Participating Offices & Agenda

U.S. Department of Health and Human Services – Administration for Children and Families, Office of Refugee Resettlement

U.S. Department of Education - Office for Civil Rights
Office of English Language Acquisition
Office of Elementary and Secondary Education - Office of Safe and Healthy Students
Office of State Support
UC Definition

- Under the age of 18
- Has no lawful immigration status in the U.S.
- (At apprehension) no parent or legal guardian in the U.S. OR, with no parent or legal guardian in the U.S. available to provide care or legal custody
Number of UC Referred by Fiscal Year

- FY04: 5,238
- FY05: 7,100
- FY06: 7,769
- FY07: 7,399
- FY08: 6,658
- FY09: 6,089
- FY10: 7,383
- FY11: 6,560
- FY12: 13,625
- FY13: 24,668
- FY14: 57,496
- FY15*: 21,407
## UC Demographics – Country of Birth

<table>
<thead>
<tr>
<th>Country of Birth</th>
<th>FY14</th>
<th>FY15 -YTD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Salvador</td>
<td>29%</td>
<td>27%</td>
</tr>
<tr>
<td>Guatemala</td>
<td>32%</td>
<td>48%</td>
</tr>
<tr>
<td>Honduras</td>
<td>34%</td>
<td>16%</td>
</tr>
<tr>
<td>Mexico</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>All Other</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*FY15 YTD as of June 30, 2015
## UC Demographics – Age and Gender

*FY15 YTD as of June 30, 2015*

<table>
<thead>
<tr>
<th>Age Range (years)</th>
<th>FY14</th>
<th>FY15 -YTD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 5</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>6 - 12</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td>13-14</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>15-16</td>
<td>36%</td>
<td>39%</td>
</tr>
<tr>
<td>17</td>
<td>27%</td>
<td>31%</td>
</tr>
<tr>
<td>18+</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>FY14</th>
<th>FY15 -YTD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>34%</td>
<td>31%</td>
</tr>
<tr>
<td>Male</td>
<td>66%</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
UC Program’s Main Responsibilities

- Care and custody of UC (provide shelter, food, clothing, and services)
- Make and implement placement and transfer decisions
- Release UC to an appropriate sponsor
Release from ORR Custody for FY14

<table>
<thead>
<tr>
<th>Type of Sponsor</th>
<th>% UC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>59%</td>
</tr>
<tr>
<td>Uncles/Aunts</td>
<td>13%</td>
</tr>
<tr>
<td>Adult Siblings</td>
<td>12%</td>
</tr>
<tr>
<td>Grand Parents</td>
<td>1%</td>
</tr>
<tr>
<td>Cousins</td>
<td>3%</td>
</tr>
<tr>
<td>Unrelated Adult</td>
<td>9%</td>
</tr>
</tbody>
</table>
Verification of Release

OFFICE OF REFUGEE RESETTLEMENT
Division of Children’s Services
VERIFICATION OF RELEASE

Name of Minor: ____________________________
Alien(s) (if any): __________________________
Minor A #: __________________________

The Office of Refugee Resettlement (ORR) has released the above named minor from Federal custody pursuant to section 462 of the Homeland Security Act of 2002 and section 235 of the William Wilberforce Trafficking Victims Protection Reauthorization Act of 2008 to the care of:

Name of Sponsor: __________________________
Alien(s) (if any): __________________________
Address: __________________________
Tel #: __________________________
City: __________________________
State: __________________________
Zip Code: __________________________
Relationship to Minor: __________________________

Acknowledgement of the Sponsor Care Agreement

The above named sponsor has agreed to the provisions set forth in the Sponsor Care Agreement, pertaining to the minor’s care, safety, and well-being, and the sponsor’s responsibility for ensuring the minor’s presence at all future proceedings before the Department of Homeland Security and the Department of Justice/Executive Office for Immigration Review (EOIR).

For Internal Use Only

Name of ORR Care Provider Facility: __________________________
Date: __________________________

This official U.S. Department of Health and Human Services (HHS) Verification of Release form, issued by HHS’s Office of Refugee Resettlement (ORR), should be considered as evidence that the above named sponsor has given physical custody of the above named minor on the date indicated on this form, and that the above named sponsor agreed to the conditions outlined in a sponsor care agreement, including having the minor at the address reflected on the form. The Verification of Release form also indicates the date of birth of the above named minor, as determined by HHS based on official documentation or, in cases involving missing documentation, on other measures to determine probable age.

According to the Department of Education, all children in the United States are entitled to equal access to a public elementary and secondary education, regardless of their or their parents’ actual or perceived national origin, citizenship, or immigration status. This includes recently arrived unaccompanied children, who are in immigration proceedings while residing in local communities with a parent, family member, or other appropriate adult sponsor. While residing with a sponsor, these children have a right under federal law to enroll in public elementary and secondary schools in their local communities and to benefit from educational services, as do all children in the U.S.

Department of Education Guidance can be found at:
http://www2.ed.gov/policy/offices/list/ope/proposedchildren2.html
Common Inquiries from Schools and Nonprofit Organizations

- Guardianship requirements
- Document requirements
- Diversion to adult or night education
- Failing to provide language assistance
- Delay in enrollment/Not enrolling during breaks
- Access to assessments
- Appropriate use of ESL and special education
- Immunization records
UC Program Information

ORR website:
http://www.acf.hhs.gov/programs/orr

UC program website:
http://www.acf.hhs.gov/programs/orr/programs/ucs

Data for UC released to sponsors by state:
OCR MISSION & ACTIVITIES

• **Mission:** to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.

• **Activities:**
  – Complaint investigations
  – Compliance reviews
  – Policy guidance
  – Technical assistance
OCR enforces federal civil rights laws that prohibit discrimination on the basis of:

<table>
<thead>
<tr>
<th>Category</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race, color, national origin</td>
<td>Title VI of the Civil Rights Act of 1964</td>
</tr>
<tr>
<td>Sex</td>
<td>Title IX of the Education Amendments of 1972</td>
</tr>
<tr>
<td>Disability</td>
<td>Section 504 of the Rehabilitation Act of 1973&lt;br&gt;Title II of the Americans with Disabilities Act of 1990</td>
</tr>
<tr>
<td>Age</td>
<td>The Age Discrimination Act of 1975</td>
</tr>
<tr>
<td>Patriotic youth group status</td>
<td>Boy Scouts of America Equal Access Act</td>
</tr>
</tbody>
</table>
Recurring enrollment issues for unaccompanied youth

May 2014 Guidance on Enrollment
January 2015 Guidance on English Learners

Links to both guidance letters
Links to related fact sheets, FAQs, and translations
ENROLLMENT ISSUES FOR UNACCOMPANIED YOUTH

• Sponsors of unaccompanied youth have reported recurring school enrollment issues to HHS:
  – Rejection of copies of past school records to delay enrollment
  – Applying residency checks more stringently than for others
  – Funneling teens into night school/adult education
  – Denial of enrollment after a certain age (i.e., teenagers)
  – Refusing enrollment during Winter and Summer breaks
  – Failure to provide language assistance (i.e., LEP speakers of Mayan dialects)
  – Inappropriately placing EL students in special education
  – Rejection of power of attorney as form of guardianship

• Differential treatment, practices that have a disparate impact, and segregation of these students into different schools or programs, especially if they then have access to fewer resources such as strong teachers and academic programs, would raise potentially serious civil rights concerns.

• ED and DOJ will accept civil rights complaints concerning the enrollment of unaccompanied youth
ED/DOJ GUIDANCE ON
SCHOOL ENROLLMENT PROCEDURE

• May 2014 Dear Colleague Letter signed by ED OCR, ED OGC, and DOJ Civil Rights:
  – Response to growing concerns about school districts turning away students who are undocumented or whose parents are undocumented
  – Updated and clarified earlier May 2011 guidance
  – Guidance and related documents available in Spanish

• All children have right to enroll in public elementary and secondary schools regardless of the actual or perceived race, color, national origin, immigration, or citizenship status of the child or the child’s parent or guardian
  – This includes children such as unaccompanied children who may be involved in immigration proceedings
**KEY POINTS OF ENROLLMENT GUIDANCE**

- Asking for information that may be a proxy for immigration status may have a chilling effect on students enrolling in school.

- School districts and schools do not need to know immigration status of students, except in unusual circumstances (e.g., international field trip).
  - Title III immigrant definition is *not* the same as DHS immigration status.
  - Title III immigrant: ages 3 to 21, born outside US, enrolled in US schools less than 3 years cumulatively.

- ED/DOJ Guidance encourages school districts to consider whether information needs to be collected during enrollment or if it can be collected after student is already enrolled.
IDENTIFYING RECENTLY ARRIVED EL STUDENTS AND IMMIGRANT STUDENTS

• Many school districts seek to identify recently arrived LEP/EL students for Title I purposes and immigrants for Title III purposes during enrollment
  
  — Recently arrived EL students have been enrolled in US schools for a total of fewer than 12 months

  — Title III immigrant students were born outside US and have been enrolled in US schools for a total of 3 or fewer years

• Seeking information about when students entered the United States, first enrolled in school in the United States, or even most recently enrolled in school in the United States may give the impression that the school is trying to ascertain immigration status
RECOMMENDATIONS FOR IDENTIFYING RECENTLY ARRIVED EL STUDENTS AND IMMIGRANT STUDENTS

• Consider separating home language surveys and other methods for identifying EL students from the initial paperwork of the enrollment process
  – Identify which EL students are recently arrived after first identifying whether they are proficient in English

• Clearly articulate why the school is seeking the information and how the information will (and will not) be used

• Make sure the information you seek is the actual information needed: how many cumulative months has a student been enrolled in a US school.
Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA)

Public schools must ensure that EL students can participate meaningfully and equally in educational programs.

- Proficiency in Language
- Parity in Participation

Guidance is available in multiple languages.
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
| A. Identification and assessment | special education & providing special education |
| B. Language assistance program | G. Opting out of EL programs |
| C. Staffing and supporting an EL program | H. Monitoring and exiting EL students |
| D. Meaningful access to curricular and extra curricular programs | I. Evaluating the effectiveness of a program |
| E. Unnecessary segregation | J. Meaningful communication with LEP parents/guardians |
| F. Evaluating EL students for | |
IDENTIFYING AND ASSESSING ALL POTENTIAL EL STUDENTS

- LEAs must have procedures in place to accurately and timely identify potential EL students (e.g., Home Language Survey).

- Once identified, LEAs must determine if potential EL students are in fact EL through a valid and reliable test that assesses English proficiency in speaking, listening, reading, and writing.

- LEAs must notify all parents of EL services available to their EL child within thirty days of the start of the school year.

- When SEAs mandate the manner in which school districts identify and/or assess EL students, the State-imposed mechanism must meet these requirements.
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.
### Tiếng Việt (Vietnamese)

1. Có nói tiếng nào khác tiếng Anh không được nói ở nhà quê vĩ không?
   - Không □ Có □
   (hãy cho biết tiếng nào)

2. Con quý vị có nói tiếng nào khác tiếng Anh không?
   - Không □ Có □
   (hãy cho biết tiếng nào)

3. Con quý vị đã học tiếng nào đầu tiên?
   (hãy cho biết tiếng nào)

4. Quý vị muốn nhận được thông tin từ trường học bằng tiếng nào?
   (hãy cho biết tiếng nào)

5. Quý vị có quan hệ như thế nào đối với con?
   - Cha □ Mẹ □ Người giám hộ □ Quan hệ khác (hãy cho biết) □

### Chinese

1. 除了英语之外，您家是否还说其他语言？
   - 否 o 是 □
   (请说明是哪种语言)

2. 除了英语之外，您的孩子是否还说其他语言？
   - 否 o 是 □
   (请说明是哪种语言)

3. 您的孩子最先学习的是哪种语言？
   (请说明是哪种语言)

4. 您希望学校用哪种语言授课？
   (请说明是哪种语言)

5. 您与孩子的关系？
   - 父亲 o 母亲 o 络 o 其他 (请说明) □

### Amharic
EL students must have access to their grade-level curricula and school facilities (e.g. science labs and computer labs) so that they can meet promotion and graduation requirements.

EL students are entitled to an equal opportunity to participate in all programs including:
- Pre-kindergarten
- Magnet programs
- Charter schools
- Gifted and talented programs
- Career and technical education
- Arts and Athletics
- Advanced Placement and International Baccalaureate courses
- Clubs and Honor Societies
This is the fourth 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.

PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO 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 – RESOURCES

PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO CURRICULAR AND EXTRACURRICULAR PROGRAMS

RESOURCES

The U.S. Department of Education does not mandate or prescribe particular standards, curricula, lesson plans, assessments, or other instruments in this tool kit. This tool kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader’s convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other interested parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to resources does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided. All links included here were verified on June 10, 2015. The list of resources will be updated and revised in the future.


This article provides guidance on how to teach literacy to ELs most effectively. The author identifies four critical components of reading instruction for ELs: (1) phonics, (2) vocabulary, (3) comprehension, and (4) speech. Several recommendations intend to help policy makers provide literacy support to ELs.


This practice guide offers “educators specific, evidence-based recommendations that address the challenge of teaching ELs in the elementary and middle grades: building their ELP while simultaneously building literacy, numeracy skills, and content knowledge of social studies and science. The guide provides practical and coherent information on critical
EL students with disabilities must be provided with both:

- Language Assistance and
- Disability-related services to which they are entitled

EL students who may have a disability must be located, identified and evaluated for special education and disability-related services in a timely manner

EL students must be evaluated in an appropriate language based on the student’s needs and language skills

The IEP Team must include participants knowledgeable about the EL student’s language needs
Districts must inform a parent of an EL student with an individualized education program (IEP) how the language instruction education program meets the objectives of the child’s IEP.

Policies that do not allow dual services or delay disability evaluations of ELs for special education and related services for a specified period of time based on their EL status are impermissible under the IDEA and Federal civil rights laws.

The Departments expect SEAs to address these policies in monitoring districts’ compliance with Federal law.
ENSURING MEANINGFUL COMMUNICATION WITH LEP PARENTS, GUARDIANS, AND SPONSORS

LEP parents, guardians, and sponsors are entitled:

– To meaningful communication with the school in a language they can understand; and

– To adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.

School districts must develop and implement a process for:

- Determining whether parents are limited English proficient;
- Identifying their language needs; and
- Meeting those needs through qualified interpreters and translators.
ENSURING MEANINGFUL COMMUNICATION WITH LEP PARENTS

- LEAs and SEAs have a duty to ensure meaningful communication with LEP parents in a language they can understand and to adequately notify LEP parents of information about a program, service, or activity of an LEA or SEA that is called to the attention of non-LEP parents.

- Schools must provide translation or interpretation from appropriate and competent staff or appropriate and competent outside resources.

- Schools may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

- Language assistance must be provided at no cost to parents.
OCR RESOURCES

- Main website: www.ed.gov/ocr
- January 2015 EL Guidance:
- May 2014 School Enrollment Procedures Guidance:
  - http://www.ed.gov/ocr/docs/qa-201405.pdf (Q & A)
- Translated documents available here:
  - http://www.ed.gov/ocr/docs/howto-index.html (complaint forms in twenty languages)
- OCR Regional Enforcement Offices (also available in “Office Contacts” on main website): https://wdcrobcollp01.ed.gov/CFAPPS/OCR/contactus.cfm

U.S. Department of Education
Office for Civil Rights
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: 800-421-3481
FAX: 202-453-6012
TDD: 800-877-8339
Email: OCR@ed.gov
The McKinney-Vento Act

- Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.)
- Reauthorized by Title X, Part C of the No Child Left Behind Act
- Authorizes the federal Education for Homeless Children and Youth (EHCY) program
- Establishes the definition of *homeless* used by U.S. public schools
The McKinney-Vento Act

• Ensures that children and youth experiencing homelessness have immediate and equal access to public education, despite unique challenges and barriers

• Provides educational support to promote school success

**Unaccompanied children might meet the McKinney-Vento definition of *unaccompanied homeless youth*, qualifying the student for added supports**
McKinney-Vento Eligibility

• Children or youth who lack a fixed, regular, and adequate nighttime residence, including
  – Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
  – Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
  – Living in emergency or transitional shelters
  – Awaiting foster care placement
McKinney-Vento Eligibility

– Living in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
– Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
– Migratory children living in the above circumstances
– Unaccompanied youth living in the above circumstances
McKinney-Vento Eligibility

- *Unaccompanied* is defined as “not in the physical custody of a parent or guardian”
- For a young person, including an unaccompanied young person, to qualify as eligible for McKinney-Vento services, his or her primary nighttime residence must meet the McKinney-Vento definition of *homeless*; unaccompanied status does not automatically convey homeless status
Rights of McKinney-Vento Students

- Immediate enrollment, even if lacking paperwork
- School selection
  - School of origin (if feasible)
  - Local school
- Transportation to/from the school of origin, if requested by the parent (or by the local liaison for an unaccompanied homeless youth)
Rights of McKinney-Vento Students

• Free school meals through direct certification
• Title I, Part A support
• Special education, when necessary (including specific supports for unaccompanied homeless youth)
• Support from other programs for which they meet eligibility criteria
• Comparable services
Program Structure and Funding

• Every state has a State Coordinator for Homeless Education (www.center.serve.org/nche/states/state_resources.php)
• Every school district has a local homeless education liaison
• States receive EHCY funding based on their percentage of the federal Title I, Part A allocation
• States keep a portion of their EHCY allocation for state-level activities and distribute the remainder to school districts in a competitive subgrant process
• Federal statute outlines the acceptable usages of state- and district-level EHCY funding
Related Resources

• NCHE operates the U.S. Department of Education’s technical assistance center for the federal Education for Homeless Children and Youth (EHCY) program

• NCHE resources include:
  – A comprehensive website: www.serve.org/nche (including webpages on immigrant and unaccompanied students experiencing homelessness)
  – A toll-free helpline: 800-308-2145 or homeless@serve.org
  – Webinars: www.serve.org/nche/web/group.php
  – A listserv: www.serve.org/nche/listserv.php
  – Publications and products: www.serve.org/nche/products.php
How must LEAs use Title III Formula Subgrant funds?

**LEA Required Activities:**

1. High quality language instruction educational program

2. High quality professional development

*(ESEA Section 3115(c-d))*
How may LEAs use Title III Formula Subgrant funds?

**LEA Authorized Activities:**

- Upgrading program objectives and effective instruction strategies
- Improving the instruction program for ELs through curriculum, instruction materials, software
- Developing and implementing language instruction educational programs coordinated with other programs and services
- Providing community participation programs, family literacy services and parent outreach and training to ELs and their families

(ESEA Section 3115(d))
How may LEAs use Title III Immigrant Grant Funds?

Enhanced instructional opportunities for immigrant children and youth, which may include:

- Family literacy, parent outreach, and training to assist parent to become active in their child’s education
- Support for personnel
- Tutoring, mentoring, and academic career counseling
- Curricular materials, software, and technologies
- Instruction services – supplemental instructional services designed for immigrant children and youth
- Activities to assist parents of immigrant children and youth by offering comprehensive community services

(ESEA Section 3115(e))
The White House Task Force on New Americans

Strengthening Communities by Welcoming All Residents

A Federal Strategic Action Plan on Immigrant & Refugee Integration
Three Pillars of Integration

**Civic Integration**

Provides security in rights and liberties and encourages shared ownership in the nation’s future

**Economic Integration**

Empowers self-sufficiency and increases economic growth

**Linguistic Integration**

Facilitates educational outcomes, career advancement, and civic participation
Integration as a Two-Way Process

Integration is a dynamic two-way process that brings together newcomers and the long-time residents of communities into which they settle.

- Achieve Greater Understanding & Promote Inclusiveness
- Speed Economic, Civic & Linguistic Integration
- Build Secure, Vibrant, and Cohesive Communities

Newcomers | Receiving Communities
To Learn More About the Task Force:

- www.Whitehouse.gov/New-Americans
- www.Serve.gov/New-Americans
- NewAmericans@who.eop.gov
- #NewAmericans | #NuevosCiudadanos
JOIN US FOR THE ED’S WEBINAR SERIES

EDUCATIONAL AND LINGUISTIC INTEGRATION

- Engaging Immigrant Parents and Families – August 27th @ 2pm
- Dual-Language Learning – September 24th @ 2pm
- Early Learning Opportunities – October 29th @ 2pm
- Investing in Young Leaders – November 19th @ 2pm
- Pathways to Postsecondary Education and Career Training – December 17th @ 2pm

• Some dates and times may be subject to change
• Webinars will be archived at http://www2.ed.gov/about/offices/list/oela/webinars/new-americans/index.html
Links to Resources

Educational Resources for Immigrants and Refugees (landing page)
http://www2.ed.gov/about/overview/focus/immigration-resources.html

English Learner Tool Kit
http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

Schools’ Civil Rights Obligations to English Learner Students and Limited English Proficient Parents
http://www2.ed.gov/about/offices/list/ocr/ellresources.html

ED and DOJ Guidance on English Learners
http://www.justice.gov/crt/about/edu/documents/elsguide.php

National Clearinghouse for English Language Acquisition (NCELA)
http://ncela.ed.gov/

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Questions? Suggestions?
Webinar Speakers

- **Tricia Swartz**, U.S. Department of Health and Human Services (Tricia.Swartz@acf.hhs.gov)
- **Carolyn Seugling** and **Mary Hanna-Weir**, U.S. Department of Education, Office for Civil Rights (Carolyn.Seugling@ed.gov; Mary.Hanna-Weir@ed.gov)
- **Marianna Vinson**, U.S. Department of Education, Office of English Language Acquisition (Marianna.Vinson@ed.gov)
- **John McLaughlin**, U.S. Department of Education, Office of Safe and Healthy Students (John.McLaughlin@ed.gov)
- **Supreet Anand** and **Millie Bentley-Memon**, U.S. Department of Education, Office of State Support (Supreet.Anand@ed.gov; Millicent.Bentley-Memon@ed.gov)
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