



# Stronger Connections Grant: Focus on Achievement and Attendance for Students with Disabilities (SWD) and English Language Learners (ELL)

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# Agenda

- Overview of Stronger Connections Grant
- Overview of Identified Groups
  - Students with Disabilities (SWD)
  - English Language Learners (ELL)
- Challenges – Attendance and Achievement
- Group Discussion
- Sample of Stronger Connections Grant Activities



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# Overview

## Stronger Connection Grant

# Stronger Connections Grant in Florida

- Florida received **\$53,737,824** through Title IV, Part A of the ESEA to improve school safety and promote supportive learning environments.
- In Florida, a high-need Local Educational Agency (LEA) is defined as having **at least 40% economically disadvantaged** students and **at least 20% chronic absenteeism** among *Students with Disabilities (SWD)* or *English Language Learners (ELL)*.
- Eighty (80) LEAs were eligible to apply. Forty-eight (48) LEAs applied and forty (40) were recommended for funding.



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# Overview of Identified Groups

- Students with Disabilities (SWD)
- English Language Learners (ELL)

# Overview

## Students with Disabilities (SWD)

A student with a disability is one who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia, per section (s.) 1007.02, Florida Statutes (F.S.).

# Overview

## English Language Learners (ELL)

- a. An individual who was not born in the United States and whose native language is a language other than English;
- b. An individual who comes from a home environment where a language other than English is spoken in the home; or
- c. An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.



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## Challenges – Attendance and Achievement



# Early Warning System

Defined in s. 1001.42(18), F.S.:

(b) Early warning system.—

1. A school that serves any students in kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:
  - a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
  - b. One or more suspensions, whether in school or out of school.
  - c. Course failure in English Language Arts (ELA) or mathematics during any grading period.
  - d. A Level 1 score on the statewide, standardized assessments in ELA or mathematics.
  - e. For students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a), F.S., or, for students in kindergarten through grade 4, a substantial mathematics deficiency under s. 1008.25(6)(a), F.S.

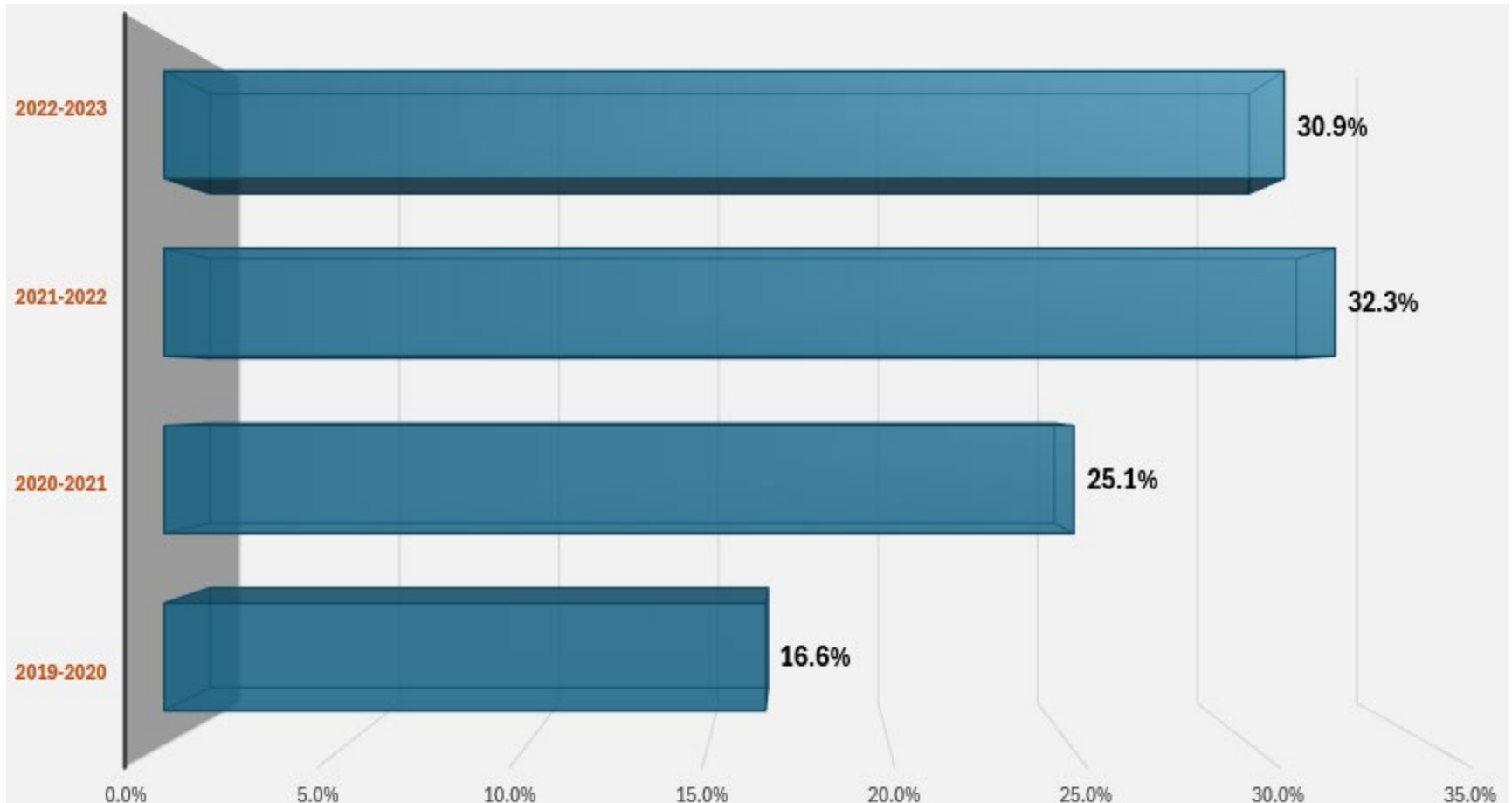
# Definition of Truant

A “Truant” student is a student, subject to compulsory school attendance, who has had:

- 5 unexcused absences (or absences for which reasons are unknown) *within a calendar month*; or
- 10 unexcused absences (or absences for which reasons are unknown) within any 90 calendar days; or
- Has had *more than* 15 unexcused absences within 90 calendar days.

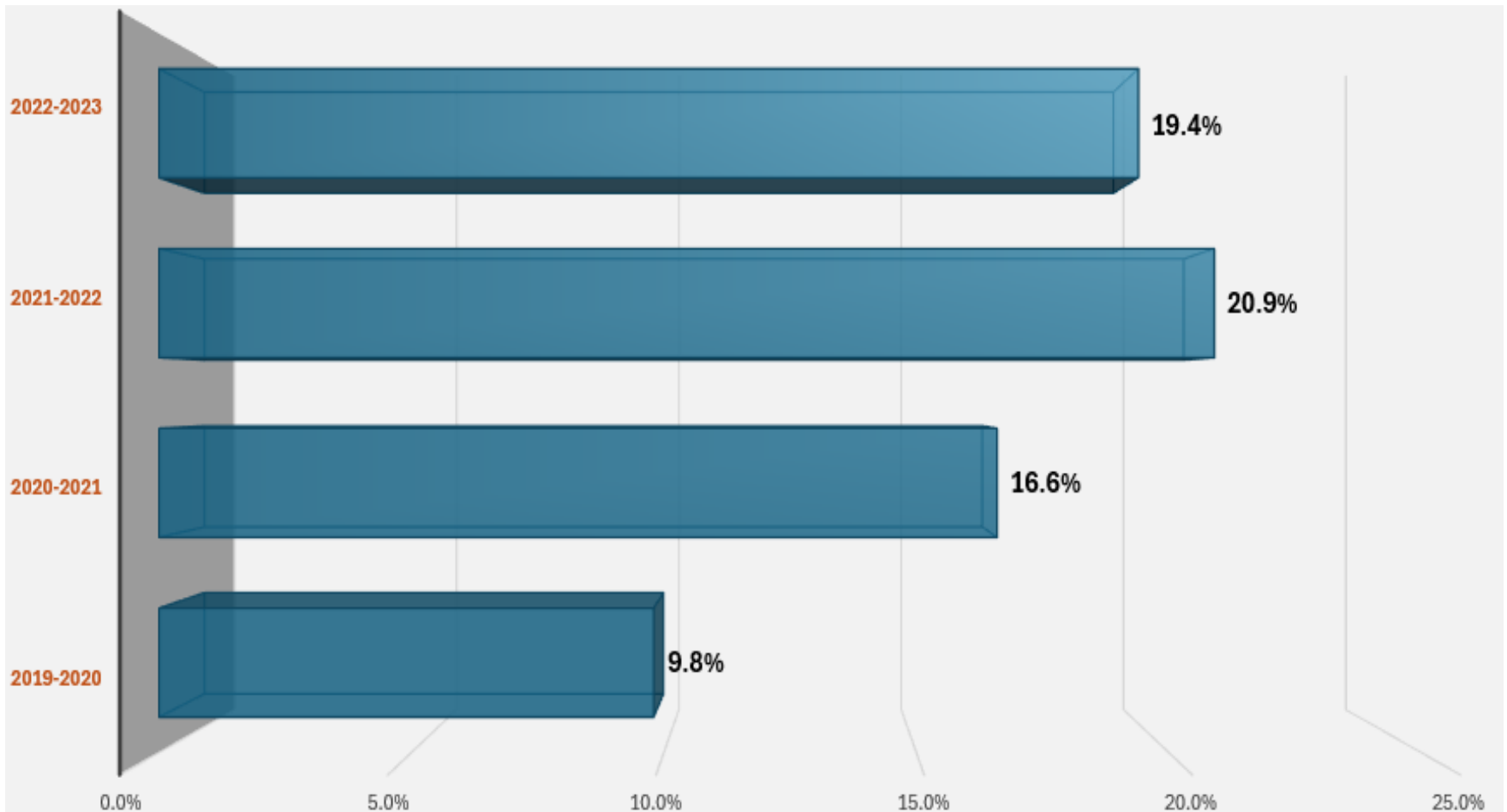
**Note:** Only the first provision requires the absences to be within a calendar month. The other two provisions are counted as calendar days (*not* school days) and may “float” between months.

# Percent of Students Absent 10 or More Days



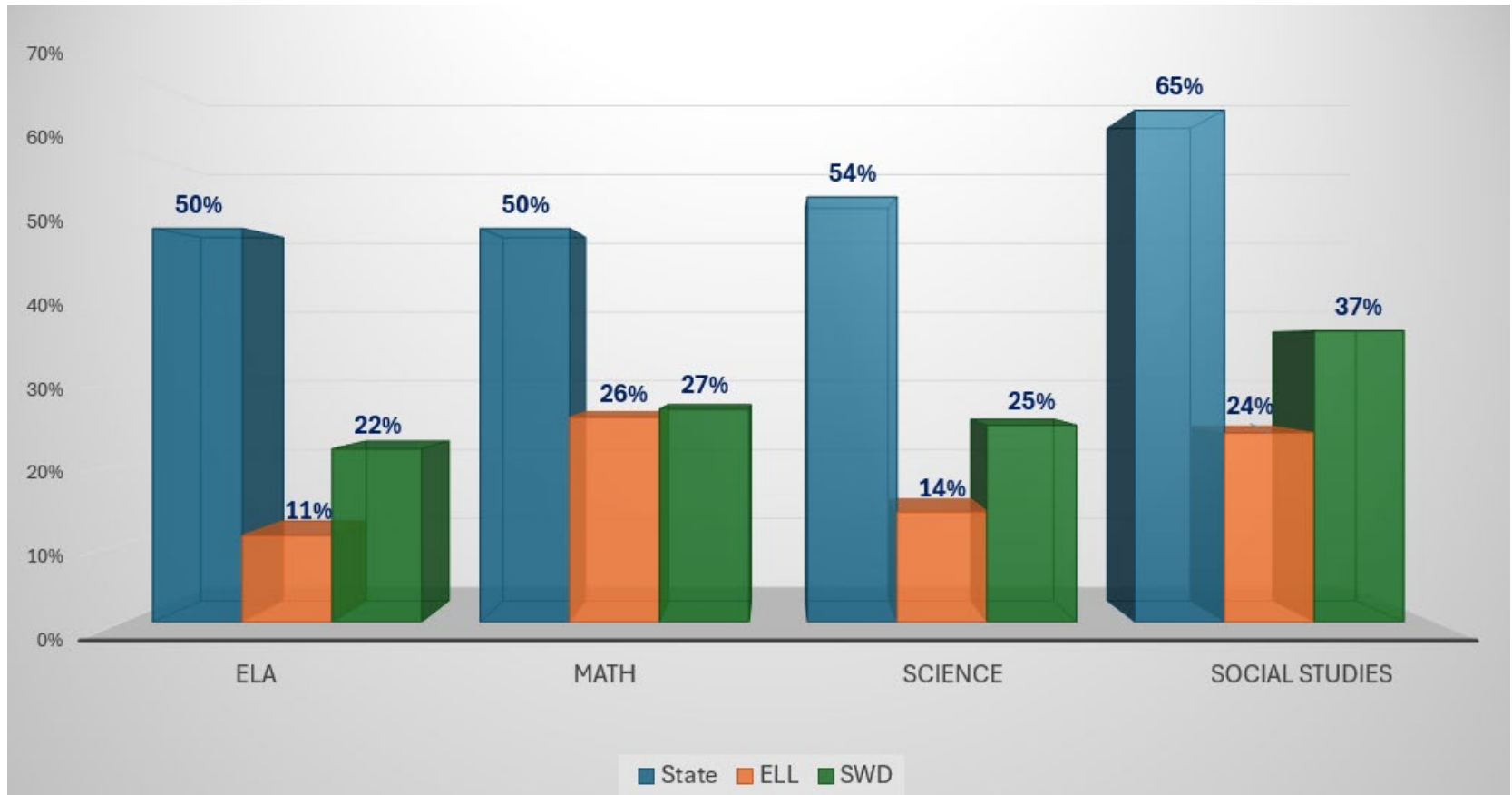
Attendance data available from [FDOE website](https://fldoe.org).

# Percent of Students Absent 21 or More Days



Attendance data available from [FDOE website](https://fldoe.org).

# 2022-2023 Academic Achievement: State, ELL, SWD



Data available from [FDOE Know your Schools](https://www.fldoe.org/your-schools)



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## Group Discussion

**Participate:** Each person is in a discussion with a shoulder partner.

**Collaborate:** Each person is in a discussion with their tablemates.

**Disseminate:** A table spokesperson shares out your table's discussion highlights with the group.

# Attendance and Achievement Strategies

- What strategies are currently being used in your district to engage SWDs, ELLs and their families to promote school attendance?
- What strategies are currently being used in your district to increase SWDs and ELLs' academic achievement?

**Participate Time:** 5 minutes  
**Collaborate Time:** 10 minutes  
**Disseminate Time:** 5 minutes



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# Sample of Stronger Connections Grant Activities



# FDOE Stronger Connection Grant Assurances

- Stronger Connections Grant programs had to clearly prioritize ELL and/or SWD, and at least one program had to clearly prioritize the provision of safe, healthy and supportive learning environments for only ELL and/or SWD.
- Assurance that the programs and/or resources selected have been reviewed and are in compliance with Florida Statutes and Florida Administrative Code.

# Sample Activities

- Hire a certified staff member (before and/or after school hours) to support English Language Learners and their families.
- Implement bimonthly, school-based behavioral learning meetings with instructional leaders to discuss their SWDs' needs that focus on building safe, healthy and supportive learning environments.
- Implement an instructional observation model with teacher-led instructional routines to assist ELLs in building language proficiency.

## Sample Activities, continued

- Implement an intervention program designed for use in in-school suspension settings.
- Collaborate with community centers to provide additional resiliency training for SWD and ELL parents.
- An afterschool program that provides acceleration and remediation opportunities for underperforming students.

# Contact Information

## BUREAU OF FAMILY AND COMMUNITY OUTREACH

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## BUREAU OF STUDENT ACHIEVEMENT THROUGH LANGUAGE ACQUISITION

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Thank you for participating in today's session!