

What Next?

Selected Resources for Pursuing Equity at the Intersection of Language, Culture, and Disability



If you're here, hopefully, you've watched the five webinars in the 2022 Thought Leader Conversation (TLC) Series on Pursuing Equity at the Intersection of Language, Culture, and Disability. You can find all the [recordings and slides on the NCSI website](#) if you missed or want to revisit them.

Are you wondering what to do next? This document highlights a few resources suggested by our thought leaders and National Center for Systemic Improvement

(NCSI) staff to extend your learning and apply the knowledge to your improvement efforts related to supporting English learners with disabilities. Rather than an exhaustive list, this is a small sample of resources we hope will be particularly useful to leadership teams at both the state and district levels. Below you will find links and brief descriptions to help you decide which resources may be most relevant to you and your context.



Quick facts on English learners with disabilities

As a quick introduction to this population, the Foundational session shared data from [OSEP Fast Facts: Students With Disabilities Who Are English Learners \(ELs\) Served Under IDEA Part B](#). This interactive brief, also available as a PDF, uses data from school years 2012/13 through 2020/21 to describe this growing subgroup of students and notes some of the differences we see among English learners with disabilities and the broader population of students with disabilities in terms of identification, placement, and outcomes.



What does the research say?

In 2017, the National Academies of Sciences, Engineering, and Medicine (NASEM) released [Promoting the Educational Success of Children and Youth Learning English: Promising Futures](#). This report examined the research to make recommendations to better support English learners. [Chapter 10 of the NASEM report](#) is particularly relevant as it focuses on English learners with disabilities. The report brief [Dual Language Learners And English Learners With Disabilities](#) provides Chapter 10 highlights related to five specific disabilities, common myths, best practices in identification and evaluation, and considerations for individualized education programs (IEPs).

Some of the myths address the erroneous idea that English learners with disabilities cannot or should not learn multiple languages. In reality, they can learn both English and their home languages and benefit from doing so. The Office of English Language Acquisition (OELA) created an infographic on multilingualism's cognitive, educational, economic, and sociocultural benefits.

How can we use our multitiered systems of supports (MTSS) or other intervention frameworks to support English learners?

In the research-informed practices session, thought leaders shared information from two model demonstration projects from two rounds of funding from the Office of Special Education Programs (OSEP). John Hoover described a project from the first round and Julie Esparza-Brown described one from the second round. Each cohort of model demonstration projects produced a series of five briefs to support MTSS for ELs; all ten briefs are found at <https://mtss4els.org/resources/briefs>. Two that may be particularly relevant to our TLC topics are [Brief 3, English learners with significant learning difficulties or disabilities: Recommendations for practice](#), and [Brief 4, Fostering collaborative partnerships with families of English learners within a multitiered system of supports](#). For more information on supporting English learners who need the most intensive supports within MTSS, see the National Center on Intensive Intervention brief (co-authored with John Hoover) [Implementing Data-Based Individualization for English Learners](#).

What are some other resources that can support states and districts in providing guidance, developing professional learning opportunities, and engaging parents in improvement efforts?

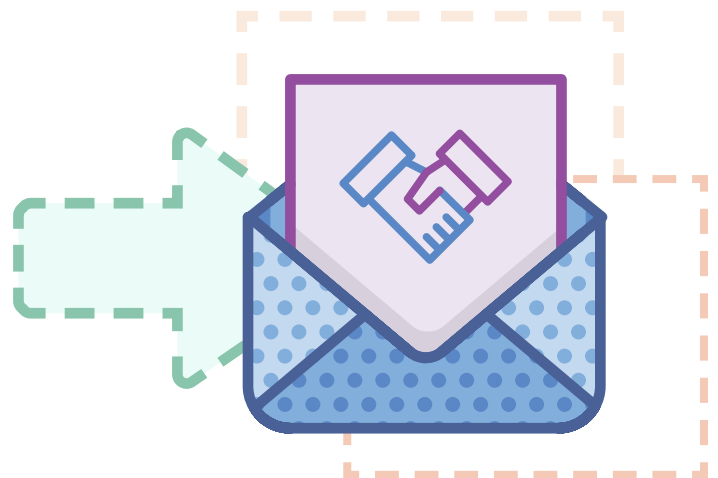
OELA created an [English Learner Tool Kit](#) to help state and local education agencies support English learners. Of particular relevance is [Chapter 6: Tools and Resources for Addressing English Learners With Disabilities](#). This chapter contains information, guiding questions, and tools to support identification, evaluation, and IEP development, including selecting appropriate accommodations.

For additional tips on meaningfully engaging culturally and linguistically diverse families, the SPAN Parent Advocacy Network created a “quick facts” resource for Special Education Parent Advisory Groups (SEPAGs): [How Can SEPAGs Build Diverse Family Engagement?](#) This link provides the two-pager in both English and Spanish.

For states wondering how they can better guide and support their districts in serving this population, see this guide from the Council of Chief State School Officers: [CCSSO English Learners With Disabilities Guide: A Guide for States Creating Policies on the Identification of and Service Provision for English Learners With Disabilities](#). Highlights include recommendations to states developing policies and procedures on the identification of English learners with disabilities and IEP development for English learners with disabilities.

Want help applying the content at your SEA?

If you work at a state education agency (SEA) and would like support with your efforts to improve services and outcomes for English learners with disabilities, please reach out to your NCSI technical assistance (TA) facilitator. If you do not know who that is, find out at <https://ncsi-resources.wested.org/>. You also can submit a question or request for support through our [Ask the NCSI web form](#).



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