Language (ESL) Push-In (EL/ML program codes 02, 03, 5B, 7B)
- Grades K–12, all English learners/multilingual learners, leveled or mixed levels.
- Push into mainstream courses.
- Focus on English language supports (e.g., reading, writing, discourse, etc.).
- Certified TESOL teacher, highly trained paraprofessionals, tutors.

English as a Second Language (ESL) Co-Teaching (EL/ML program codes 02, 03, 5B, 7B)
- Grades K–12, all English learners/multilingual learners, leveled or mixed levels.
- TESOL and content area teachers collaborate in mainstream courses.
- Integrates language and content area standards.
- Collaborative planning necessary.
- Certified TESOL teacher.

Transitional Bilingual Education (TBE) Programs (EL/ML program codes 1A, 1C, 1D, 1E)
- Grades K–9.
- Twenty eligible students in one school with same native language.
- Typically district curriculum used (e.g., literacy curriculum taught in native language in small group, whole classroom in the grade level devoted to bilingual instruction).
- Goal to transition students into English.
- Three-year program with potential three-year extension (Connecticut General Statutes, Section 10-17e-j).
- Native language instruction, increased use of English over time.
- Certified bilingual teacher.

Language Transition Support Services (LTSS) in Connecticut (EL/ML program codes 03)
- ELs/MLs not yet proficient (according to exit criteria) *after exiting transitional bilingual programs*, Grades 3–12.
- Goal to transition students out of the bilingual program and into other support language services and the all-English mainstream.
- Includes ESL, sheltered instruction, content-based ESL, co-taught classes, content classes with push-in language support, reading, or math interventions with input from the TESOL teacher, reading/writing/math labs, and educational programs offered in the mainstream program (e.g., gifted and talented classes, guidance, library services, etc.).

Dual-language/One-Way or Two-way Bilingual Education Programs (EL/ML program codes 1B)

- Grades K–12, typically K–5.
- Typically 50% ELs/MLs from one language group (e.g., Spanish speakers), 50% non-English learners (e.g., English speakers).
- Goal is biliteracy and bilingualism.
- Several variations of the model:
  - * 50-50 model: equal time in each target language.
  - * 90-10 model: begin in one target language first, typically native language.
  - * Begin target language in specific subject areas.
- May remain indefinitely, no 30-month limit.
- Literacy instruction in both languages.
- May be co-taught by certified elementary teacher with TESOL certification or specific training in working with ELs/MLs.
- Bilingual paraprofessional for the English component recommended, if using two-teacher model.
- Certified bilingual teacher.
- *Resource:* Guiding Principles for Dual Language Programming

High School ELs/MLs and Credit

All English learners/multilingual learners, regardless of date of arrival, must carry English credit in addition to ESL credits on their transcripts in order to meet the Connecticut graduation requirements.

Resource: Commissioner's memo to superintendents

Grades and ELs/MLs

Assigning grades to English learners/multilingual learners can be a challenge for school districts and individual educators. ELs/MLs should be assessed according to their grade-level performance, taking into account their English language proficiency level. EL/ML students should have access to designated supports for all assessments, including performance tasks (e.g., bilingual word-to-word dictionary, items read aloud in math and science, etc., for the designated content areas).

It is common practice to grade English learners/multilingual learners on the pass/fail scale, especially as newcomer students. It is recommended that this decision is made by the school counselor, classroom teacher, and ESL/bilingual teacher and reevaluated by marking period.

Resource: CAPELL Guidance on Grading ELs/MLs

Resource: The Five Pillars of Equitably Grading, by D. Staehr Fenner, Jill Kester, and Sydney Synder

Monitoring Language Growth

ESSA requires that districts monitor language growth of English learners/multilingual learners during service and for two years (and up to four years) after exiting ESL/bilingual services under ESSA. One aspect of monitoring requires all school districts to assess all identified ELs/MLs using the state's annual English language proficiency assessment. In addition, districts must monitor language growth after exit to ensure that growing language proficiency does not negatively affect a student's success after achieving proficiency according to the language proficiency assessment.

Resource: OELA Toolkit Chapter 8: Monitoring and Exiting English Learners

During the service period, students are often serviced by various educators in one building. Districts are faced with the challenge of communicating the strengths and needs of these students to all educators.

Language Development Plans
Some school districts in Connecticut use "language development plans" to communicate to all educators the students' individual goals for language growth and what supports are appropriate for students at different levels of English language proficiency. Some possible areas/focuses to include:

- Demographic information (e.g., name, date of entry, native language, and if literate in native language, etc.).
- English language proficiency levels and scores, including subtest scores.
- Other performance levels (e.g., reading and math levels, etc.).
- Strengths and goals in the four language domains (speaking, listening, reading, and writing) based on CELP standards and if applicable, English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities.
- Appropriate supports for classroom instruction and assessment.
- Designated supports for standardized assessments.

After the service period, when a student exits from ESL and/or bilingual services, school districts are required to monitor student progress for a minimum of two years and up to four years. Monitoring may include:

- Review of grades, standardized assessment scores.
- Review of language performance and its impacts on grade-level performance.
- Review of language proficiency before intervention or evaluation for special education services.
- Provide additional language supports informally based on student needs.

Gifted and Talented and ELs/MLs

The Office of Civil Rights (2014) has determined that 2% of ELs/MLs are identified for gifted and talented education, whereas 7% of the non-EL/ML population is identified for gifted and talented programs. To ensure that ELs/MLs have equitable access to all school programming, it is important that determining factors for identification and placement in gifted and talented programs include a variety of assessments and alternative pathways for identification.

Resource: [National Center for Research on Gifted Education Tips for Identifying Gifted ELs/MLs](#)

Service Hours

Not all English learners/multilingual learners should receive equal numbers of service hours. Newcomer English learners/multilingual learners with limited English proficiency need intensive support upon arrival. Students who are dually identified with a disability may require different levels of service, depending on the nature of their disabilities and their special education service hours, as indicated on their IEPs. However, all dually identified English learners/multilingual learners (SPED/EL/ML) are entitled to receive English language development supports.

The Office of Civil Rights and Department of Justice have developed the following recommended service hour standards:

Language level/program	Frequency/duration of English language development
Newcomer (up to 10 months)	Daily Up to 1 hour +
Level 1 (up to 10 months)	4–5 days/week 30–45 minutes +
Level 2 (and Level 1 over 10 months)	3–5 days/week 30–45 minutes +
Levels 3–4	2–5 days/week 30–45 minutes +
Transitional bilingual	Daily, as determined by model 30–45 minutes +
Dual language	As determined by model

CELP Standards

On October 7, 2015, the Connecticut State Board of Education adopted the Connecticut English Language Proficiency Standards. Beyond understanding common English usage, ELs/MLs need to understand the language used for grade-level instruction in English language arts, mathematics, science, social studies, and other content areas. The standards highlight and amplify the critical language, knowledge about language, and skills for using language that are necessary for ELs/MLs to be successful in school.

Use the CELP standards to:

- determine what **all ELs/MLs** can do aligned to grade level skills, based on their level of proficiency;
- use proficiency descriptors to analyze student work and determine language performance in professional learning communities or data teams;
- use proficiency descriptors and students' current language levels to intentionally plan success indicators and supports for individual and groups of ELs/MLs;
- determine correspondences between CELP standards and Connecticut Core Standards for ELA and Literacy in the Content Areas, Next Generation Science Standards (NGSS) Science and Engineering Practices, Standards for Mathematical Practice, and Connecticut Social Studies Inquiry Objectives;
- create and/or revise district curriculum materials aligned to the CELP standards with access points for ELs/MLs; and
- use the linguistic supports as a source for research-based supports for ELs/MLs.

Resource: Access the **CELP standards** and **CELP standards online training**

Additionally, the English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities was developed by CCSSO. This document contains alternate English language proficiency standards for English learners who have been identified by the Planning and Placement Team with *the most significant cognitive disabilities* and by ELP assessments as an EL/ML in Grades K–12.

Resource: English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities

Staffing ESL and Bilingual Programs

Once a district reaches approximately **40 English learners/multilingual learners**, the CSDE recommends that a district should contract *at least one* certified TESOL teacher to adequately meet the needs of EL/ML students.

Before a district reaches 40 English learners/multilingual learners, a district MUST still provide English language development services to ALL identified English learners/multilingual learners by highly trained professionals (e.g., training in second language acquisition, CELP standards, and best practice instruction for ELs/MLs).

Districts should adequately staff the TESOL/bilingual department with the number of certified TESOL teachers, <u>in order to meet the service hour standards above.</u>

Mandatory bilingual programs should use certified bilingual teachers to service students.

- According to *Castañeda vs. Pickard*, **"A recipient [i.e., district] may not in effect relegate LEP students to second-class status by indefinitely allowing teachers without formal qualifications to teach them while requiring teachers of non-LEP students to meet formal qualifications"** (Office of Civil Rights, 1991).

- **"[I]f the program relies on bilingual aides to provide [native language] support, the [district] should be able to demonstrate that it has determined that its aides have the appropriate level of skill in speaking, reading, and writing both languages. In addition, the bilingual aides should be working under the direct supervision of certificated classroom teachers. Students should not be getting instruction from aides rather than teachers. ('The use of Spanish speaking aides may be an appropriate interim measure, but such aides cannot… take the place of qualified bilingual teachers')"** (Office of Civil Rights, 1991**).**

Districts with mandatory bilingual programs can write a letter to the Commissioner of Education (and the Bureau of Certification) requesting the placement of a TESOL teacher in place of a certified bilingual teacher, if no high quality certified bilingual teacher can be contracted. Letters **must** be drafted each year and districts should provide evidence that efforts were made to contract a certified bilingual teacher (e.g., position postings, interviews, etc.) (Connecticut General Statutes Section 10-17j).

Resource: Request to Use a TESOL teacher in place of Bilingual Teacher

Recommendation: At the secondary level, group ELs/MLs with one or more school counselors trained to meet scheduling and other needs of these students.

ELs/MLs in SRBI

When can ELs/MLs enter intervention?

All ELs/MLs need culturally and linguistically appropriate instruction no matter the educational setting. Instruction must consider a student's cultural background and experiences, as well as their linguistic proficiency in both English and the native language. ESL/bilingual services are *Tier 1* instruction and are a required part of their education under federal law, regardless of where those services occur (e.g., in or out of the classroom setting). Educators with knowledge of second language acquisition and capacity to advocate for the language needs of students should be included in making decisions about interventions and advocating for the needs of ELs/MLs. ELs/MLs can enter intervention at any point when the team, including educators with capacity to advocate for the student's language needs, determines that an intervention would best meet the needs of the student.

What kinds of interventions work for ELs/MLs?

Not all interventions are designed specifically to include access points for ELs'/MLs' language needs. Some intervention programs or approaches are designed for monolingual English students. Be sure to review the programs or approaches and discuss appropriate supports for individual EL/ML's linguistic needs during the intervention meetings.

Who should be involved in making decisions for ELs/MLs?

Educators with knowledge of second language acquisition and capacity to advocate for the language needs of students should be involved in making decisions about interventions for EL/ML students.

Resource: SRBI and ELs/MLs Handbook (2012)

Dual Language Learners (ELs/MLs in Preschool Programs)

Students whose families speak a language other than or in addition to English at home may be classified as a dual language learner (DLL). *This is not to be confused with dual language programming.*

School districts in Connecticut are not obligated to identify, assess, or provide ESL and bilingual services to students in preschool programs. However, the Connecticut Early Learning Development Standards (ELDS) Dual Language Learning Framework explicitly sets goals for language growth and the use of English in preschool programming.

Resource: Head Start DLL Toolkit

Resource: Connecticut Office of Early Childhood Supporting All Children Using the Connecticut Early Learning and Development Standards: Dual Language Learners

Resource: Welcoming and Supporting Dual Language Learners

Students with Limited or Interrupted Formal Schooling (SLIFE)

Students with the SLIFE label, "are English language learners who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances" (DeCapua & Marshall, 2011).

Students who are SLIFE require an alternative approach to both academic and linguistic pathways in schools to achieve their fullest potential.

Resource: Connecticut Students with Limited and/or Interrupted Formal Education (SLIFE): A Resource Handbook

Placement of Students with the SLIFE Label

Students who are SLIFE should be placed in classrooms that are the most appropriate to developmental, social, and academic levels. **No ELs/MLs should be placed in a lower grade level simply because their English language proficiency level is currently low.** Students with no credits at the high school level may be enrolled in some courses with students at different grade levels, taking into account developmental, social, and academic considerations.

Resource: How should ELLs be grouped for instruction?

Dually Identified ELs/MLs (SPED and EL/ML)

Resource: OELA Toolkit Chapter 6

Evaluation

According to IDEA, "[EL/ML] students can be referred for special education **at any point** that it is determined that their learning and behavior problems are not due to cultural or linguistic differences and are beyond the capacity of general education personnel alone" (Collier, 2011, p. 64).

When evaluating a student for a disability, a school district must use evaluation materials "in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally" (IDEA, 2006 §300.304).

"The current statute, IDEA 2004, continues to emphasize the need for appropriate evaluation procedures for CLD students. The regulations emphasize the allowance of variance from standard testing procedures when necessary to appropriately evaluate a student. Use of non-standardized testing procedures, such as portfolio assessments or spontaneous language samples, can provide valuable qualitative information on the child's communication skills. When evaluating English language learner (EL/MLL) students, it is important for speech-language pathologists (SLPs) to carefully review the child's language history to determine the language of assessment. If it is determined that the child should be evaluated in a language other than English, the SLP must use all available resources, including interpreters when necessary, to appropriately evaluate the child" (American Speech-Language-Hearing Association (ASHA), no date).

Resource: ASHA IDEA Part B: Culturally and Linguistically Diverse Students

Resource: ASHA IDEA Part C: Culturally and Linguistically Diverse Students

Services

All English learners/multilingual learners are entitled to English language development services and supports, irrespective of their disability.

Resource: Office of Civil Rights and Department of Justice Dear Colleague Letter

"School districts must provide EL students with disabilities with both the language assistance and disability-related services to which they are entitled under Federal law. Districts must also inform a parent of an EL/ML student with an individualized education program (IEP) how the language instruction education program meets the objectives of the child's IEP.

"The Departments are aware that some school districts have a formal or informal policy of 'no dual services,' i.e., a policy of allowing students to receive either EL services or special education services, but not both. Other districts have a policy of delaying disability evaluations of EL students for special education and related services for a specified period of time based on their EL status. These policies are impermissible under the IDEA and Federal civil rights laws, and the Departments expect SEAs to address these policies in monitoring districts' compliance with Federal law. Further, even if a parent of an EL student with a disability declines disability-related services under the IDEA or Section 504, that student with a disability remains entitled to all EL rights and services as described in this guidance.

"Once a school district determines that an EL student is a child with a disability under the IDEA and needs special education and related services, the school district is responsible for determining, through the development of an IEP at a meeting of the IEP Team (which includes the child's parents and school officials), the special education and related services necessary to make FAPE available to the child. As part of this process, the IDEA requires that the IEP team consider, among other special factors, the language needs of a child with limited English proficiency as those needs relate to the child's IEP. To implement

this requirement, it is essential that the IEP team include participants who have the requisite knowledge of the child's language needs. To ensure that EL children with disabilities receive services that meet their language and special education needs, it is important for members of the IEP team to include professionals with training, and preferably expertise, in second language acquisition and an understanding of how to differentiate between the student's limited English proficiency and the student's disability. Additionally, the IDEA requires that the school district 'take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.'" (pp. 19–22)

Annual Assessments and Reporting

Annual Language Proficiency Assessment

Each year, all identified English learners/multilingual learners must be evaluated using the statewide English language proficiency assessment. This proficiency assessment determines reading, writing, speaking, and listening skill levels for students who are ELs/MLs.

Currently (SY 2024-25), Connecticut uses the LAS Links Online to assess language proficiency in Grades K-12. Additionally, for students who are dually identified with the most significant cognitive disabilities Connecticut uses the Connecticut Alternate Assessment of English Language Proficiency (CAAELP) in Grades K-12. The Planning and Placement Team (PPT) will determine eligibility for the CAAELP through the PPT process and eligibility guidelines for the Connecticut Alternate Assessment System. Please refer to the Connecticut Comprehensive Assessment CAAELP Portal Page for additional information on eligibility, administration, and assessment information.

Resource: Connecticut DRC LAS Links Website and the Connecticut Comprehensive Assessment Program Portal CAAELP Page.

Academic Assessments and EL/ML Supports

Annual Connecticut SAT School Day Grade 11

All students enrolled in Grade 11 take the online Connecticut SAT School Day. Unlike College Board policies for requesting accommodations for students with disabilities, EL/ML supports are temporary. Requests to the College Board must be made each school year, and can thereafter be used for SAT School Day, PSAT/NMSQT, PSAT 10, and PSAT 8/9 for the duration of that year.

English learners/multilingual learners are entitled to the following language supports:

- Written test directions in the following languages: Albanian, Arabic, Bengali, Chinese, French, Gujarati, Haitian-Creole, Hindi, Polish, Portuguese, Russian, Spanish, Urdu, and Vietnamese.
- Native language reader—test directions only.
- A bilingual, word-to-word dictionary in the following languages: Albanian, Arabic, Bengali, Bosnian, Cambodian/Khmer, Chinese/Mandarin, French, Gujarati, Haitian Creole, Hindi, Italian, Polish, Portuguese, Russian, Somali, Spanish, Urdu, Vietnamese.
- 50% time extension entered through the Services for Students with Disabilities (SSD) online platform.

  Note: After requests are approved in SSD online, the 'EL - Time and One Half' apply to all test sections.

College Board Resources: Supports for English Learners/Multilingual Learners, SAT Suite Translated Test Directions, Word-to-Word Dictionaries for the SAT Suite of Assessments

CSDE Resources: Connecticut SAT School Day webpage, CSDE Assessment Guidelines

Annual PSAT Assessment in Grades 8/9 and Grade 10

All EL/ML students taking the PSATs may be entitled to EL/ML supports.

Resource: [PSAT/NMQT](#) home page, [Supports for English Learners/Multilingual Learners](#), [Practice Resources for Educators](#), [SAT Suite Benefits for Students & Parents](#)

Smarter Balanced in Grades 3–8

All students enrolled in Grades 3–8 take the Smarter Balanced Assessments. English learners/multilingual learners have designated supports available to them based on educator determination. Additionally, for those students who are dually identified, the PPT or Section 504 Team may determine that accommodations are necessary to support accessibility. Below are resources teams can refer to on accessibility supports that may be applicable to ELs/MLs:

- [CSDE Assessment Guidelines](#) This document is intended to provide guidance for Connecticut school district personnel who must make decisions about testing special student populations for the following assessments: Smarter Balanced, Next Generation Science Standards (NGSS) Assessment, Connecticut Alternate Assessment (CTAA) in English language arts (ELA) and mathematics, the Connecticut Alternate Science (CTAS) Assessment, the Connecticut Alternate Assessment of English Language Proficiency (CAAELP), and the CT SAT School Day.

- [Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners](#) Students who are English learners/multilingual learners (ELs/MLs) may benefit from using designated supports when participating on the Connecticut state-wide assessments. These designated supports are intended as a language support for students who have limited English language skills, whether or not they are identified as EL/ML or EL/ML with a disability.

- [Accessibility Chart](#) The Accessibility Chart identifies a range of universal tools, designated supports, and accommodations available to students when accessing the Smarter Balanced and the NGSS Science Assessments.

NGSS in Grades 5, 8, 11

All students enrolled in Grades 5, 8, and 11 take the NGSS assessment. English learners/multilingual learners have designated supports available to them based on what an educator determines is necessary. Additionally, for students who are dually identified, the PPT or Section 504 Team may determine necessary accommodations to support accessibility. Below are resources teams can refer to for accessibility supports that may be applicable to ELs/MLs:

- [CSDE Assessment Guidelines](#) This document is intended to provide guidance for Connecticut school district personnel who must make decisions about testing special student populations for the following assessments: Smarter Balanced, Next Generation Science Standards (NGSS) Assessment, Connecticut Alternate Assessment (CTAA) in English language arts (ELA) and mathematics, the Connecticut Alternate Science (CTAS) Assessment, the Connecticut Alternate Assessment of English Language Proficiency (CAAELP), and the CT SAT School Day.

- [Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners](#) Students who are English learners/multilingual learners (ELs/MLs) may benefit from using designated supports when participating on the Connecticut state-wide assessments. These designated supports are intended as a language support for students who have limited English language skills, whether or not they are identified as EL/ML or EL/ML with a disability.

- [Accessibility Chart](#) The Accessibility Chart identifies a range of universal tools, designated supports, and accommodations available students when accessing the Smarter Balanced and the NGSS Science Assessments.

Exiting and Monitoring

Step 1: All identified ELs/MLs (even those with parental refusal) are administered the annual language assessment.

Step 2: Upon receiving the scores, the ESL/bilingual supervisor/coordinator reviews the scores to determine eligibility for programming exit.

Current criteria (2024-25) on LAS Links Assessment:

- Score of 4 or higher overall
  and
- Score of 4 or higher in reading subtest
  and
- Score of 4 or higher in writing subtest

Current criteria (2024-25) on CAAELP:

- Score of 3 or 4 in the Productive Modality (Speaking and Writing)
  and
- Score of 3 or 4 in the Receptive Modality (Listening and Reading)

Refer to current CSDE guidelines.

Step 3: Students continue language services until the end of the school year, even if exit criteria have been met.

Step 4: Building administrator or designee (e.g., TESOL/bilingual teacher) sends exit letter to parent/caregiver.

Step 5: Change codes in PSIS *after* *the July 1 upload and before October 1.*

Step 6: Monitor the EL/ML student's progress after exit for up to four years (e.g., check grades, note additional supports for language, before evaluation for disabilities, etc.).

Responsibilities to ELs/MLs in Non-publics within the Region of the Local Education Agency (LEA)

What are the district's responsibilities to non-publics concerning ELs/MLs?

- Timely and meaningful consultation between the district and the non-public institutions within the district.
- Explain proper identification procedures of English learners/multilingual learners.

What can Title III funds be used for in collaboration with non-publics (in addition to the guidance above, p. 5)?

- Assessment of English learners/multilingual learners.
- Collaboration of non-public educators with public school educators.

What are the non-public institution's reporting responsibilities?

If the non-public is going to accept funds from the LEA, the non-public must submit the ED 159 to the CSDE with the count of properly identified English learners/multilingual learners.

Resource: Sample letter to non-publics about Title III funds and English learners

Resource: Equitable services to non-public students and teachers

References

CAPELL. (2019, February). *CAPELL February Meeting Minutes.* CAPELL Archive.

Carrera, J. W. (1992). *Immigrant students, their legal right of access to public schools: A guide for advocates and educators.* New York, NY: Ford Foundation.

DeCapua, A., & Marshall, H. (2011). *Breaking new ground: Teaching students with limited or interrupted formal education in U.S. secondary schools.* Lansing, MI: University of Michigan Press.

Office of Civil Rights. (1991). *Developing programs for English language learners: OCR memorandum.* Washington, DC: U.S. Government Printing Office.

Office of Civil Rights. (2014). *Civil rights data collection: Data snapshot: College and career readiness.* Retrieved from https://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness- snapshot.pdf

CONNECTICUT STATE
DEPARTMENT OF EDUCATION