



Student Multiethnic Action Research Team (SMART)'s Platform for ELL Student Success

Sapna Pandya & Ray Jose

Many Languages One Voice



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one voice





DEMOGRAPHIC OVERVIEW



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Major Languages Spoken in the District

Español

Français

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中文

Tiếng Việt

한국어

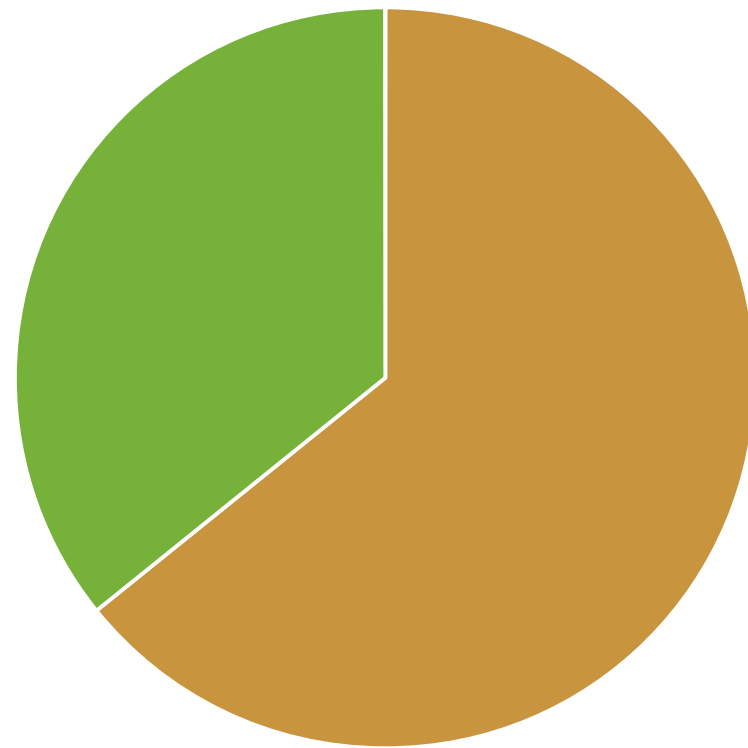


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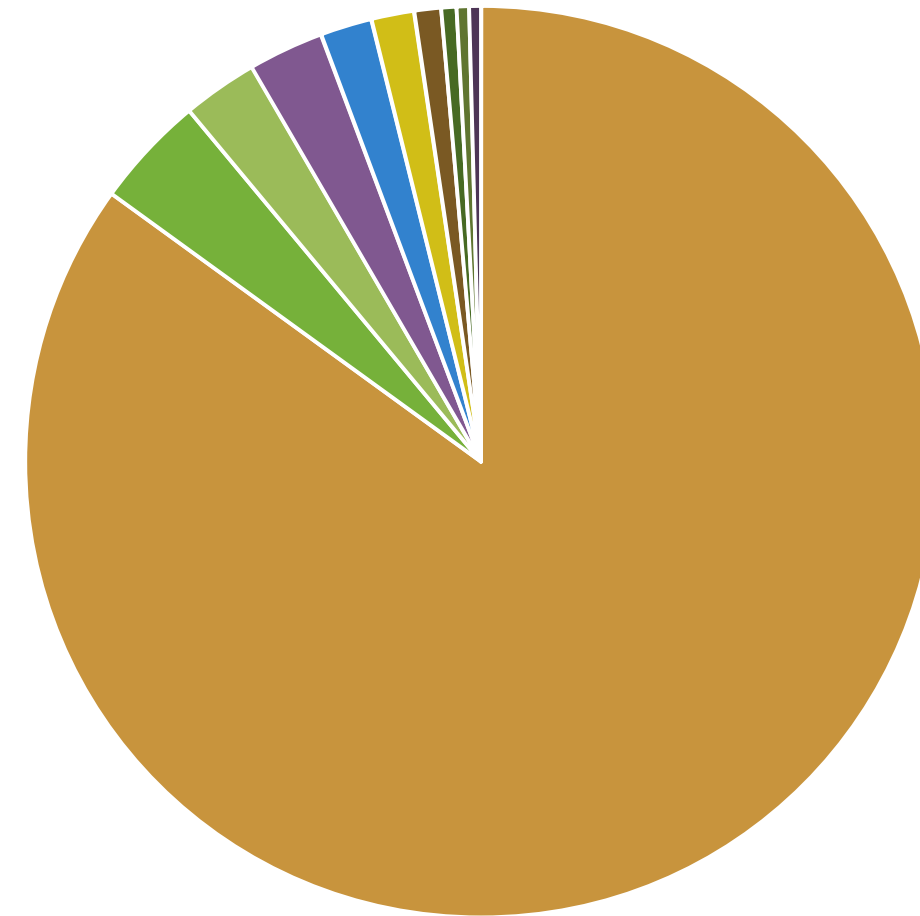


TOP 10 LANGUAGES BY LCD POPULATION SY 2012-2013

DCPS Student Population SY 2012-2013



■ LCD Population ■ ELL Population



■ Spanish ■ Amharic ■ French ■ Chinese ■ Vietnamese ■ Russian ■ Arabic ■ Tagalog ■ Bengali ■ English



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ELL Truths

- Over 108 languages and 128 countries are represented by the LCD population in DC schools
- ELL students reside in all 8 wards
- 10% of the DCPS student population, 11% of the DCPCS student population are ELL
- Over 50% of all LEP/NEP households in DC are “linguistically isolated”





BRAINSTORM:

What currently happens when you encounter one of these students?





ESTABLISHING COMMON VOCABULARY



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What is Language Access?

Language Access is when
a person who DOES NOT
speak English very well
receives the same access
to services as
a person who speaks
English very well.

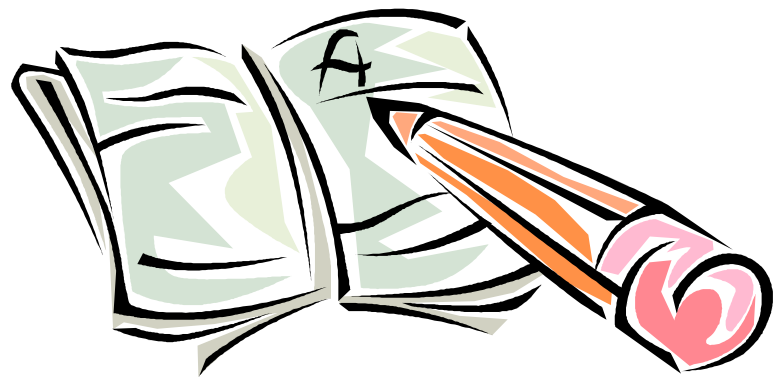


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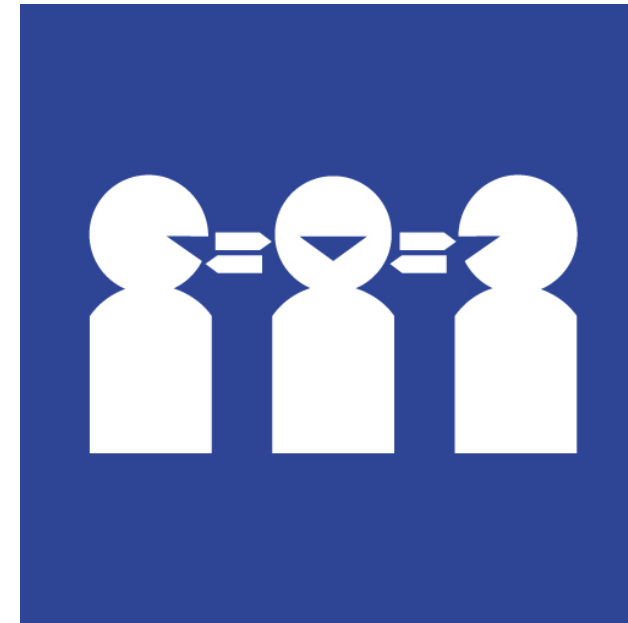


What is the difference between...

TRANSLATION



INTERPRETATION





What is Language Justice?

Language **justice** is when
a person who **DOES NOT**
speak English very well

*Lives a life realizing their rights,
a life of dignity, & free of
systemic oppression.*



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WHY IS THIS IMPORTANT?



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Language Access and the Law

The Title VI Statute of the Civil Rights Act of 1964, as amended, states:

“No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

-42 U.S.D. § 2000d

*Different treatment based on a person’s inability to read, write, or understand English may be a type of national origin discrimination.



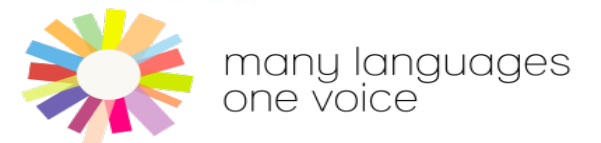
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Local Legislation: D.C. Language Access Act

DC government agencies (such as DCPS) must:

1. Interpret for *any language* requested by community members
2. Translate vital documents
3. Collect data on languages spoken by community members
4. Train staff on requirements under the Act and how to use Language Line





ONGOING

- ENSURING NO AGENCY IS DROPPED FROM ACT
- EXPANDING ACCESS TO OTHER GROUPS (I.E. DEAF & HARD OF HEARING)
- ENSURING COMPLIANCE WITH CORRECTIVE ACTIONS
- SUGGESTING CHANGES TO REGULATIONS



INTRODUCED “LANGUAGE ACCESS FOR EDUCATION ACT” WITH CM DAVID GROSSO IN SEPT 2014; FEB 2015



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How language injustice impacts relationship dynamics



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“There’s really no such thing as the ‘voiceless.’ There are only the deliberately silenced, or the preferably unheard.”



- Arundhati Roy, writer/activist



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HOW DO WE ENSURE OUR ELL STUDENTS RECEIVE A QUALITY EDUCATION?

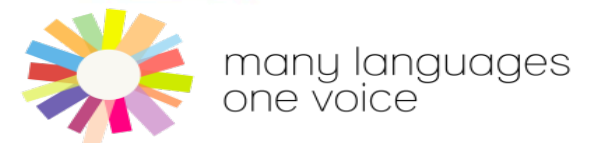


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DC | Language Access Coalition

- 30+ community-based organizations, administered by Many Languages One Voice
- Advocated for passage of, and written into DC Language Access Act of 2004
- **“Community voice”** to help government follow the DC Language Access Act of 2004

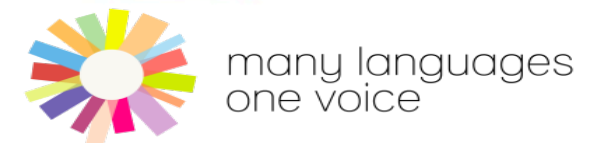




Language Access for Education Act of 2015

Building brighter futures for ELL students & their families by provisions that:

- **ENSURE PARENTAL ENGAGEMENT**
 - Schools must have ESL certified member on their staff; Language Access Coordinator
- **ENSURE AVENUES FOR CIVIC ENGAGEMENT**
 - The Mayor's office & the City Council added to the list of covered entities with major public contact that must provide language access services.
- **STRENGTHEN IMPLEMENTATION**
 - Creating a Civil Penalties Fund for violations of the Language Access Act.





Tips when Working with English Language Learners

DO	DON'T
<ul style="list-style-type: none"> ➤ Attend to non-English speakers as promptly as you would any other community member 	<ul style="list-style-type: none"> ➤ Make non-English speakers wait until all other English speakers have been served.
<ul style="list-style-type: none"> ➤ Use resources available: “I Speak” card and posters, Language Line, etc. 	<ul style="list-style-type: none"> ➤ Assume the literacy level or spoken proficiency of a person.
<ul style="list-style-type: none"> ➤ <i>Always use trained interpreters and community advocates</i> 	<ul style="list-style-type: none"> ➤ <i>Just use a bilingual individual, particularly students. Even though someone is bilingual, it does not mean they are trained in interpretation.</i>
<ul style="list-style-type: none"> ➤ Allow more time to work with non-English speakers. 	<ul style="list-style-type: none"> ➤ Raise your voice, if conflict should arise.
<ul style="list-style-type: none"> ➤ Go over important next steps to make sure non-English speakers have understood the interpretation 	<ul style="list-style-type: none"> ➤ Use overly technical language.





How to use Language Line

Student/Parent



Educator



LLS Interpreter



1. Identify the Language of the student or parent
2. Dial the Language Line Services toll-free number
1-800-367-9559
3. Provide the Language Line Services agent:
 - Your Six-digit Client ID number - **511049**
 - Language needed – **“Cantonese”**
 - Your Agency Access Code - **701001**
4. When the interpreter is connected, brief the interpreter on the nature of the call.
5. Add student/ parent to the call.
Speak directly to the student/parent.
6. Close the call



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Helpful Tips when using Language Line Services

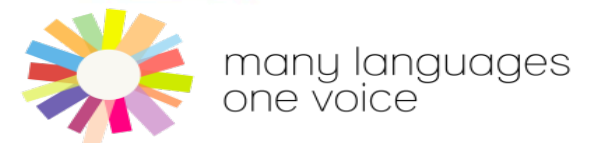
What to DO	What <u>NOT</u> to do
✓ Be specific about what information you need or what needs to be done.	✓ Avoid asking the interpreter's opinion and avoid the use of acronyms and/or jargon.
✓ Give clear instructions	✓ Avoid long statements and speaking too quickly.
✓ Ask if the caller understands.	✓ When dealing with frantic callers, avoid shouting.
✓ Expect longer conversations and work around cultural issues.	✓ Avoid interrupting the interpreter.
✓ Close the call	



Translation

It is important to translate documents for all events you want parents to attend.

For translation services, contact the *Office of Bilingual Education* at **202-671-0750**.





“I Speak” Cards

I Speak Arabic.

I need assistance and have the right to receive assistance in my spoken language. Please provide me with an interpreter and note my spoken language in your permanent records. Thank you.

District law requires that agencies provide you with information and assistance in your language for free. If you do not receive help in your language, please call the DC Office of Human Rights at (202) 727-4559 and press 0.



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انا أتحدث اللغة العربية.

أحتاج ألي المساعدة ولدي الحق بالحصول علي المساعدة بي لغتي المتحدث بها. الرجاء إخطار مترجم فوري لي وإكتابات لغتي المتحدث بها في سجلاتكم الدائمة. شكرًا.

قانون مقاطعة كولومبيا يشترط أن تقدم لك الجمعيات معلومات وخدمات بلغتك مجانًا. إذا لم تحصل علي مساعدة بلغتك، الرجاء الاتصال بمكتب مقاطعة كولومبيا لحقوق الإنسان علي هذا الرقم:

٧٢٧-٤٥٥٩ (٢٠٢) من ثم الضغط علي الرقم (٠)



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Student Multiethnic Action Research Team (S.M.A.R.T.)

- From 2008: English Language Learning high school students organizing for better quality education in DC Schools.
- Current effort to **amend Language Access Act**, partnering with DCLAC . Research on 50% ELL student drop-out rate; how graduate unprepared for college or a good job.
- During weekly membership meetings, ELL youth receive **political education and leadership skills training**. MLOV's Summer Institute for Student Organizing is a 6 week program which builds youth leaders.
- After attending 2 meetings, students receive community service hours.



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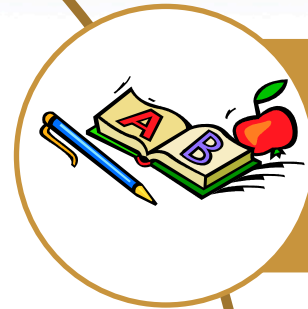
WHAT STANDS IN THE WAY OF ELL STUDENTS RECEIVING A QUALITY EDUCATION?



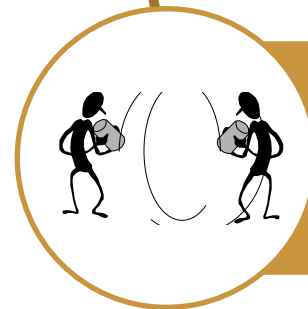
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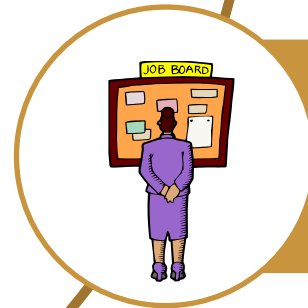
RACIAL AND ECONOMIC DISPARITIES



ELL students are not graduating on time & not feeling schools provide a multicultural environment



Limited Parental Engagement of ELL parents & guardians



ELL youth are not being prepared for graduation or career by DCPS/DCPCS



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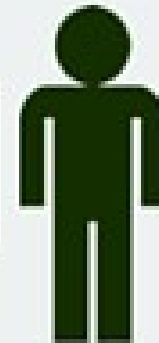


NOTE...

DOES NOT
MEET
EXPECTATIONS.



MEETS
EXPECTATIONS.



EXCEEDS
EXPECTATIONS.

For **WHITE STUDENTS**,
38% met expectations and 16% exceeded
expectations on the **ELA** portion.
On the **MATH** portion,
51% met expectations and 1% exceeded
expectations.

For **BLACK STUDENTS**,
23% met expectations and 8% exceeded
expectations on the **ELA** portion.
On the **MATH** portion,
35% met expectations and 0% exceeded
expectations.

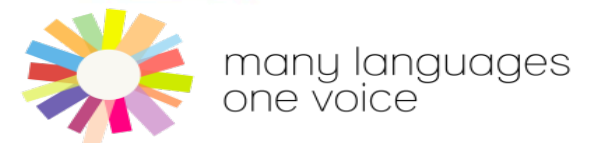


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High School PARCC exam - DCPS

- On the English II :
 - Just **25% of D.C. students** met/exceeded PARCC expectations.
 - **Only 5% of D.C. ESL students met/exceed expectations; *i.e. are classified as “college/career ready”*.**
- On the mathematics high school PARCC exam:
 - Just **10% of D.C. students** met/exceeded PARCC expectations.
 - **Only 4% of D.C. ESL students met expectations, none exceeded.**





DCPS'S UNFULFILLED PROMISES



LEAVE ELL STUDENTS BROKEN-HEARTED



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What (systemic) solutions would you suggest?

SMALL GROUPS: 5 scenarios

1. ELL Students Facing Harassment by School Security
2. Materials consistently sent to parents not in parents' preferred language
3. ELL Students unable to afford cost of higher education
4. Limited English Proficient immigrant parents anxious to be engaged in child's education
5. Newcomer students wanting to engage with decision makers





“SMART Solutions”

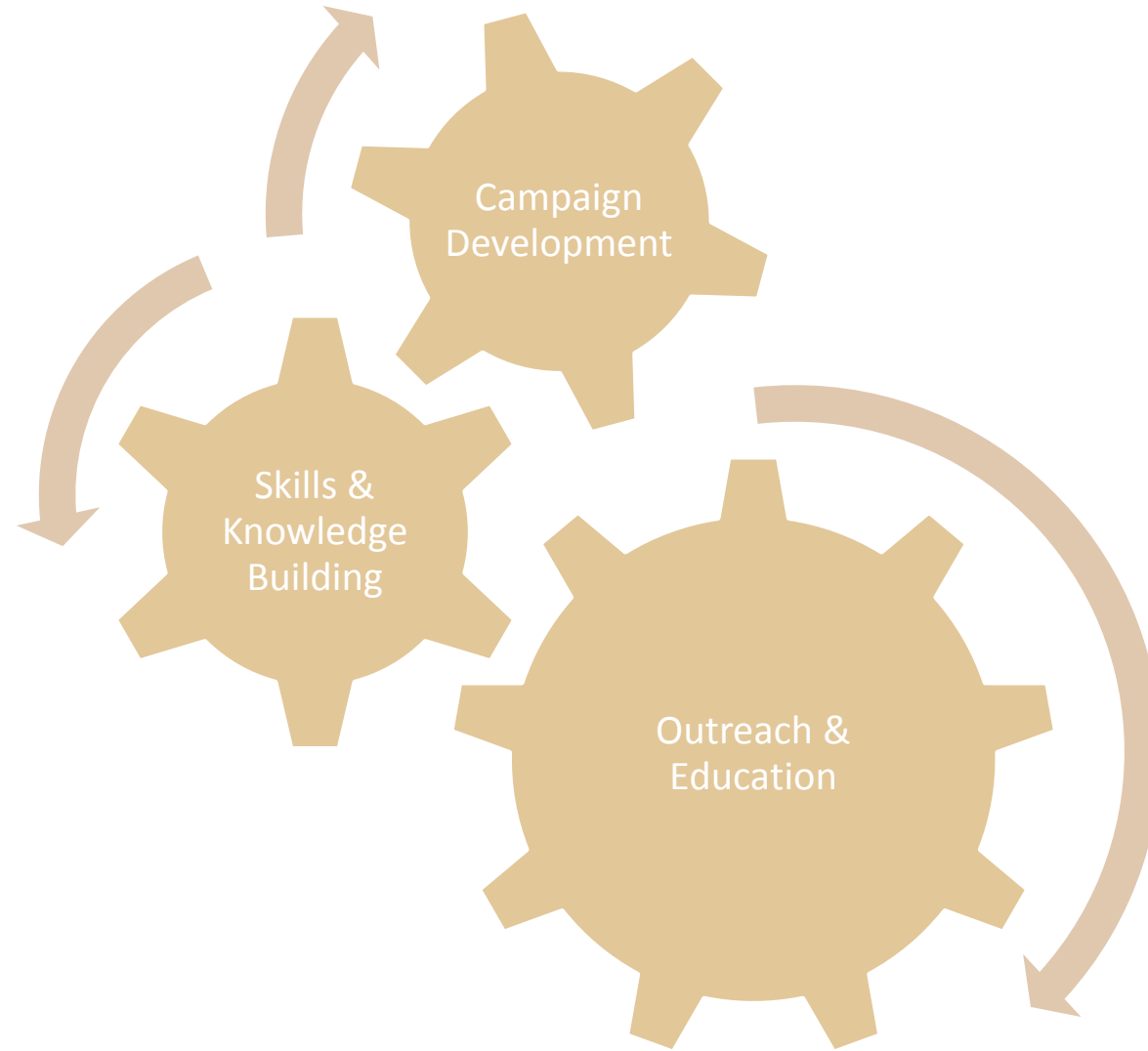
Problem	Solution
Lack of Multiculturalism	School lunches, trainings, bilingual hiring
Absence of Bilingual Counselors	Bilingual hiring, Counselor hiring
Irregular/complete absence of interpretation at school level	Language Access Coordinators; educator training (included in LA for Education Act of 2015)
Limited training for educators on working with ELL youth	OHR-led & staffed trainings (included in LA for Education Act of 2015)
Credit recovery options	Summer classes for original credit



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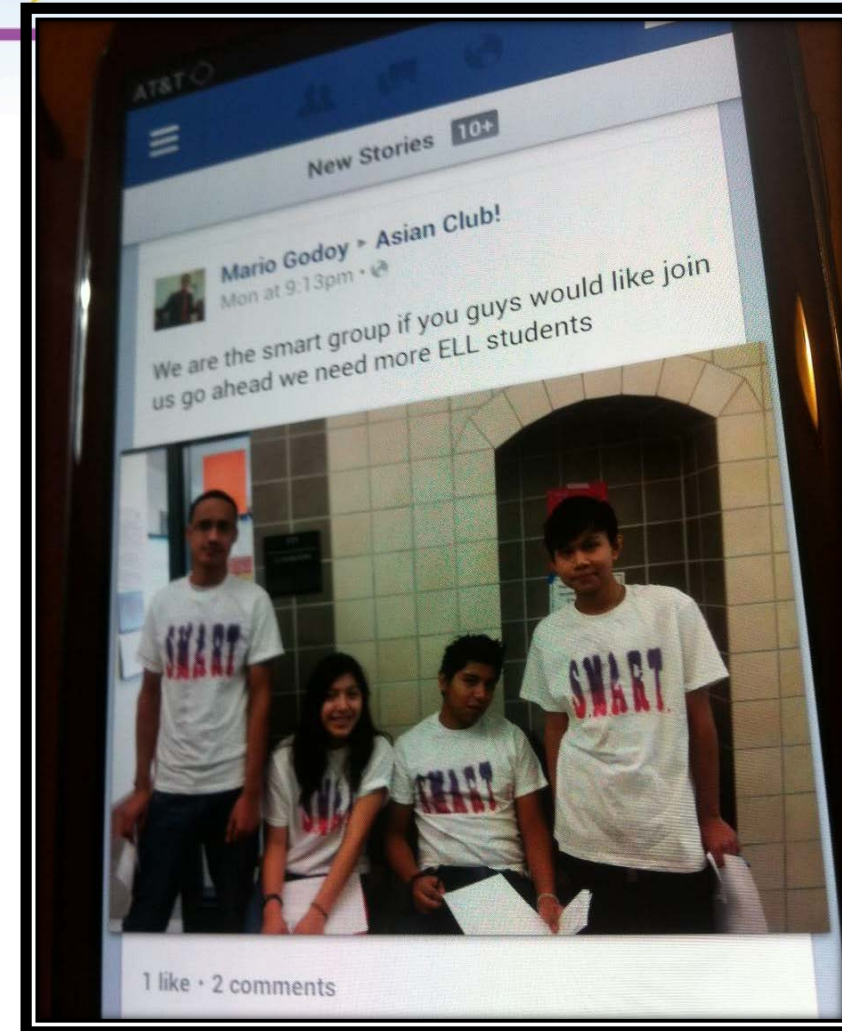
BUILDING POWER FOR ELL COMMUNITIES



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BASE BUILDING



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PARTICIPATORY ACTION RESEARCH



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SKILLS & KNOWLEDGE SHARING



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**SUMMER INSTITUTE FOR STUDENT ORGANIZING!
6 WEEK PROGRAM: LATE JUNE – EARLY AUG**



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DIRECT ACTION



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QUESTIONS?



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