

Report to the Commission on
Improving the Academic
Achievement of Minority and
At-Risk Students and the
Joint Legislative Education
Oversight Committee on the
*Plan And A Five-Year Budget For Diversity
Training And For Implementing Sufficient
Educational Support For Limited
English Proficient (LEP) Students*

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Closing the Achievement Gap

Section 8.28(e) of HB 1840

2000 Appropriations Act

Legislative Requirements:

Section 8.28 of HB 1840, 2000 Appropriations Act, *Closing the Achievement Gap*, instructs the State Board of Education to study various issues related to closing the achievement gap. Each mandate of Section 8.28(e) of the legislation is addressed in a separate section of this report.

Individual Requirements:

The State Board of Education shall develop a plan and budget (projecting five-year cost) to:

- 1) Provide sufficient staff development activities so as to ensure teachers have the tools needed for success in teaching a diverse student populations and interacting with their families. These activities shall include understanding and respecting racial, ethnic, religious, and cultural impact on a child's development and personality.
 - 2) Provide sufficient funding for Limited English Proficiency (LEP) students,
 - 3) Translate the basic State-level forms basic school information that will be made available to parents or to the general public into Spanish and English,
 - 4) Evaluate the level of funding needed to have LEAs hire translators,
 - 5) Provide appropriate staff development funds for training English as Second Language (ESL) methodologies,
 - 6) Review implementation guidelines for student accountability standards and promotion policies for LEP students, and
 - 7) Develop guidelines for evaluating students' instructional portfolios and for waiving test standards for LEP students.
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Staff Development for Teaching A Diverse Student Population

Section 8.28(e) The Board shall develop a plan and budget (projecting five-year costs) to provide sufficient staff development activities so as to ensure teachers have the tools needed for success in teaching a diverse student population and interacting with their families. These activities shall include understanding and respecting racial, ethnic, religious, and cultural impact on a child's development and personality.

Content for the training will be developed and prepared by the Department of Public Instruction, Division of School Improvement using research-based best practices and model programs. The training would address family and community involvement; and racial, ethnic, religious, and cultural diversity as they impact student achievement. State and national experts in the area will be consulted during the development of the training.

In order to make training available to all of the teachers in the State, a Trainer-of-Trainers model will be adopted. Each LEA shall send a team of five members, and each charter school will send a team of three members to a five-day Training Institute. The LEA team members would be trained and would also receive all of the training materials and notes, tips for teaching adult learners, suggested agendas, and guidelines and procedures necessary for them to return to the LEAs and deliver similar training to teachers and administrators. Follow-up for the initial trainees would be provided twice each year. LEA teams would be responsible for conducting one or two sessions annually for teachers new to their systems. Additionally, at the State level, once every two years, a Trainer-of-Trainers session would be conducted to provide training to accommodate turnover that may occur in LEA Training Teams. Two follow-up sessions would be provided during the year. The training sessions would include the 117 LEAs and the 90+ Charter Schools (about 885 participants).

Six sessions with approximately 150 participants each would be conducted in selected geographic regions of the state. Every effort would be made to see that these training sites would be convenient to the invited participants. The training would be supported by the State and the LEAs. LEAs would provide leave time; substitutes, if necessary; registration; travel and lodging. The State would pay for the training site, the materials, the trainer(s), and staff travel.

Five-Year Costs for Staff Development for Teaching Diverse Students Trainer-of-Trainers Model

Line Item	Year One	Year Two	Year Three	Year Four	Year Five
Contract services for trainers (5 days per week for 6 weeks @ \$1,000.00 per day)	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
Educational materials, postage, and printing	5,000.00	5,150.00	5,305.00	5,464.00	5,628.00
Room and equipment rental	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Breaks (based on current state rates)	17,700.00	17,700.00	17,700.00	17,700.00	17,700.00
Travel and subsistence for training participants	68,100.00	71,505.00	75,080.00	78,834.00	82,776.00
TOTAL	122,800.00	126,355.00	130,085.00	133,998.00	138,104.00
GRAND TOTAL FOR FIVE YEARS: \$651,342.00					

Funding for Limited English Proficient (LEP) Students

Sec. 8.28(e)(2) requests a five-year plan and budget for providing sufficient funding for Limited English Proficient (LEP) students.

Funding should be appropriated as a per pupil expenditure. Local administrative units shall use funds allocated to them to pay for classroom teachers, teacher assistants, tutors, textbooks, classroom materials/instructional supplies/equipment, transportation costs, and staff development for students with limited English proficiency.

The State Board of Education would include this funding in each year of its budget request to the General Assembly.

Five-Year Costs for Sufficient Funding for Limited English Proficient (LEP) Students

Option A

Line Item	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
\$550 per child for projected number of children in year one plus inflation factor in years two through five.	33,688,050.00	39,230,692.00	45,115,357.00	51,280,182.00	57,725,167.00
Included in Continuation Budget for LEP (2001-2003)	22,037,655.00	27,970,473.00	27,970,473.00	27,970,473.00	27,970,473.00
Additional Funding Needed for Option A	11,650,395.00	11,260,219.00	17,144,844.00	23,309,709.00	29,754,694.00

Five-Year Costs for Sufficient Funding for Limited English Proficient (LEP) Students – continued

Option B

Line Item	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
\$750 per child for projected number of children in year one plus inflation factor in years two through five.	45,938,250.00	53,496,398.00	61,506,474.00	69,895,590.00	78,759,795.00
Included in Continuation Budget for LEP (2001-2003)	22,037,655.00	27,970,473.00	27,970,473.00	27,970,473.00	27,970,473.00
Additional Funding Needed for Option B	23,900,595.00	25,525,925.00	33,536,001.00	41,925,117.00	50,789,322.00

Five-Year Costs for Sufficient Funding for Limited English Proficient (LEP) Students - continued

Option C

Line Item	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
\$1,000 per child for projected number of children in year one plus inflation factor in years two through five.	61,251,000.00	71,328,530.00	81,955,586.00	93,077,042.00	78,759,795.00
Included in Continuation Budget for LEP (2001-2003)	22,037,655.00	27,970,473.00	27,970,473.00	27,970,473.00	27,970,473.00
Additional Funding Needed for Option C	39,213,345.00	43,358,057.00	53,985,113.00	65,106,569.00	76,722,425.00

Translate State-Level Forms and Basic School Information into Spanish

Section 8.28(e)(3) requires the State Board of Education to develop a plan and budget (projecting five-year cost) to translate the State-level forms and basic school information that will be made available to parents or to the general public into Spanish and include them on the Department of Public Instruction's web site in English and Spanish.

The Department of Public Instruction has a process in place to translate into Spanish all of the documents that are of particular interest to parents. The Department contracts with a translation service at the cost of \$.16 per word with a minimum of \$50 per document.

DPI staff who need a document translated may submit it via e-mail to the Department's typesetter who functions as liaison to the translation service. The typesetter transmits the document, and the service translates it and returns it to the Department electronically. The process takes between two days and several weeks, depending on the length and complexity of the document. One of the Department's second language specialists reviews the translation to ensure accuracy. Any edits are returned to the translation service so that the translators can become more adept at handling the language and technical terminology of the public schools. The translated documents are then made available via the Department's web site. They can be downloaded and reproduced.

To date, six documents have been translated. In addition, the Division of Exceptional Children is in the process of having its revised *North Carolina State Forms for Exceptional Children* and the *Handbook on Parents' Rights* translated into Spanish.

Five-Year Costs for Translating State-Level Forms and Basic School Information into Spanish

Line Item	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
\$.16 per word plus inflation factor for years 2-5	10,000.00	10,300.00	10,609.00	10,927.00	11,256.00
TOTAL	10,000.00	10,300.00	10,609.00	10,927.00	11,256.00

Evaluate Funding Needed to Have LEAs Hire Translators

Section 8.28(e) (4) requires the State Board of Education to evaluate the level of funding needed to have LEAs hire translators to work with Spanish-speaking parents and those school personnel whose jobs require regular contact with those parents.

Parents of all children must be notified of school policies and activities and must receive information in order to enable them to make informed educational decisions for their children. Parents of national origin minority children may not be able to speak English, even if their children are not limited English proficient. Therefore, local districts must have forms and documents translated and must provide interpreters to communicate with parents formally and informally. The largest number of national origin minority students and their parents are Spanish-speakers; however, in some LEAs there are significant numbers of speakers of Asian languages such as Hmong and Vietnamese.

Five-Year Costs to Evaluate Funding Needed to Have LEAs Hire Translators

Line Item	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Salary and benefits for translators (based on 1 position per LEA and .5 per charter school at \$32,000 in year 1, including benefits)	5,344,000.00	6,137,250.00	6,487,950.00	6,513,000.00	6,847,000.00
TOTAL	5,344,000.00	6,137,250.00	6,487,950.00	6,513,000.00	6,847,000.00

Staff Development Funds for Training in English as Second Language (ESL) Methodologies and Pedagogy for Teachers, Administrators, and Support Personnel

Sec. 8.28(e)(5) requests a five-year plan and budget for providing appropriate staff development funds for training in English as a Second Language (ESL) methodologies and pedagogy for teachers, administrators, and support personnel.

The State Board of Education and the Department of Public Instruction recognize and support the need for training teachers and administrators to meet the needs of limited English proficient students. Since 1996, the Division of Instructional Services has been producing 60-90 minute programs that are delivered to local school systems via a statewide satellite network. In addition, copies of the videotaped programs are offered on loan. Most recently, the programs also have been made available on a web-based video streaming site that archives resources for use via personal computer. The programs currently available are

*Program Planning for Limited English Proficient Students,
Identification and Assessment of Limited English Proficient Students,
Legal Issues Pertaining to Limited English Proficient Students,
Instructional Strategies for Elementary School Limited English Proficient Students,
Instructional Strategies for Middle School Limited English Proficient Students,
Instructional Strategies for High School Limited English Proficient Students,
Guidelines for Testing Limited English Proficient Students,
Preparing Limited English Proficient Students: Statewide Testing and Classroom Assessment,
Classroom Assessment of Limited English Proficient Students,
School-Based Success for Limited English Proficient Students,
High School Success for Limited English Proficient Students,
A Guide to the Standard Course of Study for Limited English Proficient Students, and
LEP Program Evaluation/Student Portfolios.*

In order to provide additional staff development opportunities for school personnel who work with limited English proficient students, the Division of Instructional Services proposes the development of one ten-hour module per year which would be offered online. These modules would address in depth a variety of topics including instructional strategies for different age groups; literacy development; differentiated instruction; classroom assessment; second language acquisition for children, adolescents, and adults; and other issues based on customer needs. Moreover, in order to reach all personnel who need training, trainers must be developed at the local level. We therefore propose conducting 1-2 "Training of Trainers" Institutes each year to assist local districts and charter schools in providing staff development for individual schools.

Five-Year Costs for Training in English as Second Language (ESL) Methodologies and Pedagogy for Teachers, Administrators, and Support Personnel

Line Item	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
One online course module per year plus adjustments for inflation	183,600.00	192,780.00	202,419.00	212,540.00	223,167.00
Two institutes per year (training of trainers format) plus adjustments for inflation	81,410.00	84,965.00	88,695.00	92,608.00	96,714.00
TOTAL	265,010.00	277,745.00	291,114.00	305,148.00	319,881.00

Review of Guidelines for Student Accountability Standards and Promotion Policies for LEP Students

Section 8.28(e)(6) requires the State Board of Education to review the implementation guidelines for Student Accountability Standards and promotion policies for LEP students.

A guide has been developed to assist school districts in implementing the Student Accountability Standards for these students. A review of the guidelines and policies will take place after the completion of the 2000-2001 school year for grade 5 and after the 2001-2002 school year for grades 3 and 8.

In order to conduct a review, the State Board recommends the establishment of a 12-member Advisory Committee on Limited English Proficient Students to report to the State Superintendent. The membership should include school administrators, teachers of English as a Second Language (ESL), classroom teachers, parents, and community members. In addition, the Committee should include members who represent different language minorities and different geographic regions of the state. They will study the data on promotion and retention of limited English proficient students and will survey teachers, administrators, and parents across the state. They will report their findings to the State Superintendent and the State Board of Education and recommend any needed changes to the policies and guidelines.

Five-Year Costs for Review of Guidelines for Student Accountability Standards for LEP Students by State Advisory Committee

Line Item	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
12 members; quarterly meetings; \$150 per member per quarter plus inflation factor in years two through five.	7,200.00	7,536.00	7,913.00	8,308.00	8,724.00
TOTAL	7,200.00	7,536.00	7,913.00	8,308.00	8,724.00

Guidelines for Evaluating Students' Instructional Portfolios and for Waiving Test Standards for LEP Students

Section 8.28(e) (7), requires the State Board of Education to develop guidelines for evaluating students' instructional portfolios and for waiving test standards for LEP students. In its development of guidelines, the Board shall consider extending the end-of-grade testing exemption period to more than two years for LEP students, to the extent that this extension does not conflict with federal law or regulation.

Instructional portfolios are required for some limited English proficient students as part of the Student Accountability Standards policy and guidelines, when these portfolios are needed by a review committee making recommendations on promotion. The guide to implementation of these standards for limited English proficient students provides some general guidelines regarding what should be contained in these portfolios. In addition, the Department of Public Instruction will convene a group of personnel from local districts during the 2001-2002 school year to examine the portfolios in use and to develop standard guidelines to be used by LEAs.

The policy of the State Board of Education is designed to include as many students as possible in statewide testing to ensure that schools are held accountable to the same high standards for all students. The U.S. Department of Education has reviewed that policy to ensure compliance under Title I requirements of the Elementary and Secondary Education Act. It has determined that there must be a cap of two years for any exemption of limited English proficient students from the state testing program. In addition, the U.S. Department of Education has required that the State Board of Education take other measures to ensure that all students are assessed.

Pending final approval from the U.S. Department of Education prior to the 2000-2001 end-of-year test administration, all limited English proficient students who have been in a school district for 12 months from the time of enrollment (but less than two years) will be reassessed on the same language proficiency test that was administered when they enrolled and the scores will be reported. Those students who score at Intermediate High or above will be included in the state testing program with the exception of tests that require a written response. Students who score at the Advanced level or above will be eligible for all state testing. Beyond this school year, a single statewide language proficiency test will be chosen and administered upon enrollment and again at the end of 12 months to each limited English proficient student. Student performance on the language proficiency tests will be collected and reported every year to show what changes occurred.

In addition, the Advisory Committee on Limited English Proficient Students (as addressed above) will study the test data to determine if the current policy is adversely affecting students and schools. The Committee will then report its findings to the State Board of Education. The Board may make changes in the policy, provided that it does not conflict with federal law and regulations.

Five-Year Costs for Review of Guidelines for Students' Instructional Portfolios and for Waiving Test Standards for LEP Students

No additional costs are associated with this item. State staff will convene a group of personnel from local districts during the 2001-2002 school year to examine the portfolios in use and to develop standard guidelines to be used by LEAs.

The cost of the Advisory Committee on Limited English Proficient Students is addressed above. The review of guidelines will be one item that the Committee will address.

