

# English Learner (EL) 101 Part 1: An Introduction to English Learning

# OVERVIEW

- Who are ELs?
- Review of Legislation and Court Rulings
- School/Corporation Federal EL Requirements
- EL 101 Preview



# ENGLISH LEARNERS IN INDIANA

**Around 129,000 students speak a language other than English.**

**There are over 275 languages represented.**

**There are 77,000 formally identified as ELs (about 6% of the student population).**

# WHO ARE ENGLISH LEARNERS?

## **Federal Definition:**

An individual—

(A) who is age 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

# LEGAL BASIS FOR FEDERAL REQUIREMENTS

**Title VI of the Civil Rights Act of 1964:** “No person in the U.S. shall, on the ground of race, color, or national origin be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

**Lau vs. Nichols - 1974:** “There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

**Castaneda vs. Pickard - 1981:** English language programs must be:

- 1) Based on sound educational theory and pedagogy
- 2) Adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
- 3) Periodically evaluated and, if necessary, revised

**Office of Civil Rights Memo - 1970:** “Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

**Equal Educational Opportunities Act - 1974:** “No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by ... the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

**Plyler vs. Doe - 1982:**

The U.S. Supreme Court stated that school systems must enroll and educate children residing in their district even if their parents do not possess legal residency documents.

# REQUIREMENTS FOR PROVIDING EL OPPORTUNITY

## Requirements for EL Opportunity

Identify students as potential ELs.	Ensure that necessary staff, curricular materials, and facilities are in place and used properly.
Assess students' need for EL services.	Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students.
Develop a program which, in the view of experts in the field, has a reasonable chance for success.	Assess the success of the program and modify it where needed.

# IN SUMMARY

EL101 Modules	Content	Legislation Referenced
<b>Part II: Enrolling Potential English Learners</b>	<ul style="list-style-type: none"><li>The Home Language Survey</li></ul>	Title I, Section III (b) (6) Plyler v. Doe
<b>Part III: Identifying English Learners</b>	<ul style="list-style-type: none"><li>Placement Tests (K-Screener, WIDA Screener)</li><li>Identification requirements</li></ul>	Title I, Section 1111 (b) (6)
<b>Part IV: Providing Services</b>	<ul style="list-style-type: none"><li>Parent Notification</li><li>The ILP</li><li>Instructional Models &amp; designing services</li></ul>	Title I, Section 1112 (g) Lau v. Nichols Castaneda v. Pickard Title VI of the Civil Rights Act of 1964 OCR 1970 Memorandum
<b>Part V: Funding EL Programs</b>	<ul style="list-style-type: none"><li>Title III grant</li><li>Non-English Speaking Program</li><li>Other funding sources</li></ul>	ESSA Indiana state code - NESP
<b>Part VI: WIDA Standards Framework</b>	<ul style="list-style-type: none"><li>Overview of WIDA's English Language Development standards and its framework, utilized by Indiana</li></ul>	Title III

EL101 Modules	Content	Legislation Referenced
<b>Part VII: Assessment</b>	<ul style="list-style-type: none"> <li>English Language Proficiency Assessments</li> <li>Accommodations on state testing</li> <li>Assessment in the classroom (modifications, grading, etc.)</li> </ul>	Title I, Section 1111 (b) (7)
<b>Part VIII: Exiting, Monitoring, and Reclassifying</b>	<ul style="list-style-type: none"> <li>Exit requirements</li> <li>Formal two-year monitoring</li> <li>Re-entering an EL program</li> </ul>	Castaneda v. Pickard Title VI of the Civil Rights Act of 1964
<b>Part IX: Parent and Family Rights and Engagement</b>	<ul style="list-style-type: none"> <li>Parent rights (notification, translation, refusal etc.)</li> <li>Best practice in engaging EL families</li> </ul>	Title I, Section 1112 (g) Title IV of Civil Rights Act Title III
<b>Part X: English Learners with Disabilities</b>	<ul style="list-style-type: none"> <li>Legal requirements</li> <li>Best practice in navigating identification, assessment, and providing services to ELs with IEPs</li> </ul>	IDEA
<b>Part XI: English Learners at the Secondary Level</b>	<ul style="list-style-type: none"> <li>Enrollment, credits, and scheduling</li> <li>Certificate of Multilingual Proficiency</li> <li>Graduation options</li> </ul>	Plyler v. Doe.



***QUESTIONS?  
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