

# **OELA Limited English Proficiency Plan**

## **I. Purpose**

This plan is intended to improve access for LEP individuals to the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)

## **II. Authorization**

This LEP Plan is established pursuant to and in accordance with Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency" and the Departmental Plan set forth in Departmental Directive, OM: 1-1-4, dated August 5, 2003, entitled Limited English Proficiency Plan.

## **III. Applicability**

This plan applies to the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students.

## **IV. ,Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) Limited English Proficiency Plan**

This plan is designed to assist OELA by providing guidance on translation, interpretation, and outreach services for LEP persons seeking access to OELA programs and other programs funded under No Child Left Behind. OELA's primary programs that impact LEP populations are the State Formula Grant Program, National Professional Development Program, Native American and Alaska Native Children in School Program:

## **V. NCLB Title III Formula And Discretionary Programs**

(State Formula Grant Program, National Professional Development Program, Native American and Alaska Native Children in School Program)

## **Overview and LEP Assessment of Specific Program**

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) (formerly the Office of Bilingual Education and Minority Languages Affairs, OBEMLA) provides national leadership in promoting high-quality education for the nation's population of English-

language learners (ELLs).<sup>1</sup> Under Title III of IASA, 2001, No Child Left Behind, OELA offers meaningful access to its programs and services to ELL children in K-12 U.S. public schools and their parents, through two vehicles: its office staff and programs, and its National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA).

Recipients of grant programs include States, local educational agencies, and institutions of higher education. Beneficiaries of OELA grant programs include students in grades k-12, their parents, teachers and other school staff. OELA has determined that parents of LEP students represent the group with the greatest need for information about Department and OELA programs in languages other than English. Based on the assessment of languages of LEP students, OELA has determined that parents who are Spanish speakers represent the largest number of parents who would benefit from information in a language other than English.

### **Assessment of the Number of LEP Persons Who May Need Language Assistance and Languages They Speak**

OELA has assessed the number of LEP students and the languages they speak by sponsoring the five-volume "Descriptive Study of services to LEP Students and LEP Students with Disabilities," web-posted on January 19, 2004. This nationally representative study reports on the numbers, student characteristics, native languages, instructional services, test-inclusion, curricular-alignment and teacher qualifications related to the education of LEP students and LEP students with disabilities. The data were collected in the Spring semester of 2002 from a stratified sample of 1,315 school districts, 3,424 schools, in the form of surveys, onsite record collections and case interviews. One of the Special Topic Reports compares the findings from the Descriptive Study with OCR's 2000 Elementary and Secondary School Civil Rights Compliance Report" (the E&S Survey), 2003, covers all of the nation's 95,000 schools. The full Descriptive Study is accessible at OELA Clearinghouse (NCELA) website, <http://www.ncela.gwu.edu>

<b>Rank (estimate*)</b>	<b>Language</b>	<b>LEP Students (estimate*)</b>	<b>% of LEPs (estimate*)</b>
1	<b>Spanish</b>	3,598,451	79.045%
2	<b>Vietnamese</b>	88,906	1.953%
3	<b>Hmong</b>	70,768	1.555%
4	<b>Chinese, Cantonese</b>	46,466	1.021%
5	<b>Korean</b>	43,969	0.966%
6	<b>Haitian Creole</b>	42,236	0.928%
7	<b>Arabic</b>	41,279	0.907%
8	<b>Russian</b>	37,157	0.816%
9	<b>Tagalog</b>	34,133	0.750%
10	<b>Navajo</b>	27,029	0.594%

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<sup>1</sup> Traditionally, English Language Learners are referred to as LEP. Therefore, apart from the description of OELA and the services they provide, this document uses LEP.

This list continues for 384 languages at  
<http://www.ncela.gwu.edu/policy/states/reports/seareports/0001/langsrnk.pdf>

## **Language Assistance Measures**

### **Translation Resources**

OELA's need for translation of materials is primarily for informational materials for parents about the provisions of No Child Left Behind and about Departmental and OELA programs and services. OELA does not have a need for translation of regulatory documents into languages other than English. OELA has developed a set of informational materials for parents that explains NCLB provisions and how they affect parents and their children. These informational materials have been translated into Spanish and other languages.

OELA employs staff with language capability in Spanish, Punjabi, Vietnamese, Chinese, Urdu, Tagalog, Italian and French. A directory of staff speakers of other languages is maintained in the Office of the Director.

OELA employs staff with capability for translating written documents in Spanish and other languages. However, OELA will coordinate with the Office of Public Affairs for Department translation and review for materials translated into Spanish and other languages to ensure materials meet the same standards of quality as the English versions.

Occasionally OELA receives inquiries written in a language other than English. OELA will use the directory of staff with experience in languages other than English to assign responses to written inquiries. For languages for which OELA does not have staff expertise, OELA will use the services of the Office of Public Affairs to translate inquiries into English and to translate the written response into the language of the inquiry.

### **Interpretation Resources**

OELA's National Clearinghouse for English Language Acquisition (NCELA) assists parents and school personnel across the country who need translation services through the National Linguistic Assistance Database, a database of translators and organizations that can help individuals find translation services.

Incoming calls from the public to OELA are generally directed to the OELA front office. The front office includes staff with language capability in Spanish, Chinese and Vietnamese. From the front office, calls in languages other than English are referred to staff with language capability in the language of the inquirer. In addition NCELA, OELA's national clearinghouse, employs staff with

multilingual capability and regularly respond to inquiries in Spanish and other languages.

To better meet the need for speakers of other languages, OELA has established a 1-800 number (1-800-321-6223) to respond to inquiries in languages other than English. This number is staffed with language interpreters and include prompts for inquirers.

OELA regularly hosts meetings for visitors from foreign countries and other groups, including parents, who speak languages other than English. These meetings usually provide information on OELA and Department programs and services through formal or informal presentations. Staff with capability in languages spoken by the visitors present information in the target language. If visitors speak a language for which OELA does not have staff language capacity OELA will use the Department's Language Assistance Volunteers directory to select interpreter's proficient in the target language.

## **Resources**

OELA does not anticipate that it will require additional resources to implement the LEP Plan, since the plan's activities are consistent with activities OELA conducts based on its mission.

## **Training or Hiring of Staff**

All OELA staff will be informed of the LEP plan activities regularly through division meetings and all staff briefings.

## **Providing Notice to LEP Persons**

To improve LEP parents' access to information about the provisions of NCLB and OELA and Department programs and services, OELA has created the Hispanic Outreach Taskforce. The Taskforce is staffed with OELA staff that is Spanish speakers and includes representatives of faith-based organizations throughout the Nation. Planned major activities of the Hispanic Task Force include:

- Tour of 16 cities across the Nation to disseminate information in Spanish and English through both oral presentations and written materials. (4/7/04-8/15/04)
- Television and radio announcements in Spanish and English targeted at parents of English language learners to provide them with information about NCLB and Department and OELA programs and services. (1/15/04-4/15/04) and 8/15/04-12/15/04)
- Creation of a special website focusing on parents rights under NCLB. Information will be provided in Spanish and in English.

The OELA Public Affairs director coordinates communication with the media related to OELA outreach efforts. The Public Affairs director produces press-releases, including releases in Spanish, and coordinates with television, radio, and print media, including Spanish language media.

Through the NCELA website, OELA disseminates materials in Spanish for parents, families, community members, teachers and researchers, including Spanish language materials disseminated through Ed Pubs.

In addition to the Hispanic Outreach website described above, OELA plans to create an additional special website for parents which will post material for parents of LEP students in both English and Spanish, including information on NCLB, Department and OELA programs and services, and resources for parents. The website will be constructed by 3/15/04 and will be housed within the NCELA website.

OELA hosts an annual summit conference for educators and parents. Sessions provide information on No Child Left Behind. For Spanish-speaking parents several sessions are presented in Spanish.

In addition, OELA plans to work with parent organizations, state educational agencies, universities, and community organizations in the development of the National Coalition of Parents of English Language Learners (NCPELL). NCPELL will provide information to parents on the provisions of NCLB and Departmental programs and services through presentations, materials, workshops and meetings. Oral and written information will be provided in multiple languages. It is expected that NCPELL will be formed by 9/04 and actively disseminating information to parents by 10/04.

### **Monitoring, Continuous Assessment and Updating the Plan**

Activities included in OELA's LEP Plan are consistent with the mission of OELA. Outreach activities included in the plan are part of OELA's management plan. LEP Plan activities will be reviewed and monitored by OELA senior staff to ensure that activities are progressing, target dates are met and information provided is helpful to beneficiaries.

Through electronic customer surveys on website materials, OELA will receive feedback on the quality of materials disseminated and use this information to improve outreach to speakers of other languages.

### **Activities Planned**

The LEP Plan described above includes activities that OELA plans to continue as well as activities that are new. New activities include those planned by the

Hispanic Outreach Taskforce as well as the development of a new website for parents, and collaboration with NCELL in the dissemination of information to parents of English language learners.

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