

NEWSLETTER

[From the Director](#) | [About the REL](#) | [Resource Roundup](#) | [Coming Up Next...](#) | [Connect with Us](#)

Latest News from the Director



Welcome to the 2022–2027 cycle of Regional Educational Laboratory (REL) Central! On behalf of the entire REL Central team, we're looking forward to collaborating with partners to support education improvement in Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming, and in Tribal settings in the weeks, months, and years ahead.

REL Central's work takes place within structured, collaborative partnerships with state, Tribal, and local education agencies, addressing high-priority challenges through applied research; training, coaching, and technical support; and dissemination of resources and evidence. As we refine our proposed work with our partners, we remain committed to several overarching principles: that our work is purpose-driven, grounded in culture and rigor, and focused on improved outcomes for students and educators. Whether it's supporting implementation of culture-based math practices in Standing Rock Reservation schools, adopting a student-centered approach to mathematics supports in Colorado, or boosting high school graduation and postsecondary enrollment in Kansas, our work is driven by the efforts of our partners, and these principles will continuously guide our approach and our practice.

In this issue of our newsletter, we provide an overview of REL Central and share some resources—from the RELs and elsewhere—that we hope are of interest. Your goals are our goals, and we look forward to supporting you as you tackle your challenges and celebrating your successes with you. Let's get to work!

Phillip Herman
Director, REL Central

About the REL

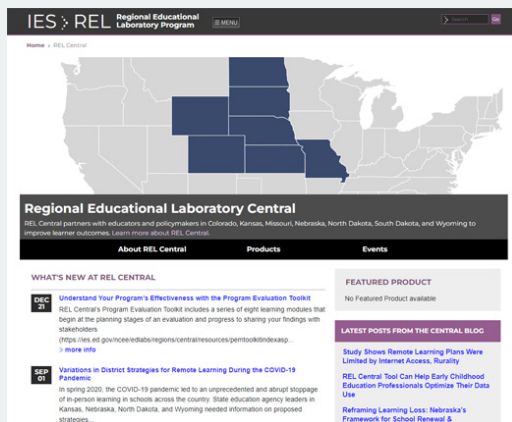
REL Central is one of 10 Regional Educational Laboratories, or RELs, funded by the Institute of Education Sciences, U.S. Department of Education. Through focused, targeted partnerships, we work closely with policymakers, education systems, Tribal entities, and communities to improve outcomes for learners, from early childhood to adulthood, by providing applied research and training, coaching, and technical support for research use to partners in Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming at no cost.

REL Central's work is led by a team of dedicated researchers, technical support staff, project managers, and communications professionals, working together to provide a comprehensive, integrated approach to understanding and meeting our partners' needs.

Our work is also supported by a diverse Governing Board made up of state education leaders; state, district, and school staff, including superintendents, curriculum specialists, and teachers; researchers; members of the Tribal education community; representatives from institutions of higher education, including a rural education research consortium; and a representative from a statewide family engagement center. These dedicated professionals help us identify and prioritize regional needs, provide strategic guidance, and draw on their connections to disseminate resources and share information. Our board members play a key role in guiding our work and ensuring our continued focus on learner outcomes, and we look forward to introducing them to you in our next newsletter!

Resource Roundup

[Check out our new website!](#)



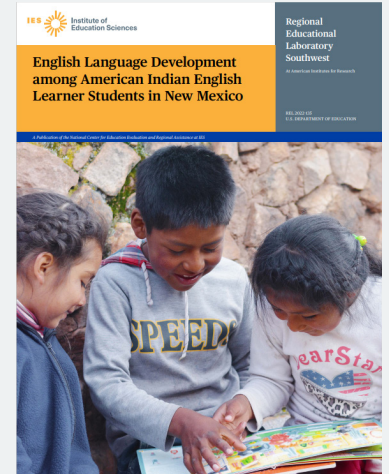
Looking for a REL Central resource? Our newly redesigned website allows you to search and sort by product type (blogs, infographics, fact sheets, webinars, videos, and more!), topic (from achievement gaps to teacher recruitment), and keyword. And check out the latest from all 10 laboratory regions on the [REL network home page!](#)

[National Center for Education Statistics: Report on the Condition of Education 2022](#)

The National Center for Education Statistics (NCES) has released its annual Report on the Condition of Education, which uses the most recent data available from NCES and other sources to share key indicators on education in the United States from pre-K through postsecondary. The report also contains indicators on labor force outcomes and provides international comparisons. The 2022 indicator system presents 88 indicators, providing information on student enrollment; teacher qualifications; high school course taking, persistence, and completion; population characteristics and economic outcomes; the impact of COVID on schooling; and more.

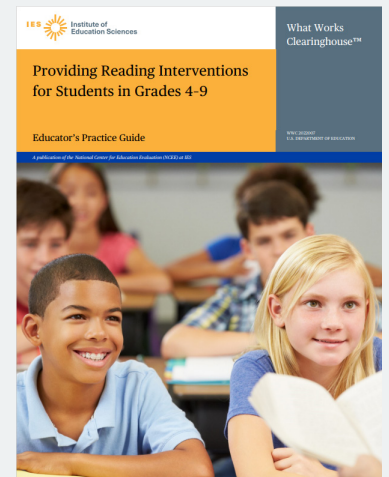
REL Southwest: [English Language Development Among American Indian English Learner Students in New Mexico](#)

This REL Southwest report examined progress toward English proficiency among American Indian English learner students in New Mexico. One goal of New Mexico's Every Student Succeeds Act state plan is for all English learner students to attain English proficiency within five years. This study examined two statewide cohorts of American Indian students identified as English learner students who entered kindergarten in 2013/14 or 2014/15 and found that most of these students were not reclassified as English proficient within five years. Additionally, regardless of reclassification status, most American Indian English learner students did not meet grade-level English language arts and math standards on New Mexico state assessments. However, considerably higher percentages of American Indian English learner students who were reclassified as English proficient met grade-level standards in both English language arts and math compared with students who were not reclassified. Students who attended a school with a bilingual multicultural education program (BMEP) for at least four years were also more likely to be reclassified as English proficient and meet grade-level language arts and math standards than students who never attended a school with a BMEP.



What Works Clearinghouse: [Providing Reading Interventions for Students in Grades 4–9 Practice Guide](#)

Classroom teachers, reading specialists, special educators, reading coaches, and parents—all of these groups know what it's like to work with a student or child who struggles with reading. According to the 2019 National Assessment of Educational Progress, more than one-third of grade 4 students and one-quarter of students in grade 8 read at a below-basic level; for both groups, scores were lower in 2019 than in 2017. These numbers are particularly concerning because, as students move into higher grades, they're required to read and comprehend increasingly complex texts. This recently released What Works Clearinghouse practice guide, developed in collaboration with an expert panel, provides four evidence-based recommendations for educators to use to meet the needs of students who are struggling with reading.



Coming Up Next...

Stay tuned for our next newsletter for more news about our work, additional resources, and details on our newly launched partnerships!

Connect with Us



For more frequent updates, please follow us on Twitter [@RELCentral!](#)