



Office of English Language Acquisition



Multiliteracy Symposium

Celebrating the Diverse Linguistic and Cultural Assets of All Our Students

Monday, May 6, 2019

8:30 am – 5:00 pm ET

US Department of Education – LBJ Auditorium

400 Maryland Ave. SW, Washington, DC 20202

LETTER FROM THE DIRECTOR



WELCOME

We welcome your participation in this Multiliteracy Symposium at the U.S. Department of Education. The theme for this event is “Celebrating the Diverse Linguistic and Cultural Assets of ALL Our Students.”

The goal of this symposium is to increase awareness and knowledge for advancing biliteracy and multiliteracy for all learners, with particular attention to the diverse cultural and linguistic assets that English Learners (ELs) contribute to our educational experiences.

Throughout the day, we will hear from national leaders in research, practice, and policy who will share their perspectives on why developing language and literacy skills in multiple languages is critical to the success of our children in today’s learning environment.

The highlights of the event will include remarks from Secretary of Education Betsy DeVos and a special panel of teachers, parents, and students who will share their experiences with dual language learning approaches.

Finally, I want to thank all of you for being tireless advocates for our English and Dual Language Learners. We both know what a tremendous asset these students are to our nation’s classrooms. They bring with them cultural intelligence that, as Secretary DeVos said, will help “our students – and our country – to succeed, compete, and collaborate in an increasingly interconnected world.”

With Warmest Regards,

A handwritten signature in black ink, reading "José A. Viana". The signature is stylized and cursive.

José A. Viana
*Assistant Deputy Secretary & Director
Office of English Language Acquisition
U.S. Department of Education*

Please use
#OELASymposium
and **#Multiliteracy**
throughout today’s
event in social media
posts with your
stakeholders.

MULTILITERACY SYMPOSIUM AGENDA

TIME	MONDAY, MAY 6, 2019
8:30 am – 9:00 am	Registration & Coffee
9:00 am – 9:30 am	Welcome Remarks <i>Speaker:</i> José A. Viana, Assistant Deputy Secretary and Director, Office of English Language Acquisition (OELA), U.S. Department of Education
9:30 am – 10:15 am	Quality Schooling for English Language Learners: From Past Experience to Principles for the Future <i>Moderator:</i> Joel Gómez, President and CEO, Center for Applied Linguistics (CAL) <i>Speaker:</i> Ester de Jong, Professor, ESOL/Bilingual Education and Director, School of Teaching and Learning, University of Florida
10:15 am – 11:30 am	Panel: Positive Impact of Multiliteracy <i>Moderator:</i> William P. Rivers, Executive Director, Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS) <i>Panelists:</i> <ul style="list-style-type: none"> • Roberto J. Sanchez, Deputy Director for Foreign Language, and Regional and Culture, Office of the Under Secretary of Defense for Intelligence • Kerry McKittrick, Legislative Assistant, Office of Representative Jim Langevin (D-RI) • Alex Ortiz, Deputy Chief of Staff, Office of Representative Don Young (R-AK) • Don Gentile, Senior Language Authority and Chief Learning Officer, Office of the Director of National Intelligence
11:30 am – 12:30 pm	LUNCH <i>On Your Own</i>
12:30 pm – 1:15 pm	Speak Your Language: A Community/School Partnership Celebrating the Power of Bilingualism in Washington State <i>Moderator:</i> Julie Sugarman, Senior Policy Analyst, Migration Policy Institute <i>Speakers:</i> <ul style="list-style-type: none"> • Nimco Bulale, Education Program Manager, OneAmerica • Senayet Negusse, Dual Language Learners Coach, Puget Sound Education Service District
1:15 pm – 2:00 pm	Dual Language Education: Access, Equity, and Excellence <i>Moderator:</i> Jan Gustafson-Corea, CEO, California Association for Bilingual Education (CABE) <i>Speaker:</i> Cristina Alfaro, Provost Chair of Faculty Diversity and Inclusion, San Diego State University

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AGENDA CONTINUED

TIME	MONDAY, MAY 6, 2019
2:00 pm – 2:15 pm	BREAK
2:15 pm – 3:30 pm	<p>Panel: Focus on Educational Systems and Practices</p> <p><i>Moderator:</i> Nancy Lewin, Executive Director, Association of Latino Administrators and Superintendents (ALAS) <i>Washington, D.C.:</i></p> <ul style="list-style-type: none"> • Vanessa Bertelli, Executive Director & Co-Founder, DC Language Immersion Project • Daniella Anello, Head of School, DC Bilingual Public Charter School • Nandi Chase, Seventh Grade Student, District of Columbia International School • Cherise Cole, Parent, District of Columbia Public Schools <p><i>Prince George’s County, MD:</i></p> <ul style="list-style-type: none"> • Delores Millhouse, Co-Founder, My Bilingual Child • Noah Alexander Millhouse, Third Grade Student, Phyllis E. Williams Spanish Immersion School • Jane M. Tarwacki, Immersion Instructional Specialist, Prince George’s County Public Schools • Mauricio Salinas, Spanish Immersion Program Coordinator, Cool Spring Dual Spanish Immersion School <p><i>Fairfax County, VA:</i></p> <ul style="list-style-type: none"> • Rich Pollio, Director of ESOL Services, Fairfax County Public Schools • Sarah Eqab, ESOL Instructional Resource Teacher, Fairfax County Public Schools
3:30 pm	<p>Remarks</p> <p><i>Speaker:</i> The Honorable Betsy DeVos, Secretary of Education, U.S. Department of Education</p>
4:00 pm – 4:45 pm	<p>The Seal of Biliteracy in IL: Recognizing our EL/Bilingual Assets and Their Impact on the Community</p> <p><i>Moderator:</i> Trey Calvin, Managing Policy Analyst, Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS)</p> <p><i>Speaker:</i> Linda L. Egnatz, Executive Director, Global Seal of Biliteracy</p>
4:45 pm	<p>Closing Remarks</p> <p><i>Speaker:</i> Margarita Pinkos, President, National Association for Bilingual Education (NABE)</p>

PRESENTERS

Quality Schooling for English Language Learners: From Past Experience to Principles for the Future

Moderator: Joel Gómez



Ester de Jong

Professor, ESOL/Bilingual Education and Director, School of Teaching and Learning, University of Florida

Ester de Jong is a Professor in ESOL/Bilingual Education and the Director of the School of Teaching and Learning at the University of Florida in Gainesville, Florida. Her research focuses on dual language education, language-in-education policy, and preparing general education teachers to work with bilingual learners. Her book, *Foundations of Multilingualism in Education: From Policy to Practice*, published by Caslon Publishing, considers a principled approach to school, program, and classroom decision-making for multilingual learners. de Jong is past President of TESOL International Association and holds an Ed.D. from Boston University in Literacy, Language and Cultural Studies.

Panel: Positive Impact of Multiliteracy

Moderator: William P. Rivers



Roberto J. Sanchez

Deputy Director for Foreign Language, and Regional and Culture, Office of the Under Secretary of Defense for Intelligence

Roberto J. Sanchez serves as the Senior Subject Matter Expert on human capital policy and programs directed to build, maintain, and employ foreign language and foreign-area expertise within the Defense Intelligence Enterprise. He provides expertise and leadership in the development, coordination, and promulgation of policies and initiatives for development, maintenance, and utilization of military and civilian human capital employed in collection, processing, analysis, and reporting of foreign language material within the enterprise. Before serving in his present position, Sanchez was the Associate Director for Operations and Capability, Defense Language Office, Office of the Under Secretary of Defense for Personnel and Readiness. In this position, he served as the lead for strategy, direction and oversight of Department of Defense language and regional expertise programs. Sanchez was born and raised in Lima, Peru. He has a bachelor's degree in Aerospace Engineering from the University of Missouri-Rolla, and a Master of Science in Public Administration from Troy State University. He speaks Spanish, French, Portuguese, and Italian.



Kerry McKittrick

Legislative Assistant, Office of Representative Jim Langevin

Kerry McKittrick is a Legislative Assistant to Congressman Jim Langevin (D-RI), for whom she previously served as a Legislative Correspondent. She is responsible for advising Congressman Langevin on a range of policy issues, including education, child welfare, immigration, and civil rights, and has spearheaded several successful legislative initiatives for the Congressman, including as the Democratic staff lead for the Congressional Career and Technical Education Caucus. Previously, Ms. McKittrick worked on political campaigns in Massachusetts, including as Campaign Manager for State Representative Ken Gordon's successful re-election campaign in 2014. She has long been passionate about education policy, served on multiple legislative panels, and has extensive experience mentoring students and advising school districts on student engagement strategies. Ms. McKittrick holds a bachelor's degree in Anthropology from Brown University.

PRESENTERS (continued)



Alex Ortiz

Deputy Chief of Staff, Office of Representative Don Young

Alex Ortiz is Congressman Don Young's (R-AK) Deputy Chief of Staff. Mr. Ortiz's portfolio includes Alaska Native affairs and education. He is responsible for leading a policy team to advance the Congressman's overarching legislative objectives. Previously, he worked for a firm advocating for Alaska-based clients on Capitol Hill. He also served on the staff of Senator Ted Stevens (R-AK). Ortiz is originally from Ketchikan, Alaska.



Don Gentile

Senior Language Authority and Chief Learning Officer, Office of the Director of National Intelligence

Since August 2016, Don Gentile has served the Intelligence Community as its Senior Language Authority and Chief Learning Officer. He is also Division Chief of the Human Capital Office's Community Learning and Development Division. Prior to taking his current position, Gentile worked in the National Counterterrorism Center's (NCTC) Directorate of Intelligence, where he served as a Group Chief from 2010 until August 2016, and Deputy Group Chief from 2005 until 2010. Prior to NCTC, Gentile's career included numerous positions with the National Security Agency (NSA), including Language Analyst, Manager, and Senior Intelligence Analyst representing NSA in the White House Situation Room, including on 9/11. He has also held NSA linguist certifications in Italian, Portuguese, French, and Spanish and served as a past member of NSA's Standing Committee on Language Testing.

Speak Your Language: A Community/School Partnership Celebrating the Power of Bilingualism in Washington State

Moderator: Julie Sugarman



Nimco Bulale

Education Program Manager, OneAmerica

Nimco Bulale is an Education Program Manager at OneAmerica. She has extensive experience working with community-based organizations and coalitions that work to strengthen the voices of disenfranchised communities to promote a more just society. Bulale was born in Mogadishu, Somalia and raised in Seattle. She is fluent in Somali and proficient in Spanish. Bulale received her Master's in Public Administration with a focus on nonprofit leadership and local government administration from Seattle University. She also attended the University of Washington, earning a B.A. in International Studies with a focus on foreign policy, diplomacy, peace, and security. She is a Board Member of the Southeast Seattle Education Coalition and is a Brainerd Fellow with Social Venture Partners. Bulale is passionate about closing the achievement gap in education, empowering refugee and immigrant communities, and breaking down the systemic barriers to opportunity.



Senayet Negusse

Dual Language Learners Coach, Puget Sound Education Service District

Senayet Negusse is an Ethiopian-American educator devoted to improving early childhood experiences for Dual Language Learners through the implementation of culturally responsive and inclusive instruction. She received a double degree in Speech & Hearing Sciences and Early Childhood and Family Studies from the University of Washington. Her personal experiences as a bicultural, bilingual, first-generation, low-income student and early childhood educator is what led her to complete a Master's in Education Policy & Leadership. Currently, she works for the Puget Sound Education Service District as a Dual Language Learners Coach. In this role, Negusse provides differentiated, equity-based coaching and training to teachers in Head Start and the Washington State's preschool program, ECEAP, around effective supports and strategies for Dual Language Learners. Her passion lies in improving the public school experience at all levels for historically underrepresented students and their families through the implementation of racially equitable and culturally responsive approaches, effective professional development, advocacy and by connecting community needs with school services in collaboration with trusted ethnic and community-based organizations.

Dual Language Education: Access, Equity, and Excellence

Moderator: Jan Gustafson-Corea



Cristina Alfaro

Provost Chair of Faculty Diversity and Inclusion, San Diego State University

Cristina Alfaro, Ph.D., is Provost Chair of Faculty Diversity and Inclusion at San Diego State University. Alfaro is a Biliteracy Professor and Immediate Past Chair of the Dual Language and English Learner Education Department in the College of Education, where she has championed and led the model and largest bilingual teacher education program in the state of California. She is the Director of the Formadores de Docentes Binacionales, a project that addresses the needs of the Students We Share between the Mexico/U.S. border. Alfaro also serves on the CABE Board as Director of Institutions of Higher Education. She is the recipient of the San Diego County Office of Education Biliteracy Leadership Award, College of Education Excellence in Teaching Award, the National Outstanding Latina in Higher Education Award, and the Gomez-Morin Global Education Award. As a researcher, she has examined and published on the role of ideological and pedagogical practices that situate equity at the core of dual language education.

Panel: Focus on Educational Systems and Practices

Moderator: Nancy Lewin



Vanessa Bertelli

Executive Director & Co-Founder, DC Language Immersion Project

Vanessa Bertelli is the Executive Director and Co-Founder of the DC Language Immersion Project. Under her leadership, DC Immersion was instrumental in the opening of dual language programs in underserved areas of the District, created the first aggregator of language education services in the region (Multilingual Education Fair of DC), and shifted the paradigm around multilingual education in Washington, D.C., through engagement, research, advocacy and systems support. She holds a law degree from Université de Lausanne, a Master of Laws from University College London, and an M.B.A. from INSEAD. She is regularly quoted in publications such as *The Washington Post* and *The Atlantic*. Bertelli has three children who attend public dual-language programs in the District of Columbia.

PRESENTERS (continued)



Daniella Anello

Head of School, DC Bilingual Public Charter School

Since 2015, Daniela Anello has been the Head of School of DC Bilingual Public Charter School, an award-winning, dual language, Spanish-English immersion school in Washington, D.C.'s Ward 5. In this role, she leads the strategic vision, implementation, and growth of DC Bilingual both academically and operationally. She started with DC Bilingual in 2009 as a Literacy Coach and advanced into the roles of Resident Principal and Interim Principal. Anello is a graduate of New Leaders Emerging Leaders and Aspiring Principals Program and completed the Literacy Specialist Master of Arts program at Teachers College, Columbia University. She holds a B.A. in general and special elementary education and teaching from the State University of New York, Geneseo. She serves on D.C.'s State Early Childhood Development Coordinating Council, the city's Common Lottery Board, and is a member of Urban Teachers DC Leadership Council. As a first-generation immigrant, Anello understands the challenges faced by many of DC Bilingual's families and students and believes strongly in the school's mission to ensure high academic achievement for all students in both Spanish and English, develop leadership, and value all cultures.



Nandi Chase

Seventh Grade Student, DC International Public Charter School (DCI)

Nandi Chase is a 12-year-old seventh grader who speaks, reads, and writes three languages: Chinese, Spanish, and English. An alumna of the Chinese Immersion Elementary School in Washington, D.C., Miss Chase began her studies of Chinese at the Washington Yu Ying Public Charter School and currently continues her studies of Chinese as well as her heritage language of Spanish at DCI. The public dual-language programs in D.C. have given her the invaluable opportunity to learn the core subjects of English, Math, and Science and to understand the culture, values, and languages of nations around the world. Outside the classroom, Nandi loves studying ballet and other forms of dance at the Jones Haywood School of Dance. She also enjoys reading, swimming, and spending time with friends and family.



Cherise Cole

Parent, District of Columbia Public Schools (DCPS)

Cherise Cole is the mother of two daughters, Charlie (11) and Camden (9), who began learning Spanish in their DCPS preschool program. Through various forms of reinforcement, both students are conversational Spanish speakers and are still DCPS students. She advocates for quality, free education in a system where opportunities to pursue unique and diverse skills abound. Cherise is a Clinical Sales Consultant for Thermo Fisher Scientific. In her spare time, she enjoys serving in her church's Sign Language and Children's ministries.



Delores Millhouse

Co-Founder of My Bilingual Child

Delores Millhouse is the Co-Founder of My Bilingual Child, a parental advocacy group created to advocate for the inclusion of Spanish Language Immersion programs in the Prince George's County Public School System (PGCPS). Her dedication to change has led to the continued expansion of language immersion programs in the PGCPS district whose missions include educating future bilingual, bi-literate, and bi-cultural global leaders. She has always been a voice in her community advocating for opportunities that empower community members to create change to include financial stability, improved educational programs, and family and community services. Millhouse has over 25 years' experience managing results-driven operations offering expertise in business analysis, project/program management, public relations strategies and community outreach. She holds a bachelor's degree from North Carolina Central University and a master's in business administration/finance from Trinity University. Along with being an educational advocate, she is a licensed realtor in D.C. and Maryland and works for the Office of the Chief Financial Officer for the District of Columbia Government.



Noah Alexander Millhouse

Third Grade Student, Phyllis E. Williams Spanish Immersion School

Noah Millhouse is a third-grade student at Phyllis E. Williams Spanish Immersion School in PGCPS. He is a straight-A student who has continued to excel in his bilingual studies while also performing at a high level in the Talented and Gifted program. Noah has been learning Spanish since he was 18 months old and has enjoyed learning a new language that will allow him to learn more about different cultures, but also place him in a position to help others. He is determined to become fluent in six more languages to include French, Mandarin, and Arabic. Noah is a community leader that continuously advocates for the expansion of language immersion programs in his school district. He has testified before the PGCPS Board of Education and the Maryland State Assembly advocating for the Maryland Seal of Biliteracy. He was recently appointed to the school safety patrol team where he continues to develop his leadership skills. He loves spending time with his family, playing football, soccer, and reading. Noah is also an avid chess player who has won many chess tournaments held by Chess Wizards at American University in Washington, D.C.



Jane M. Tarwacki

Immersion Instructional Specialist, Prince George's County Public Schools

Jane M. Tarwacki is an Immersion Instructional Specialist in PGCPS. Tarwacki supports all the language immersion programs of PGCPSS and is a strong advocate of dual-language education locally and nationally. Prior to serving in her current role, she was a middle school Spanish teacher for nine years and taught Intro to Spanish, Level 1, and Level 2. Tarwacki attended Virginia Commonwealth University where she graduated with bachelor's degrees in Spanish and Political Science, as well as an M.T. in Secondary Education. She also holds a Professional Certificate from George Washington University in Professional Teaching Standards and a Professional Certificate from Bowie State University in Administration I. Tarwacki was also a National Board Candidate in 2008. In addition to her professional duties at PGCPSS, she served as President of the Greater Washington Association of Teachers of Foreign Language from 2011-2016 and continues to support the organization in the role of Immediate Past President. Tarwacki has a passion for providing professional development to her teachers and other World Languages and Immersion teachers across the nation.



Mauricio Salinas

Spanish Immersion Program Coordinator, Cool Spring Dual Spanish Immersion School

Mauricio Salinas is the Spanish Immersion Program Coordinator at Cool Spring Dual Spanish Immersion School and has more than 25 years of teaching experience. Prior to his role as a coordinator, he was an elementary classroom teacher in Washington, D.C., Fairfax and Arlington, VA, and Montgomery County, MD. Salinas has a degree in Elementary Education with a bilingual educational background. He is currently finishing a master's program in School Leadership from Loyola University. A native of El Salvador, he immigrated to the United States during his teenage years. His passion for teaching and learning in an immersion setting stems from the discovery that learning a new language and its culture allows greater clarity and the development of empathy and sympathy for the people you encounter.

PRESENTERS (continued)



Rich Pollio

Director of ESOL Services, Fairfax County Public Schools

Rich Pollio is the Director of ESOL Services for Fairfax County, VA Public Schools. Fairfax County is the tenth-largest school system in the country, serving more than 36,000 ELs in grades K-12. Pollio is a former elementary school principal, ESOL teacher and classroom teacher in Washington, D.C., and Los Angeles, with more than 25 years of experience in education. He holds an undergraduate degree from Stanford University and a master's degree from the Harvard Graduate School of Education.



Sarah Eqab

ESOL Instructional Resource Teacher, Fairfax County Public Schools

Sarah Eqab is an ESOL Instructional Resource teacher for Fairfax County, VA, Public Schools. She has been a high school ESOL Department Chair at McLean High School in Fairfax County and Jackson High School in Prince William County, VA for several years. She has a B.A. in English from Jordan University of Science and Technology, a Master's in Linguistics from George Mason University, and received her Ph.D. in Education from George Mason University in 2016 with a concentration in Multilingual/Multicultural Education. She currently teaches courses in Teaching Culturally and Linguistically Diverse Learners at GMU.

The Seal of Biliteracy in IL: Recognizing our EL/Bilingual Assets and Their Impact on the Community

Moderator: Trey Calvin



Linda L. Egnatz

Executive Director, Global Seal of Biliteracy

Linda Egnatz is most known for her role as national cheerleader for the Seal of Biliteracy, which recognizes language learners for their proficiency in two languages. Her support for the movement began in Illinois, where she testified on its behalf as a 2013 Golden Apple Teacher of Excellence Award Winner. When the American Council on the Teaching of Foreign Languages named her the 2014 National Language Teacher of the Year, she used the title to expand her advocacy for language learners and supported other states working to adopt a State Seal. In 2015, she served on the collaborative committee that designed the National Guidelines for the Seal of Biliteracy. Egnatz is now the Executive Director of the Global Seal of Biliteracy, a program designed to fill in the opportunity gap for bilinguals of any age who do not qualify for a state seal but want to celebrate and certify their language skills. Egnatz is a National Board-Certified Teacher and has taught all levels of Spanish, including AP Spanish Language and Spanish Literature. She is a Past President of the Illinois Council on the Teaching of Foreign Languages and currently serves ICTFL as Advocacy Chair and Webmaster. She is a member of the Joint National Council on Languages (JNCL-NCLIS) Board, the ACTFL Professional Learning Committee, and the Pulsera Project Education Committee. She has a B.A. in Romance Language Education and holds an M.A. in Spanish Literature from Purdue University.

CONTRIBUTING PARTNERS



Trey James Calvin

Managing Policy Analyst, JNCL-NCLIS

Trey Calvin is the Managing Policy Analyst at JNCL-NCLIS, where he conducts federal and state policy analysis for non-profit organizations and corporate clients throughout the language enterprise. Calvin previously worked at the American Council on the Teaching of Foreign Languages (ACTFL) as the Program Coordinator for the Department of Education. At ACTFL, he led grassroots advocacy and public policy initiatives to oppose defining computer coding as a “foreign language,” to ameliorate the national language teacher shortage, and to establish Seal of Biliteracy programs nationwide. Prior to ACTFL, he taught Spanish, English literature, and creative writing at the middle school and high school level. He holds a bachelor’s degree from Hendrix College and a master’s degree from Middlebury College.



Alicia Diaz

Executive Director of Legislative Affairs, Hispanic Association of Colleges and Universities (HACU)

Alicia Diaz serves 472 Hispanic-serving institutions (HSIs) as well as emerging HSIs to build their capacity to become truly Hispanic serving (rather than just Hispanic enrolling). She manages a national internship program and government affairs office, in addition to initiatives related to the Higher Education Act, teacher preparation, and Title II. Diaz wants to expand what it means for teachers to be prepared to serve all students, including Hispanic and EL students. Her recent activities include mobilizing institutions to support DACA recipients, the HACU Dean’s Forum on teacher diversity, and programs to work with Hispanic Serving School Districts. Diaz is looking to build capacity across the K-12 and higher education spectrum, and to share best practices.



Joel Gómez

President and CEO, Center for Applied Linguistics (CAL)

Joel Gómez is the President and CEO of CAL, a nonprofit organization supporting social justice through language in education research, policy, and practice in the areas of knowledge generation, synthesis, and sharing. His primary areas of interest focus on multilingual and multicultural education and on the education of culturally and linguistically diverse populations. Gómez is professor emeritus at the George Washington University School of Education and Human Development, and he has served as Director and Principal Investigator of numerous national and regional education projects in the areas of bilingual education, migrant education, and Title I technical assistance. He has experience teaching ELs in public schools and has served as President and Treasurer of the National Association for Bilingual Education (NABE) and Founding Member and Vice President of the Mexican and American Solidarity Foundation. He holds an Ed.D. in Higher Education Administration from The George Washington University.

CONTRIBUTING PARTNERS (continued)



Jan Gustafson-Corea

Chief Executive Officer, California Association for Bilingual Education (CABE)

Jan Gustafson-Corea is the Chief Executive Officer of CABE and has more than 30 years of experience working in the field of education with great emphasis on working in multilingual and culturally diverse settings. Prior to coming to CABE, Gustafson-Corea served as Principal of the Norton Space and Aeronautics Academy (NSAA), a dual-language immersion charter school (English, Spanish, and Chinese) within the Lewis Center for Educational Research. She has served as Senior Executive Director for 21st Century Learning and Accountability for the San Francisco Unified School District as well as Director of the English Learner/PROMISE Unit of the San Bernardino County Superintendent of Schools (SBCSS). She also held the position of Coordinator for Educational Technology at SBCSS with a special emphasis on integrating and supporting technology access to meet the needs of culturally and linguistically diverse students and their families. Gustafson-Corea has taught 9 years as a Bilingual Classroom Teacher and Bilingual Resource Teacher. She is bilingual/biliterate in English and Spanish and holds a master's degree in Elementary Education with a focus on Bilingual and Multicultural Education.



Nancy Lewin

Executive Director, Association of Latino Administrators and Superintendents (ALAS)

Nancy Lewin is the Executive Director of the Association of Latino Administrators and Superintendents (ALAS). Her 23 years as a professional educator and her life experiences as a migrant worker drive her purpose and passion in this Chief Executive role at the nation's largest Latinx-focused education leadership organization. Lewin is a committed champion for all students through developing effective and strong leaders to take on the role of school superintendent. She is dedicated to achieving equity through systemic change, mirroring the country's student demographics in school district leader roles, and uniting collective advocacy efforts. She holds an Ed.D. in Professional Leadership from the University of Houston.



Margarita P. Pinkos

President, National Association for Bilingual Education (NABE)

Margarita P. Pinkos currently serves as President of NABE. She is also Assistant Superintendent - Global Education and Community Outreach for the School District of Palm Beach County, where she focuses on supporting district partnerships and building relationships that support the District's mission to develop globally competent students equipped to succeed in the 21st century. She also served as Assistant Deputy Secretary and Director of the Office of English Language Acquisition (OELA) for a brief time in 2008.



William "Bill" P. Rivers

Executive Director, Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS)

William "Bill" Rivers has more than 25 years' experience in culture and language for economic development and national security, with publications in second and third language acquisition research, proficiency assessment, program evaluation, and language policy development and advocacy. He is the immediate past and founding Chair of ASTM Technical Committee F43, Language Services and Products and chairs the U.S. Technical Advisory Group to ISO Technical Committee 232, Education and Learning Services. He serves as a member of the America's Languages Working Group of the American Academy of Arts and Sciences and is an honorary member of the Association of Language Companies. Before joining JNCL-NCLIS, Rivers served as Chief Scientist at Integrated Training Solutions, Inc., where he focused on strategic planning, management, and advanced technologies for language and culture programs in the public sector. During his career, he has taught Russian, language policy, and second language acquisition at the University of Maryland, worked as a freelance interpreter and translator, and conducted field work in Kazakhstan, where he regularly returns to teach at several universities. He received his Ph.D. in Russian from Bryn Mawr College and his M.A., B.A., and B.S. (Aerospace Engineering) from the University of Maryland. He speaks Russian and French.



Christopher Powers

Executive Director, TESOL

TESOL is the largest professional organization for teachers of English as a second or foreign language. It was founded in 1966 and is based in Alexandria, VA. As of 2013, it had 12,100 members worldwide, and was affiliated with 109 language education organizations, just over half of which were based outside the United States. TESOL's total number of members, including those of affiliate organizations, was around 44,000.



John Segota

Associate Executive Director for Public Policy & Professional Relations, TESOL

John Segota has been with TESOL since 1996. His responsibilities include government relations, policy analysis, media relations and communications, oversight of standards development, and management of TESOL's advocacy activities. Segota works closely with TESOL's senior leadership on policy management, strategic planning, public relations, and governance issues. He has presented nationally and internationally on public policy as it relates to English language education and has written extensively on issues of education policy. Segota has a B.A. in Political Science with a concentration in International Studies from the College of the Holy Cross in Worcester, MA, and is pursuing a Master's in Public Leadership at the George Washington University. He has also received a graduate certificate in Project Management from the Keller Graduate School of Management and has earned the Certified Association Executive (CAE) designation from the American Society of Association Executives.

CONTRIBUTING PARTNERS (continued)



Julie Sugarman

Senior Policy Analyst, Migration Policy Institute (MPI)

Julie Sugarman is a senior policy analyst at MPI's National Center on Immigrant Integration Policy, where she focuses on issues related to immigrant and EL students in elementary and secondary schools. Her areas of focus include state- and district-level policies that support effective programs for newcomer students and helping stakeholders understand key education policy issues. Previously, Sugarman was a Senior Research Associate at the Center for Applied Linguistics where she specialized in the evaluation of educational programs for language learners and in dual language/two-way immersion program design and development. She earned her Ph.D. in second language education and culture from the University of Maryland, College Park.



Santiago Wood

Executive Director, National Association for Bilingual Education (NABE)

Santiago Wood, Ed.D., is the Executive Director of NABE in the greater metropolitan area of Washington, D.C. Since 1972, NABE has been the exclusive national professional organization devoted to representing Bilingual and Dual Language Learners and Bilingual Education professionals. Wood is a former U.S. Department of Education Title VII and the American Council on Education (ACE) Fellow. He earned his doctorate degree, with distinction, in Multicultural, International and Second Language Acquisition from the University of San Francisco. He also earned post-graduate Certification in Leadership and Administration from the Superintendents Academy at Harvard University Kennedy School of Business. Wood is a veteran educator who has served successfully in various capacities in the Pre-K-20 environment as a bilingual teacher, central office administrator, assistant professor, university trustee and superintendent of schools in several urban school districts in California and abroad. He has written, published, and presented on many international and bilingual/dual language topics. Wood is a second-generation immigrant and native of Panama, with roots in Puerto Rico, Cuba, and the U.S. He has lived, taught, and traveled abroad extensively. He is fluently bilingual in Spanish, Portuguese, French, and English.

OELA STAFF

OELA Leadership



José A. Viana, Assistant Deputy Secretary and Director, OELA

José Viana is the principal adviser to Secretary of Education Betsy DeVos on all matters related to the education of ELs. As head of OELA, Viana administers programs under Title III of the Elementary and Secondary Education Act, which support high-quality instruction for linguistically and culturally diverse students. The office also supports professional development programs for teachers of ELs. Prior to joining the Department, Viana served for eight years as an administrator of the Migrant Education Program for North Carolina's Department of Public Instruction. He began his career in Miami-Dade County Public Schools as an elementary school teacher for English language learners and later was a humanities instructor at an International Baccalaureate World School. Viana is a second-generation Cuban immigrant who started his primary years as an English language learner. He has devoted his life to improving educational opportunities for minority populations and is honored to serve our nation's ELs and their families.



Supreet Anand, Ph.D., Deputy Director, OELA

Supreet Anand has been working in the field of education for more than 25 years. In her current position, she informs policy decisions on ELs, supervises OELA's role in disseminating information on educational research, practices, and policies for ELs through the National Clearinghouse for English Language Acquisition. Her work also includes supervising the discretionary grant programs under Title III of the Every Student Succeeds Act. Anand has also supervised formula grant programs in the Office of Elementary and Secondary Education. Before joining the Department of Education, she served as the Title III Director for the Maryland State Department of Education and supervised the Title III program in Prince George's County Public Schools, Maryland. In addition, she taught English as a second language (grades K-12) for more than ten years in India and the U.S.

OELA Staff Acknowledgements



Melissa Escalante, Management and Program Analyst

Melissa Escalante serves as the Contracting Officer's Representative for OELA. Her primary responsibilities include overseeing the contract for the National Clearinghouse for English Language Acquisition (NCELA) and several evaluation studies conducted through the National Activities budget. She also manages a portfolio of grants under the Data Disaggregation Initiative (D2) program. Prior to joining OELA, Escalante worked at Texas State University-San Marcos in the College of Education. She holds a B.B.A. in Management from Texas State University-San Marcos and is currently pursuing an Executive M.B.A. at George Mason University.



Anthony Sepúlveda, Education Program Specialist

Anthony Sepúlveda serves as an Education Program Specialist and Communications and Outreach Liaison for OELA. In this role, he works closely with the Assistant Deputy Secretary on coordinating events, communicating with key stakeholders, and preparing presentations for senior staff. He also manages a portfolio of grants under the National Professional Development (NPD) program. Prior to coming to OELA, Sepulveda served as a Program Officer in the Office of Innovation and Improvement where he managed a portfolio of Transition to Teaching and Teacher Quality Partnership grants; and a Public Affairs Specialist in the Office of Communications and Outreach. He received his B.A. in American Studies and his M.A. in Bicultural-Bilingual Studies from the University of Texas at San Antonio.

SPECIAL ACKNOWLEDGEMENTS



Association of Latino Administrators and Superintendents (ALAS)

ALAS provides leadership at the national level that assures every school in America effectively serves the educational needs of all students with an emphasis on Latino youth by building capacity, promoting best practices, and transforming educational institutions. It is also committed to identifying, recruiting, developing, and advancing Latino school administrators in order to improve the educational accomplishments of Latino youth.



California Association for Bilingual Education (CABE)

CABE is a nonprofit 501(c)(3) based in Covina, CA. The organization's aim is to advocate and promote bilingual education in the school systems within California. CABE was established in 1976 and is a member of the National Association for Bilingual Education (NABE), a national organization seeking to promote bilingualism throughout the U.S.



Center for Applied Linguistics (CAL)

The Center for Applied Linguistics (CAL) is a nonprofit organization founded in 1959. Headquartered in Washington, D.C., CAL has earned an international reputation for its contributions to the fields of bilingual and dual language education, English as a second language, world languages education, language policy, assessment, immigrant and refugee integration, literacy, dialect studies, and the education of linguistically and culturally diverse adults and children. CAL's mission is to promote language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis.



Hispanic Association of Colleges and Universities (HACU)

The Hispanic Association of Colleges and Universities (HACU) was established in 1986 with a founding membership of eighteen institutions. Because of HACU's exemplary leadership on behalf of the nation's youngest and fastest-growing population, the Association rapidly grew in numbers and national impact. Today, HACU represents more than 470 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSIs).



Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS)

The mission of JNCL-NCLIS is to ensure that Americans have the opportunity to learn English and at least one other language, to advance the language profession in the U.S., and to raise awareness about the importance of language and international education to the national interest. It shapes national policy for World Languages, ASL, and international education, and to raise the profile of the language enterprise. JNCL and NCLIS represent the language profession to the United States. As professional organizations in teaching, translation, interpreting, testing, research, and many other fields, JNCL-NCLIS raises public awareness of language as an enterprise that is vital to national well-being. The language enterprise employs 500,000 Americans who work to foster mutual understanding and who deserve continued public support.



Migration Policy Institute (MPI)

National Center on Immigrant Integration Policy was formed 10 years ago to build a field around immigrant integration and bring stakeholders together across disciplines. They currently have several projects working to expand the capacity of immigrant advocacy/services groups around education and integration.



National Association for Bilingual Education (NABE)

Since 1975, NABE has been a nonprofit membership organization that works to advocate for educational equity and excellence for bilingual/multilingual students in a global society. Its priorities include improving instructional practices for linguistically and culturally diverse children; providing bilingual educators with more high-quality professional development opportunities; securing adequate funding for the programs serving limited-English proficient students; and keeping the rights of language-minority Americans clearly in focus as states and communities move forward with educational reforms.



TESOL International Association

TESOL is the largest professional organization for teachers of English as a second or foreign language. It was founded in 1966, and is based in Alexandria, VA, in the United States. As of 2013, it had 12,100 members worldwide, and was affiliated with 109 language education organizations, just over half of which were based outside the United States. TESOL's total number of members, including those of affiliate organizations, was around 44,000.

OELA OVERVIEW



Language Enhancement & Academic Achievement for English Learners

Mission

The U.S. Department of Education’s Office of English Language Acquisition (OELA) provides national leadership to help ensure that ELs and immigrant students attain English proficiency and achieve academic success. In addition to preserving heritage languages and cultures, OELA is committed to prompting opportunities for biliteracy or multiliteracy skills for all students. OELA accomplishes this in the following ways:

- Providing national leadership by informing policy decisions
- Administering discretionary grant programs to prepare professionals for teaching and supporting ELs
- Investing in research and evaluation studies that have practical applications for preparing ELs to meet college and career learning standards
- Disseminating information about educational research, practices, and policies for ELs through our National Clearinghouse for English Language Acquisition (NCELA).



OELA’s resources for ELs are available online at the NCELA website at <https://ncela.ed.gov/>.

State Data

OELA features state-by-state information on ELs through an interactive map of data displays, key contacts and links to resources on ELs and Title III implementation.

Biennial Reports

The biennial report to Congress on the implementation of the Title III State Formula Grant Program provides information regarding the U.S. Department of Education’s efforts to hold states accountable for ensuring that all ELs (also known as limited English proficient students, or LEPs) attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students.



Resource Library

The NCELA Resource Library (<https://ncela.ed.gov/resource-library>) is a searchable database of over 20,000 items—including research articles, literature reviews, reports, classroom materials, curricula, fact sheets, multimedia products, and more—to help stakeholders learn about and advance EL education. To recommend materials for inclusion, please submit a copy of the resource and/or a link to askncela@manhattanstrategy.com.

NCELA Nexus

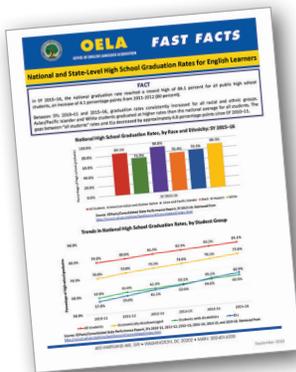
NCELA Nexus is a semimonthly e-newsletter to share new resources, upcoming events, and other announcements, and provide links to opportunities for jobs, education, and funding related to the education of ELs and the EL community. Nexus subscribers may also receive occasional, time-sensitive announcements from OELA and NCELA. Visit <https://ncea.ed.gov/nceala-nexus> to subscribe to Nexus.



Scan to Sign Up for Nexus!

Fast Facts

OELA has synthesized key data on ELs into two-page sheets on a variety of subjects for you to read online or print out and share. The most recent Fast Fact topics include:



- English Learners (ELs) Who Are Arab Americans (January 2019)
- National and State-Level High School Graduation Rates for ELs (September 2018)
- ELs in Charter Schools (September 2018)
- EL Trends from the Nation's Report Card (September 2018)
- Languages Spoken by ELs (August 2018)
- ELs Who Are Hispanic/Latino (August 2018)
- EL Populations by Local Educational Agency (April 2018)
- Profiles of ELs (April 2018)
- ELs Who Are American Indian and/or Alaska Native (March 2018)

Toolkits

OELA has published three toolkits for ELs:

- **English Learner Family Toolkit** – The EL Family Toolkit is a free online resource with answers to questions families may have about public schools and education services in the United States. Each chapter consists of 5 sections: (1) General Information, (2) Family and Student Rights, (3) Questions to Ask School Staff, (4) Tips, and (5) Resources. The toolkit is available in English, Arabic, Chinese, and Spanish.
- **English Learner Toolkit** – The EL Tool Kit (now updated to align with ESSA) helps state and local education agencies help ELs by fulfilling these obligations. The Toolkit has 10 chapters (one for each section of the DCL), and contains an overview, sample tools, and resources.
- **Newcomer Toolkit** – The Newcomer Tool Kit provides (1) a discussion of topics relevant to understanding, supporting, and engaging newcomer students and their families; (2) tools, strategies, and examples of classroom and schoolwide practices in action, along with chapter-specific professional learning activities for use in staff meetings or professional learning communities; and (3) selected resources for further information and assistance, most of which are available online at no cost.



<https://ncea.ed.gov/>

Download OELA's Toolkits for English Learners!



To request the tool kit in an alternate format as a reasonable accommodation, i.e. large print, CD Rom or audio, please contact Anthony Sepulveda at 202-260-0464 or Anthony.Sepulveda@ed.gov.



Contact Us

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www.ed.gov/oela

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<https://www.facebook.com/ED.OELA/>

OELA Twitter
<https://twitter.com/ASKNCELA1>

OELA Director's Twitter
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