



**Colorado Department of Education**



# **ENGLISH LANGUAGE ACQUISITION UNIT**

[http://www.cde.state.co.us/index\\_english.htm](http://www.cde.state.co.us/index_english.htm)



Colorado Department of Education

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The *Colorado Department of Education (CDE)* is the administrative arm of the Colorado State Board of Education. CDE serves Colorado's 178 local school districts. CDE is made up of over forty units, 25 different programs, and 300-plus staff members. the Department not only administers K-12 public education, but also the State Library System, Family/Adult Literacy efforts, and the Colorado School for the Deaf and the Blind.

## English Language Acquisition Unit

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*The mission of the English Language Acquisition Unit is to support all English language learners, linguistically, socially and academically, by providing educational leadership for teachers, parents/guardians, students and Colorado communities.*

*Adopted 01/07*



## Dr. Barbara Medina

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English Language Acquisition Unit & Migrant Education Program State Director.

Formerly Professor and Chair Department of Teacher Education Adams State College, Alamosa Colorado.

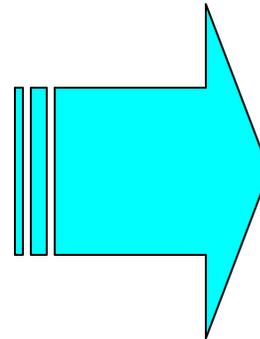
*See position announcement ChiefLine- February 17, 2006.*

# English Language Acquisition Unit

## What we do ...

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- ❖ Provide policy and clarification for the Colorado English Language Assessment (CELA) Program
- ❖ English Language Proficiency Act (ELPA) - State Funded
- ❖ Title I-C Education of Migratory Children— Federal Grant
- ❖ Title III Language Instruction for Limited English Proficient and Immigrant Students -Federal Grant
- ❖ Teacher Quality Enhancement Grant (TQE)



Provide  
Technical  
Assistance  
to K-12



# Title I – C

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## Education of Migratory Children (Migrant Education Program)

Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards.

Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.



# Title I – C

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- Identification & Recruitment - Identifying families that may qualify for migrant services is done through 8 regional programs via educational recruiters. The educational recruiter identifies families by tapping into their local schools, contact with employers that work in agricultural-related field. Families can qualify if they work or intend to work in an agricultural-related field within the last 36 months.
- Health Services – Health services provide a very important role in the success of the migrant student. Services provided may include: dental, vision and medical. Each of the 8 regional programs is provided with funding in order to deliver health services.
- Migrant Education Even Start (MEES) – MEP and Family Literacy have partnered to provide better services for MEES. By integrating adult literacy, early childhood education and parent education, MEES aims to address the compelling needs of highly mobile migrant families and improve their education opportunities.



# Title I – C

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Binational Program – The Binational Program was developed to enable those migrant students from Mexico that arrive in the United States, to have access to the same free, appropriate public school education that is provided to other children.

- Transfer Documents
- Educational Materials & Information
- Professional Training
- Telesecundaria: Distance Learning Program





# Title I – C

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- Parent Advisory Committee (PAC) – Each of the 8 regional programs is required to have a PAC and play critical roles in the effectiveness of the MEP. The PAC is critical in providing feedback to the local Director of how to better improve the quality of education that their children receive.
- Migrant Youth Council (MYC) - The CDE/ELAU annually hosts an MYC Leadership Institute which provides information to youth about leadership skills, scholarship opportunities, health awareness and exposure to a college environment.
- National Migrant Education Hotline – The 800 hotline number serves migrant families nationally. The hotline goal is to provide assistance with education, medical services, food, shelter, clothing and emergencies.



# Title I – C

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There are 8 regional Migrant Education Programs (MEP)

The Colorado Department of Education, English Language Acquisition Unit is responsible for overseeing both the programmatic and fiscal portions of each of these programs including the districts that are found within each of these regions.

- Metro I – Golden, CO
- Metro II – Commerce City, CO
- North Central – Greeley & Ft. Morgan, CO
- Northwest – Leadville, CO
- Southeast – Pueblo, CO
- Southwest – Alamosa, CO
- West Central – Grand Junction, CO



# Title I – C

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## Colorado Migrant Education Program Comprehensive Needs Assessment (CNA)

The purpose of the CNA is to:

1. Focus on ways to permit migrant children with *priority for services* to participate effectively in school and;
2. Meet migrant student needs not addressed by services available from other Federal or non-Federal programs.



# Title I – C

## Migrant Students Scoring at Each Proficiency Level on the 2006 Reading CSAP (English)

Grade	Migrant Students				All Students	Difference
	N	Unsatisfactory	Partially Proficient	Proficient & Adv.	Proficient & Adv.	
3	609	28%	29%	38%	70%	-32%
4	646	28%	37%	33%	68%	-35%
5	693	34%	32%	31%	70%	-39%
6	655	33%	36%	28%	69%	-41%
7	628	45%	34%	19%	64%	-45%
8	573	42%	32%	23%	66%	-43%
9	516	40%	32%	25%	66%	-41%
10	421	41%	35%	20%	68%	-48%
Total	4,741	36%	33%	27%	68%	-41%



# Title I-C

## Migrant Students Scoring at Each Proficiency Level on the 2006 Reading CSAP (Spanish)

Grade	Migrant Students				All Students	Difference
	N	Unsatisfactory	Partially Proficient	Proficient & Adv.	Proficient & Adv.	
3	143	8%	20%	72%	63%	+9%
4	51	27%	33%	39%	41%	-2%
Total	194	18%	26%	56%	52%	+4%



# Title I – C

## Migrant Students Scoring at Each Proficiency Level on the 2006 Writing CSAP (English)

Grade	Migrant Students				All Students	Difference
	N	Unsatisfactory	Partially Proficient	Proficient & Adv.	Proficient & Adv.	
3	599	17%	60%	22%	52%	-30%
4	646	23%	58%	18%	50%	-32%
5	693	21%	53%	23%	59%	-36%
6	655	18%	53%	26%	59%	-33%
7	628	23%	61%	14%	56%	-42%
8	573	20%	64%	13%	51%	-38%
9	516	26%	56%	16%	52%	-36%
10	421	35%	51%	10%	50%	-40%
Total	4,731	23%	57%	18%	54%	-36%



# Title I-C

## Migrant Students Scoring at Each Proficiency Level on the 2006 Writing CSAP (Spanish)

Grade	Migrant Students			All Students		Difference
	N	Unsatisfactory	Partially Proficient	Proficient & Adv.	Proficient & Adv.	
3	144	19%	26%	54%	50%	+4%
4	51	33%	45%	22%	25%	-4%
Total	195	26%	36%	38%	38%	0%

\* More information regarding the CNA will be available soon on our website under migrant education



## Immigration: Background Information

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### The Historical Context:

- ❖ The first wave of immigration began with the English colonists of the 1600s, followed by the Dutch, French and Germans. Some of these original immigration brought with them African slaves, a practice that continued through the early 1800s.
- ❖ Large numbers of German, Polish, Russian Jews, Italians and Scotch-Irish farmers emigrated to the United States from the 1820s to the 1880s.
- ❖ The greatest influx of immigrants to date occurred between the 1880s and the early 1920s.



## Immigration: Background Information

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- ❖ In 1924 Mexicans arrived as temporary agricultural workers and Filipinos came to work the sugar cane plantations.
- ❖ The current period of immigration began in 1965 when the U.S. Immigration laws gave preference to close relatives of U.S. citizens and immigrants with skills needed in the United States.

*Source: The Colorado Trust*



## Immigrants in Colorado: A few facts

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- ❖ Colorado's foreign-born population increased 160% between 1990 and 2000, and now comprises 9% of the state's increasingly diverse population.
- ❖ Of Colorado's immigrant population in 2000, 55.6% were from Latin America, 19.6% from Asia, 17.6% from Europe, 3.7% from North America, 2.6% from Africa and 0.8% from Oceania.
- ❖ According to Census 2000 figures, immigrant populations in Garfield, Eagle and Summit counties increased 568%, 389% and 722%, respectively, with immigrants filling job vacancies in ski resorts, hotels and other service industries. Immigrant populations in Morgan, Yuma and Lincoln counties increased 218%, 873% and 792%, respectively, with most newcomers working in the meatpacking and agriculture industries.

*Source: Migration Policy Institute*



## Statewide ELA numbers

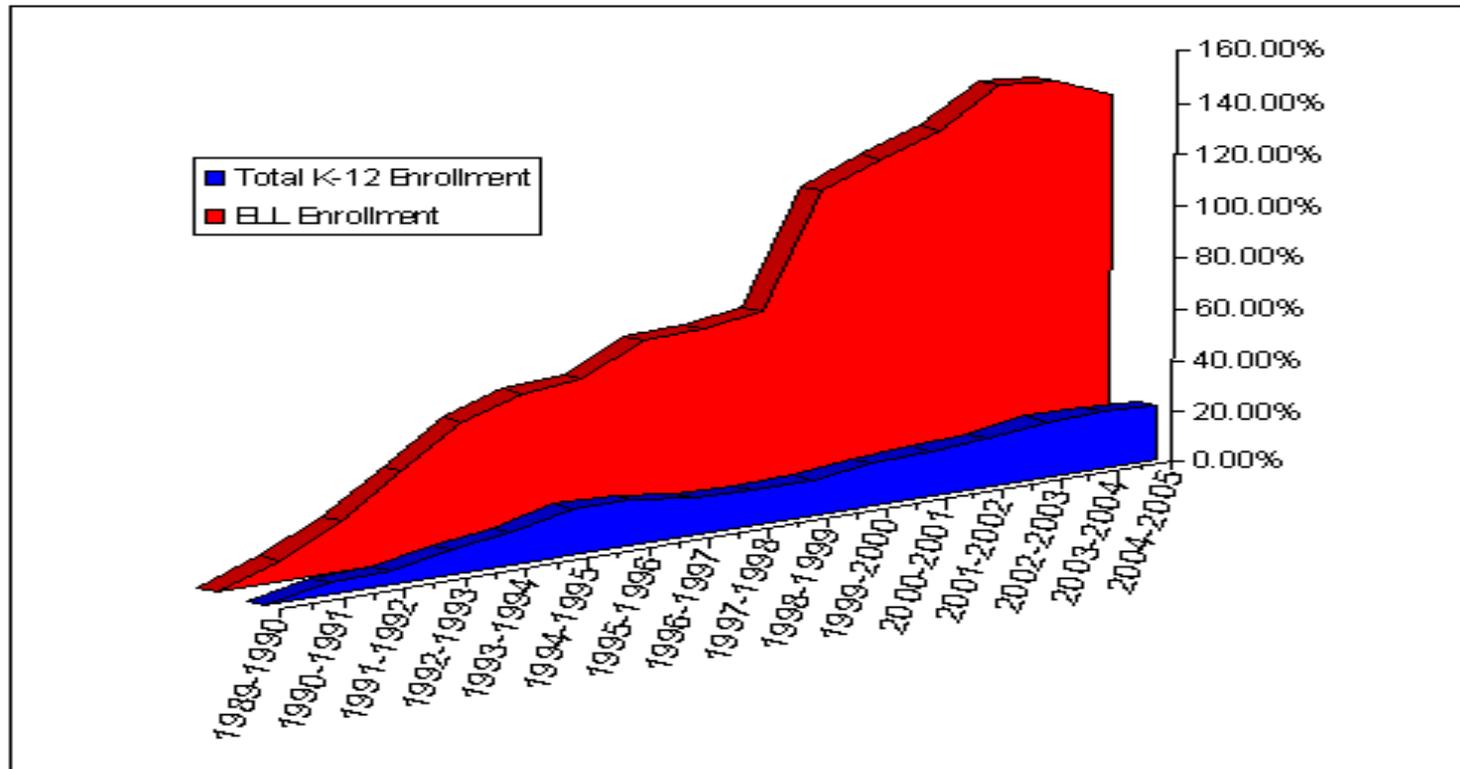
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- Students receiving ESL services in the state, including monitor kids = 98,637
  - Data from 2006 CELA results and Student October
- Students receiving bilingual services in the state, including monitor kids = 7,272
- Total number of ELLs in State from Student October 1, 2006 count = 121,160
- Number of languages spoken in Colorado schools =144 (ELPA 2004-2005)



## How has the ELL population changed in recent years?

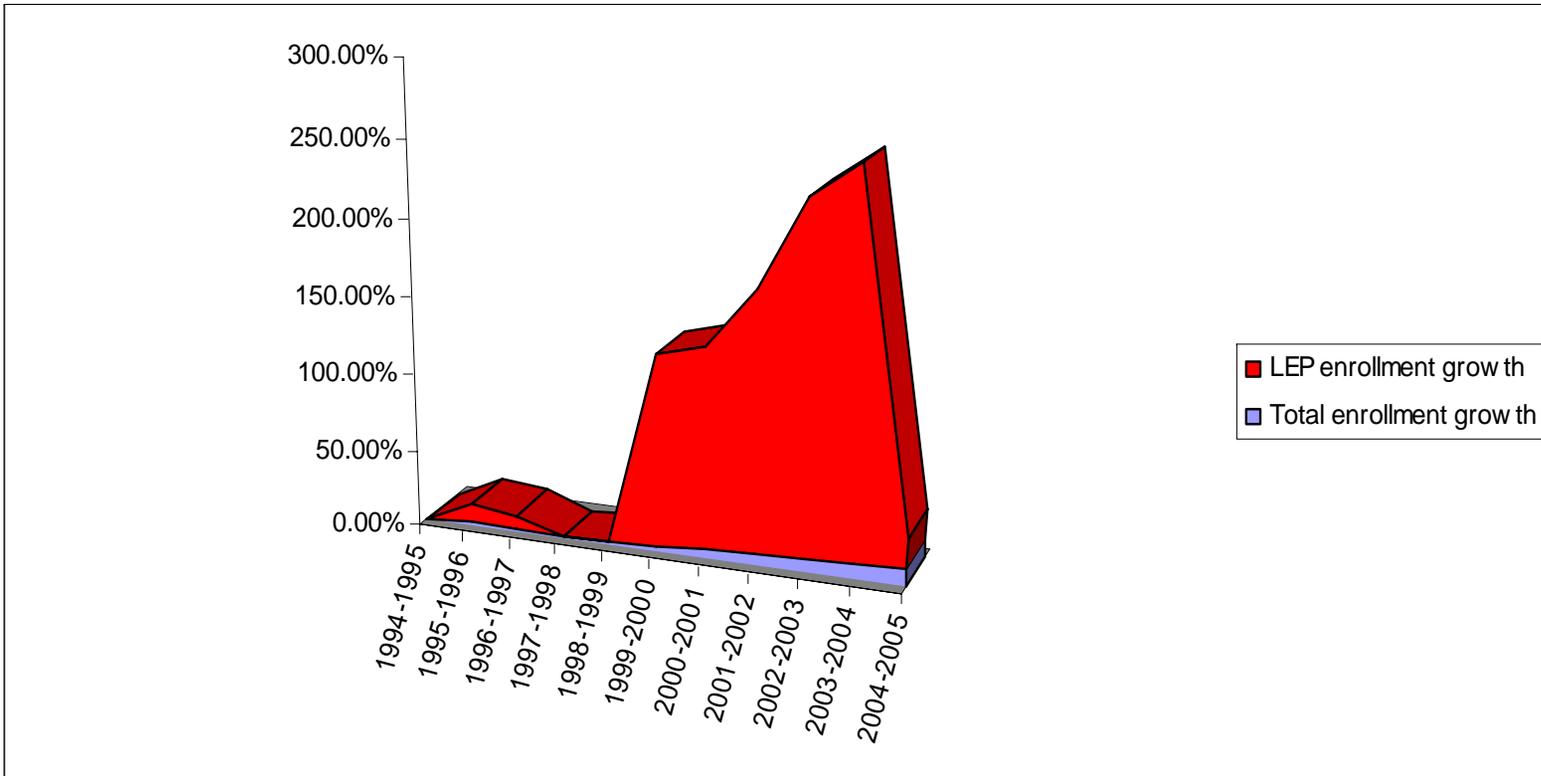
### Relative growth of ELL's in U.S. schools, 1989-1990 to 2004-2005 \*



\* SOURCE: U.S. Department of Education's survey of the states' limited English proficient students and available educational programs and services, 1991-92 through 2001-2002 summary reports. Supplemented by state publications (1998-99 data), enrollment totals from the National Center for Education Statistics (NCES), 2004-2005 Consolidated State Performance Reports, and data reported by states.



## Colorado's Rate of LEP Growth 1994/1995-2004/2005 \*



\* SOURCE: U.S. Department of Education's survey of the states' limited English proficient students and available educational programs and services, 1991-92 through 2001-2002 summary reports. Supplemented by state publications (1998-99 data), enrollment totals from the National Center for Education Statistics (NCES), 2004-2005 Consolidated State Performance Reports, and data reported by states.

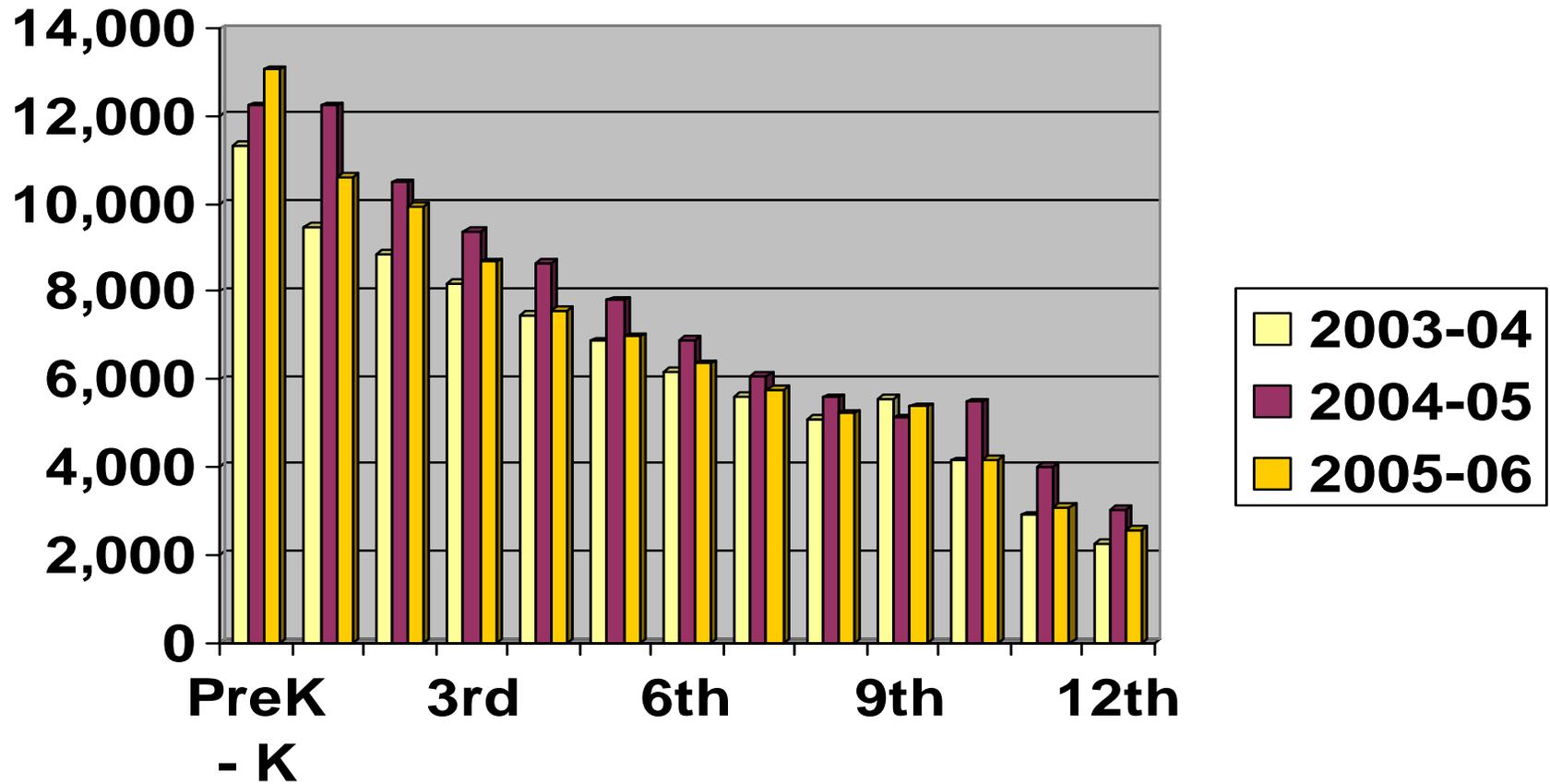


## How many school-aged English language learners (ELL's) are there in Colorado?

	ESL				Bilingual				Total ELL
	NEP/LEP	FEP M1	FEP M2	TOTAL	NEP/LEP	FEP M1	FEP M2	TOTAL	
<b>2003-2004</b>	<b>33,953</b>	<b>4,300</b>	<b>3,268</b>	<b>41,521</b>	<b>29,359</b>	<b>370</b>	<b>221</b>	<b>29,950</b>	<b>59,309</b>
<b>2004-2005</b>	<b>51,227</b>	<b>4,916</b>	<b>3,267</b>	<b>59,410</b>	<b>31,186</b>	<b>552</b>	<b>160</b>	<b>31,898</b>	<b>91,308</b>
<b>2005-2006</b>	<b>67,024</b>	<b>8,931</b>	<b>6,719</b>	<b>82,674</b>	<b>6,614</b>	<b>296</b>	<b>362</b>	<b>7,272</b>	<b>89,946</b>



## Colorado ELL population growth by grade level, over the last three years.





## English Language Acquisition Unit Contacts

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## English Language Acquisition Unit Consultants:

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## REFERENCES & RESOURCES

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- CDE

[www.cde.state.co.us](http://www.cde.state.co.us)

- OELA

[www.ed.gov/about/offices/list/oela/index.html](http://www.ed.gov/about/offices/list/oela/index.html)

- CAL

[www.cal.org](http://www.cal.org)

- CABE

[www.cobilingual.org](http://www.cobilingual.org)



# REFERENCES & RESOURCES

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- NABE  
[www.nabe.org](http://www.nabe.org)
- CASE  
[www.co-case.org](http://www.co-case.org)
- TESOL  
[www.tesol.org](http://www.tesol.org)
- CoTESOL  
[www.colorado.edu/iec/cotesol](http://www.colorado.edu/iec/cotesol)



## REFERENCES & RESOURCES

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- OELA Newslines, an NCELA daily news service  
<http://www.ncela.gwu.edu/newsline>
- Teaching Diverse Learners  
<http://www.alliance.brown.edu/tdl/policy/index.shtml>
- The Colorado Trust  
[www.coloradotrust.org](http://www.coloradotrust.org)



*"Education is the key to  
unlock the golden door of  
freedom."*

*\*George Washington Carver*

*‘What a child can do today  
with assistance, she will be  
able to do by herself  
tomorrow’.*

*\*Lev Vygotsky*