

ESL Program Area Updates

August 2012

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PDE **Mission** for the Education of English Language Learners

- Provide for the maintenance and support of a thorough and efficient system of education which includes the provision of **quality, culturally responsive, and equitable** educational programs for English language learners and assurance of their appropriate participation in all aspects of the educational system.
- Ensure that its programs will address the **needs and rights** of English language learners in all its initiatives throughout the entire process of planning and implementation.

PDE **Vision** for the Education of English Language Learners

- Promotes the recognition of English language learners and their parents as **cultural and linguistic assets** to the Commonwealth's global initiatives.
- Is committed to using its Standards Aligned System to ensure that English language learners receive core curriculum instruction and achieve **high levels of academic success**.

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ESL PROGRAM REQUIREMENTS

Basic Education Circular

- Each LEA must have a written, board approved ESL Program.
- The BEC, *Educating Students with Limited English Proficiency and English Language Learners*, provides LEAs with the requirements and interpretations of legal mandates governing the education of this population.
- The BEC assists LEAs in designing, implementing, and evaluating ESL Programs.
- To access on the PDE website, click on the link:
[http://www.portal.state.pa.us/portal/server.pt/community/pa_codes/7501/educating_students_with_limited_english_proficiency_\(lep\)_and_english_language_learners_\(ell\)/507356](http://www.portal.state.pa.us/portal/server.pt/community/pa_codes/7501/educating_students_with_limited_english_proficiency_(lep)_and_english_language_learners_(ell)/507356)

IDENTIFICATION, PLACEMENT, & EXIT OF ELLS

LEP Status for 2012-2013

- LEP Status (current ELL, monitor 1, monitor 2, no longer monitored, never an ELL) must be determined prior to and reported in the October Enrollment Snapshot.
- LEP Status reported in October Enrollment Snapshot (current ELL, monitor 1, monitor 2, no longer monitored, never an ELL) must be the same LEP Status reported in subsequent data collections for 2012-2013. **LEP Status does not change during the 2012-2013 school year.**

Placement

- Student placement into an ESL or Bilingual Program must be based on the results of the Home Language Survey, the W-APT, and consideration of multiple criteria.
- From the Home Language Survey, LEAs identify students with a primary home language other than English (PHLOTEs). From the PHLOTE list, LEAs implement a process to identify students who are in need of English language instruction programs.
- Based on **further information and the use of multiple criteria**, a PHLOTE student may be
 - formally assessed for English language proficiency (using the W-APT) and possible placement in an English language instructional program
 - exempted from a formal English language proficiency assessment

- **Further information** can be gathered from additional questionnaires, meetings with parents/caregivers, meetings with students, and examination of documents pertaining to the student's prior education.
- **Additional questions** for parents/caregivers might include the following:
 - How many years did your child attend school in your native country? In the United States?
 - What grade was your child in at the last school he/she attended?
 - What language does your child most frequently speak at home?
 - What language do you use most frequently to speak to your child?
 - What is the language spoken most often by the adults in the home?
 - Can your child read in your native language? How well?
 - Can your child write in your native language? How well?

Exemption from Formal Assessment

- There are certain scenarios that may preclude assessment if a student can demonstrate English language proficiency (ELP).
- Students should meet two of the following three criteria to be exempted from a formal ELP assessment. Student records for children from other states or school systems can be considered as part of the criteria.
 - Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies);
 - Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA;
 - Scores of Basic in Reading, Writing and Math on the PSSA or an equivalent assessment from another state.

Use of the W-APT

- If the Home Language Survey, further information, and multiple criteria warrant formal assessment of English language proficiency for potential placement into an English language instructional program, Pennsylvania requires the administration of the W-APT as an initial measure of a student's English language proficiency.
- Parent permission to assess is not required.
- W-APT scores, in combination with other multiple criteria, help to determine whether or not a student is in need of an English language instructional program.
- **See detailed guidance in *Use of the W-APT for ESL Screening/Placement and ACCESS Tier Placement for ELLs--ATTACHED.***

Program Exit

- Student exit from an ESL or Bilingual Program must be based on Pennsylvania's exit criteria.
- See detailed guidance in *State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for ELLs--ATTACHED*.
- Be reminded that the LEP Status of students must be determined prior to and reported in the October Enrollment Snapshot in PIMS. Students reported as current ELLs in the 2012 October Enrollment Snapshot are not exited until after assessment results for the 2012-2013 school year are received.

Extension of Flexibility Option for Exiting ELLs

- Because 11-12 ACCESS for ELLs Score Reports were not shipped to LEAs until June 9, 2012, LEAs were unable to administer the W-APT for cut-off Score flexibility between April and June.
- PDE is extending until **September 30, 2012**, the flexibility option of administering the W-APT to those eligible students who scored below the minimum cut-off for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.
- LEAs may administer the W-APT to eligible students (see chart below), according to the guidelines in the *State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners*. See *State Required Exit Criteria* for complete explanation.

Grade Level	ACCESS Score	Required W-APT Scores*
K	Cutoff score flexibility not allowable for Kindergarten	
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

- Be reminded that the LEP Status of students must be determined prior to and reported in the October Enrollment Snapshot in PIMS.

Parent Notification

- Placement in a Core ESL and/or a Title III supplemental ESL Program requires parent notification
 - Within 30 days of the beginning of the school year
 - Within 14 days of enrollment during the school year
 - Must be in the parents' preferred language and mode of communication
 - Notification must include identification, assessment results, placement, instructional model, how program will address students' educational needs
- Parent Notifications available on TransACT
 - www.transact.com
 - See TransACT website for languages available
 - NCLB-B2 Notification of ELD Program Placement
 - Indicates instructional model for Core ESL Program
 - Indicates instructional model for Title III Supplemental Services, only relevant if additional Title III funded instructional services are available
 - NCLB-B3 Description of District ELD Program
 - Provides details of how the Core ESL Program will meet the educational needs of the student
 - NCLB-B4 Program Withdrawal/Denial of Enrollment from Title III Supplemental Program Only
 - Enables parents to opt their child out of additional Title III funded instructional services (not Core ESL instruction), only relevant if additional Title III funded instructional services are available

ESL INSTRUCTION

Planned Instruction

- ESL instruction must be delivered via curriculum aligned with PA's Reading, Writing, Speaking, Listening Standards and the PA English Language Proficiency Standards.
- PA ELPS and academic standards can be accessed on the SAS Portal at www.pdesas.org. Click on the Standards element.
- Planned instruction in ESL must include daily instruction supporting the program model chosen by the LEA.
- The PA ELPS are an overlay to academic standards and must be incorporated into instruction for ELLs by all teachers.
- ***See the BEC, Educating Students with Limited English Proficiency and English Language Learners, for detailed guidance.***

WIDA's English Language Development Standards

- July 2012: WIDA's 2012 Amplified English Language Development Standards
- Available at: <http://www.wida.us/standards/eld.aspx>
- Amplification of the standards, not a change to standards
- Not replacing 2007 WIDA Standards, but adding more examples:
 - Expanded strands
 - Complementary strands
 - Integrated strands
- No change to standards assessed on W-APT and ACCESS for ELLs
- Correlate to the Common Core Standards, Next Generation Science Standards
- Makes implicit elements of standards EXPLICIT (cognitive function, topical vocabulary, example contexts for language use)
- SY 2012-2013: PDE will be addressing the implications for PA ELPS and ELL Overlays

New on the SAS Portal (www.pdesas.org)

• Voluntary Model Curriculum

- Literacy unit and lesson plans that include ELL supports for differentiation. Math and science coming soon.
- To access: under Materials & Resources, click on voluntary model curriculum

• Professional Learning Community

- *The English for Speakers of Other Languages (ESOL) Professional Learning Community will serve as a resource for ESL and content area teachers. We will discover and share materials and resources that are available to assist all teachers with setting appropriate expectations for English Language Learners so that they have access to the same rigorous, standards-based instruction as their native English speaking peers. This site will serve as an interactive discussion site for anyone interested in the achievement of ELLs.*
- To join: enter Teacher Tools and click on My Communities

SAS Portal cont.

• Student Interpersonal Skills Standards

- address the skills students need to empower themselves and to successfully navigate the social world of family, school, college, and career connections not only in America but in the world of the 21st century and the global marketplace.
- To access: under the Standards tab, click on Download PDFs and scroll to Student Interpersonal Skills Standards

LEP DATA COLLECTION

2012-2013 Required LEP Data Collections

Detailed calendar can be accessed on the PDE Website in [Programs >> Programs O-R](#)
 >> PIMS - Pennsylvania Information Management System.

Data Collected	Window	Templates Required	Purpose	Impact
Student Data	October	<ul style="list-style-type: none"> • District Snapshot • School Enrollment • Programs Fact • Student • Student Snapshot 	Collects data on LEP students in programs designed for LEP students. This data is used for federal reporting purposes.	Title III LEP & Immigrant Children & Youth funding determined by this report
PreCode	November	<ul style="list-style-type: none"> • School Enrollment • Programs Fact • Student • Student Snapshot 	Provides student pseudo labels for the ACCESS for ELLs and PSIA, PSIA-M, and test booklets.	Labels for WIDA ACCESS are generated from the November report
ACCESS for ELLs Reporting Collection	February	<ul style="list-style-type: none"> • Student • Student Snapshot • Programs Fact 	Collects data on LEP and Title LEP students who are enrolled in the and tested using the ACCESS for ELLs English Language Proficiency Assessment during the ACCESS for ELLs test window. This snapshot is used for federal reporting purposes and for accountability purposes.	ACCESS Test Files are matched to reported LEP students. Invalid IDs and discrepancies are detected. Data MUST be accurate.
LEP System	March	<ul style="list-style-type: none"> • NA • Application is online and accessed through the PDE Portal. 	Collects data on LEP students in programs designed for LEP students. This data is used for federal reporting purposes and Title III scapable funding.	Title III scapable allocations determined by this report.
ELL End of Year Count	June	<ul style="list-style-type: none"> • Student Snapshot • School Enrollment • Programs Fact • Student 	Collects data on LEP, ELL, and Title III students who were enrolled in a school at any time during the school year. This snapshot is used for federal reporting purposes.	Reported to Congress. Impacts federal decisions concerning policy and funding for LEP and Immigrant students.

Data Related to LEP Students

- Accurate data is essential for federal reporting, accountability and data analysis purposes
- LEAs are responsible to report accurate data to PIMS and LEP System
- LEAs' signature on Accuracy Certification Statement (ACS) attests that the data contained in PIMS or LEP System is true and accurate

2012-2013 Data Reporting—Errors to Avoid

LEAs are asked to report accurate data related to the following:

- **Changing LEP Status:** LEP Status (ELL, MFLEP) for current SY must be determined and reported in PIMS October Enrollment data collection. LEP Status does not change during the school year.
- **Missing ESL or Bilingual Program Participation:** All ELLs must be reported as 01 in student template (field 41) and must be reported as 031 in programs fact template (field 5)
- **Continuing Title III Participation for Exited Monitored Former LEP Students:** When an ELL is exited, the participation code for Title III (019) and for ESL or Bilingual Program (031) must be ended in the programs fact template
- **Counting Title III Served:** ALL current ELLs must be reported as Title III served if the LEA/Consortia accepts Title III funds
- **Reporting Native Language Codes:** Native Language Codes must be reported for ELLs. Refer to ethnologue (www.ethnologue.com) for variants of language names to determine accurate native language codes

ACCESS FOR ELLS ASSESSMENT

2012-2013 Testing Schedule

Schedule is located on the WIDA website at www.wida.us. Click on consortia. Select member states. Select PA.

TASK	Start Date	End Date
LEA Test Administrator Training Window	N/A	1/27/2013
LEAs Order Test Materials	11/12/2012	12/14/2012
PIMS Precode Data Collection Period for ACCESS for ELLs	11/15/2012	12/14/2012
LEAs Receive Test Materials	N/A	1/14/2013
Test Window	1/28/2013	3/8/2013
Order Additional Materials Deadline	N/A	2/22/2013
PIMS ACCESS for ELLs Data Collection Period	2/25/2013	3/8/2013
LEAs Ship Completed Materials to MetriTech	N/A	3/15/2013
MetriTech Data Validation Website Open for LEAs to Correct Demographic Information	4/15/2013	4/19/2013
PIMS ACCESS for ELLs Data Collection Open for Corrections	4/15/2013	4/19/2013
MetriTech Data Validation Website Open for LEAs to Correct Demographic Information (only for LEAs notified by PDE)	5/6/2013	5/10/2013
PIMS ACCESS for ELLs Data Collection Open for Corrections (only for LEAs notified by PDE)	5/6/2013	5/10/2013

Score Reports Shipped to Districts* *Week of June 3, 2013 *Week of June 3, 2013

2012-2013 ACCESS for ELLs— Important Demographic Reminders

- **LEA Test Facilitators must ensure that each Test Administrator is provided a copy of the PA's Special Instructions (goldenrod sheet) to ensure accuracy of the following:**
- **PA Secure IDs:** must be a unique, 10 digit number assigned to one PA ELL student. Missing, inaccurate, duplicates negatively affect score reports and accountability.
- **ESL/Bilingual Program Type:** must be bubbled for all students because this data element is not captured in PIMS
- **Race/Ethnicity:** if bubbling, this data element is captured in the state defined optional data field, columns 1 & 2
- **Nonpublic Students:** if testing nonpublic students receiving supplemental instruction or educator professional development, must bubble column 3 in state defined optional data field
- **Attribution of Tested ELLs:** LEAs with students receiving education at an off site location must ensure students are tested, and test administrator at off site location must ensure the students' district of residence is indicated on the school header sheet with returned test materials
- **Transfer Students:** LEA test facilitator must ensure all test administrators receive the goldenrod sheet and follow current guidelines for handling transfer/withdrawal students
- **Demographic Data Validation (MetriTech and PIMS):** concurrent data validation windows allow LEAs to ensure that data in PIMS is the same as data in MetriTech. If this data is not corrected in April, a May validation is required, which delays the shipment of score reports.

Alternate ACCESS for ELLs— New for 2012-2013

- Alternate ACCESS for ELLs will be operational in PA for administration during the 2013 ACCESS for ELLs Testing Window (January 28—March 8, 2013)
- Test ordering and precode labels will be handled at the same time as ACCESS for ELLs
- Alternate ACCESS is designed for ELL students who are significantly cognitively impaired
- Designed for the students who are administered the alternate state academic assessment (1-2% of population)
- Bureau of Teaching & Learning is collaborating with the Bureau of Assessment & Accountability and the Bureau of Special Education
- Professional development for test administrators and guidance for the administration of Alternate ACCESS will be forthcoming (November 2012)

ACCESS for ELLs—Coming in 2013-2014

- **Listening Test will be media based in 2013-2014**
 - audio CDs and online option
 - all new test items
- Benefits of media based:
 - authentic scenarios, tasks
 - monologue and dialogue
 - standardized delivery
 - transition to online assessment
- Field test: 2012-2013
- Operational: 2013-2014

eMetric Data Interaction Tool

- The e-Metric Data Interaction Tool has been updated to include 2010-2011 ACCESS for ELLs data.
- E-metric is a dynamic online data tool that houses assessment results and LEA/student data for the WIDA Consortium's English language proficiency assessment, ACCESS for ELLs. LEAs, charter schools, and comprehensive CTCs can perform queries to obtain both individual and group summary assessment information. With e-Metric, users can perform the following activities:
 - Create reports, graphs, or data files
 - Conduct ad hoc data queries and analyses
 - Disaggregate by user-selected subgroup variables
 - Drill down from summaries to individual students
 - Print reports in PDF format or export to other software programs
 - Track students' performance from year to year
 - Analyze performance on ACCESS for ELLs
- Please note: This tool is accessible only through a secure website (<https://solutions.emetric.net/paaccess/>) and users are reminded of the confidentiality of the system.
- Permission to access this data tool comes through the superintendent or program administrator. Superintendents/program administrators may contact snovakovic@state.pa.us for user ID and password information.

TITLE III & ACCOUNTABILITY

2012-2013 Annual Measurable Achievement Objectives (AMAOs)

	Annual Measurable Achievement Objective	Target
AMAO 1	Annual increases in the number or percentage of children making progress towards learning English. <small>Definition: gain of ≥ 0.6 ACCESS for ELLs composite proficiency level score</small>	59%
AMAO 2	Annual increases in the number or percentage of children attaining English proficiency. <small>Definition: ACCESS for ELLs composite proficiency score of > 4.5 on a Tier B or C assessment or Kindergarten assessment</small>	24%
AMAO 3	Adequate yearly progress (AYP) for LEP students.	AYP Targets

AMAO Status Reports

- 09-10 AMAO Status Reports were released in February 2012
- 10-11 AMAO Status Reports were released August 6, 2012
- 11-12 AMAO Status Reports will be released in fall 2012

Title III AMAO Improvement Plan Requirement

- If the State Educational Agency (SEA) determines, based on AMAOs, that an eligible entity has failed to make progress toward meeting such objectives for two consecutive years, the agency shall require the entity to develop an improvement plan that will ensure the entity meets such objectives. **Title III 3122 (b)(2)**
- If the SEA determines that an eligible entity has failed to meet AMAOs described in subsection (a), for four consecutive years, the agency shall—
 - require such entity to modify the curriculum, program, and method of instruction, **or**
 - (i) make a determination whether the entity shall continue to receive funds related to the entity's failure to meet such objectives; **and**
 - (ii) require such entity to replace educational personnel relevant to the entity's failure to meet such objectives. **Title III 3122 (b) (4)**

2012-2013 AMAO Improvement Planning

- Based on 09-10 AMAO Status Reports and 10-11 AMAO Status Reports
 - 4 subgrantees in 2 year AMAO IP
 - 1 subgrantee in 4 year AMAO IP
- AMAO Improvement Plan Development:
 - Professional Development—April 11, 2012
 - Technical Assistance—throughout development and implementation
 - Submission of AMAO Improvement Plans—May 2012
 - Submission of Assurance Statements—June 2012
 - Implementation of Plans & continuing Technical Assistance
 - Attend Data Retreat—January 2013
 - Progress Check—February 2013
 - Ongoing implementation & evaluation—August 2013

2012-2013 AMAO Improvement Planning

- Based on 10-11 AMAO Status Reports and 11-12 AMAO Status Reports
- AMAO Improvement Plan Development:
 - Release of 11-12 AMAO Status Reports—Fall 2012
 - Notification of the Requirement to develop and implement an AMAO Improvement Plan—January 2013
 - Professional Development—March 2013
 - Submission of AMAO Improvement Plan—May 2013
 - Submission of Assurance Statement—June 2013
 - Implementation of Plans & continued Technical Assistance
 - Attend Data Retreat—January 2014
 - Progress Check—February 2014
 - Ongoing implementation & evaluation

PROFESSIONAL DEVELOPMENT

2012-2013 ESL Professional Development Plan

- **LEP Data**—by PDE staff
- **Title III**—by ESL TA Facilitators and PDE staff
- **Improvement Planning**—by ESL TA Facilitators, PDE staff, WIDA PD Specialists
- **Assessment**—by WIDA PD Specialists
- **Instructional Practice**

Event description and registration will be available soon at www.eslportalpa.info

Data Collection Webinars

Target Audience: PIMS Administrators, PIMS Coordinators, ACCESS Test Facilitators, ELL Coordinators

Collection	Date	Topic
Enrollment	September 18, 20, 26, October 2	PIMS Enrollment Snapshot Training
Precode	November	PIMS PSSA/ACCESS for ELLs Precode Training
ACCESS	February 12, 20	How PIMS Data Affects AMAO Determinations
LEP	February 27 March 12	LEP System Data Collection Training
End of Year	June 12, 18	ESL End of Year Snapshot Training

Title III Webinar Series

- **Target Audience:** Title III subgrantees and consortia

Date	Time	Topic
TBD		Parent and Family Engagement
TBD		Immigrant Children and Youth Grant

- The following recorded webinars and powerpoints are available on the ESL Portal at www.eslportalpa.info :
 - Title III Application and Approved Activities
 - Title III Requirements for Translation/Interpretation, Equitable Services for Nonpublic Students, Supplement v. Supplant
 - Title III Monitoring Review & Compliance
 - TransACT: An Overview of the Online Tool for Compliance and Parent Notification

Assessment Webinars

- **Target Audience:** ACCESS Test Facilitators, ELL Coordinators, ACCESS Test Administrators

Date	Time	Topic
November 6		Administering Kindergarten ACCESS
November 6		Administering ACCESS Grades 1-12
November 7		Administering Alternate ACCESS
November		ACCESS Test Ordering & Security
May 21, 2013		ACCESS for ELLs Score Interpretation
TBD		eMetric Data Interaction Tool for ACCESS for ELLs

Instruction

- **Target Audience:** ELL Coordinators, IU ESL Contacts, classroom, content, ESL, and special education teachers

Date	Time	Topic
October 10-12, 2012		Migrant Education Program Conference <i>Education without Borders: Different Voices, One Dream</i>
TBD		Instructional Strategies for Classroom Teachers
TBD		Overview of WIDA's NEW English Language Development Standards
August 5-7, 2013		ELL Symposium In partnership with CCIU

TECHNICAL ASSISTANCE

ESL Toolkit

- dynamic, user-friendly, readily available, centralized, online repository of information and resources regarding mandated supports and programming for English language learners
 - legal framework and references
 - recommended and exemplary documents/forms
 - instructional tools and strategies
 - PDE guidance and communications
 - timetables and contact information
 - links to sources and resources
- Accessible on the ESL Portal at <http://www.eslportalpa.info>
- Anticipated release: September 2012

Rationale for ESL Toolkit

- To provide LEAs with current guidance and interpretations of legal mandates governing the education of ELLs.
- To create a forum for FAQs/Q & As.
- To implement another level of technical assistance.
- To make guidance easily and readily available to all stakeholders.
- To establish an additional disseminating agent for ELL related information.

ESL Technical Assistance Facilitators

TA	I-phone #	Email address	IUs Assigned	Total # of Districts/ ELLs
Heidi Faust	610-780-8712	hfaust@csc.csiu.org	7, 14, 16, 17, 18, 19, 20, 21, 27, 28 and 29	Districts: 152 Total ELLs: 12,724
Francine Dutrisac	717-321-6569	fdutrisac@csc.csiu.org	1, 2, 3, 8, 9, 10, 11, 12, 13 and 15	Districts: 184 Total ELLs: 10,740
Paula Zucker	215-290-8988	pzucker@csc.csiu.org	4, 5, 6, 22, 23, 24, 25 and 26	Districts: 143 Total ELLs: 22,976

ESL Technical Assistance Facilitators

- Variety of assistance
 - answer questions (Core ESL, Title III, identification, assessment, placement, instruction)
 - refer to resources
 - recommend tools
 - offer guidance
 - assist with program development, implementation and evaluation
 - inform professional development
- Variety of approaches
 - Email
 - Phone
 - conference call
 - Skype
 - Webex
 - on-site visit

PDE Staff

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ESL Technical Assistance Protocol

- Option #1: ESL Toolkit
- Option #2: IU ESL Contact
- Option #3: ESL Technical Assistance Facilitator
- Option #4: PDE
