



What Makes for Quality Education for English Learners in the 21st Century?

What Needs To Be Included and What Actions Can We Take:
Lessons Learned from the Past and New ideas for Today

Open Space Report: New York City

As a convener, we would like you to put together a short report from your group describing the following. When you're finished, please type in this report in one of the laptops and hand in this sheet. Thanks!

1. Names of group members

Kate Menken
Claire Sylvan
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2. Issue/Topic/Activity

Models of successful secondary education and a research agenda to expand the research base on best practices

3. Highlights of Discussion/Recommendations/Next Action Steps

Successful programmatic practices: Successful models for educating ELLs, including those practiced at the public schools within the Internationals Network for Public Schools, which produce 5 and 6 year graduation rates near or above 80%, and drop-out rates under 10%, include integrating language and

content in the classroom with content driving instruction in each class; project-based instruction to foster language and literacy development; experiential learning for students including internships; school structures which encourage collaboration among students, teachers, and leaders so that content and language educators can support each other to design and deliver effective curricula, so that students can support each other's academic growth, and so that leaders can support each other in implementing administrative best practices; and heterogeneity among students in terms of language proficiency and cultural backgrounds. Traditional ESL programs for emergent bilinguals include 1-2 classes of specialized language instruction during which time the students are removed from standard content classes. Their content classes are the same as content classes for their peers. Attendees noted how this model often fails to be as effective in terms of student performance as the previously mentioned models, and described it as creating the "silo effect" with unconnected educators. Other successful approaches, in part revealed by a study by New York City's DOE, include using data to monitor student success and successful approaches, and collaboration, among students and teachers. Highly successful dual language models at New York City's high schools Gregorio Luperon and Manhattan Bridges were also discussed.

Key Research Questions moving forward: There is a dearth of research and funding for research on best practices for educating emergent bilinguals. This has resulted in successful programs not being noticed and in many situations, educators and even researchers unnecessarily working in a vacuum despite a number of highly innovative and successful models currently being implemented. Key, unanswered research questions include:

- What role can collaboration play to support secondary school emergent bilinguals, where collaboration includes that among educators, parents, external organizations, students and schools?
- Is there a benefit to leveling students by proficiency or not?
- Which programs are transferable and scalable?
- What goes into helping/expanding/developing/scaling successful programs?
- In 1996 the National Academy of Science produced a highly valuable study on reaching emergent bilinguals that focused on elementary settings- Can there be federal funds to support such research on secondary programs specifically given the constructive effect of the '96 study in generating high-profile, widely disseminated content?
- Why are successful secondary programs not being researched and why aren't they higher profile?
- What's currently happening in the various different types of school and district dynamics- specifically, how are emergent bilinguals being educated along the various demographics:
 - Heterogeneous versus homogeneous programs/communities?
 - High versus small emergent bilingual proportion schools?
 - Small versus large schools?
 - Rural versus urban districts?
 - Large versus small districts?
 - Wealthy versus less funded districts?
- How do 1 year/short-term/"newcomer" programs compare to 4 year programs in terms of results?
- Is there a model for successful dual language programs in High Schools? And how do you reverse language loss at the secondary level?
- What are current language laws and how do they affect emergent bilinguals and their families "on the ground"?
- How can emergent bilinguals be helped by making it easier to accept foreign transcripts and what other logistical and other flexibilities can districts exhibit to enhance educational outcomes for emergent bilinguals?
- How can best practices for emergent bilinguals be integrated into general education to everyone's benefit?
- How can emergent bilinguals benefit from/integrate into Early College programs? Do they benefit differently from general education students?
- What types of modular programs can be developed to reach transient/migrant students?
- What access do emergent bilinguals have to accelerated programs? Is there systematic/systemic denial to these programs for emergent bilinguals?

- What are effective programs for SWD emergent bilinguals? For long-term emergent bilinguals? For SIFEs? For emergent bilinguals with high levels of native language proficiency? For transients?
- What is the role/efficacy of other support structures (ie counseling/CBOs/etc...) in supporting educational outcomes for emergent bilinguals? And more generally, what makes for a successful pathway to graduation?
- What does literacy look like in different contexts? Specifically, what is science literacy, math literacy, digital literacy, etc...
- What defines a successful program- is it graduation rates? College acceptance? College retention? Economic success?

4. Available Resources

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5. Follow-up requests

Increased funding for research on best practices at the secondary level.