



OELA sponsored session: Integrating ELs in Our i3 Grant Interventions

Session presenters/facilitators:

Dr. Libia Gil	Assistant Deputy Secretary and Director, Office of English Language Acquisition
Jessica Torres	i3 Program Officer
Jerome D'Agostino	Reading Recovery: Scaling Up What Works <i>The Ohio State University</i>
Emily Rodgers	Reading Recovery: Scaling Up What Works <i>The Ohio State University</i>
Peter Murphy	English Learner Families For College <i>California League of Middle Schools</i>
Annette Zehler	i3 TA Liaison
Julie Hirschler	i3 TA Liaison

Overall summary of the session:

This session, co-sponsored by the Office of English Language Acquisition (OELA) of the US Department of Education, started a conversation about the ways current i3 grants are integrating the needs of English learner students in their interventions. The participants discussed their approaches to implementing their i3 interventions in ways that help ensure and facilitate EL students' participation and promote successful EL student outcomes together with those of all students. Dr. Libia Gil, Assistant Deputy Secretary and Director of OELA, facilitated the session with the collaboration of current i3 grantees that are addressing EL needs to build a foundation of successful professional practices. The discussion emphasized a systemic approach to implementing interventions in order to attain the best possible outcomes for EL students and promote sustainability.

Key issues or questions discussed:

Guiding questions for the session:

- What district/school-level components help ensure a system of support for EL students' full and successful participation in i3 interventions?
- What are lessons learned that could assist other innovation efforts to fully include and support EL students/families/communities?
- Are there additional considerations for sustaining interventions when these include EL students/families/communities?

The session was attended by approximately 50 participants. There was an active question and answer period following the presentations. A small-group discussion was planned but instead, given the limited



time in the session, the whole group discussion was continued. The small group discussion questions that were prepared may instead be useful for structuring follow-on activities and discussions.

Points/insights that participants noted they gained from the session included:

- Support focused on long-term English learners starting in middle school and the importance of peer mentoring across middle school and high school
- Appreciated the presentations on CLMS and Reading Recovery
- Session targeted to ELs and gaining Information on two models for success for English learners with one at the developmental stage and one at the scale-up stage
- [Key points gained were] more information about program interventions, especially Reading Recovery
- Efforts on both interventions and family are pivotal to success
- Learning about evidence basis for Reading Recovery
- English learners can and should be included in all projects
- Varying policies for working with English learners
- Data are important, but for how long do we follow students who have received an intervention
- Importance of a focus on the individual student
- Provide for an active English learner [engagement] and include parent involvement in advisory roles and leadership

Suggested topics for follow-on exchanges of information:

- What are specific strategies for bringing parents into the process of supporting ELs?
- Process for identifying EL students
- More information on EL students generally
- Tracking longitudinal outcomes
- Online resources and toolkits and PLCs
- What do we mean by success for ELs? How do other states/organizations define it?
- Further information on Reading Recovery, program contexts for its use with ELs, obtain an understanding of how Reading Recovery and interventions that are successful with ELs are differentiated



Related resources and recent reports that may be useful:

National Clearinghouse for English Language Acquisition (NCELA): <http://www.ncela.us/>

NCELA provides resources for the field and disseminates information from the Office of English Language Acquisition.

Understanding Language. <http://ell.stanford.edu/>

An initiative that aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards and Next Generation Science Standards; provides resources that address the needs of EL students.

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx.

Park, M., & McHugh, M. (2014). Immigrant parents and early childhood programs: Addressing barriers of literacy, culture, and systems. Washington, DC: Migration Policy Institute. Retrieved from <http://www.migrationpolicy.org/research/immigrant-parents-early-childhood-programs-barriers>) <http://www.migrationpolicy.org>