

Workgroup on English Learners (ELs)

April 20, 2022

Note to Attendees

This meeting is being recorded and livestreamed via MSDE's YouTube channel.

PRESENTATION OUTLINE

1. Welcome
2. Guiding Question - What funding policies will support equitable education for English learners and their families in Maryland?
3. Community Engagement
4. EL Funding
 - Spotlight on National Best Practices and Maryland Existing Policy and Practices
5. Discussion and Recommendations
 - EL Spending Plan Activity



Community Engagement

Community Workgroup on English Language Learners (WELL)

Community WELL's Mission

To ensure the Blueprint Workgroup on ELLs' recommendations include comprehensive, inclusive, and transformative education policies and practices for immigrant students and families, as MSDE and the Blueprint AIB move forward with the work of implementing the Blueprint and improving public education.

Community WELL's Goals

- Ensure that impacted community members are informed & engaged
- Ensure that the Blueprint Workgroup engages impacted individuals, families and groups in a robust & authentic way through communications, partnerships, & listening sessions
- Ensure that Blueprint Workgroup's scope of work includes a full range of issues that affect ELL students and families throughout the state



Community WELL's Membership

Natalia Bacchus, Executive Assistant to the President, Baltimore Teachers Union

Susana Barrios, Bilingual Outreach Specialist, Disability Rights MD & Bridging Maryland/Puente Maryland

Kathleen Callaghan, ESOL Office Educational Associate, Baltimore City Public Schools

George Escobar, Chief of Programs and Services, CASA

Ashley Esposito, Baltimore City Schools Board of School Commissioners candidate

Alicia Freeman Amaral, ESOL Teacher, Baltimore County Public Schools

Donovan Fortune, High School Student, Baltimore City Public Schools, & Youth Leader, SOMOS

Shamoyia Gardiner, Executive Director, Strong Schools Maryland

Carlos Lam Jr., Asociación Guatemaltecos Sin Fronteras

Lucia Islas, Founder and President, Comité Latino de Baltimore

Dr. Gabriela Lemus, Executive Director, Maryland Latinos Unidos

Rocio Masset, Co-Founder, Bridging Maryland / Uniendo a Maryland & Parent of High School Students

Franca Muller Paz, Spanish Teacher, Baltimore City Public Schools

Dinorah Olmos, Executive Director, Latino Educational Advancement Fund (LEAF)

Frank Patinella, Senior Education Advocate, ACLU-MD

Cathryn Paul, Government Relations & Public Policy Manager, CASA

Edwin Perez, Spanish Teacher, Baltimore County Public Schools

Kimberly Reece, ESOL Middle School Teacher, Prince George's County Public Schools

Samreen Sheraz, Senior High School Student, Baltimore City College and Lead Organizer, SOMOS

Owen Silverman Andrews, ELL Instruction Specialist, Anne Arundel Community College

Eva Sullivan, ESOL High School Teacher, Montgomery County Public Schools

Eva Sumano, Education Manager, CASA

Vincent Tola, ESOL High School Teacher, Baltimore City Schools

Amanda Turner, ESOL High School Teacher, Baltimore City Schools ESOL

Dr. Karen Woodson, Leading for School Improvement founder, retired PGCPs principal and MCPS director

Community WELL Panel

- What do you see as the priorities for EL funding?
- How can funding support community and family engagement?
- How can MSDE and local school systems enhance transparency and collaboration around EL funding decisions? Have you seen any good examples of this at the school or district level?



English Learner Funding in the Blueprint for Maryland's Future

MSDE English Learners Blueprint Workgroup

April 20, 2022

Presented By

Justin Dayhoff - MSDE
Zahava Stadler - The Education Trust

Introductions



Zahava Stadler

Special Assistant for State Funding
and Policy, The Education Trust

*Focus: State-level education funding
policy, especially cross-state
comparisons*

Justin Dayhoff

Assistant State Superintendent
Financial Planning, Operations, and
Strategy
Maryland State Department of
Education

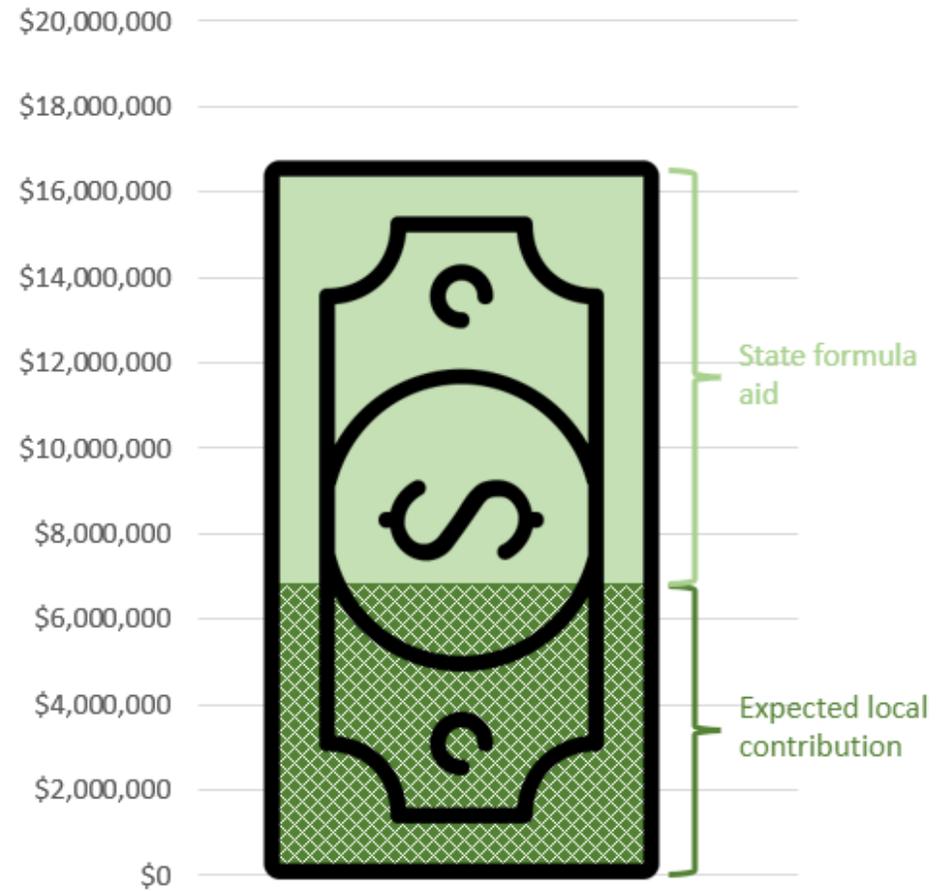


The Education Trust

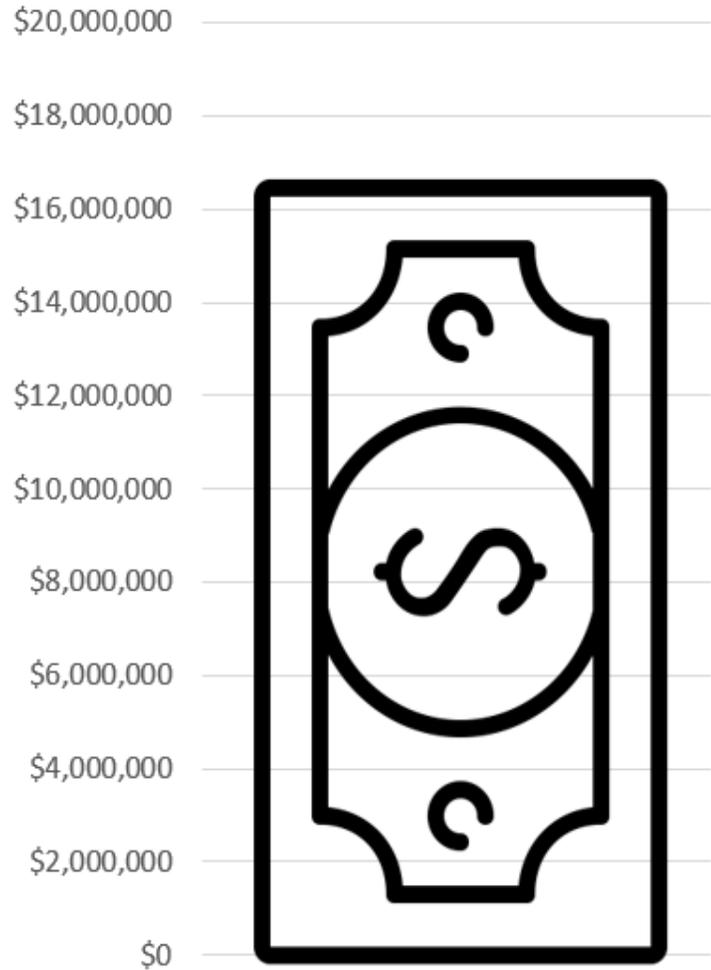
An Introduction to Funding Formulas

State Formula Aid

1. The state uses a formula to determine how much money each district needs for the year.
2. The state calculates how much funding the district is expected to contribute from local sources.
3. The balance of the formula amount is provided as state aid.



Policy Levers: Setting the Formula Amount



- How much funding is needed per student?
- How should the funding system account for students with specific needs?
 - e.g. English learners, students from low-income backgrounds, students with disabilities
- How should the funding system account for geographic/district conditions?
 - e.g. transportation challenges, labor market differences, concentrated poverty

Formula Funding for English Learners in MD

base per-pupil amount



\$7,390 in FY22

+

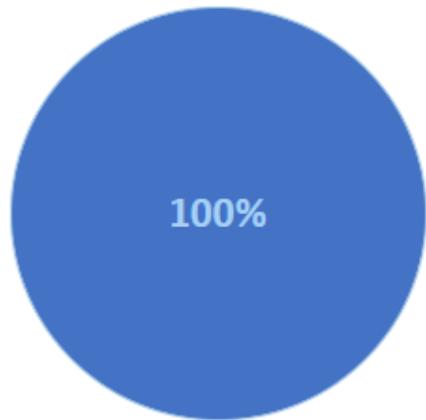
weight for English learners



+\$7,390 in FY22

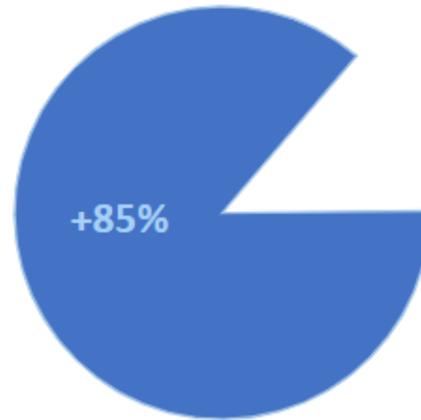
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\$14,780 per EL student
in FY22



\$12,365 in FY33
(legislative target)

+



+\$10,510.25 in FY33
(legislative target)

=

\$22,875.25 per EL student
in FY33
(legislative target)



Student Investments as Blueprint Funds Phase In

| | Student Without Identified Needs | English Learner Student |
|------------------|---|--|
| FY 2022 | \$7,390 | \$14,780 |
| FY 2033 | \$12,365 | \$22,875.25 |
| Percent Increase |  ↑67% |  ↑55% |

English Learner Funding in Statute

Maryland's Blueprint formula provides for English Learner funding each year that is the product of a per-pupil amount and the number of students identified as having "Limited English proficiency" (5-224).

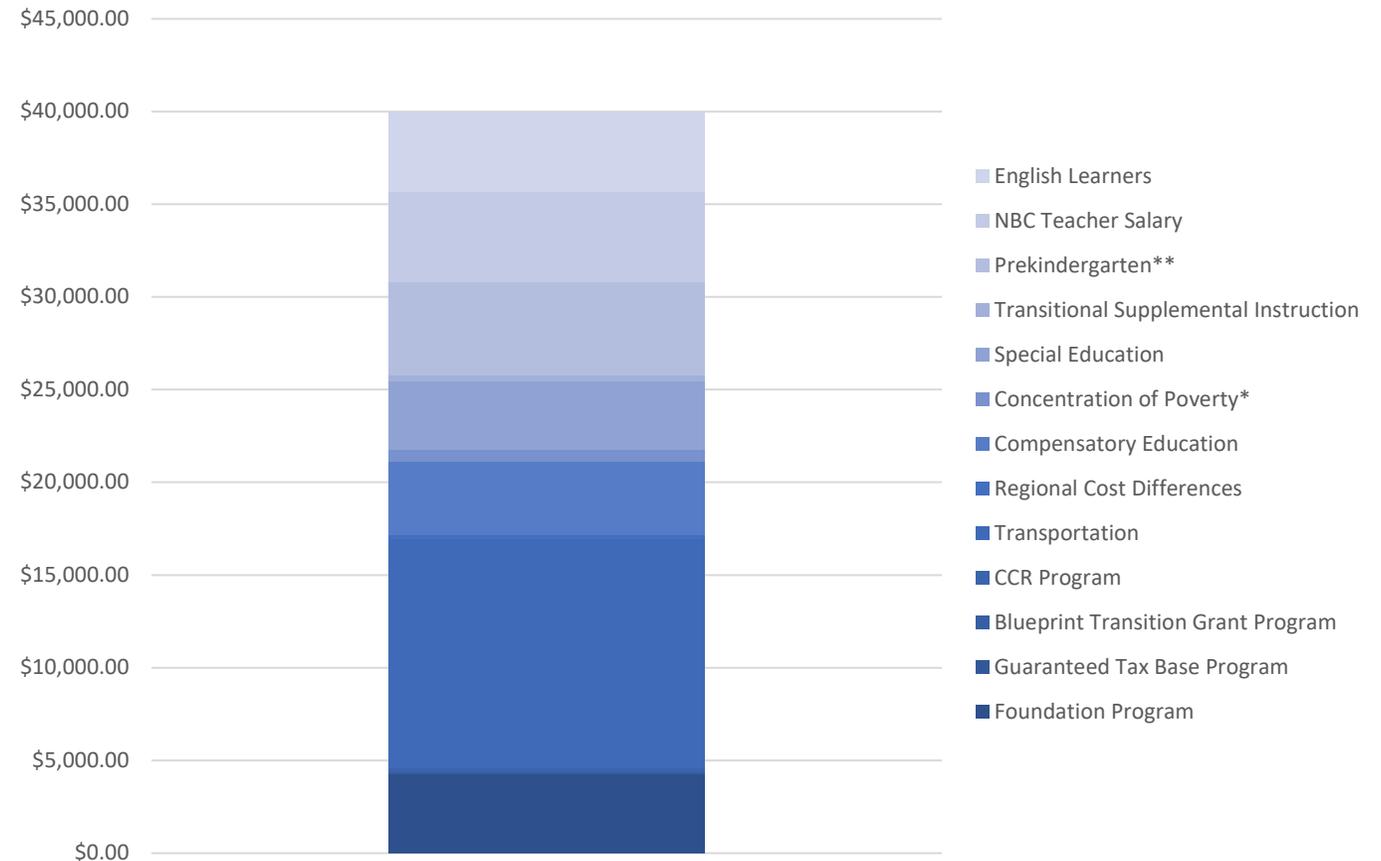
- "Limited English proficiency" is defined, in law, a non-English speaking student or one who has limited English proficiency under the reporting requirements established by the Department for the Maryland Comprehensive Assessment Program (MCAP).
- The exact per-pupil amount each year is determined by the statutory EL funding weight, where a weight is a proportion that is subsequently multiplied by a dollar amount, in this case the target per-pupil foundation amount.
- The amount of the weight is identified in law and, overall, decreases over time – in FY 23 the weight is 100%; In FY 33 and beyond, the weight is 85%.
- The FY 23 per-pupil amount is \$8,310 ($\$8,310 * 100\%$); the FY 33 per-pupil amount is \$10,510 ($\$12,365 * 85\%$).

In FY 23, the calculated per-pupil amount for English Learners is \$8,310

Fiscal Year 2023 Preliminary, Draft State Aid Calculations

| FY23 State Aid by Aid Category | Per-pupil |
|---------------------------------------|-------------|
| Foundation Program | \$4,238.68 |
| Guaranteed Tax Base Program | \$53.03 |
| Blueprint Transition Grant Program | \$66.82 |
| CCR Program | \$270.00 |
| Transportation | \$12,345.75 |
| Regional Cost Differences | \$182.90 |
| Compensatory Education | \$4,004.20 |
| Concentration of Poverty* | \$586.12 |
| Special Education | \$3,686.48 |
| Transitional Supplemental Instruction | \$332.50 |
| Prekindergarten** | \$5,048.12 |
| NBC Teacher Salary | \$4,885.62 |
| English Learners | \$4,286.07 |

FY 23 Draft, Preliminary State Aid Calculations, Per-Pupil



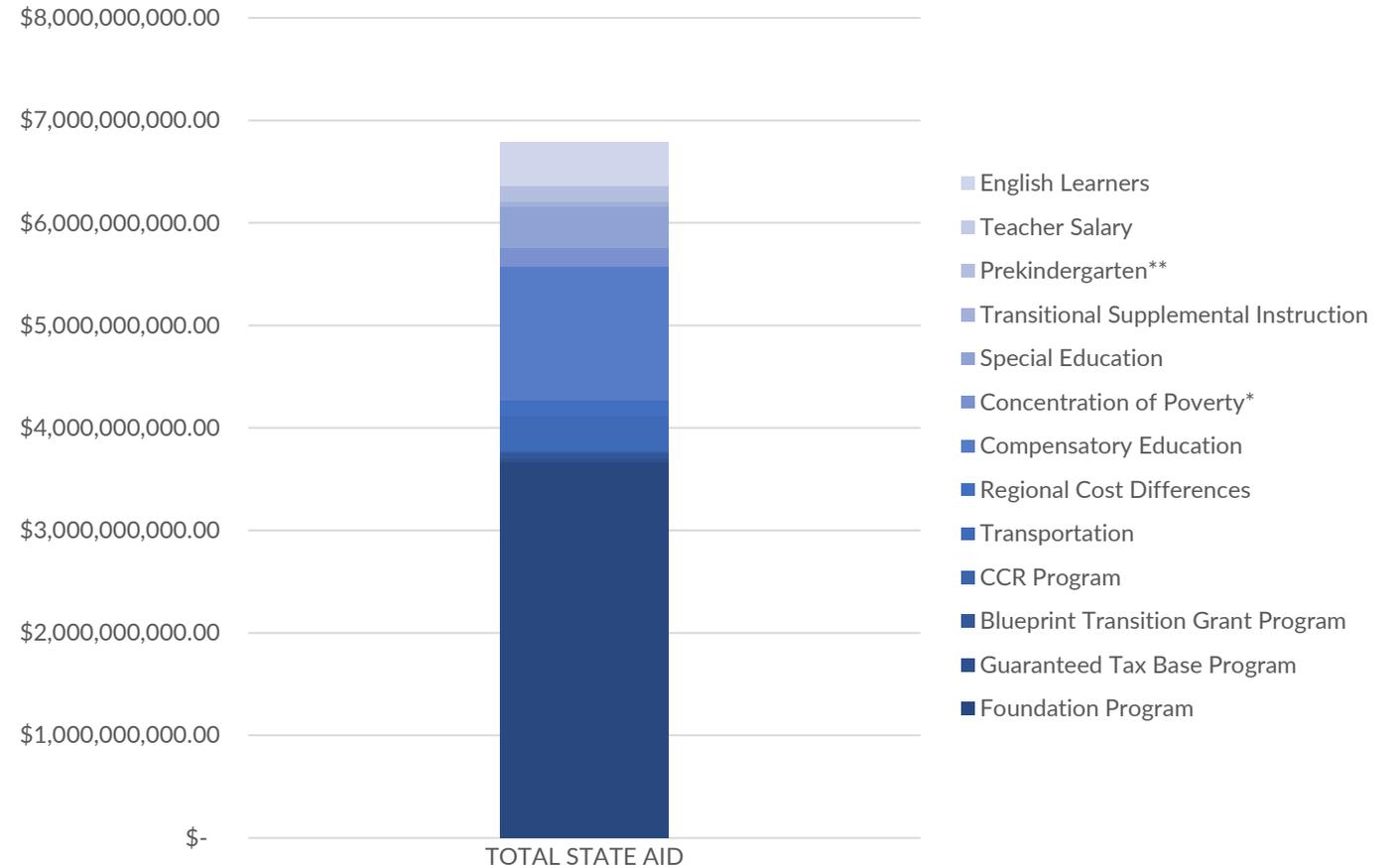
*Concentration of Poverty per-pupil amount is calculated here using the total Compensatory Education count, which understates the actual per-pupil since concentration of poverty-eligible students are a subset of total compensatory education.

** The Prekindergarten per-pupil is artificially high in FY 23 due to the funding of non Tier 1 eligible students.

Fiscal Year 2023 Preliminary, Draft State Aid Calculations

FY 23 Draft, Preliminary State Aid Calculations

| FY23 State Aid by Aid Category | Total |
|---------------------------------------|--------------------|
| Foundation Program | \$3,659,452,582.00 |
| Guaranteed Tax Base Program | \$45,783,860.00 |
| Blueprint Transition Grant Program | \$57,688,465.00 |
| CCR Program | \$18,669,966.00 |
| Transportation | \$335,964,983.00 |
| Regional Cost Differences | \$157,909,651.00 |
| Compensatory Education | \$1,295,201,860.00 |
| Concentration of Poverty | \$189,586,846.00 |
| Special Education | \$401,310,445.00 |
| Transitional Supplemental Instruction | \$49,951,813.00 |
| Prekindergarten | \$144,063,352.00 |
| NBC Teacher Salaries | \$9,033,505.00 |
| English Learners | \$422,465,014.00 |



FY 2023 State Aid Calculations

The English Learner funds in the Blueprint for Maryland's Future reflect a single weight for any eligible English Learner. This approach is not the only policy option to determine and deploy resources to support English Learners.



Common Sense and Fairness is a report presenting policy recommendations for how best to structure a state education funding formula.



EdBuilder is an interactive web tool designed to walk you through the process of crafting a funding formula.

Policy Components Addressed

| Formula Fundamentals | Student Characteristics | District Characteristics | Local Revenue |
|----------------------------|-------------------------|-------------------------------|------------------------------------|
| Formula Type and Structure | Economic Disadvantage | Sparsity and Isolation | Local Share and Property Tax Rates |
| Base Amount | English Learners | Within-State Cost Differences | Other Local Revenues |
| | Special Education | | |
| | Grade Level | | |
| | Gifted | | |

Recommendation Structure

Recommendations are provided in tiers:

- **Silver:** well-precedented, but still strong enough to advance policy in most states
- **Gold:** strong and ambitious; uncommon, but still precededented in existing policy
- **Moonshot:** pushing further towards an ideal—more complex than other options, but also more equitable and precise

Silver Recommendation

A generous weight should be applied to the base amount for every EL. The weight provides districts with a substantial amount of supplemental, flexible funding to support appropriate instruction, including obtaining materials, developing programs, hiring staff, and providing training.

Evaluating Maryland Policy:

- ✓ Weight at/approaching research-recommended levels
- ✓ Weight among highest in the country, despite Blueprint-prescribed reduction to 85%

Gold Recommendation

- Generous weights should be applied to the base amount for ELs in three tiers, with greater levels of funding provided for students with lower levels of current English language proficiency.
- The state should employ a mechanism to account for the diseconomies of scale associated with serving a small number of ELs overall.

Evaluating Maryland Policy:

- x No current differentiation by proficiency level
- x No current adjustment based on number of ELs served
- Data collected on both proficiency level and EL enrollment, but proficiency data is not reported publicly

Moonshot Recommendation

- Generous weights should be applied to the base amount for ELs in tiers based on:
 - Students' levels of current English language proficiency
 - The prevalence of their native language in the district
- The state should employ a mechanism to account for the diseconomies of scale associated with serving a small number of ELs overall.
- The state should lay the necessary data groundwork for funding for SLIFE

Evaluating Maryland Policy:

- x No current differentiation by proficiency level
- x No current adjustment based on number of ELs served
- x No current differentiation by native language prevalence
- Data collected on proficiency level, linguistic diversity, and EL enrollment, but only enrollment data reported publicly
- x SLIFE classifications based on non-standardized intake surveys; uniform definition and processes needed

Key Takeaways

Differentiation

- Student's level of English proficiency
- District's diseconomies of scale in serving small EL populations, either overall or within any one native language
- Student's educational history

Key Takeaways

Utility of Funds

- How much funding is an essential question, but equally important is how well those funds are used to meet the needs of English Learners

English Learner Minimum School Funding in Statute

Maryland's Blueprint law does not restrict EL fund usage but does require LEAs to ensure at least 75% of EL funds are allocated to the schools to directly support and serve EL students.

- Title 5, section 234 of the Maryland Education article requires that each LEA distribute “at least 75% of the per pupil amount applicable to...the English learner education program under § 5-224...multiplied by the school enrollment for the applicable program”.

English Learner Funding Challenges

LEAs must report funding allocations to schools as per 5-234 of the Blueprint for Maryland's Future, but the law stops short of describing examples of fund use or requiring that allocations be spent on services and assistance for ELs once funds are allocated to each school.

- Most LEAs in Maryland do not employ site-based management models, wherein each school has autonomy and discretion over planning spending related to its personnel and discretionary resources.
- Most schools in Maryland, instead, only have autonomy over a small portion of discretionary funding and the remaining resources a school receives are determined using staffing and program-based allocation formulas (e.g., 1 ESOL teacher to 24 EL students).
- Statutory omissions as to use of funds and LEA resource allocation models could constrain how and on which students schools ultimately spend EL funding.

EL Spending Plan Activity

Activity

EL Spending Plan Activity

Assume you are a school leader in one of the schools below. Using the data below, from real Maryland school districts, identify an EL spending plan. All dollars are State and Local only and exclude federal funds.

- Cost Assumptions:
 - 1.0 Teacher (e.g., ESOL, Bilingual) = \$105,000 (including fringe costs)
 - 1.0 Paraprofessional (e.g., ESOL, Bilingual) = \$49,600 (including fringe costs)
 - Textbooks = \$50/per book
 - Curriculum Writing = \$165 per day, per diem
 - Supplies and Materials = \$25 - \$50 per student
 - Language Learning Software Subscriptions = \$3 - \$15, per license (per student)
 - Shared District Costs, e.g., EL Coordinator(s) = User-defined
 - Other = User-defined
- Three Schools:
 - School 1: Elementary School
 - Total Enrollment: 348, 80% Title I-eligible
 - EL Enrollment: 187
 - Number of Languages: 23, 30% Spanish, 10% Vietnamese, 5% Amharic, 5%, Urdu
 - Total School Budget: \$5,546,000
 - Total EL Fund Allocation:\$1,165,478
 - School 2: High School
 - Total Enrollment: 1146, 45% Title I-eligible
 - EL Enrollment: 150
 - Number of Languages: 8, 85% Spanish
 - Total School Budget: \$12,892,500
 - Total EL Fund Allocation: \$934,875
 - School 3: Elementary School
 - Total Enrollment: 363, 41% Title I-eligible
 - EL Enrollment: 11
 - Number of Languages: 3, 81% Spanish, 9% Portuguese, 9% Farsi
 - Total School Budget: \$1,185,000
 - Total EL Fund Allocation:\$91,410

EL Spending Plan Activity

Select the “School 1” or “School 2” tab and follow the instructions in the activity Excel file to complete your EL spending plan.



MSDE English Learner Blueprint Funding Exercise

Summary Information

| | |
|---|-----------------|
| Number of ELs at School 1 | 187 |
| Total EL Funding for School 1 | \$ 1,165,478.00 |
| Total EL Funding Allocated | \$ - |
| Total EL Funding Unallocated | \$ 1,165,478.00 |
| Teacher:EL Ratio | N/A |
| Planned Personnel Allocation, Per-Pupil | \$ - |
| Planned Non-Personnel Allocation, Per-Pupil | \$ - |

Instructions

- 1: Reference the PowerPoint presentation for additional school data/context
 - 2: Plan out this school's budget by entering a quantity for a given item in the quantity (blue) cells
 - 3: For supplies and materials and software subscriptions, select a value from each item's cost drop down (green cells)
 - 4: If you want to allocate funding toward shared district costs or other costs, fill in quantity (blue) cells and cost (green cells)
 - 5: Add a justification or reason for your choice to share out with the group in the Notes/Justification (yellow) cells
- Note: Be careful not to overspend. The Summary information will track allocated funding as you plan.*

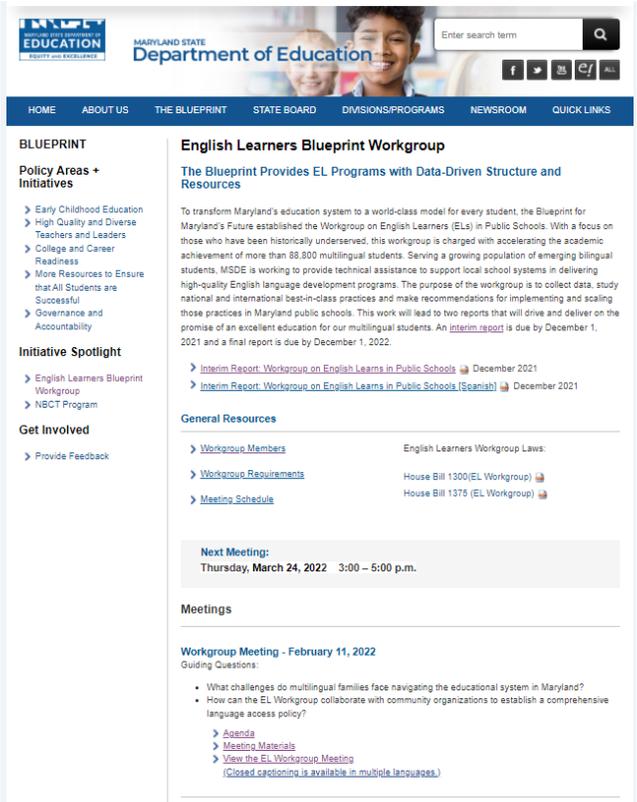
| Funding Allocation Decisions | Quantity | Cost | Amount | Notes/Justification |
|--|----------|---------------|--------|---------------------|
| 1.0 FTE Teacher (add in intervals of 0.5) | 0 | \$ 105,000.00 | \$ - | |
| 1.0 FTE Paraprofessional (add in intervals of 0.5) | 0 | \$ 49,600.00 | \$ - | |
| Textbooks | 0 | \$ 50.00 | \$ - | |
| Curriculum Writing (quantity is per diem) | 0 | \$ 165.00 | \$ - | |
| Supplies and Materials | 0 | \$ - | \$ - | |
| Language Learning Software Subscription | 0 | \$ - | \$ - | |
| Shared District Costs | 0 | \$ - | \$ - | |
| Other | 0 | \$ - | \$ - | |

Q&A

Questions?

EL Blueprint Workgroup Website

<https://www.marylandpublicschools.org/Blueprint/Pages/ELBlueprintWorkgroup/index.aspx>



The screenshot shows the website's navigation menu with options: HOME, ABOUT US, THE BLUEPRINT, STATE BOARD, DIVISIONS/PROGRAMS, NEWSROOM, and QUICK LINKS. The main content area is titled "English Learners Blueprint Workgroup" and includes a search bar, a description of the workgroup's purpose, a list of policy areas, a general resources section with links to "Workgroup Members", "Workgroup Requirements", and "Meeting Schedule", a "Next Meeting" section for Thursday, March 24, 2022, and a "Meetings" section for a February 11, 2022 meeting with guiding questions and meeting materials.



Next Meeting
May 26, 2022
3:00 – 5:00 p.m.

The graphic features a blue background with a calendar icon showing the date May 26, 2022, highlighted.

BLUEPRINT

FOR MARYLAND'S FUTURE

More information can be found on MSDE's Blueprint webpage:

<https://www.marylandpublicschools.org/Blueprint/Pages/Overview.aspx>

To provide feedback on the EL Workgroup or Interim Report:

<https://news.maryland.gov/msde/contactmsde/>

This survey is intended to allow everyone in the state to provide information that will be the basis for transformative change. Please use this survey as an opportunity to share your thoughts.

MarylandPublicSchools.org/Survey

Connect with the MSDE Blueprint implementation team: Blueprint.MSDE@Maryland.gov