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

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

*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: EDFacts/Consolidated State Performance Report, SY 2012-13
2013 National Assessment of Educational Progress
Proficiency Level Distribution:
ELs vs. Non-ELs Who Were AI/AN

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

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

TRENDS IN HIGH SCHOOL GRADUATION RATES BY STUDENT GROUP

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**
Proposed

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
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](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.

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.


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.

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.
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](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
Questions? Suggestions?
libia.gil@ed.gov