Minnesota Department of Education

English Learner Education Online Resources 2011-2012

The online resources in this document have previously been shared via the Minnesota Department of Education's (MDE) English Learner (EL) Coordinator electronic newsletters during the 2011-2012 school year. The EL Coordinator newsletter is written for school district staff with responsibility for EL programs and services but is open to everyone. Potential subscribers should contact mde.el@state.mn.us and request to be added to the mailing list.

These resources have been compiled for your convenience and are meant for informational and discussion purposes only. MDE does not control or guarantee the accuracy, relevance, timeliness, completeness, or accessibility of this outside information. Inclusion of these resources is not intended to reflect their importance, nor is it intended to endorse any views expressed by the authors of the documents, or products or services offered by organizations sponsoring the site on which the resource is maintained. These resources are not to be considered agency guidance, policy, or any part of any rulemaking effort.

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I. Handbooks and General Publications

A Role for English Language Teachers in Trauma Healing, *Michael Medley*

This article explains how what we know about trauma can be aligned with effective language instructional practices. The author first provides information about the effects of trauma and then identifies teaching approaches that are sensitive to the needs of those affected by trauma. The author suggests ways that teachers can (a) include intelligences that may be neglected in traditional language classrooms as a way to address the needs of trauma-affected youth in order to have multiple channels for self-expression and language learning; (b) integrate language instruction with self-expression and exploration of social relationships; and (c) incorporate content-based language instruction that explains the trauma healing process. Although further investigations are needed, English language teachers can play a role in trauma healing for learners because artful acts of instruction are therapeutic, promoting both wholeness and effective instruction for all learners.

Read Michael Medley article (http://onlinelibrary.wiley.com/doi/10.1002/tesj.6/pdf).

AccELLerate!, *National Clearinghouse for English Language Acquisition (NCELA)*

AccELLerate! is NCELA's quarterly review, covering issues of interest to stakeholders in EL education.

Download AccELLerate! Issues (http://www.ncela.gwu.edu/accellerate/).

Advancing the Speaking and Listening Skills of K–2 English Language Learners Through Creative Drama, *Liane Brouillette*

This article describes a standards-based creative drama curriculum designed to enhance K–2 English-language development. Readers are invited to download lesson materials developed by the San Diego Unified School District and the University of California, Irvine, as well as to view online streaming videos of classroom interactions.

Read Liane Brouillette article (http://onlinelibrary.wiley.com/doi/10.1002/tesj.8/pdf).

Engaging ELL Families: Tips for School Leaders, *¡ColorínColorado!*

Colorín Colorado has published a new guide written by Lydia Breiseth with Kristina Robertson and Susan Lafond. *Engaging ELL Families: Twenty Strategies for School Leaders* offers 20 big ideas organized around connecting with ELL families, communicating important information, parent participation, parents as leaders, community partnerships, and creating an action plan for ELL family engagement.

Download Engaging ELL Families guide (http://www.colorincolorado.org/pdfs/guides/Engaging-ELL-Families.pdf).

English Learners with Disabilities (AWAY Topic), *Cerise Roth-Vinson, Editor*

For non-native speakers, the English language is a point of access to information, education, employment, and other opportunities. Whether an English language course or program is accessible determines whether students with disabilities will also reap these benefits. The AWAY Topics offers English language instructors and administrators resources on including students with disabilities in their programs, including tips for inclusive course design, perspectives from English language learners with disabilities, and facts every English program administrator should know. It also guides people with disabilities on how to access English language learning opportunities at home, abroad or online. The AWAY Topics is published by the National Clearinghouse on Disability and Exchange, which is administered by Mobility International USA and sponsored by the U.S. Department of State.

Download ELs with Disabilities issue (http://www.miusa.org/publications/books/awaytopics4).

The Handbook on Family and Community Engagement, *Sam Redding, Marilyn Murphy, & Pam Sheley, Editors*

The Handbook on Family and Community Engagement (FACE Handbook) is available for download. Developed in collaboration with the U.S. Department of Education's Title I Office, the guide is designed to assist state, district, and school Title I personnel in providing high-quality, research-based family and community engagement programs and experiences. Thirty-six experts on a range of topics contributed to the Handbook. A concluding chapter lists specific recommended practices for the state, district, and school.

Download Family Engagement guide and accompanying narrated PowerPoint slides (http://www.adi.org/SchoolCommunityNetwork/).

Resolution on the Student's Right to Incorporate Heritage and Home Languages in Writing, *National Council of Teachers of English (NCTE)*

In November 2011, NCTE approved a resolution titled *"Student's Right to Incorporate Heritage and Home Languages in Writing."* This resolution draws on previous NCTE resolutions on students' right to their own language and underscores the educational value of instructional practices that allow students to draw from the varied resources of their home languages to enrich their writing.

Read NCTE resolution (http://www.ncte.org/positions/statements/homelanguages).

US Department of Education Literature Review on Programs for ELLs, *edCount, LLC*

The U.S. Department of Education has released a literature review conducted by edCount, LLC titled *Language Instruction Educational Programs: A Review of the Foundational Literature*. The review, part of a larger project titled *Language Instruction Educational Programs: Lessons from the Research and Profiles of Promising Programs*, examines the research literature on a range of topics that may factor into LIEP design and function, in order to support school districts in their decisions about how to choose appropriate LIEPs for their students' needs.

Access edCount review (http://edcount.com/index.php/news/press-releases/177-liep-lit-review-announcement).

II. Interactive Tools, Online Information and Resources

African Immigrants in the United States, *Migration Policy Institute*

The 1.5 million African immigrants residing in the United States in 2009 accounted for 3.9 percent of all US immigrants. Migration Policy Institute's (MPI) Kristen McCabe examines the origins, socioeconomic characteristics, and legal status of the African-born immigrant population.

View MPI report (http://www.migrationinformation.org/USfocus/display.cfm?id=847).

ASCD Resources

ASCD (formerly Association for Supervision and Curriculum Development) has a range of free tips and tools for teachers inside and outside the classroom including videos, articles, and group discussion forums on the ASCD Edge social-networking website for educators.

Access ASCD resources (http://www.ascd.org/news-media/Press-Room/News-Releases/welcomes-new-teachers.aspx).

Bridging Refugee Youth and Children's Services (BRYCS)

BRYCS provides national technical assistance to organizations serving refugees and immigrants so that all newcomer children and youth can reach their potential. Their website includes resources including a searchable database for promising practices across the nation, archived webinars, briefs, and other publications.

Access:

- Interpretation/Translation in Schools resources (http://www.brycs.org/clearinghouse/Highlighted-Resources-Interpretation-and-Translation-in-the-Schools.cfm).
- Publications, toolkits, and webinars (http://www.brycs.org/publications/index.cfm).
- Refugee Portal for multilingual parent resources (http://www.brycs.org/refugee-portal/index.cfm).
- BRYCS website (http://www.brycs.org/).

¡ColorínColorado!

This site provides information, activities and advice for educators and Spanish-speaking families of English language learners. This includes information on policy, research and reports, guides and toolkits, webcasts, and multimedia presentations.

Access ¡ColorínColorado! website (http://www.colorincolorado.org/index.php?langswitch=en).

The Condition of Education 2012, *Institute of Education Sciences (IES)*

The Department's National Center for Education Statistics (NCES), part of IES, released "The Condition of Education 2012," a Congressionally mandated report to the country on education in America. The report presents 49 indicators, including English Learners, grouped under three areas: participation in education, elementary and secondary education, and postsecondary education. The report also contains a closer look at high school students in the U.S. over the last 20 years.

View Indicator 6: Children Who Spoke a Language Other Than English at Home (http://nces.ed.gov/programs/coe/indicator_lsm.asp).

View Indicator 8: English Language Learners in Public Schools (http://nces.ed.gov/programs/coe/indicator_ell.asp).

Download IES report (http://nces.ed.gov/programs/coe/index.asp).

Database of Secondary Newcomer Programs in the U.S., *Center for Applied Linguistics (CAL)*

CAL has a searchable database that includes more than 60 programs in 23 states that participated in a research study, "Exemplary Programs for Newcomer English Language Learners at the Secondary Level," during 2008-2009 school years. The study was conducted by Deborah Short, Beverly Boyson and Jacqueline Lopez at CAL. Districts may add a profile to the database by completing a survey.

Access CAL database (http://www.cal.org/CALWebDB/newcomer/).

Diplomas Count 2012: Latino Students in U.S. Schools, *EdWeek*

Diplomas Counts 2012, takes a close look at the state of schooling for Hispanic children, the challenges they face, and the lessons learned from some of the schools, districts, organizations, and communities that work closely with this population. This portrait is presented in tandem with the latest original graduation-rate analysis from the Editorial Projects in Education Research Center. Because Hispanic students are an incredibly diverse group, representing a mix of socioeconomic and language backgrounds, Diplomas Count 2012 highlights that diversity with a series of student profiles and statistical portraits on the largest Hispanic heritage groups represented in K-12 schools. Read the executive summary of the report and its findings, or check out the articles and expert commentary.

Access Diplomas Count 2012 report (http://www.edweek.org/ew/toc/2012/06/07/index.html).

Help Minnesota Save

The Help Minnesota Save website provides resources to serve varied populations in developing financial literacy. Cultural differences and family upbringing have a significant impact on the management of personal finances. To be effective, financial education must be tailored to meet the specific needs and experiences of different cultural groups. As a professional who works face-to-face with low-income families, you can share much-needed economic empowerment information and help them break this cycle.

Access Financial Education resources (http://www.helpmnsave.org/index.asp?Type=B_BASIC&SEC={81CDBF03-1174-4331-B2F7-83F208EA4030}).

Home Primary Languages Maps for Minnesota, *Minnesota Department of Education*

Maps showing where the top ten most commonly spoken languages are in Minnesota are available on the MDE website. Note that the Karen map is not inclusive of Sgaw Karen or Pwo Karen.

Download maps (http://education.state.mn.us/MDEAnalytics/DataTopic.jsp?TOPICID=23).

Latino College Completion in 50 States, *¡Excelencia! in Education*

To inform and support state-level, institutional and community actions to increase Latino college completion, ¡Excelencia! in Education has released an executive summary and research-based fact sheets detailing the current status of Latino college attainment in all 50 states and the country.

View Latino college completion data (http://www.edexcelencia.org/eaf/50states/).

Protocol for Review of Instructional Materials for ELs (PRIME), *World-Class Instructional Design and Assessment (WIDA)*

PRIME is designed to offer a methodology for publishers, independent correlators, and state and local education agencies to determine the ways key components of the WIDA ELP standards are represented in K-12 instructional materials.

Access PRIME (http://prime.wceruw.org/instructionalMaterials/index.aspx).

The Super Book of Web Tools for Educators: A comprehensive introduction to using technology in all K-12 classrooms, *Larry Ferlazzo*

There are teachers around the world who want to use technology in their classrooms, but they are just not sure where to start. That's why eleven prominent bloggers, teachers, and school administrators got together to create this free book.

Access Web Tools book (http://www.scribd.com/lferlazzo/d/45186316-Super-Book-of-Web-Tools-for-Educators).

Understanding Language

Understanding Language is a national initiative aiming to improve education for all students, especially ELs, led by Kenji Hakuta and Maria Santos. They have developed numerous resources that address language and literacy issues found in the Common Core State Standards and Next Generation Science Standards.

Access papers (http://ell.stanford.edu/papers).

Access policy statements (http://ell.stanford.edu/content/policy).

Access webinars (http://ell.stanford.edu/events).

Access the Council of Great City Schools May 2012 presentations (http://ell.stanford.edu/policy-news/council-great-city-schools-presentation).

United Nations High Commissioner for Refugees' Teachers' Corner

This site offers free curricula, games, print and electronic resources to:

- Help teach the history of refugees and the work of the UN Refugee Agency.
- Further understanding of issues surrounding refugees, internally displaced persons (IDPs), human rights and tolerance.
- Demonstrate the relationship between the protection of forcibly displaced populations and human rights.

Access UNHCR materials
(http://www.unrefugees.org/site/c.lfIQKSOwFqG/b.4803603/k.9BAB/Teachers_Corner__Free_Lesson_Plans_and_Resources_for_Teachers.htm).

What Works Clearinghouse, *Institute of Education Sciences (IES)*

The U.S. Department's What Works Clearinghouse, an initiative of IES, has resources for what works in education. Publications are now categorized into 15 topic areas, including English Language Learners. Visitors to the site can view all the resources related to a topic area, including quick reviews, practice guides, and intervention reports.

Access EL Publications and Resources (http://ies.ed.gov/ncee/wwc/Topic.aspx?sid=6).

World-Class Instructional and Design (WIDA) Download Library

WIDA's Download Library has a broad inventory of resources including research papers, videos, and webinars available for your reference and use in professional development related to English language development standards and the related English language proficiency assessments.

Access WIDA Download Library (http://wida.us/downloadLibrary.aspx).

Access Minnesota specific resources (http://wida.us/membership/states/Minnesota.aspx).

III. Reports and Research Studies

Bilingualism and Academic Achievement, *Wen-Jui Han*

Using the Early Childhood Longitudinal Study, Kindergarten Cohort, this study examines the role that bilingualism plays in children's academic developmental trajectories during their early school years, with particular attention on the school environment (N = 16,380). Growth-curve results showed that despite starting with lower math scores in kindergarten, Mixed Bilingual children fully closed the math gap with their White English Monolingual peers by fifth grade. However, because non-English-Dominant Bilinguals and non-English Monolinguals started kindergarten with significantly lower reading and math scores compared to their English Monolingual peers, by fifth grade the former groups still had significantly lower scores. School-level factors explained about one third of the reductions in the differences in children's academic performance.

Access Wen-Jui Han report (http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2011.01686.x/abstract).

Californians Together

This organization is a statewide coalition of parents, teachers, education advocates and civil rights groups committed to securing equal access to quality education for all children. Their website offers a number of reports on the development of California's State Seal of Biliteracy as well as the education of Long Term English Learners, including *Reparable Harm*.

Access Californians Together reports (http://www.californianstogether.org/reports/).

Charter Schools and ELs: An Authorizer and School Leader Guide to Educating ELs – *Authorizing Matters, Nancy Chair*

This National Association of Charter School Authorizers' Issue Brief provides authorizers with the legal requirements and sound education practices for ELs. Though it is written for charter school authorizers and leaders, the information provided in the brief is helpful to all educators working with English learners.

View Authorizing Matters brief (https://www.qualitycharters.org/images/stories/publications/Issue_Briefs/IssueBriefNo22_CharterSchoolsandELLs.pdf).

The Educational Trajectories of English Language Learners in Texas, *Stella M. Flores, Jeanee Batalova, & Michael Fix*

English Language Learner (ELL) public school students who successfully complete English as a Second Language (ESL) or bilingual education programs within three years appear to fare better in meeting basic math and reading proficiency standards than their peers who remain enrolled in language acquisition courses for five years or more, according to a new study published by the Migration Policy Institute (MPI).

Read MPI report (http://www.migrationpolicy.org/pubs/TexasELLs.pdf).

Helping Newcomer Students Succeed in Secondary Schools and Beyond, *Deborah J. Short & Beverly A. Boyson*

Adolescent newcomer students are at risk in our middle and high schools, and districts across the United States have been looking for better program models to serve them. *Helping Newcomer Students Succeed in Secondary Schools and Beyond* has been written for educators and policy makers to focus attention on these newcomer adolescent English language learners at the middle and high school grades and to communicate promising practices for serving their educational and social needs.

Download CAL report (http://www.cal.org/resources/pubs/helping-newcomer-students-succeed-in-secondary-schools-and-beyond.html).

National Evaluation of Title III Implementation Supplemental Report: Exploring Approaches to Setting English Language Proficiency Performance Criteria and Monitoring English Learner Progress, *American Institutes for Research (AIR)*

This report offers several empirical methods that state policy-making authorities can use as one part of a deliberative, judgmental process to set English Language Proficiency (ELP) performance standards and operationalize ELP assessment and accountability criteria.

Access AIR report (http://www2.ed.gov/rschstat/eval/title-iii/implementation-supplemental-report.html).

National High School Center Research Briefs on English Learners

The National High School Center (NHSC), based at the American Institutes for Research, provides research, user-friendly tools and products, and high-quality technical assistance on high school improvement issues. Several reports to support ELs are available including "Improving Literacy Outcomes for English Language Learners in High School: Considerations for States and Districts in Developing a Coherent Policy Framework" a research brief by Nanette Koelsch, Senior Research Associate from WestEd. This research brief from November 2006, outlines existing barriers regarding teacher expectations, tracking, and placement of English language learners and offers key policies and useful strategies in building capacity and developing learning environments conducive for all students in obtaining academic success.

Access NHSC research briefs (http://www.betterhighschools.org/pubs/usergd_caseca.asp) or (http://www.betterhighschools.org/pubs/#Equity).

Preparing All Teachers to Meet the Needs of English Learners, *Center for American Progress*

There is a sea change occurring in education across the country in the systematic way that we consider what students should be learning and how teachers should be evaluated. Recently, nearly all states have adopted and have begun to roll out the Common Core Standards as the benchmark for what students nationwide should know and be able to do at each grade level, K-12. Additionally, in an effort to become eligible for federal funds under Race to the Top, many states have altered their educational policies to match the priorities of the U.S. Department of Education, which include high-stakes evaluation of teachers. Amidst these sweeping changes in the enterprise of teaching and learning, English learners are one subgroup of students that require special attention, particularly because of their growing numbers and low-performance relative to their non-EL peers.

Download Center for American Progress report (http://www.americanprogress.org/issues/2012/04/teachers_ell.html).

Reading, Mathematics, and Science Achievement of Language-Minority Students in Grade 8, *Institute of Education Sciences (IES)*

This Issue Brief examines 8th-grade achievement in reading, mathematics, and science for language minority students who began kindergarten in the 1998-99 school year. Data come from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), which tracked the educational experiences of a nationally representative sample of children who were in kindergarten in the 1998–99 school year. The analyses present a picture of students' achievement at the end of the study by focusing on students' scores on the standardized assessments that were administered in the spring of 2007, when most students were in grade 8. Students are categorized into four groups according to language background and English language proficiency. Additionally, assessment scores are reported by three background characteristics—students' race/ethnicity, poverty status, and mother's education—that have been found to be related to achievement.

Download IES report (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012028).

Relationships Among and Between ELL Status, Demographic Characteristics, Enrollment History, and School Persistence, *National Center for Research on Evaluation, Standards & Student Testing (CRESST)*

This report looks at enrollment history, achievement gaps, and persistence in school for English language learner (ELL) students and reclassified ELL students as compared to non-ELL students in an undisclosed state using statewide individual-level data sets for graduate cohorts of 2006, 2007, and 2008. Study results show that after factoring for academic achievement, behavioral issues, background, and district contexts, the length of time a student is designated as an ELL is a predictor for dropout status, suggesting that protracted ELL status leads to higher incidence of dropping out of high schools.

Download CRESST report (http://www.cse.ucla.edu/products/reports/R810.pdf).

The Rise of Asian Americans, *Pew Research Center*

For the first time, the influx of Asians moving to the U.S. has surpassed that of Hispanics. An expansive study by the Pew Research Center details what it describes as "the rise of Asian-Americans," a highly diverse and fast-growing group making up roughly 5 percent of the U.S. population.

Access Pew study (http://www.pewsocialtrends.org/2012/06/19/the-rise-of-asian-americans/).

Similar English Learner Students, Different Results, *WestEd*

How elementary schools focus their time and energies, and what resources they have for doing it, can make a powerful difference in the academic achievement of English learners from low-income backgrounds, according to findings from this research brief. Robert Linquanti, Project Director for English Learner Evaluation and Accountability Support in WestEd's Comprehensive School Assistance Program, advised the research team that authored this report.

Access WestEd report (http://www.wested.org/cs/we/view/rs/864).

IV. Multimedia - Videos, Webinars, and Podcasts

Feet in 2 Worlds Podcasts

A project of the Center for New York City Affairs at the New School, Feet in 2 Worlds brings the work of immigrant and ethnic media journalists from communities across the U.S. to public radio and the web. The site includes numerous podcasts on the education of immigrants.

Access podcasts (http://news.feetintwoworlds.org/category/immigration-news/education/).

Language Access and Schools: Federal Requirements and School Experiences, *Migration Policy Institute (MPI)*

MPI, a nonprofit, nonpartisan think tank, hosted a webinar on October 6, 2011 exploring federal requirements for providing interpretation and translation in schools and how select school districts in Minnesota and Colorado have managed the requirement to provide information to parents in a "language they can understand." The powerpoint and audio from the webinar are available as well additional resources on this topic.

Access MPI webinar materials and resources
(http://migrationpolicy.podbean.com/2011/10/06/language-access-and-schools-federal-requirements-and-school-experiences/).

National Clearinghouse for English Language Acquisition (NCELA) Webinars

NCELA Webinars include expert speakers presenting research on all aspects of EL education which are archived and available for viewing. Topics include:

- Effective Ways to Teach Native American Language and Culture.
- Graphic Organizers that Build Good Literacy Habits for Native American ELs.
- STEM and ELs: A Collaborative Effort.

Access NCELA webinars (http://www.ncela.gwu.edu/webinars/).

SchoolsMovingUp Archived Webinars

SchoolsMovingUp, a WestEd initiative to improve student outcomes has a variety of archived webinars available including:

- Differentiated Instruction: An Overview and One Classroom's Transformation.
- Using Flexible Technology to Meet the Needs of Diverse Learners.
- Evaluating English Learner Services and Results for Accountability and Instructional Improvement.

Access SchoolsMovingUp webinars
(http://www.schoolsmovingup.net/cs/smu/print/htdocs/smu/webinars/past.htm).

Title VI of the Civil Rights Act: Implications for Persons who are Limited English Proficient, *Office of Refugee Resettlement (ORR)*

ORR has released a training video on Title VI of the Civil Rights Act. This law prohibits discrimination on the basis of race, color, and national origin for any programs receiving federal funding directly or indirectly. This video includes information on language access, such as interpretation and translation.

Access ORR video (http://www.youtube.com/watch?v=RPClqDtRUkA).

World-Class Instructional Design and Assessment (WIDA) Minnesota Webinars

Archived presentations designed for Minnesota including W-APT administration and Interpreting ACCESS for ELLs Score Reports by WIDA presenters, are available on the WIDA website. Viewers will need to login with their WIDA user id and password.

Access WIDA webinars (http://wida.us/ProfessionalDev/workshops/).

V. Quotes

Center for American Progress, *Preparing All Teachers to Meet the Needs of English Language Learners*

Oral language proficiency allows students to participate in academic discussion, understand instruction, and build literacy skills. Building oral language proficiency can be supported by the use of nonverbal cues, visual aids, gestures, and multisensory hands-on methods.

ESL Student, *Many Roots, May Voices: Supporting English Language Learners in Every Classroom, A Practical Guide for Ontario Educators*

As I sit here I wonder if you, my teacher, are able to tell when I am sinking in spirit and ready to quit this incredible task. I walked a thousand miles, dear teacher, before I met you.

Federico Fellini

A different language is a different vision of life.

Frank Smith

One language sets you in a corridor for life. Two languages open every door along the way.

Jeff Zwiers, *Building Academic Language: Essential Practices for Content Classrooms*

It [academic language] is much more complicated than a set of big and bold vocabulary words that students must learn for Friday's quiz. Students need to learn not only the big words (bricks) but also how to explain and link these bricks together with more subtle expressions (mortar) and grammar.

Jim Cummins

Identity matters. Devaluation of students' academic and personal identities within schools is the fastest way to encourage them to disengage academically. By the same token, affirming students' identities is crucial in encouraging them to engage academically.

Lau v. Nichols, 1974

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

Laurie Olsen, *Reparable Harm: Fulfilling the unkept promise of educational opportunity for Long Term English Learners*

Several factors seem to contribute to becoming a Long Term English Learner (EL): receiving no language development program at all; being given elementary school curricula and materials that weren't designed to meet EL needs; enrollment in weak language development program models and poorly implemented EL programs; histories of inconsistent programs; provision of narrowed curricula and only partial access to the full curriculum; social segregation and linguistic isolation.

Minnesota Department of Education 2011 Enrollment Data

In 2011, 13% of K-12 students enrolled in Minnesota public schools reported 210 different home languages other than English. Over 63,600 students or 8% were identified as English Learners (EL).

Pedro Noguera

If we succeed at educating English Learners, it's likely we can develop solutions for education all students.

Plyler, 457 U.S. at 223, U.S. Supreme Court

By denying these [undocumented] children a basic education, we deny them the ability to live within the structure of our civic institutions, and foreclose any realistic possibility that they will contribute in even the smallest way to the progress of our Nation.

Rosalinda B. Barrera, Ph.D., Assistant Deputy Secretary and Director of the Office of English Language Acquisition (OELA) at the U.S. Department of Education

If human capital is our nation's greatest resource, then we cannot afford to fail to educate our English Learner students… They, like generations before them, deserve a shot at the American Dream, too.

Source Unknown

American is a difficult language mixed with English.

U.S. Department of Education, *Language Instruction Educational Programs*

Within the EL population, diversity is a defining characteristic, as ELs are a remarkably heterogeneous group. An EL may be any age, come from any socioeconomic background, be native or foreign born to the U.S., and enroll in school with any level of prior education.

William Saunders and Claude Goldenberg, *Improving Education for English Learners*

Available research suggests that one way to promote higher levels of English language development among English learners is to make sure it is a school- and district-wide priority.