

Attachment 3: FRSS 107 Interview Guide

INTERVIEW DATE AND TIME:

DISTRICT NAME:

SIZE:

STATE:

RESPONDENT NAME:

RESPONDENT TITLE:

Introduction

[Introduce Kimberley and Laurie]. Laurie and I will be asking you questions about English learner (EL) programs in your district.

Thank you for taking the time to talk to us today. To give you some background, Westat is developing a survey for the National Center for Education Statistics, within the U.S. Department of Education, on the type of programs and services available to English learners (ELs) at secondary schools, with a particular interest in older adolescent and young adult ELs who may be at risk for dropping out or not graduating on time. As a first step in developing the new survey, we are collecting information from school district personnel about the topics we provided to you to help inform development of the questionnaire.

Before we do that, do you have any general comments about the EL programs at the secondary level in your district?

Terminology

1. What terminology is used in your district to refer to students who are learning English and the programs and services provided to those students?
 - a. English Learner (EL)?
 - b. English Language Learner (ELL)?
 - c. English as a Second Language (ESOL)?
 - d. Limited English Proficiency (LEP)?
 - e. Non-English Proficient (NEP)?
 - f. Alternative language program?
 - g. Bilingual education?
 - h. Other?

Identification of ELs

2. How does your district identify ELs ages 14 to 21 who are eligible for district programs and services designed to support ELs at the secondary level?
 - a. How does your district assess eligibility for EL programs and services at the secondary level?
 - i. Does your district use a home language survey?
 - ii. Does your district administer an English language proficiency assessment?

3. Does your district have a process by which it identifies ELs ages 14 to 21 who have disabilities and special education needs?
 - a. [If yes] Please describe that process for us.
4. Does your district have a process by which it identifies ELs ages 14 to 21 who are not on track to graduate or who are at risk of dropping out?
 - a. [If yes] Please describe that process for us.

Programs and Services for ELs

5. What specific age groups of ELs does your district serve at the secondary level?
6. Are there differences in the types of programs or services at the secondary level provided for the following types of ELs? [If yes] Please explain.
 - a. Newcomers or recent immigrants?
 - b. ELs who have low-level literacy in their native language?
 - c. Long-term ELs?
 - d. ELs who are not on track to graduate or are at risk of dropping out?
 - e. ELs who are 18 to 21?
7. Which of the following specific programs and services, if any, does your district provide for ELs ages 14 to 21 who are not on track to graduate or who are at risk of dropping out?
 - a. Tutoring?
 - b. Summer school to prevent grade retention?
 - c. Remediation classes?
 - d. Credit recovery courses/programs?
 - e. Flexible school day (e.g., shortened school day, evening classes, or Saturday classes)?
 - f. Alternative schools or programs?
 - g. Counseling?
 - h. Classes to improve English language skills?
 - i. Other academic services?
 - j. Career and technical training?
 - k. Financial literacy training or counseling?
 - l. District-administered GED preparation courses?
 - m. Referrals to other programs/organizations that serve ELs?
 - n. Extracurricular programs, such as sports or other enrichment programs?
8. For the services we just discussed, how are students deemed eligible for these services?
9. To what extent does your district incorporate materials and instruction in ELs' native language at the secondary level?

10. What technology, if any, is incorporated into your district's programs and services for ELs at the secondary level?
 - a. [If yes] How is technology used in these programs and services for ELs at the secondary level?

Monitoring System

11. Does your district have a system for monitoring ELs and their status/progress at the secondary level?
 - a. [If yes] What kind of system is in place? For example, do you have a database with information about ELs?
 - b. Who administers the system?
 - c. Who has access to the system?
 - d. What types of information are collected through the system?
 - e. Are these data reported?
 - i. [If yes] To whom?
12. What are the criteria for an EL at the secondary level to exit your district's EL program or complete services?
13. How does your district assess program and service outcomes for ELs at the secondary level?

Relationships with Other Service Providers

14. Does your district have a formal or informal relationship with any of the following organizations regarding programs or services for ELs ages 14 to 21?
 - a. Community colleges?
 - b. Other postsecondary institutions?
 - c. Public libraries?
 - d. GED or adult education programs?
 - e. Job training/GED combination programs (e.g., Job Corps)?
 - f. Job training programs
 - g. Faith-based or community organizations?
 - h. Employers?
 - i. Other organizations?
15. [If yes to any of the items in Q11] Does your district provide any of the following resources for programs and services for ELs ages 14 to 21 offered by another organization?
 - a. Facilities?
 - b. Personnel?
 - c. Instructional materials?
 - d. Funding?
 - e. Assessment data (for example, for referrals)?
 - f. Other resources?