

As part of the mission of the Office of English Language Acquisition (OELA) to respond to Title III educational needs and implement section 3202 of Title III of the *Elementary and Secondary Education Act (ESEA)* as it applies to English learners (ELs), OELA has created three toolkits designed to promote high-quality educational experiences for ELs and their families. This crosswalk outlines the content and the intended audiences for each toolkit.

### OELA Toolkit Crosswalk and Areas of Overlap

	 <p><b>English Learner Toolkit</b></p>	 <p><b>English Learner Family Toolkit</b></p>	 <p><b>Newcomer Toolkit</b></p>
	<i>The introduction is in English, Spanish, Arabic, Chinese, Hmong, Korean, and Khmer, but the chapters are in English only.</i>	<i>English, Spanish, Chinese, and Arabic</i>	<i>English</i>
<b>Language instruction educational programs</b>	✓	✓	✓
<b>Dual language/bilingual education</b>	✓	✓	✓
<b>Instructional practices</b>	✓		✓
<b>Family engagement</b>	✓	✓	✓
<b>English learners with disabilities</b>	✓	✓	✓
<b>Extracurricular programs</b>	✓	✓	
<b>Access to advanced coursework</b>	✓	✓	
<b>Social and emotional well-being</b>			✓
<b>Civil rights and legal obligations to ELs and families</b>	✓	✓	✓

## Content Summary of Toolkits

Toolkit	Purpose	Primary Audiences	Topics Addressed	Special Foci/Caveats
<p><a href="#"><u>English Learner Toolkit (2017)</u></a></p>	<p>Help state and local education agencies (SEAs and LEAs) in meeting their legal obligations to ELs and in providing all ELs with the support needed to attain English language proficiency while meeting college- and career-readiness standards</p>	<p>State, district, and school administrators, teachers</p>	<ul style="list-style-type: none"> <li>• Civil rights and other legal obligations to ELs and their families</li> <li>• Identifying ELs</li> <li>• Providing ELs access to language assistance programs</li> <li>• Staffing and supporting language assistance programs</li> <li>• Providing ELs access to core and extracurricular programs</li> <li>• Creating inclusive environments for ELs with disabilities</li> <li>• Serving opt-out ELs</li> <li>• Monitoring ELs</li> <li>• Evaluating EL programs</li> <li>• Working with limited English proficient families</li> </ul>	<ul style="list-style-type: none"> <li>• Companion to 2015 Dear Colleague letter</li> <li>• Updated after the <i>Every Student Succeeds Act</i> (ESSA)</li> <li>• Sample home language surveys</li> <li>• Sample checklist for addressing needs of long-term ELs</li> <li>• Sample indicators of effective instruction for ELs</li> <li>• Ideas for serving gifted and talented ELs</li> <li>• Comparison of language proficiency-related differences versus disability-related differences</li> <li>• Guidelines on how to use Civil Rights Data Collection (CRDC) data for ELs</li> <li>• Sample EL monitoring forms</li> <li>• Components to include for an evaluation of EL programs</li> <li>• Dual capacity framework to serve EL families</li> </ul>
<p><a href="#"><u>English Learner Family Toolkit (2023)</u></a></p>	<p>Provide information to answer questions families may have about public schools in the United States</p>	<p>EL families and school staff who support them</p>	<ul style="list-style-type: none"> <li>• Information about enrolling students in U.S. schools</li> <li>• What students and families can expect when attending U.S. schools</li> <li>• Educational services and programs for students in U.S. schools</li> <li>• Information on disability-related services</li> </ul>	<ul style="list-style-type: none"> <li>• Each chapter includes family and student rights, suggested questions to ask school staff, tips for families, and resources.</li> <li>• Questions families can ask address how to receive information in their home language, types of language assistance programs, and extracurricular programs.</li> <li>• The entire toolkit is loaded onto a mobile app available for both iOS and Android devices.</li> </ul>
<p><a href="#"><u>Newcomer Toolkit (2023)</u></a></p>	<p>Help SEAs and LEAs meet the physical, linguistic, social, emotional, mental health, and academic needs of newcomer students and their families</p>	<p>State, district, and school leaders and general education educators who directly serve immigrant and refugee students</p>	<ul style="list-style-type: none"> <li>• Characteristics of newcomers and their families</li> <li>• Civil rights and other legal obligations to ELs and their families</li> <li>• Registering and enrolling newcomers in U.S. schools</li> <li>• Welcoming and engaging newcomer students' families</li> <li>• Supporting newcomers' social, emotional, and mental health needs</li> <li>• Components of newcomer programs</li> <li>• Components of effective instruction for newcomers</li> </ul>	<ul style="list-style-type: none"> <li>• Use of multilingual learner (ML) to replace English learner (EL)</li> <li>• Updated definition of newcomer student</li> <li>• Professional learning ideas with virtual learning suggestions</li> <li>• Dual capacity framework to serve newcomer families</li> <li>• Sample newcomer programs to learn from</li> <li>• Assets-based instructional ideas supported by NCELA teaching briefs and OELA webinars</li> <li>• Misconceptions about newcomers</li> <li>• Special considerations for working with secondary newcomers</li> </ul>