



Office of English Language Acquisition

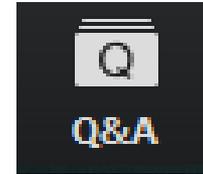


English Learner Tool Kit for State and Local Education Agencies

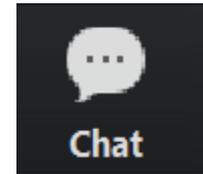
August 8, 2019

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Office of English Language Acquisition (OELA)



OELA mission: To provide national leadership in English learner (EL) education by advancing opportunities for educational excellence and equity for ELs and their families.

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Agenda

- Welcome, introductions, and webinar overview
- Overview of EL Tool Kit
- Key tools and considerations from select chapters of EL Tool Kit
- State perspective: Strategies for implementing tools
- Q & A
- Closing

Webinar Objectives



Participants will:

- Review the EL Tool Kit
- Using select chapters, become familiar with the tools and considerations of the EL Tool Kit
- Explore strategies for making use of the EL Tool Kit resources and recommendations to support ELs at a district level

EL Tool Kit

- **Chapter 1** – Identifying All English Learner Students
- **Chapter 4** – Providing English Learners Equal Access to Core Curricular and Extracurricular Programs
- **Chapter 6** – Addressing English Learners with Disabilities
- **Chapter 9** – Evaluating the Effectiveness of a District’s EL Program
- **Chapter 10** – Ensuring Meaningful Communication with Limited English Proficient Parents

- Which topic are you most looking forward to learning more about during today's webinar?
 1. Identifying ELs
 2. Providing equal access to instruction and extracurricular programs
 3. Addressing ELs with disabilities
 4. Evaluating the effectiveness of an EL program
 5. Ensuring meaningful communication with EL parents and families

Webinar Presenters



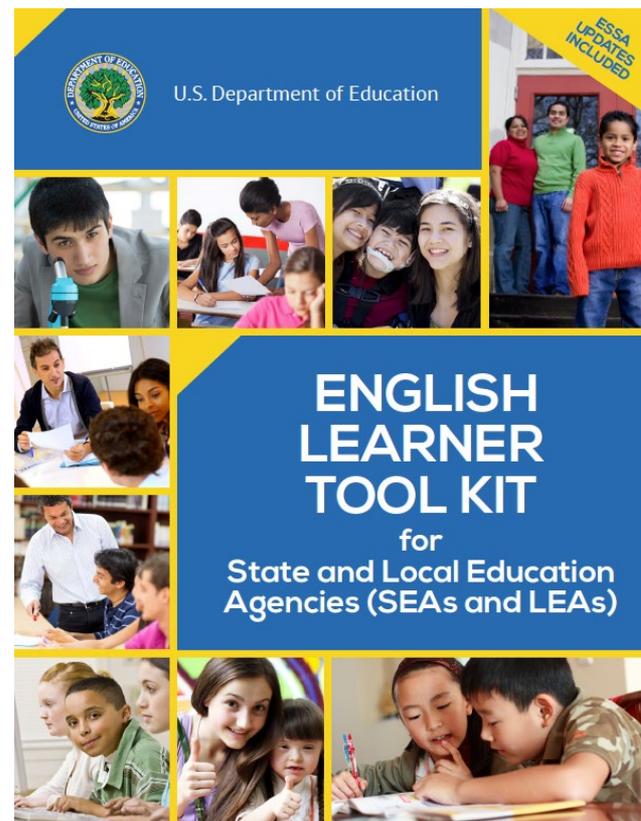
- **Supreet Anand, Ph.D.**
 - Deputy Director, Office of English Language Acquisition
- **Teddi Predaris**
 - Consultant and Former Director of Office of Language Acquisition and Title I, Fairfax County Public Schools
- **Ivanna Mann Thrower Anderson**
 - ESL/Title III Consultant, NC Department of Public Instruction; Immediate past-president NAELPA (NC)
- **Simone Wertenberger**
 - Henderson County ESL/Migrant Education Program Director (NC)
- **Valerie Beard**
 - Assistant Director of English Learner and Migrant Education Programs, Indiana Department of Education



Overview of English Learner Tool Kit

EL Tool Kit Purpose

- Help state and local education agencies (SEAs and LEAs) in meeting legal obligations to ELs and providing all ELs with the support needed to attain English language proficiency while meeting college- and career-readiness standards.



<https://ncela.ed.gov/english-learner-tool-kit>

Tool Kit Contents

- **10 chapters**
- Each chapter provides:
 1. Explanations of the civil rights and other legal obligations to ELs;
 2. Checklists SEAs, LEAs, and schools can use as self-monitoring tools;
 3. Sample tools that may be used or adapted for use in SEAs, LEAs, and schools to aid with compliance; and
 4. Additional resources that may provide further relevant information and assistance.

Key Tools and Considerations

*using select chapters

Chapter 1

- Tools and Resources for Identifying All English Learner Students

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.



Chapter 1: Identifying Potential ELs

- Follow current SEA requirements for the Home Language Survey (HLS) and the EL identification process
- Ensure that parents are provided with information in a language they understand

Home Language Survey Samples (Chapter 1)

SAMPLE #1

Home Language Survey

To make sure that all students receive the education services they need, the law requires us to ask questions about students' language backgrounds. The answers to Section A below will tell us if a student's proficiency in English should be evaluated and help us to ensure that important opportunities to receive programs and services are offered to students who need them. The answers to Section B below will help us communicate with you regarding the student and all school matters in the language you prefer.

Student's Name: _____ Date of Birth: _____

SECTION A: Please answer the questions below.

1. What are the primary languages used in the home regardless of the language spoken by the student? (Select up to three.)

- | | | | | |
|------------------------------------|---------------------------------------|---|-------------------------------------|--------------------------------|
| <input type="checkbox"/> English | <input type="checkbox"/> Cape Verdean | <input type="checkbox"/> Haitian-Creole | <input type="checkbox"/> Russian | <input type="checkbox"/> Other |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Creole | <input type="checkbox"/> Italian | <input type="checkbox"/> Somali | (Please specify) |
| <input type="checkbox"/> Burmese | <input type="checkbox"/> French | <input type="checkbox"/> Korean | <input type="checkbox"/> Spanish | ----- |
| <input type="checkbox"/> Cambodian | <input type="checkbox"/> Greek | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Toishanese | |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Hmong | <input type="checkbox"/> Portuguese | <input type="checkbox"/> Vietnamese | |

2. What is the language most often spoken by the student? (Select only one.)

- | | | | | |
|------------------------------------|---------------------------------------|---|-------------------------------------|--------------------------------|
| <input type="checkbox"/> English | <input type="checkbox"/> Cape Verdean | <input type="checkbox"/> Haitian-Creole | <input type="checkbox"/> Russian | <input type="checkbox"/> Other |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Creole | <input type="checkbox"/> Italian | <input type="checkbox"/> Somali | (Please specify) |
| <input type="checkbox"/> Burmese | <input type="checkbox"/> French | <input type="checkbox"/> Korean | <input type="checkbox"/> Spanish | ----- |
| <input type="checkbox"/> Cambodian | <input type="checkbox"/> Greek | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Toishanese | |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Hmong | <input type="checkbox"/> Portuguese | <input type="checkbox"/> Vietnamese | |

3. What is the language that the student first acquired? (Select only one.)

- | | | | | |
|------------------------------------|---------------------------------------|---|-------------------------------------|--------------------------------|
| <input type="checkbox"/> English | <input type="checkbox"/> Cape Verdean | <input type="checkbox"/> Haitian-Creole | <input type="checkbox"/> Russian | <input type="checkbox"/> |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Creole | <input type="checkbox"/> Italian | <input type="checkbox"/> Somali | <input type="checkbox"/> Other |
| <input type="checkbox"/> Burmese | <input type="checkbox"/> French | <input type="checkbox"/> Korean | <input type="checkbox"/> Spanish | (Please specify) |
| <input type="checkbox"/> Cambodian | <input type="checkbox"/> Greek | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Toishanese | ----- |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Hmong | <input type="checkbox"/> Portuguese | <input type="checkbox"/> Vietnamese | |

Parent/Guardian Signature: _____ Date: _____

SECTION B: Please answer the questions below.

1. In which language do you prefer to receive written school communications? (Select only one.)

- | | | | | |
|------------------------------------|---------------------------------------|---|-------------------------------------|--------------------------------|
| <input type="checkbox"/> English | <input type="checkbox"/> Cape Verdean | <input type="checkbox"/> Haitian-Creole | <input type="checkbox"/> Russian | <input type="checkbox"/> Other |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Creole | <input type="checkbox"/> Italian | <input type="checkbox"/> Somali | (Please specify) |
| <input type="checkbox"/> Burmese | <input type="checkbox"/> French | <input type="checkbox"/> Korean | <input type="checkbox"/> Spanish | ----- |
| <input type="checkbox"/> Cambodian | <input type="checkbox"/> Greek | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Toishanese | |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Hmong | <input type="checkbox"/> Portuguese | <input type="checkbox"/> Vietnamese | |

2. In which language do you prefer to receive oral school communications? (Select only one.)

- | | | | | |
|------------------------------------|---------------------------------------|---|-------------------------------------|--------------------------------|
| <input type="checkbox"/> English | <input type="checkbox"/> Cape Verdean | <input type="checkbox"/> Haitian-Creole | <input type="checkbox"/> Russian | <input type="checkbox"/> Other |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Creole | <input type="checkbox"/> Italian | <input type="checkbox"/> Somali | (Please specify) |
| <input type="checkbox"/> Burmese | <input type="checkbox"/> French | <input type="checkbox"/> Korean | <input type="checkbox"/> Spanish | ----- |
| <input type="checkbox"/> Cambodian | <input type="checkbox"/> Greek | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Toishanese | |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Hmong | <input type="checkbox"/> Portuguese | <input type="checkbox"/> Vietnamese | |

SAMPLE #2

Primary/Home Language Survey for All New Kindergarten and Incoming Students

Instructions for schools in completing the survey:

1. Interview the parents or guardians of ALL new kindergarten and incoming students in grades k-12 and record all information requested.
2. Provide interpretation services whenever necessary.
3. Check to see that all questions on the form are answered.

Student Information (The parents or guardians should complete this section.)	
First Name: _____	Date of Birth: (Month/Day/Year)
Last Name: _____	
Questions for Parents or Guardians	Response
What language(s) is (are) spoken in your home?	
Which language did your child learn first?	
Which language does your child use most frequently at home?	
Which language do you most frequently speak to your child?	
In what language would you prefer to get information from the school?	

Parent or Guardian's Signature: _____ Date: _____

Studies on Home Language Survey

Project Deliverable
The Use and Validity of Home Language Surveys in State English Language Proficiency Assessment Systems:
A Review and Issues Perspective





Alison L. Bailey*
and
Kimberly R. Kelly
UCLA

July, 2010

*Correspondence should be sent to Alison L. Bailey at Dept. of Education, Moore Hall Box 951521, UCLA, Los Angeles, CA 90095-1521. Email: ab Bailey@seis.ucla.edu.

Bailey & Kelly, 2010

<http://www.eveaproject.com/doc/HLS%20White%20Paper%202010.pdf>

Reprising the Home Language Survey:
Summary of a National Working Session on
Policies, Practices, and Tools for Identifying
Potential English Learners

January 2014



Linquanti & Bailey, 2014

<https://files.eric.ed.gov/fulltext/ED565756.pdf>

Article

Home Language Survey Practices in the Initial Identification of English Learners in the United States

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DOI: 10.1177/089801011038137
epx.sagepub.com
SAGE

Alison L. Bailey* and Kimberly R. Kelly*

Abstract

This article is focused on the different Home Language Surveys (HLS) used across U.S. states as a means of identifying students who, with further assessment, may prove eligible for language-support services. The majority of states mandate some form of HLS, be it state- or district-created. However, there is great variation in the number and the phrasing of survey items across states that raises issues of equity. To date, there is a dearth of evidence for the validity of HLS in the procedures used for identifying students for English learner (EL) status. States must recognize that the fundamental role of an HLS in their English-language proficiency assessment systems necessitates its further scrutiny as part of the assessment validation process. The article concludes with a series of recommendations for federal- and state-level actions to help remedy current concerns with EL identification processes around the nation.

Keywords

identification, educational policy, English learners

Bailey & Kelly, 2013

<https://files.eric.ed.gov/fulltext/EJ1167389.pdf>



February 2017

Home Language Survey
Data Quality Self-Assessment

Susan F. Henry
Dan Mello
Wendy
Marie Paz Avery
Caroline Parker
Eric Stafford
Education Development Center

In collaboration with the English Language Learners Alliance



ies NATIONAL CENTER FOR EDUCATIONAL EVALUATION AND REGIONAL ASSISTANCE
INSTITUTE OF EDUCATIONAL SERVICES
U.S. DEPARTMENT OF EDUCATION

REL
NORTHEAST & ISLANDS
RESEARCH CENTER
A Qualtrics Development Center, Inc.

REL NE, 2017

<https://ies.ed.gov/nc/ee/edlabs/projects/project.asp?projectID=4484>

Chapter 4

- Tools and Resources for Providing English Learners Meaningful Access to Core Curricular and Extracurricular Programs

KEY POINTS

- SEAs and LEAs must design and implement services and programs that enable ELs to attain both English proficiency and parity of participation in the standard instructional program, within a reasonable length of time.
- SEAs and LEAs must provide equal opportunities for EL students to meaningfully participate in curricular, co-curricular, and extracurricular programs and activities.
- SEAs must ensure that schools and LEAs use appropriate, reliable, and valid evaluations and testing methods to measure ELs' acquisition of English and core-content knowledge.



Chapter 4: Providing ELs Equal Access to Curricular and Extracurricular Programs



- Develop district systems for monitoring ELs' enrollment in all curricular and extracurricular programs
- Analyze data regularly to make programmatic and procedural adjustments

Serving Gifted English Learners (Chapter 4)

IDENTIFYING AND SERVING CULTURALLY AND LINGUISTICALLY DIVERSE (CLD) GIFTED STUDENTS

Develop culturally sensitive identification protocols

- ★ NAGC recommends that states and school districts critically examine policies and practices related to identification to determine where and how diverse students are excluded from gifted programs.
- ★ To capture a holistic profile of all students, multiple criteria should be the norm. Qualitative and quantitative information gathered from families, teachers, and students should be part of the evaluative process.
- ★ All instruments used for screening and identification (e.g., checklists, referral forms, assessments) should be valid, reliable, and culturally and linguistically sensitive.

Ensure early and continuous access to high-end curriculum

- ★ Teachers should provide CLD [culturally and linguistically diverse] students with opportunities to be inspired and to demonstrate their giftedness. These opportunities should be provided early and continuously to ensure student success in gifted programs.
- ★ Institutions of Higher Education and school districts should utilize the National Gifted Education Standards for PreK-12 Professional Development and Using the Gifted Education Standards for University Teacher Preparation Programs as guides for developing coursework and opportunities for professional development.

Provide essential supports for CLD gifted students

- ★ Schools should create support programs to help gifted students from diverse backgrounds develop strong academic identities, learn coping strategies for dealing with negative peer pressure and discriminatory practices, and gain resiliency for responding to challenging life circumstances. Supportive programs should include opportunities to develop relationships with adults and college students from varied cultural groups across multiple domains.

Establish effective home, school, and community connections

- ★ School leadership and personnel should be proactive in building trusting, reciprocal relationships with diverse families and communities.
- ★ School personnel should enlist the support of local businesses and civic and faith-based organizations as partners in identifying and educating CLD gifted children and youth
- ★ Schools are also encouraged to present information to faculty, staff, families, and the community about cultural influences on giftedness and how giftedness may be manifested.

Source: National Association for Gifted Children (NAGC). (2011). *Identifying and serving culturally and linguistically diverse gifted students* (Position Statement). Washington, DC: Author. Retrieved from <http://www.nagc.org/sites/default/files/Position%20Statement/Identifying%20and%20Serving%20Culturally%20and%20Linguistically.pdf>

Study on the Identification of ELs for Gifted and Talented Programs

Exploratory Study on the Identification of English Learners for Gifted and Talented Programs



<https://ncrge.uconn.edu/wp-content/uploads/sites/982/2018/06/NCRGE-EL-Report-1.pdf>

Chapter 6

• Tools and Resources for Addressing English Learners with Disabilities

KEY POINTS

- LEAs must identify, locate, and evaluate ELs with disabilities in a timely manner.
- LEAs must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials.
- LEAs must provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability-related needs.
- LEAs must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
- LEAs must provide EL students with disabilities with both the language assistance and disability-related services they are entitled to under federal law.



Chapter 6: Addressing ELs with Disabilities



- Coordinate and collaborate with district special education and general education staff from inception to completion of program development
- Include procedures for valid and reliable referral and assessment, identification, dual service delivery, and parent communication and engagement

Developing an IEP for an EL with a Disability (Chapter 6)

A CHECKLIST FOR IEP TEAMS: CONSIDERING LIMITED ENGLISH PROFICIENCY—DEVELOPING THE IEP

In developing an IEP for a student with limited English proficiency, the IEP Team must consider the student's level of ELP, this includes both second language conversational skills as well as academic language proficiency. Therefore, the IEP Team must consider the student's level of ELP in listening, speaking, reading and writing, to support and strengthen implementation of the IEP goals. The IEP Team may find it helpful to ask the following framing questions:

Framing Questions	Yes	No
1. Has the dominant language in the home been considered?		
2. Has the child's primary language of communication been considered?		
3. Have the cultural values and beliefs of the parents been considered in planning for the child's education?		
4. Does the instructional plan incorporate a variety of instructional strategies?		
5. Is there a member of the IEP Team who has expertise regarding the student and understands how language develops as well as strategies that can be used when educating a student with English as a second language?		
6. Does the IEP Team have access to assessment data that is accurate and unbiased?		
7. Does the assessment information use a variety of methods and environments?		
8. Does the "present levels" statement in the IEP address both how the student uses his or her native language and how the student uses English?		
9. Do progress monitoring activities measure progress toward the mastery of English?		
10. Do the goals delineate in which language they will be addressed and who will be responsible for measuring the outcomes?		
11. Is there collaboration between general and special education as well as English as a Second Language and bilingual education if appropriate?		
12. Is an interpreter for the parents and the student present at the IEP meeting?		

Chapter 9

• Tools and Resources for Evaluating the Effectiveness of a District's EL Program

KEY POINTS

- Successful EL programs enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time.
- LEAs should collect longitudinal data to monitor and compare the performance of current ELs, former ELs, and never-ELs in the LEA's standard instructional program. Data should not be limited to data collected for *ESEA* accountability purposes.
- When EL programs do not produce both English proficiency and parity of participation within a reasonable period of time, SEAs and LEAs must modify the EL program.



Chapter 9: Evaluating the Effectiveness of a District's EL Program



- Compare state-required and local assessment data in all content areas from former ELs with their other English proficient peers (never ELs) as one means of determining if EL programs are effectively closing the gap with ELs and other students
- Conduct periodic programmatic self-assessments at the district level, using EL Tool Kit resources and other assessments, to determine program strengths and needs, and make adjustments accordingly

Improving LEA Systems to Support ELs (Chapter 9)

SEVEN DIMENSIONS OF AN LEA'S NEEDS ASSESSMENT: THE PROMOTING EXCELLENCE APPRAISAL SYSTEM

The Promoting Excellence Appraisal System (PEAS) was developed by the George Washington University Center for Equity and Excellence in Education to support higher achievement among ELs. The system comprises seven dimensions and corresponding standards of practice: leadership, personnel, professional development, instructional program design, instructional implementation, assessment and accountability, and parent and community outreach. The following tool is excerpted from one dimension—instructional program design. In this tool, the term “ELL” (English Language Learner) is used to refer to “EL” (English Learner).

Instructional Program Design

Constructs	Code	Standard Name	Definition
Effective Design	DE1	Research-based	The district's ELL program design is consistent with current theory and research about effective instructional programs for ELLs.
	DE2	Aligned with vision	The district's ELL program design is aligned with the district's overall vision, mission, and goals for ELLs.
	DE3	Aligned with needs	The district's ELL program design addresses the needs of the diverse populations of ELLs in the district (students at different English language proficiency levels, ages, linguistic, and cultural backgrounds, time in the U.S., and levels of prior schooling).
Access to grade-level content	DA1	Rigor	The district's ELL program design is academically rigorous (not remedial), and promotes the knowledge and higher-level thinking skills to prepare students for college and satisfying careers.
	DA2	Access to grade-level instruction	The district's ELL program(s) are designed to ensure ELLs have equitable access to grade-level instruction in the academic content areas.
	DA2A	Instructional time	ELLs are provided adequate instructional time to learn the intended curriculum.
	DA3	Additional support	The district provides additional grade-level academic support for ELLs, including translators, tutors, and bilingual instructional aides.
	DA4	High quality resources	The district provides sufficient and equitable access to high quality instructional materials, educational technology, libraries, laboratories and other relevant resources that support ELLs' English language development and grade-level, academic content learning in English and the native language.

Source: Acosta, B., Marzucco, L., Bayraktar, B., & Rivera, C. (2012). *Evaluation of English learner programs in Alexandria City Public Schools*. Washington, DC: The George Washington Center for Equity and Excellence in Education. Retrieved from <http://www.acps.k12.va.us/curriculum/ell/gwu-report.pdf>

Chapter 10

- Tools and Resources for Ensuring Meaningful Communication with Limited English Proficient Parents

KEY POINTS

- SEAs and LEAs have an obligation to communicate meaningfully with limited English proficient (LEP) parents and to notify LEP parents adequately of information about any program, service, or activity called to the attention of non-LEP parents.
- LEAs must have a process to identify LEP parents and provide them with free and effective language assistance, such as translated materials or an appropriate and competent interpreter.
- Appropriate and competent translators or interpreters should have proficiency in target languages; ease of written and oral expression; knowledge of specialized terms or concepts; as well as be trained on their role, the ethics of interpreting and translating, and the need for confidentiality.



Chapter 10: Ensuring Meaningful Communication with Parents



- Ensure communication with ELs' parents is in a language they can understand and one they have designated as a preferred language, for both oral and written communication
- Use EL Tool Kit resources on family-school partnerships and interpretation and translation resources

Dual Capacity-Building Framework for Family-School Partnerships (Chapter 10)

Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships



<http://www2.ed.gov/documents/family-community/partners-education.pdf>

Family Engagement Tool Kit



<https://ncela.ed.gov/family-toolkit>

Additional Resources for Family Engagement



- National Parent Teacher Association (PTA)
 - <https://www.pta.org/home/family-resources>
- National Association for Family, School, and Community, Engagement
 - <https://nafsce.org/>
- Mid-Atlantic Equity Consortium
 - <https://maec.org/resources/>

Next steps: After viewing today's webinar, which considerations or tools are you most interested in exploring more deeply or sharing with colleagues?

1. Considerations and tools for designing a home language survey
2. Report on the identification of ELs in gifted and talented programs
3. Research and publications regarding EL students with disabilities
4. Tools for evaluating an EL program
5. Family Engagement Tool Kit

State Representatives: North Carolina

- Ivanna Mann Thrower Anderson

- ESL/Title III Consultant, NC Department of Public Instruction; Immediate past-president NAELPA (NC)



- Simone Wertenberger

- ESL/Migrant Education Program Director, Henderson County (NC)



State Representative: Indiana

- Valerie Beard
 - Assistant Director of English Learner and Migrant Education Programs, Indiana Department of Education



Q & A





Wrap Up

OELA Contact Information



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Webinar Feedback

After this webinar, please take a moment to complete this brief online survey to provide feedback on today's event:

<https://www.surveymonkey.com/r/ELToolKit>

You will be asked:

1. How satisfied were you with the content provided?
2. What did you like most about the event?
3. How could this event have been improved?
4. What topics would you like to have addressed in future events?

Thank You

Thank you for
joining us!

