
This handbook has been designed as an introductory resource for learning about the enhancement of student learning supports; the full continuum of essential school-community interventions; and the core principles and tenets of comprehensive learning support systems. Four fundamental and interrelated concerns are confronted: (1) Policy for school improvement must be expanded to end the marginalization of interventions for addressing barriers to learning and teaching. (2) Current student learning supports must be reframed into a comprehensive system of intervention. (3) The organizational and operational infrastructure for schools, feeder patterns, and districts, and for school-community collaboration, must be reworked to facilitate the development of the system. Finally, (4) new approaches must be adopted for planning essential system changes, and for sustaining and replicating them to scale.


This resource provides general information and statistics about the Office of Refugee Resettlement (ORR) and the Division of Children's Services/Unaccompanied Alien Children's’ program.


This report addresses the needs of students with interrupted formal education (SIFE) as critical to raising English learner (EL) achievement and graduation rates overall. Priorities for reform and recommendations for the Department of Education and New York State Education Department (NYSED) are presented.
These papers contain information and links to resources created and maintained by non-governmental organizations. This information is provided for the reader’s convenience. The National Clearinghouse for English Language Acquisition does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided.

**Elevating English Learners (ELs)**

**Annotated Bibliography: Newcomer Students**


This resource assists with provision of orientation to URM and to refugee youth in general. Materials include topic overviews, activity plans, necessary materials, suggested variations, links to additional resources, and so forth. Designed for use by overseas orientation providers, this resource is also easily adapted for use by those who deliver orientation in the United States.


This article examines how young Vietnamese Americans may be affected by association with peers of major American racial groups and with “Americanized” coethnics. This research uses U.S. Census data to establish that racial groups surrounding a particular Vietnamese community constitute relatively privileged and relatively underprivileged segments. Findings offer support for the segmented-assimilation argument and association with “Americanized” coethnics have a negative effect on adjustment.


Based on a presentation, this research-based publication helps local teacher-leaders and administrators explore questions relating to improving student achievement for ELs in elementary and secondary schools. Findings indicate that quality of instruction may be more important than language of instruction for ELs.


The CIA World Factbook provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities.


This article describes ways to reach out to parents of ELs and increase the likelihood of their participation in their child’s education. Examples include using parents’ preferred language, educating them on the U.S. school system, arranging home and community visits, and welcoming parents into the school.


This web page provides statistics on the need in numbers in Guatemala. Poverty and lack of educational quality are highlighted.


The purpose of this document is to define a new vision for English language development, to share examples of instructional delivery models, and to provide step-by-step guidance for selecting instructional materials that will accelerate the acquisition of academic language and grade-level content for all ELs in urban school districts.

The purpose of this article is to inform school psychologists of specific stressors faced by refugee children and to describe school-based plans that can help meet their needs. Topics include stressors faced by refugees, school-based services for refugee students, and intervention in resettlement.


This online database serves as a resource for education data and creates profiles and data reports on education-related demographics and statistics in countries around the world. The EPDC team researches issues and challenges in education around the world and makes projections about education needs and resources. The data can be searched across several dimensions or browsed through by topic, school level, and country profile pages.


This paper describes and quantifies the role that education plays in determining poverty, and provides concrete policy recommendations on improving education for the poor in Guatemala. While Guatemala’s demographic statistics—including poverty rates—are similar to those of other Latin American countries, the magnitude of the characteristics create implications for the efficiency and productivity of public investments and ultimately for the equality or otherwise of these investments.


This article reviews common education concerns in Latin American and Caribbean regions. Concerns include context of international education; the education reform process; and concepts of equity, quality, and coverage. It also details and adopts a critical perspective to deconstruct and denature the long term issues that make education reforms in the regions difficult and offers recommendations to strengthen the region and reverse problems in the future.


This study chronicled yearlong outcomes of 27 preservice teacher candidates’ ability to design and deliver culturally responsive lesson plans during field-based lesson observation and student teaching settings after receiving instruction in special education in which the curricula addressed the needs of culturally and linguistically diverse (CLD) students. Recommendations for research and practice for teacher education programs are provided.

This article and its graphics show the increase in the number of unaccompanied minors at the U.S.'s Southwest border, disaggregated by border patrol section and country of origin. Trend lines show an increase in apprehended unaccompanied minors coming from Central America, specifically Honduras.


This tool kit for high school counselors and McKinney-Vento liaisons provides frequently asked questions and suggested protocol for enrolling unaccompanied youth in school.


This study examines changes in the racial composition of American schools, national patterns of segregation, the relationship between segregation by race and schools experiencing concentrated poverty, the difference in segregation in different regions and types of school districts, and the segregation of multiracial schools. For both African American and Latino students, the study reports differences in segregation by region and state and the most segregated states. The report concludes with a discussion of policies that could help reverse the trends toward intensifying segregation.

Predaris, T., Scriven, D., & Hagos, R. (2013). Meeting the needs of students with interrupted formal education and refugee backgrounds [Webinar]. Retrieved from [https://www.youtube.com/watch?v=1x16UcA4NV0](https://www.youtube.com/watch?v=1x16UcA4NV0)

This webinar provides background information on programs and policies of the Office of Refugee Resettlement, U.S. Department of Health and Human Services, along with an update on refugee populations coming into the United States. Strategies and solutions in addressing the educational needs of students from refugee families are also addressed, including innovative programming at the high school level for students who have gaps in their educational backgrounds.


This paper outlines the need for teacher development to support ELs in the context of Common Core State Standards. Four specific needs of EL teachers are addressed: (1) learning progressions, (2) language demands, (3) language scaffolds, (4) and language supports.

This report shows how successful newcomer programs develop students’ academic English literacy skills; provide access to the content courses that lead to college and career readiness; and guide students’ acculturation to U.S. schools and their eventual participation in civic life and the global economy. The findings in this report show that there is no one set model for a newcomer program and highlights design features and policies that are working well to promote academic rigor and to put newly arrived adolescent learners on the path to high school graduation and postsecondary opportunities.


This comprehensive reference work catalogs all of the world’s known living languages. Language descriptions include world area, region of use within countries, alternate language and dialect names, estimated speaker populations, specified three-letter code from ISO 639-3, classification by language family, and language maps, and offers statistical summaries by world area, language size, language status, language family, and country. Information on countries of origin for the majority of newcomers may be found below:

- El Salvador: [https://www.ethnologue.com/country/SV](https://www.ethnologue.com/country/SV)
- Guatemala: [https://www.ethnologue.com/country/gt](https://www.ethnologue.com/country/gt)
- Honduras: [https://www.ethnologue.com/country/HN](https://www.ethnologue.com/country/HN)


Many studies have pointed to a troubling phenomenon known as the “immigrant paradox.” Despite an initial advantage length of residence in the United States appears to be associated with declining academic achievement and aspirations. To date, this line of research has taken a largely cross-sectional approach, comparing first, second, and third generations. The Longitudinal Immigrant Student Adaptation Study (LISA) combines longitudinal, interdisciplinary, and comparative approaches to document the patterns of adaptation of 408 recently arrived immigrant origin youth from Central America, China, the Dominican Republic, Haiti, and Mexico over the course of five years. This study provides data that demonstrate patterns of academic engagement and achievement of these youths over time, as well as a structural equations model (SEM) that sheds light on the factors contributing to these patterns. These data suggest that supportive relationships significantly mediate the academic engagement and outcomes of immigrant youth. Implications and future directions are discussed.


This presentation features characteristics of ELs and factors that affect learning. Practical approaches for working with students with interrupted formal education are also addressed.

This report analyzes the reasons given by 404 unaccompanied children to a team of researchers for why they left their homes, and makes recommendations for a way forward through this humanitarian crisis. The United Nations High Commission for Refugees (UNHCR) tracks the number of asylum seekers, both children and adults, and examines the trends of unaccompanied minors seeking safe haven on U.S. soil.


This fact sheet provides information to help education leaders better understand the responsibilities of States and local educational agencies (LEAs) in connection with such students, and the existing resources available to help educate all immigrant students—including children who recently arrived in the United States.


This web page provides a list of common terminology and definitions as part of resource material for developing programs for ELs.

U.S. Department of Education, Office for Civil Rights. (2014, October). *Guidance to ensure all students have equal access to educational resources*. Retrieved from [http://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf)

The guidance provides detailed and concrete information to educators on the standards set in Title VI of the Civil Rights Act of 1964, including information regarding the requirements on educational resources, how OCR investigates resource disparities and what SEAs, LEAs and schools can do to meet their obligations to all students. Under Title VI, states, school districts and schools must not intentionally treat students differently based on race, color or national origin in providing educational resources. In addition, they must not implement policies or practices for providing educational resources that disproportionately affect students of a particular race, color or national origin, absent a substantial justification. The law does not require that all students receive the exact same resources to have an equal chance to learn and achieve. It does, however, require that all students have equal access to comparable resources in light of their educational needs.


This document provides guidance to assist SEAs, LEAs, and all public schools in meeting their legal obligations to ensure that ELs can participate meaningfully and equally in educational programs and services. This guidance provides an outline of the legal obligations of SEAs and LEAs to ELs under the civil rights laws. Additionally, the guidance discusses compliance issues that frequently arise in OCR and DOJ investigations under Title VI and the EEOA, and offers approaches that SEAs and LEAs may use to meet their federal obligations to ELs. The guidance also includes discussion of how SEAs and school
districts can implement their Title III grants and subgrants in a manner consistent with these civil rights obligations. Finally, the guidance discusses the federal obligation to ensure that limited English proficient parents and guardians have meaningful access to LEA- and school-related information.


This fact sheet provides background information, statistics, and services provided for children who come into the United States from other countries without an adult guardian.


This research report provides a case study of the Haitian literacy program at a public high school in Boston, Massachusetts, that teaches literacy and numeracy skills to high-school-age students with limited formal schooling. It gives a detailed description of the goals and instructional approach of the literacy program and discusses measures of student success within the program.