Frequently Asked Questions
(as of 8/31/2021)

Questions about this Competitive Grants for State Assessments (CGSA) project – Evaluating English Learner Progress Models and the Quality of English Language Programs

• **What is the purpose of the project?**
  This project is a four-year collaborative project between researchers and seven state education agencies examining (1) methods that effectively measure English learner progress toward English language proficiency; (2) the relationship between English learner progress, the quality of programs, and services provided to support English learners; and (3) uses of English language proficiency assessment data to inform school improvement efforts. The project is funded through an award from the U.S. Department of Education’s Competitive Grants for State Assessments (CGSA) program. Additional information on this grant project may be found [here](#).

• **Which states are participating?**
  Seven states are participating in this project: Arizona, Arkansas, Michigan, Mississippi (lead state), Ohio, Washington, and Wisconsin.

• **How will the project benefit students, educators, districts and states?**
  **Students** - English learners represent 10% of the total K–12 student population. Policymakers and educators recognize the importance of assessing the quality and effectiveness of programs that schools use to support English learners. Findings from the study will help schools plan and implement more effective programs to improve student outcomes.

  **Educators and School Administrators** - Findings from the project will be shared with school staff. Educator perceptions of the implementation and effectiveness of programs, policies, and practices in place for English learners are critical for the project team to study. The findings will help schools know how to better support English learners. Both general findings as well as findings from similar sized schools and learning environments will help educators inform school improvement plans and/or validate effective practices.

  **Districts** - Districts participating in this project will have early access to findings associated with what works for English learners (e.g., reports and best practices guide from the results of this study) as well as the full English learner program implementation toolkit being developed.

  **States** - States participating in this project are receiving state-specific reports on findings in addition to in-depth support and technical assistance that will better prepare them for improving outcomes for their English learners. This project will produce resources for use by all states.
Questions about the Fall 2021 English Learner Program Implementation Survey Pilot Study

• What is the English Learner (EL) Program Implementation Survey?
The EL Program Implementation Survey is a set of questionnaires for diverse educators responsible for the education of English learners. These questionnaires are specifically for: District English Language Development (ELD) Coordinators [also known as District English Learner Program Coordinator in some states], School Principals, School ELD Coordinators, Teachers, and ELD Specialists.

• How will the EL Program Implementation Survey be used?
The EL Program Implementation Survey will be used to collect information about EL students’ learning environment: the policies, programs, and practices which serve English learners. The information will provide an in-depth characterization of the variation in practices within and across the seven participating states. Critically, the survey will allow this project to examine the ways in which aspects of the learning environment relate to accountability results (states’ English language proficiency indicators, in particular).

• What kinds of questions are asked? What are the topics?
The survey asks various questions to collect information on a range of topics relating to the English learners’ learning environments. Each participant will respond to his or her role-specific questionnaire. Respondents may be asked to indicate their level of agreement or confidence with statements that address the topics below at both the school and state levels.

Questions address the following topics:
  o English learner program models
  o programming for special English learner populations (recently arrived English learners, English learners with disabilities, English learners with limited or interrupted formal education, long-term English learners)
  o perceived effectiveness of English learner programs
  o supports for implementing English learner programs
  o barriers to implementing English learner programs
  o English learners’ access to full curriculum (opportunity to learn)
  o professional learning opportunities for school staff
  o access to and use of assessment data
  o knowledge of English learner policies
  o perceptions of and attitudes toward English learners
  o engagement with families

You may see some questions where you are unsure of the answer or may not have any basis for answering based on your role. There will be an option for you to answer “Unsure (No Basis)”.

• When is the survey being piloted?
The EL Program Implementation Survey Pilot Study will be conducted in the fall 2021.

• How long will the survey take to complete?
The web-based questionnaires should require between 10 and 30 minutes per person, depending on role, to complete.
• **How were schools selected to participate in the fall 2021 pilot study?**
  Schools were considered eligible to participate in the fall 2021 pilot study if there were at least 11 English learners enrolled in school year 2020-2021. Districts with at least one eligible school were grouped based on the number of eligible schools in the district and the proportion of students enrolled in those schools who were English learners (in the 2020-2021 school year). Then, districts were chosen at random from each group. Up to 10 schools per district were selected (for districts with more than 10 eligible schools, 10 schools were selected at random). About 18 districts and 80 schools were selected from each state to participate.

• **How will the information from the fall 2021 pilot survey be used?**
  Results of the fall 2021 pilot survey will be used to revise and refine the survey instruments and procedures. The revised instruments will be used in later stages of the research project in 2022 and 2023 and also will be distributed for public use after this project is completed.

• **Will my participation be anonymous?**
  Your responses to the questionnaires will not be shared in any way that identifies you, your school, or your district.

• **Do I have to participate in this survey?**
  Participation in this survey is voluntary. However, your responses will provide important insights concerning the services provided to English learners within your school and district. Survey responses will only be reported in aggregate and will not be reported in ways that identify individual respondents or schools.

• **Should I respond to the survey individually or as a group representing my district/school?**
  You should respond to the survey individually. We also ask that you do your best to complete the survey on your own as opposed to collaborating with a colleague.

• **Can I start the survey and return to it later to complete it?**
  The survey is designed to be completed in one sitting. Once started, it will take between 10-30 minutes to complete. Directions for how to complete the survey and how you can ensure that your answers are submitted successfully will be provided to all participants when you go to take the survey online.

• **Can I change my answers?**
  Yes, you can change your answers up until you have hit the final submit button for the full survey. While you are taking the survey, you will be able to return to previous questions and change your response if desired. Once the survey has been submitted, answers can no longer be changed.

If you have other questions about this project, please reach out to the management team at elsurvey@ccsso.org.