

SPECIAL POPULATIONS

On average, approximately 70 percent of all students graduate from high school. However, graduation rates are significantly lower among Black, Latino, American Indian and Native American students, Southeast Asians and Pacific Islanders, students with disabilities, and English language learners than they are for White and other Asian American students. In some instances, one policy solution can help increase graduation rates and college-readiness among several of these student groups. For example, the collection of accurate, disaggregated graduation rate data is a critical action step for all these students. In other cases, barriers to high school graduation, such as language access, are unique or pertain to a few student groups. In tackling the dropout crisis, policy-makers and advocates must consider both the common and unique barriers that face these students.

African American Students

The State of Black America: Annual Report on Socio-economic Conditions in Black America (2008)

National Urban League

<http://www.nul.org/thestateofblackamerica.html>

The State of Black America is an annual report that addresses the issues central to Black America in the current year. The publication is a barometer of the conditions, experiences, and opinions of Black America. It examines Black progress in education, homeownership, entrepreneurship, health, and other areas. The publication forecasts certain social and political trends and proposes solutions to the community's and America's most pressing challenges.

African-American Students and U.S. High Schools (2007)

Alliance for Excellent Education

http://www.all4ed.org/files/AfAm_FactSheet.pdf

The factsheet, *African-American Students and U.S. High Schools*, provides statistics related to high school graduation, segregation, teacher quality, and special, gifted, and college preparatory education for Black students.

Recommended Federal Policy Experts

Stephanie Jones

Executive Director

National Urban League Policy Institute

Washington, DC

(202) 898-1604

sjones@nul.org

www.nul.org

Anurima Bhargava

Director of the Education Practice

NAACP Legal Defense and Educational
Fund, Inc.

New York, NY

(212) 965-2200

www.naacpldf.org

American Indians, Alaska Natives, and Native Hawaiians

Native Education 101: Basic Facts about American Indian, Alaska Native, and Native Hawaiian Education (2008)

National Indian Education Association

http://www.niea.org/history/research_detail.php?id=19

Native Education 101 offers basic facts and information regarding the American Indian, Alaska Native, and Native Hawaiian population. The document also lists local, state, and federal organizations that can be contacted for further information.

NIEA Briefing Papers (2008)

National Indian Education Association

<http://www.niea.org/sa/uploads/legislativesummit/15.25.NIEABriefingPapers2008.pdf>

This compilation of briefing papers includes updated information regarding the reauthorization of the Elementary and Secondary Education Act, federal appropriations, and other federal legislation affecting Native American students.

American Indian and Alaska Native Students and U.S. High Schools (2007)

Alliance for Excellent Education

http://www.all4ed.org/files/AmerIndianAKNative_FactSheet.pdf

The factsheet, *American Indian and Alaska Native Students and U.S. High Schools*, provides statistics related to high school graduation, segregation, teacher quality, and special, gifted, and college preparatory education for American Indian and Alaska Native students.

Recommended Federal Policy Experts

Lillian A. Sparks

Executive Director

National Indian Education Association

Washington, DC

(202) 544-7290

lsparks@niea.org

www.niea.org

Asian American Students

A Dream Denied: Educational Experiences of Southeast Asian American Youth (2003)

Khatharya Um, University of California-Berkeley and Southeast Asia Resource Action Center

http://www.searac.org/ydfinal-2_03.pdf

A Dream Denied identifies key barriers to the educational achievement of Southeast Asian American students, including little or no access to information about higher education; little access to supportive services and resources; stereotyping and low expectations; racism; and, absence of language and history courses, active role models, and Southeast Asian teachers. Recommendations are highlighted.

Asian Pacific Islander American Students and U.S. High Schools (2007)

Alliance for Excellent Education

http://www.all4ed.org/files/AsianPacific_FactSheet.pdf

The factsheet, *Asian Pacific Islander American Students and U.S. High Schools*, provides statistics related to high school graduation, segregation, teacher quality, English language learners, and special, gifted, and college preparatory education for Asian and Pacific Islander students.

Recommended Federal Policy Experts

Doua Thor

Executive Director

Southeast Asia Resource Action Center

Washington, DC

(202) 667-4690

doua@searac.org

www.searac.org

Asian American Legal Defense and Education
Fund

New York, NY

(212) 966-5932

www.aaldef.org

Latino/Hispanic Students

Hispanic Education in the United States (2007)

Melissa Lazarín and Adriana Kohler, National Council of La Raza

<http://www.nclr.org/content/publications/detail/43582/>

Latinos are a significant and growing proportion of the United States student population. This statistical brief provides a summary of the key data concerning Latinos in the educational pipeline.

Latino Students and U.S. High Schools (2007)

Alliance for Excellent Education

http://www.all4ed.org/files/Latino_FactSheet.pdf

The factsheet, *Latino Students and U.S. High Schools*, provides statistics related to high school graduation, segregation, teacher quality, English language learners, and special, gifted, and college preparatory education.

Recommended Federal Policy Experts

Raul Gonzalez

Senior Legislative Director

National Council of La Raza

Washington, DC

(202) 785-1680

rgonzalez@nclr.org

www.nclr.org

Peter Zamora

Washington, DC Regional Counsel

Mexican American Legal Defense and
Educational Fund

Washington, DC

(202) 293-2828

pzamora@maldef.org

www.maldef.org

FIRST FOCUS

MAKING CHILDREN & FAMILIES THE PRIORITY

English Language Learners

Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners (2007)

Deborah J. Short and Shannon Fitzsimmons, Center for Applied Linguistics and the Alliance for Excellent Education

<http://www.all4ed.org/files/DoubleWork.pdf>

Over the past several years, education leaders and policymakers have come to understand that the nation needs to dramatically improve the literacy levels of its adolescents. *Double the Work* makes a powerful case for particular teaching practices and educational policies designed to help adolescent English language learners (ELLs) master the reading and writing skills they need to succeed in high school, college, and the workforce.

Improving Assessment and Accountability for English Language Learners in the No Child Left Behind Act (2006)
Melissa Lazarín, National Council of La Raza

<http://www.nclr.org/content/publications/detail/37365/>

This report by the National Council of La Raza examines the impact of the No Child Left Behind (NCLB) Act on ELLs. It concludes that while the law has not been implemented adequately, it holds considerable promise for closing the achievement gap between ELLs and other students. The issue brief also provides a road map for policy-makers and school administrators for improving the law's effectiveness for ELLs.

Southeast Asian Americans as English Language Learners (2008)

Phitsamay Uy, Southeast Asia Resource Action Center

<http://www.searac.org/tst-saveelluy2-28-08.pdf>

This written testimony was prepared for the briefing, "English Language Learners in NCLB: A Civil Rights Imperative," hosted by the Campaign for High School Equity. The testimony briefly describes the Southeast Asian American community in the U.S., the barriers that Southeast Asian American ELLs face, and recommendations to address these challenges.

Testimony to the U.S. House of Representatives, Committee on Education and Labor (2007)

Peter Zamora, Mexican American Legal Defense and Educational Fund

<http://maldef.org/publications/pdf/Final%20Zamora%20ESEA%20Testimony.pdf>

This written testimony provides an overview of ELLs and NCLB. The document also highlights some of the modifications to NCLB that are being considered and their impact on ELLs.

Recommended Federal Policy Experts

Raul Gonzalez

Senior Legislative Director

National Council of La Raza

Washington, DC

(202) 785-1680

rgonzalez@nclr.org

www.nclr.org

Melissa Lazarín

Director, Education Policy

First Focus

Washington, DC

(202) 657-0681

MelissaL@firstfocus.net

www.firstfocus.net

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Doua Thor
Executive Director
Southeast Asia Resource Action Center
Washington, DC
(202) 667-4690
doua@searac.org
www.searac.org

Peter Zamora
Washington, DC Regional Counsel
Mexican American Legal Defense and
Educational Fund
Washington, DC
(202) 293-2828
pzamora@maldef.org
www.maldef.org

Students with Disabilities

Rewards & Roadblocks: How Special Education Students are Faring under No Child Left Behind (2007)
Candace Cortiella, National Center for Learning Disabilities and the Advocacy Institute
<http://www.nclد.org/images/stories/downloads/advocacy/nclدrewardsandroadblocks.pdf>

Rewards & Roadblocks examines the impact of NCLB on students who receive special education in our nation's schools – almost half of whom have learning disabilities.

Testimony to the U.S. House of Representatives, Committee on Education and Labor (2007)
Katy Beh Neas, Consortium for Citizens with Disabilities
<http://edlabor.house.gov/testimony/091007KatyNeasTestimony.pdf>

This testimony, delivered by the Consortium for Citizens with Disabilities, a coalition of nearly 100 national consumer, advocacy, provider and professional organizations headquartered in Washington, DC, provides an overview of changes to NCLB that are being considered by Congress and their impact on students with disabilities.

Recommended Federal Policy Experts
Laura Kaloi
Director of Public Policy
National Center for Learning Disabilities
Alexandria, VA
(703) 922-5039
LKaloi@nclد.org
www.nclد.org

Katherine Beh Neas
Vice President, Government Relations
Easter Seals
Washington, DC
(202) 347-3066
kneas@easterseals.com
www.easterseals.com

