



6<sup>th</sup> Annual MELLFIN Seminar

***Making Our Own Way***

Accessing School and Community Programs from the Cradle to Career



*Who are our English language learners?*

*What challenges do they face?*

*Why is family engagement key to their success?*

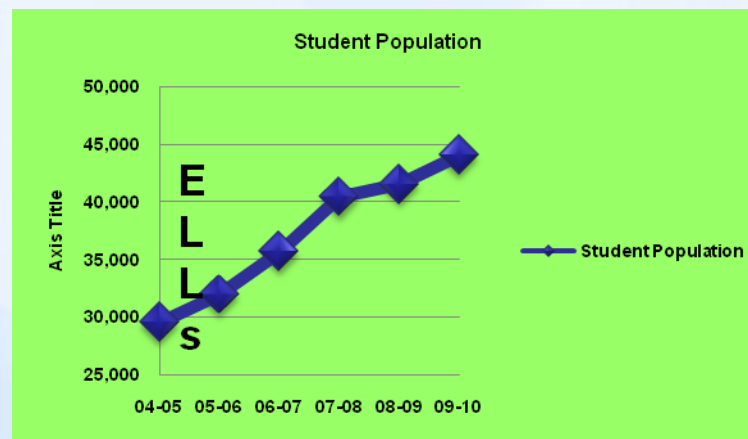


*Who are our English learners?*

# MD ELL Student Population – Trend Data



	SY 04-05		SY 05-06		SY 06-07		SY 07-08		SY 08-09		SY 09-10	
<b>Total Student Population</b>	865,561		860,021		851,640		845,700		843,864		845,838	
<b>Number and Percent of ELLs</b>	29,502	3.4%	31,905	3.7%	35,666	4.2%	40,382	4.8%	41,534	4.9%	44,062	5.20%



# Geographic Distribution of ELLs



<b>Region</b>	<b>SY 09-10 # of ELLs</b>	<b>SY 09-10 % of ELLs</b>
<b>National Capital</b> Montgomery & Prince George's	<b>30,212</b>	<b>69.2%</b>
<b>Baltimore Metropolitan</b> Anne Arundel, Baltimore City, Baltimore County, Carroll, Harford, Howard	<b>10,336</b>	<b>22.7%</b>
<b>Western Maryland</b> Allegany, Frederick, Garrett, Washington	<b>1,721</b>	<b>4.0%</b>
<b>Lower Shore</b> Dorchester, Somerset, Wicomico, Worcester	<b>661</b>	<b>1.5%</b>
<b>Upper Shore</b> Caroline, Cecil, Kent, Queen Anne's, Talbot	<b>647</b>	<b>1.5%</b>
<b>Southern Maryland</b> Calvert, Charles, St. Mary's	<b>485</b>	<b>1.1%</b>
<b>Total</b>	<b>44,062</b>	<b>100%</b>

# ELLs by Grade Level



K	1	2	3	4	5	6	7	8	9	10	11	12
8,245	7,942	6,197	4,659	3,826	2,406	1,720	1,475	1,244	2,059	1,888	1,457	944

<b>SY</b>	<b>09-10</b>
<b>K-5</b>	<b>33,275</b>
<b>6-8</b>	<b>4,439</b>
<b>9-12</b>	<b>6,348</b>

# Top Five Countries of Origin

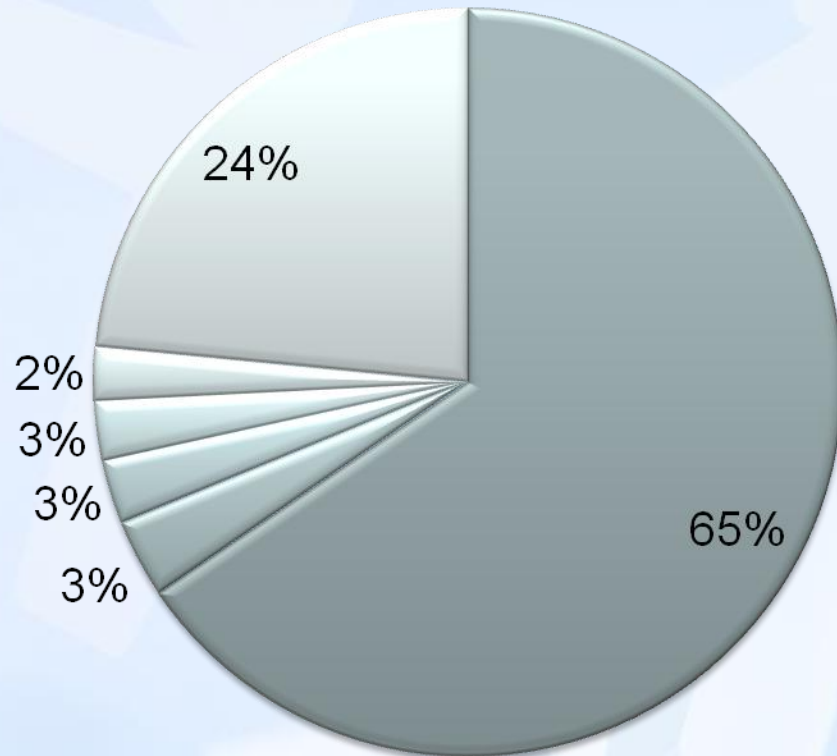


USA	El Salvador	Mexico	Guatemala	Honduras
25,208	4,280	1,895	839	754

# Top 5 languages spoken at home



■ Spanish 28,610   ■ French 1480   ■ Chinese 1220  
■ Vietnamese 1119   ■ Korean 1011   ■ Other 10,261







*Challenges ...*

# Learn English and content at the same time!



- Differentiate instruction based on student's English language proficiency (beginning, intermediate, advanced).
- **Tap the resource of student's first language (L1) in developing English (L2).**
  - Allow use of L1 in the classroom.
  - Encourage continued development of L1 skills in all domains (reading, writing, speaking & listening).
  - Teach cognates
  - Encourage ELL students literate in their own language to use bilingual dictionaries (allowed during State assessments).



# Be able to access special programs & opportunities



## Sample programs & opportunities

- Magnet programs
  - Arts, AP, IB, STEM
- School choice
- Special education
- Talented & gifted
- Science fairs
- Applied technology
- Field trips
- Extra-curricular activities



# Be able to access special programs & opportunities



## Considerations for students & families

- Multiple and/or alternative selection criteria applied?
  - Overreliance on standardized tests?
  - Non verbal measures?
  - Testing in home language when feasible?
- Information in a language parents can understand—orally and in writing?
- ELL family-friendly workshops?
- ELL family field trips?

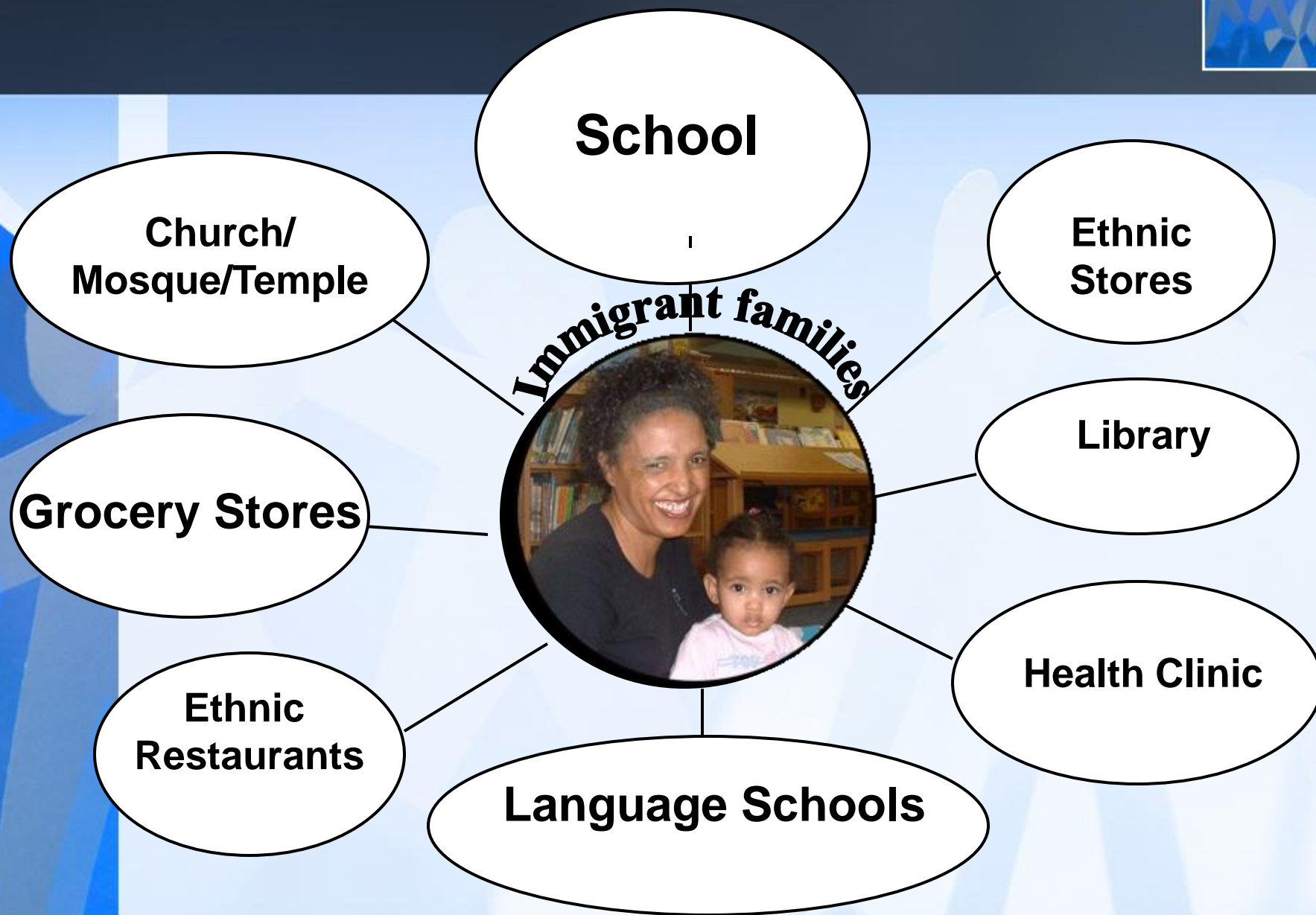


*Why is family engagement key to their success?*

# Why do we need to engage immigrant families in community?



- According to research Parent Involvement is key to children's success.
- **Build Parent Capacity: Encouraged, Engaged (Informed),, and Empowered** parents are better **Equipped to** support children's education.
- ALL children deserve the safety net provided by home/parents.
- ALL parents (including immigrant families) need to know how to access available resources at all levels – local, state, and federal.



# Educators/Staff also need to be equipped to work with immigrant families:



- **Provide PD to better understand needs/challenges of immigrant families**
- **Create an opportunity to hear from parents from different back ground – Ask ME!**
- **Identify and work with bilingual/bicultural person with close connection to LEP families**
- **Share resources that are available at the local school and district level – written, oral, website, in person, workshops, parent-teacher meetings, etc.**
- **Visit where immigrant families are: (faith based organizations (church, mosque, temples, etc.) library, ethnic groceries) – next slide**



# Something to think about...



**As immigrants acculturate in a host society, how is ever-evolving host society (schools, government agencies, local agencies, etc.) acculturating with the changing population?**

Everyone needs to learn to work with each other—students (both immigrant students and host students), teachers, parents (both immigrants and host parents), administrators, non-instructional staff, community members, community agencies, etc.

**Why is DIVERSITY good??**

# Discussion



- Why is diversity good?
- What is working to effectively engage immigrant families in your classroom/school/or district?
- What lessons have been learned from what has not worked in your classroom/school/or district to engage immigrant families?

# Resources:



- Listservs on a specific issue that interests you (See [www.nilc.org](http://www.nilc.org))
  - Immigration reform
  - DREAM Act
  - Benefits
- [www.immigrationforum.org](http://www.immigrationforum.org)
- [www.migrationpolicy.org](http://www.migrationpolicy.org)
- [www.brycs.org](http://www.brycs.org)
- [www.uscis.gov](http://www.uscis.gov)
- [www.irc.org](http://www.irc.org)
- <http://www.colorincolorado.org>

# For more information ...



- Young-chan Han  
Family Involvement Specialist  
410-767-6756  
[yhan@msde.state.md.us](mailto:yhan@msde.state.md.us)
- Cathy Nelson  
Title III/ELL Specialist  
401-767-0714  
[cnelson@msde.state.md.us](mailto:cnelson@msde.state.md.us)