



2015 NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM DIRECTORS MEETING

WASHINGTON DC, SEPTEMBER 8 2015

LIBIA SOCORRO GIL, PH.D.

ASSISTANT DEPUTY SECRETARY AND DIRECTOR, OELA

MARIANNA VINSON

DEPUTY DIRECTOR, OELA

OVERVIEW

- **Native Am./Alaska Native ELs**
 - **Demographics**
 - **Performance**

- **U.S. Department of Education - OELA**
 - **Priorities**
 - **Activities**



STATES WITH HIGHEST PERCENTAGE OF ELS WHO WERE NATIVE AMERICAN/ALASKA NATIVE: SY 2011-12

State	Percentage of AI/AN ELs in State	Number of AI/AN ELs in State	Total Number of ELs in State
Montana	71.8%	2,524	3,515
Alaska	49.0%	7,828	15,970
North Dakota	29.4%	1,190	4,047
New Mexico	16.8%	9,330	55,564
South Dakota	15.8%	711	4,511
Wyoming	9.6%	278	2,908
Oklahoma	5.2%	2,394	46,146
Arizona	3.3%	2,831	85,114
Nebraska	2.8%	556	20,000
Utah	2.6%	1,216	46,981

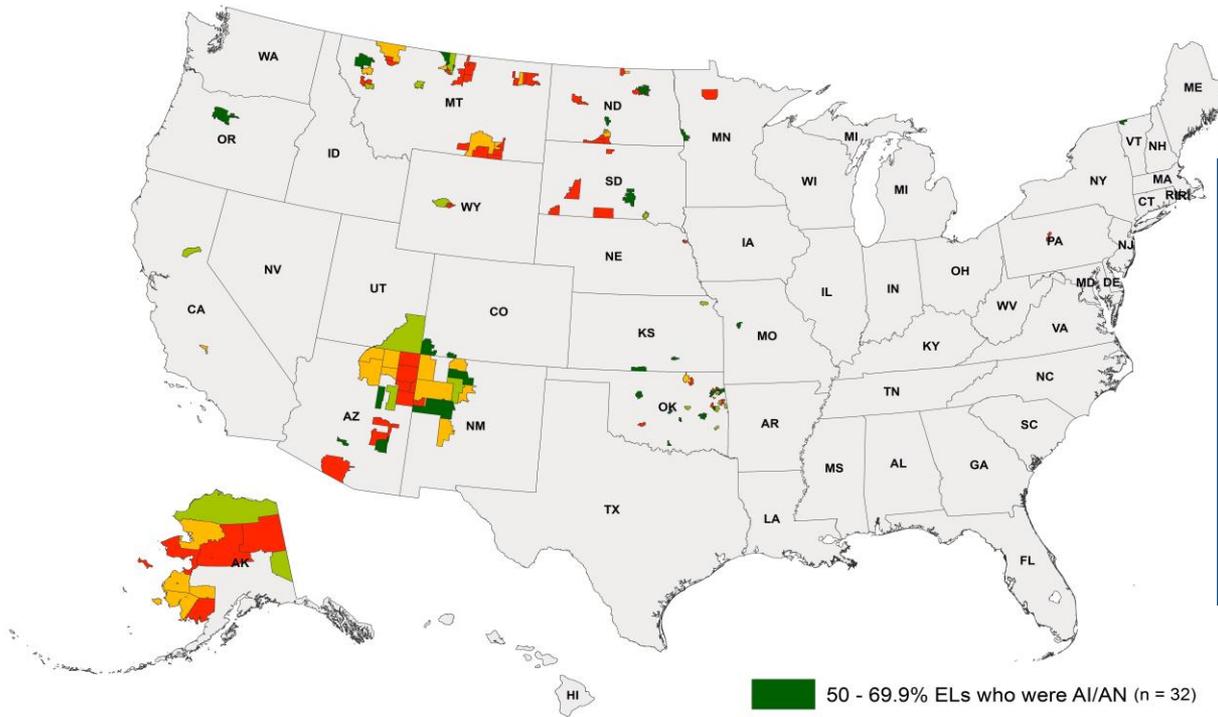
Fact

In SY 2011-12, the total EL population included 1.1 percent AI/AN students. Montana had the highest percentage of ELs who were AI/AN (71.8%), followed by Alaska, with 49 percent.

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, SY 2011-12



LOCAL EDUCATION AGENCIES WITH HIGH PERCENTAGES OF ELS WHO WERE NATIVE AMERICAN/ALASKA NATIVE: SY 2011-12



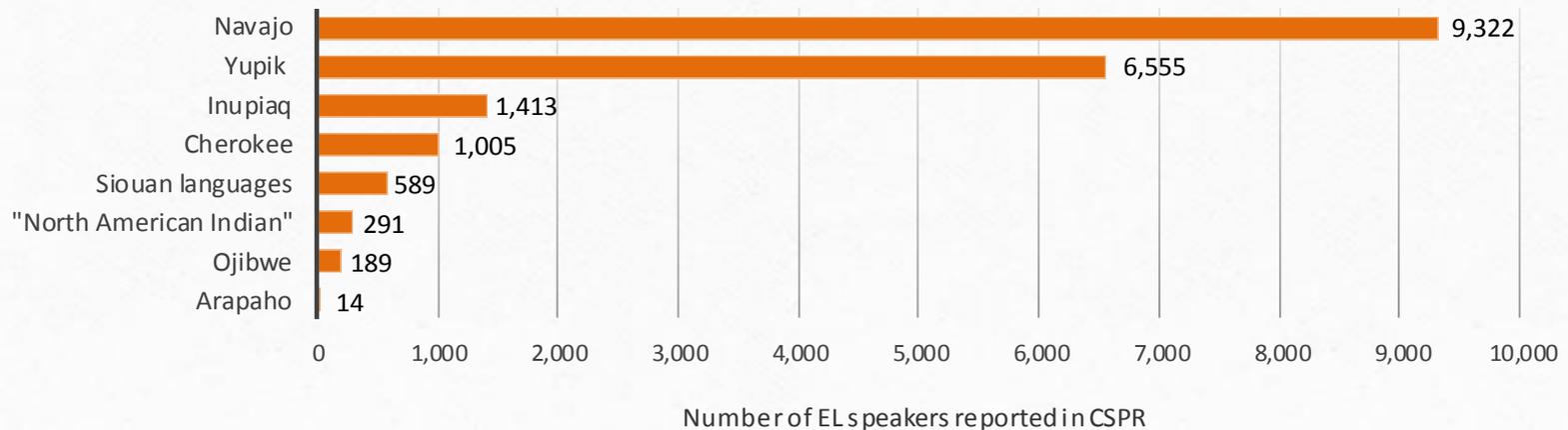
Fact

In SY 2011-12, ELs who were Native Am./Alaska Native made up 100 percent of the EL population in 68 Local Education Agencies.

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, SY 2011-12



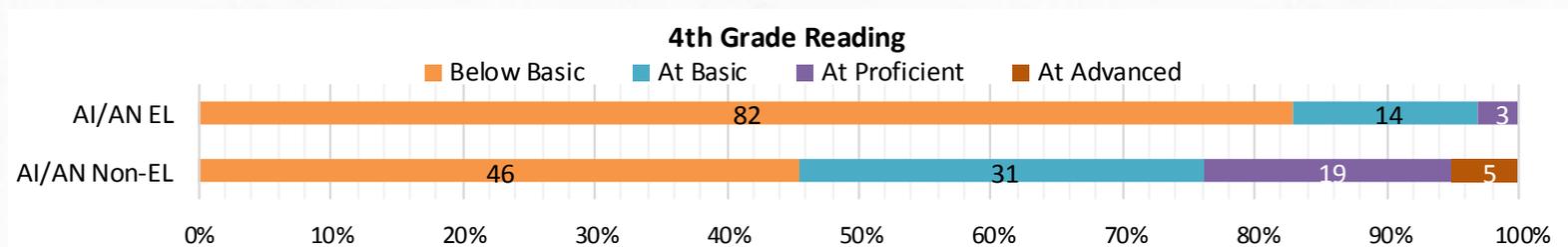
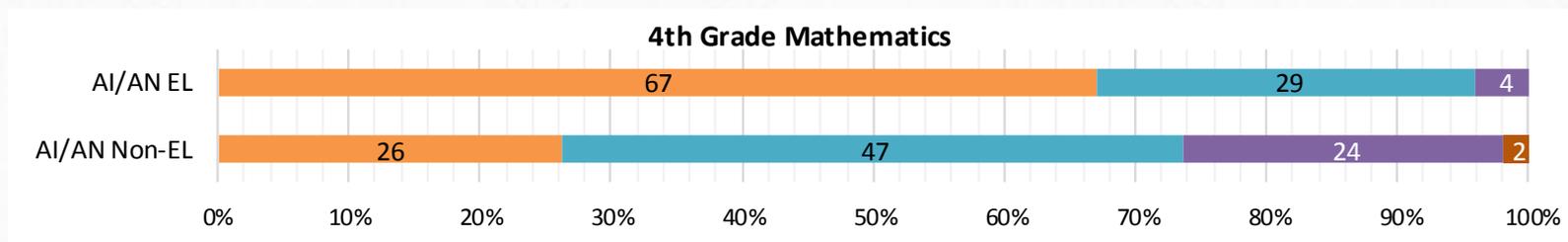
THE MOST COMMON LANGUAGES SPOKEN BY NATIVE AMERICAN/ALASKA NATIVE EL STUDENTS AS REPORTED BY 10 STATES SY2012-13



Source: ED Facts/Consolidated State Performance Report, SY 2012-13



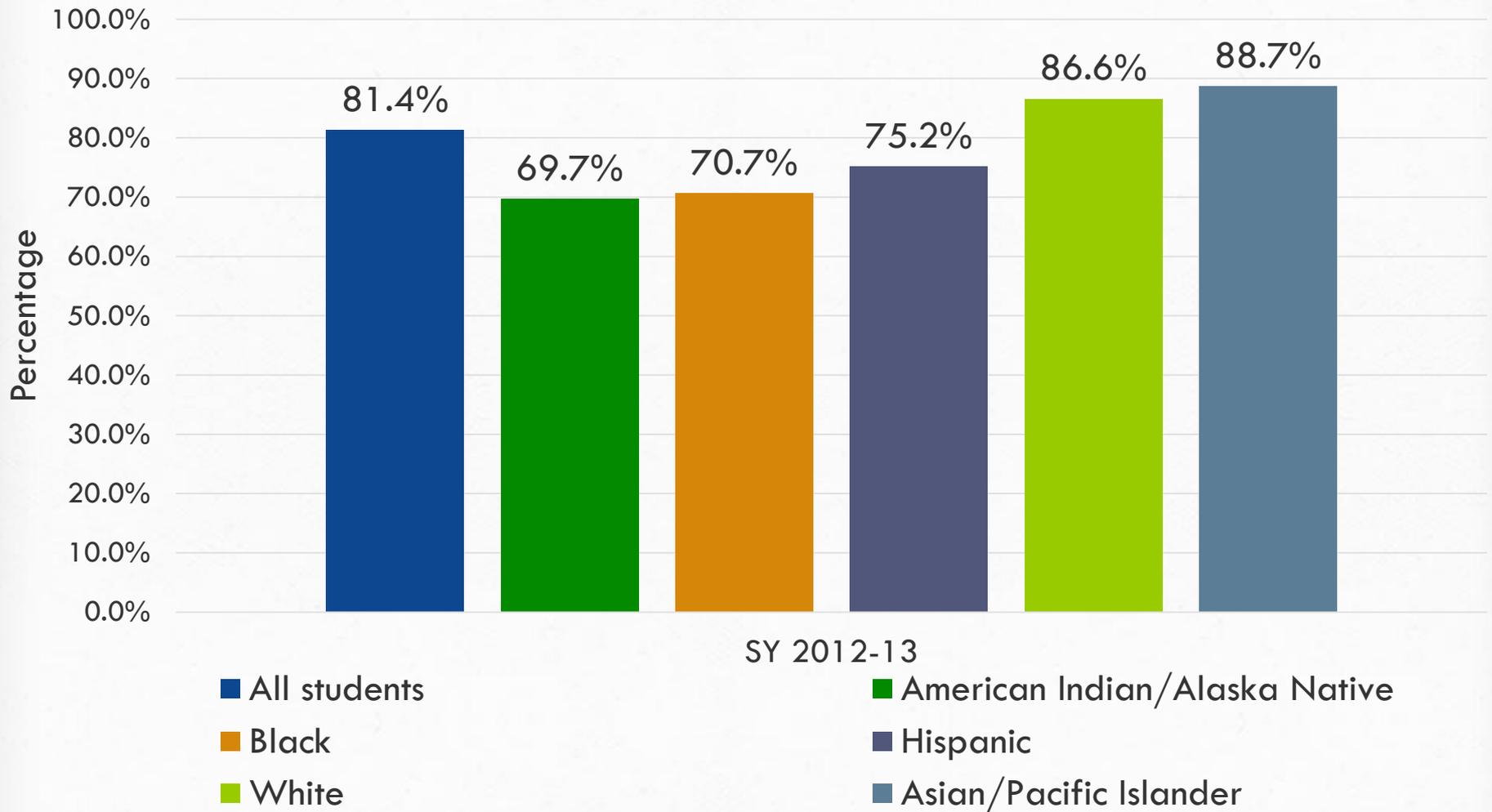
2013 National Assessment of Educational Progress Proficiency Level Distribution: ELs vs. Non-ELs Who Were AI/AN



Sources: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading and Mathematics Assessments.



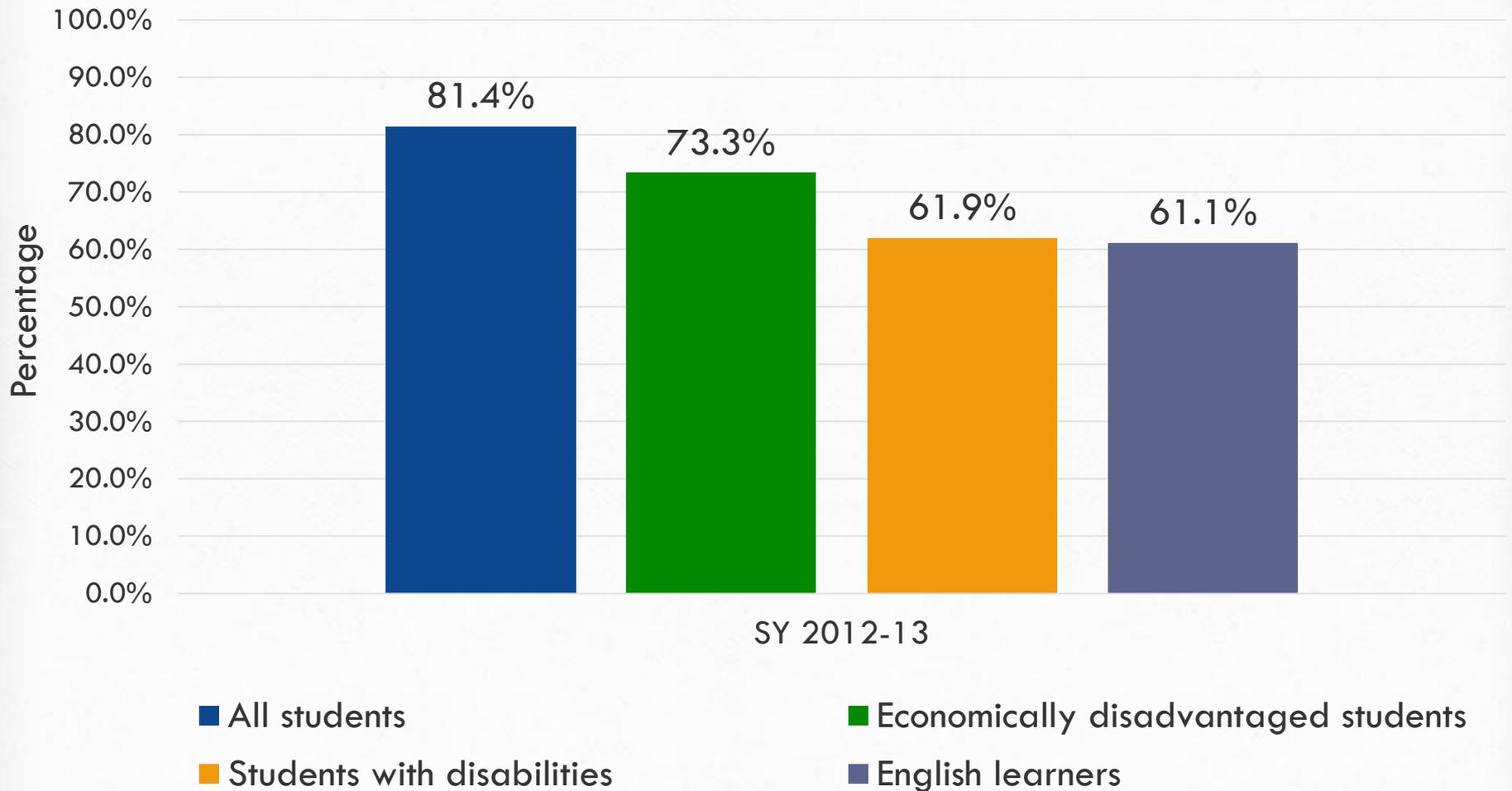
HIGH SCHOOL GRADUATION RATES: SY 2012-13 BY RACIAL/ETHNIC CATEGORY



Source: EDFacts/Consolidated State Performance Report, SY 2012-13, <http://www2.ed.gov/admins/lead/account/consolidated/index.html>. Retrieved 3/16/15 from http://nces.ed.gov/ccd/data_tables.asp



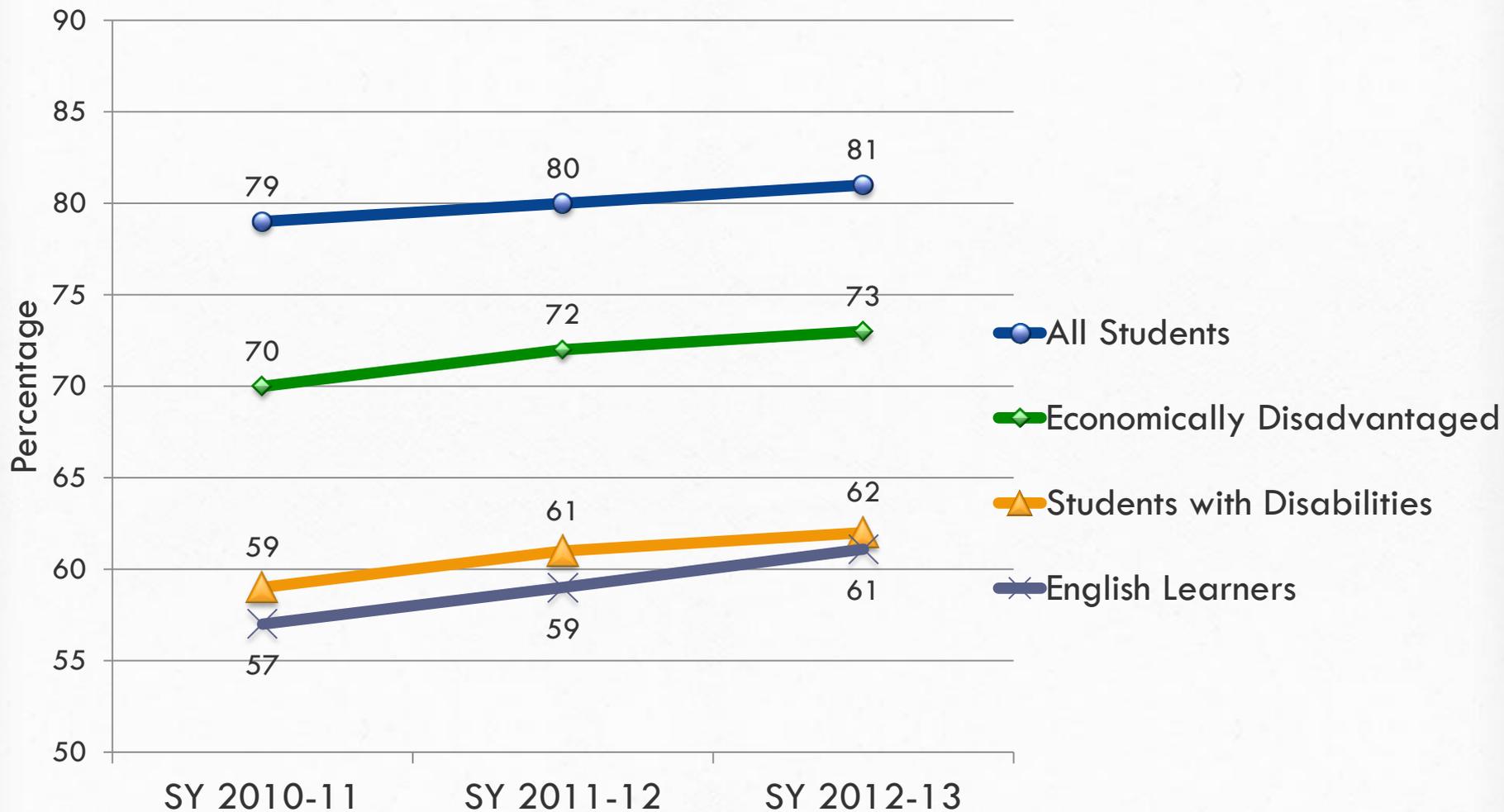
HIGH SCHOOL GRADUATION RATES: SY 2012-13 BY STUDENT GROUP



Source: EDFacts/Consolidated State Performance Report, SY 2012-13, <http://www2.ed.gov/admins/lead/account/consolidated/index.html>. Retrieved on 3/16/15 from http://nces.ed.gov/ccd/data_tables.asp



TRENDS IN HIGH SCHOOL GRADUATION RATES BY STUDENT GROUP



Source: EDFacts/Consolidated State Performance Report, school years 2010-11, 2011-12, and 2012-13,
<http://www2.ed.gov/admins/lead/account/consolidated/index.html>



IMPLICATIONS: US DOE PRIORITIES

- **EQUITY**

- **Underserved students: English Learners - Native Youths**
- **Title III**
- **Legal Rights**

- **EARLY LEARNING**

- **TEACHER/LEADERSHIP PREPARATION**

- **HIGHER EDUCATION**

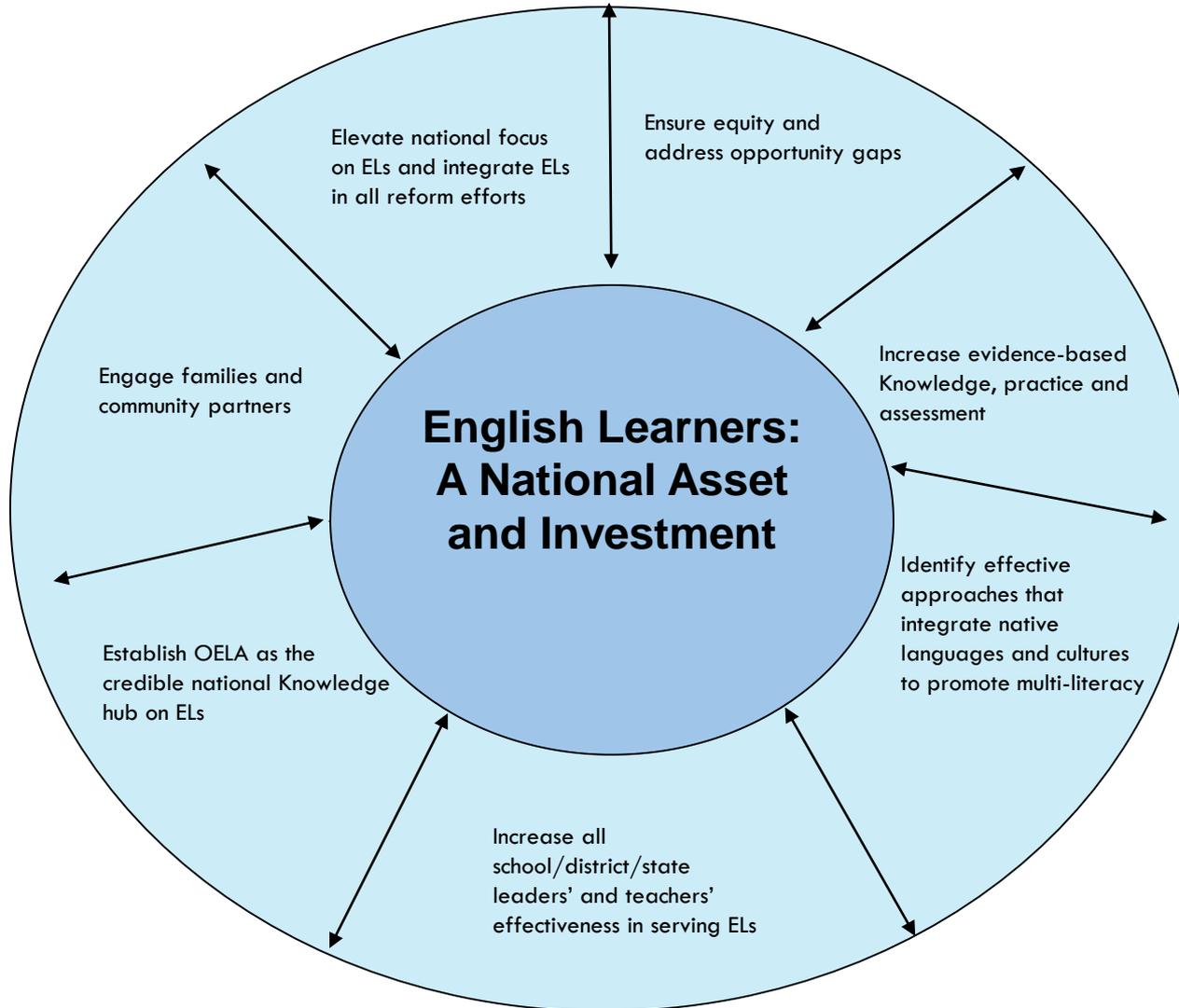
- **EVIDENCE BASED PRACTICES**



ED's Systemic Strategy for English Learners

Goal 1: Ensure all English Learners are college and career ready for a global society by building on students' linguistic and cultural assets

Goal 2: Ensure all education policies and initiatives successfully address opportunities for English Learners



Updated 11.12.14



Office for Civil Rights/Department of Justice

ENGLISH LEARNER GUIDANCE

- **Identifying and Assessing**
- **Providing Language Assistance**
- **Staffing and Supporting**
- **Providing Meaningful Access**
- **Avoiding Unnecessary Segregation**
- **Evaluating EL students for Special Services**
- **Meeting the needs of Students Who Opt Out of EL Services**
- **Monitoring and Exiting EL Students from EL Services**
- **Evaluating Effectiveness**
- **Meaningful Communication with Parents and Guardians**

Guidance is available at: <http://www2.ed.gov/about/offices/list/ocr/ellresources.html> under “Dear Colleague Letter, English Learner Students and Limited English Proficient Parents” (1/7/15).



ENGLISH LEARNER TOOL KIT

- Intended to help state and local education agencies in meeting their obligations to English Learners (ELs).
- Should be read in conjunction with the Dear Colleague Letter
- There will be ten chapters of the EL Toolkit; each chapter aligned to reflect one section of the Dear Colleague Letter
- Each EL Tool Kit chapter contains an overview, sample tools, and resources relevant to the topic of the chapter.
- Chapters 1-4 are currently available.

YOU CAN ACCESS THE EL TOOL KIT AT:

[HTTP://WWW2.ED.GOV/ABOUT/OFFICES/LIST/OELA/ENGLISH-LEARNER-TOOLKIT/INDEX.HTML](http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html)



ENGLISH LEARNER TOOL KIT



TOOLS AND RESOURCES FOR IDENTIFYING ALL ENGLISH LEARNERS

This is the first chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) in meeting their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights and the U.S. Department of Justice's joint guidance, "English Learner Students and Limited English Proficient Parents," which outlines SEAs' and LEAs' legal obligations to EL students under civil rights laws and other federal requirements.

IDENTIFYING POTENTIAL ENGLISH LEARNERS

KEY POINTS

- LEAs must identify in a timely manner EL students in need of language assistance services.
- The home language survey (HLS) is the most common tool used to identify potential ELs.
- An HLS must be administered effectively to ensure accurate results.



You can access **Tools and Resources** for Identifying ALL ENGLISH LEARNERS at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

DETERMINING WHICH STUDENTS ARE ENGLISH LEARNERS

KEY POINTS

- All potential ELs must be assessed with a valid and reliable assessment to determine if they are in fact ELs.
- Parents and guardians must be informed in a timely manner of their child's ELP level and EL program options.
- LEAs are required to communicate information regarding a child's ELP level and EL program options in a language the parent understands.



IDENTIFYING ALL ENGLISH LEARNERS

RESOURCES

- Abedi, J. (2009). English language learners with disabilities: Classification, assessment, and accommodation issues. *Journal of Applied Testing Technology*, 10 (4), pp. 1–30. Davis, CA: University of California/Davis, National Center for Research on Evaluation, Standards, and Student Testing. Retrieved from <http://www.testpublishers.org/assets/documents/Special%20issue%20article%202.pdf>
- This article addresses issues concerning the assessment, identification, and classification of ELs with disabilities. Accommodations for ELs with disabilities are discussed and recommendations for more accessible assessments for these students are provided.
- Bailey, A. (2011). Lessons from AZ’s EL identification issues: How guidance could strengthen process. *NCLB Advisor*, 6(4), pp. 5–8. Retrieved from http://eveaproject.com/doc/A%20%20Bailey%27s%20Piece%209_26_11%20SO.pdf
- This article reviews the limitations of Arizona’s single-question HLS and provides ways these surveys can be improved and complemented to ensure ELs are identified for assessment and receive the services they need.
- Bailey, A. and Kelly, K. (2010). *ELPA Validity Evaluation: Creating Enhanced Home Language Survey Instruments*. Retrieved from <http://www.eveaproject.com/doc/HomeLanguageSurveyInstrument.pdf>



ENGLISH LEARNER TOOL KIT

CHAPTER 2



TOOLS AND RESOURCES FOR PROVIDING ENGLISH LEARNERS WITH A LANGUAGE ASSISTANCE PROGRAM

This is the second chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' (OCR) and the U.S. Department of Justice's (DOJ) Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

PROVIDING ENGLISH LEARNERS WITH A LANGUAGE ASSISTANCE PROGRAM

KEY POINTS

- EL services and programs must be educationally sound in theory and effective in practice.
- EL programs must be designed to enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time.
- LEAs must offer EL services and programs, until ELs are proficient in English and can participate meaningfully in educational programs without EL support.
- Additionally, LEAs must provide appropriate special education services to ELs with disabilities who are found to be eligible for special education and related services.



ENGLISH LEARNER TOOL KIT

CHAPTER 3



TOOLS AND RESOURCES FOR STAFFING AND SUPPORTING AN ENGLISH LEARNER PROGRAM

This is the third chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' and the U.S. Department of Justice's Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

STAFFING AN ENGLISH LEARNER PROGRAM

KEY POINTS

- LEAs must provide the personnel necessary to effectively implement EL programs.
- Necessary personnel include teachers who are qualified to provide EL services, core-content teachers who are highly qualified in their field as well as trained to support EL students, and trained administrators who can evaluate these teachers.
- LEAs must provide adequate professional development and follow-up training in order to prepare EL program teachers and administrators to implement the EL program effectively.
- LEAs must ensure that administrators who evaluate EL program staff are adequately trained to meaningfully evaluate whether EL teachers are appropriately employing their training in the classroom in order for the EL program model to successfully achieve its educational objectives.
- SEAs must ensure that LEAs have qualified teachers and administrators for their EL programs.



“My message to you today is that K-12 schools and higher education institutions must be part of the solution to our national language gap. The president and I want every child to have a world-class education – *and today more than ever a world-class education requires students to be able to speak and read languages in addition to English.* The department of education plays an important role in supporting second-language instruction starting in the earliest grades and to ensure that students are engaged in language all the way through high school.”

- Arne Duncan, U.S. Secretary of Education





U.S. DEPARTMENT
OF EDUCATION