

Guidance for Accurately Identifying Eligible American Indian and Alaska Native (AI/AN) Students for English Language Development Services (ELD) Under Title III

Compile a list of American Indian or Alaskan Native students who indicate a primary home language of **English** on the Home Language Survey (HLS)

AI/AN Students performing below grade-level according to current formative assessment data

AI/AN Students performing at or above grade-level

American Indian and Alaskan Native Multilingual Learner Inquiry Process

Conduct Family, Student and Teacher interview(s)

- Confirm accuracy on the HLS
- Investigate cultural and historical influences on the student’s language
- Explore exposure to the heritage language if applicable
- Explore use of non-standard English varieties that have grammatical markers of the heritage language if applicable

Review the Standardized Body of Evidence

- Include state, district assessment results, observations, and informal or semiformal data.
- Identify areas of strength and areas of need across language mode (reading, writing, speaking, and listening)
- Identify academic areas of strength and need

Complete Language Observation Protocol

After completing the inquiry process, if there is an indication of a language influence in the student’s environment that denies the student the ability to successfully achieve in classrooms and meet the challenging state academic standards without the support of a Language Instruction Education Program (LIEP), Administer the WIDA Screener and follow the Office of CLDE’s Standardized Process for Multilingual Learner Identification and English Language Development Services in the CDE ELD Guidebook.