

Urban Education Policy Summer Research Practicum Report: Granite State Organizing Project (GSOP)- Youth Organizers United (YOU)

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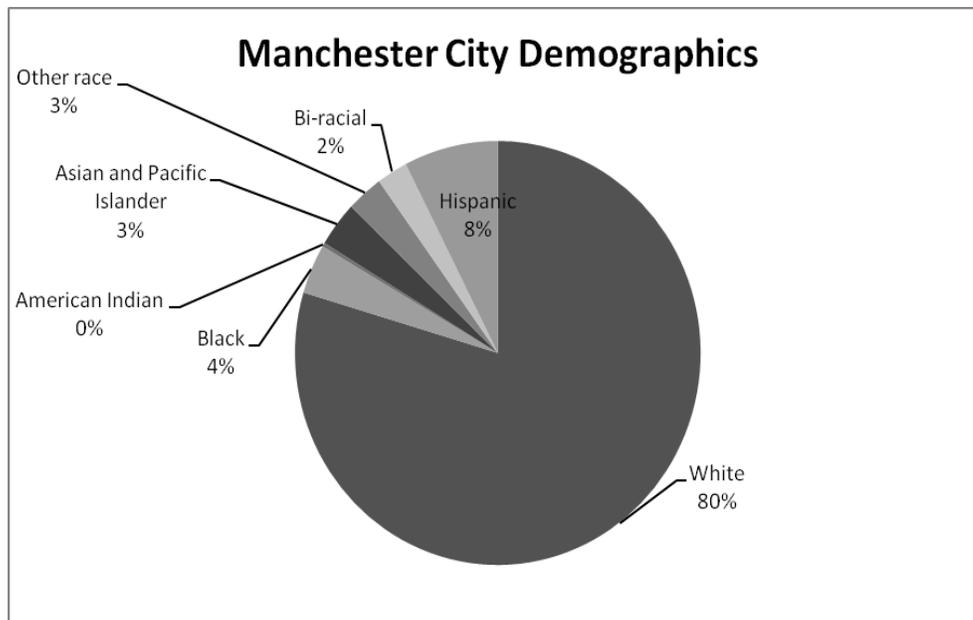
Table of Contents

- I. **Background (p.3)**
- II. **Research Questions (p.4)**
- III. **Methods (p.5)**
- IV. **Theoretical Framework (p.8)**
- V. **Literature Review (p.9)**
 - a. Characteristics of Effective ELL Models
 - b. Effective Models of College Access for ELL Students
 - c. The Role of Youth Organizing
 - d. Examples of Successful Youth Organizing Campaigns
- VI. **Findings (p.15)**
- VII. **Recommendations and Further Study (p.26)**
- VIII. **Conclusion (p.28)**
- IX. **Appendices (p.29)**
 - a. Graphs
 - b. YOU Member Interview Protocol
 - c. ELL Student Interview Protocol (English and Spanish Versions)
 - d. School Personnel Interview Protocol
 - e. Descriptions of College Access Programs at Manchester Central High School (English and Spanish Versions)
- X. **References (p.39)**

I. BACKGROUND

Youth Organizers United (YOU) is a youth organizing component of the largest grassroots community organization in New Hampshire—Granite State Organizing Project (GSOP). YOU is comprised of immigrant and refugee youth, most of whom have graduated from or currently attend Manchester Central High School (Central). Thato Ramoabi, the program coordinator, is guiding the students of YOU through the initial stages of a campaign focused on addressing the educational inequalities between English Language Learners (ELLs) and other students at Central. Understanding how to provide ELLs with a high quality education is a new issue area for YOU, so they requested research assistance to inform the development of their campaign. Our research project is designed in order to gather the information YOU has deemed necessary to move forward with their organizing campaign.

Manchester, New Hampshire has a large immigrant and refugee population, due largely to the fact that it has been declared a refugee resettlement city. As can be seen in the graph below, Manchester is a predominantly white city. However, there is a growing group of immigrants and refugees that come from a variety of countries, including Bhutan, Nepal, the Democratic Republic of Congo and Sudan.

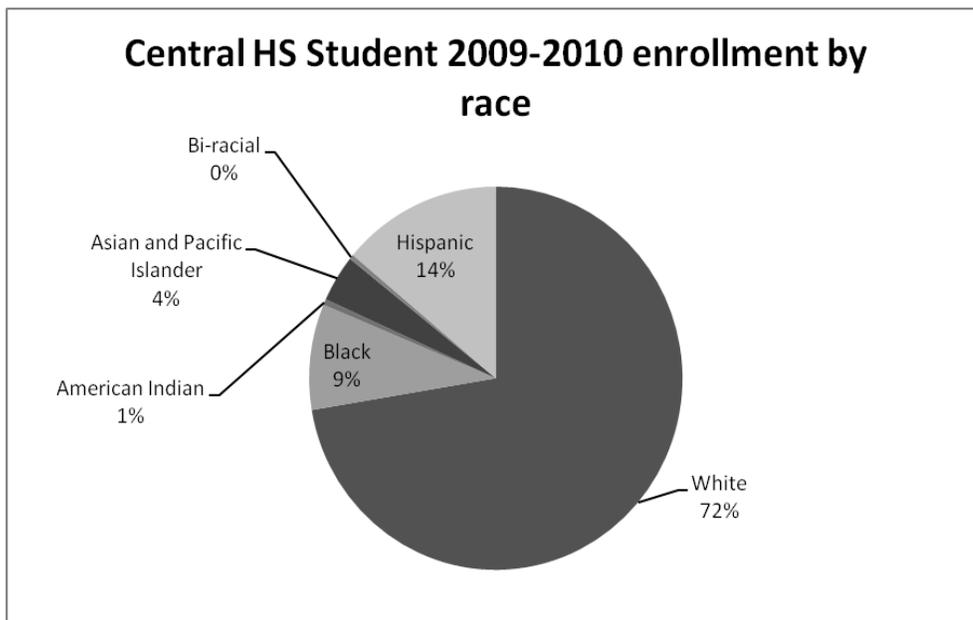


Source: US Census (2010)

As a refugee resettlement city, Manchester receives federal funding to help the city provide resources to the newly arrived refugee population. In 2009, Manchester received 54% of the state's refugees (New Hampshire Office of Energy and Planning, 2010). Since many of these refugees are children, the Manchester School District receives funding through the Refugee School Impact Program. In 2009, Manchester School District received \$125,000 to support educational services for their refugee students (New Hampshire Office of Health and Human Services, 2010). The Manchester School District enrolls the highest number of ELL students in the state of New Hampshire. In the 2011-2012 school year, the Manchester school district is slated to receive an additional 70 ELL students (NH Department Of Education, 2011).

The Manchester School District also receives Title III funding. Title III funding is available through the English Language Acquisition, Language Enhancement, and Academic Achievement Act (US Department of Education, 2010). Title III funding is used by public schools to create language instruction courses to help ELL students meet academic standards. The amount of Title III funding is based on the number of ELL students in each school district. The school districts in New Hampshire received \$128.10 per student in 2010-2011. For the upcoming school year, ELL per pupil spending is appropriated at \$155.17 (NH DOE, 2010). Please see Appendix A for related graph.

Central has the largest number of refugee and immigrant students in the district (New Hampshire Office of Energy and Planning, 2010). As a result, the English Language Learner (ELL) population at Central has grown and is now the largest program out of all the Manchester high schools. While Central is also predominantly white, they have a slightly higher proportion of students of color compared to the other high schools in the district.



Source: New Hampshire Department of Education (2010)

The ELL program at Central is serves students from a variety of backgrounds. Within the ELL student body there are students from over sixty countries who speak seventy languages. These students make up about 12% of the total student population. The program currently enrolls close to 300 students (personal communication, 2011). Please see Appendix A for related graph.

II. RESEARCH QUESTIONS

Our research design is driven by four guiding research questions:

1. What are the characteristics of effective high school ELL programs?

2. How do students enrolled in the Central High School ELL describe their experiences in ELL classes and school overall?
3. How do school and district personnel understand the content and goals of the Manchester Central High School ELL program?
4. What differences in academic achievement, if any, exist between English language learners and other students at Manchester Central HS? How does the academic achievement of ELL students at Central compare with that of ELL students in similar communities in New England?

III. METHODS

The following section will provide an overview of the mixed-methods research design we used in order to investigate each of the four questions. Using a mixed-methods research design allowed us to validate our findings using both qualitative and quantitative data from multiple sources. The methods used in gathering and analyzing our data include literature analysis and synthesis; qualitative coding of interview responses; evaluation review; and quantitative data comparison of school statistics. The following sections detail the specific methods employed to answer each research question as well as the limitations of the data sources.

Question 1: What are the characteristics of effective high school ELL programs?

To answer this question, we reviewed literature on high school ELL models that promote high academic achievement among large, multi-lingual immigrant and refugee populations. These models are most relevant to Central High School (Central). The literature review focuses on the features of effective models and the roles that schools and students play in the implementation process. Through this literature review, we highlight similarities and differences between the high schools cited in the literature and Central in order to make recommendations for models that will adequately address the diverse needs of Central's ELL students.

Question 2: How do students in the ELL program at Central High School talk about their experiences in ELL classes and school overall?

The best way to understand the experiences of marginalized youth is to ask them directly (Solorazano & Yosso, 2001). Thus, we decided to interview the YOU members and current and former ELL students to obtain their perspectives of the problem directly. We conducted a total of eleven interviews, three with YOU leaders who have not been in the ELL program and eight with YOU leaders who were previously in ELL classes. As a research team, we first thought about creating a survey that we could hand out to students and have them complete on their own. We soon realized that if we wanted in-depth answers, we needed to interview students one-on-one or in small focus groups that would allow them to feel comfortable. We worked closely with Thato, YOU's coordinator, to develop interview questions that engaged non-ELL and ELL members of YOU.

YOU is focusing their campaign on the ELL program because they are dissatisfied with the academic disparities that exist between ELLs and other students at Central. To obtain

information about these disparities, we created a focused interview protocol to learn more about students' perceptions of available supports, access to college preparation resources, the ELL program, and the mainstream curriculum.

We administered a second round of interviews in order to obtain the perspectives of YOU leaders who were once enrolled in the ELL program. We conducted a group interview with three students who took ELL classes and were able to test out of the program. The interviews focused on topics such as class work, teacher and staff support, and access to college preparation. Questions also addressed their experiences with procedures involved in testing out of ELL classes and whether the students felt the ELL classes should be reformed in any way. Following our interviews, we coded our results to identify prevalent themes. Our qualitative interviews with the students have provided us with different perspectives and greater insights into the students' education at Central.

Due to the constraints of our summer time frame, we were not able to interview students who are currently enrolled in the ELL program at Central. This limitation is important to consider when analyzing our findings. To compensate for this data gap, we worked with YOU members to develop their own interview protocol, which they can use to talk to current ELL students in the future. Please see appendices B and C for interview protocols.

Question 3: How do school and district personnel understand the content and goals of the Manchester Central HS ELL program?

We examined the school and district personnel perspective using a combination of data sources. We connected with two school officials, one via phone and one via email. Through this correspondence with school officials, we wanted to understand the staff's perspectives of the strengths and weaknesses of the ELL program, the needs of the ELL students, and the program's ability to serve these needs. The interviews inquired what changes, if any, are perceived to be necessary and the barriers to implementing these changes. These interviews allowed us to compare and contrast the perspectives of the students and school personnel. Please see appendix D for the interview protocol.

We also reviewed an evaluation that was conducted by an independent agency, Learning Innovations at WestEd, who was hired by the Manchester School District in 2010 to evaluate the ELL program. Learning Innovations at WestEd is a research and development agency that partners with schools, districts and state departments of education in order to build capacity for school improvement (WestEd: Learning Innovations, 2011). Their report addressed topics regarding strengths and challenges, parent engagement, and implications for academic outcomes and recommendations. WestEd conducted focus groups, surveyed students, teachers and parents, and observed ELL classrooms (Perez-Selles & Cazabon, 2010). We analyzed the portions of the report that reflect the perceptions of school and district personnel and coded the relevant passages to capture prevalent themes of school and district perspectives. In addition to this document review, we worked with YOU members to help them create their own interview protocol to use when talking to the school and district. Since this is a youth-driven organizing

campaign, providing them with material to conduct their own interviews in the future just as important as providing our own analysis.

It is important to note the limitations of these data sources, particularly those of the WestEd report. The WestEd report provides a useful overall view of ELL services throughout Manchester that can be used as a basis of comparison with other data sources. However, the report focuses on the entire Manchester School District, whereas our focus is on the specific and unique experience at Central. The report contains a breakdown of the schools represented by online survey participants. None of the respondents indicated that they are affiliated with Central. It is uncertain whether personnel from Central are represented in focus groups, interviews, and classroom observations. The report also makes many general statements but does not provide any indication of whether the source of the information is a teacher, school or district administrator response. While the report notes that the quality of ELL services varies between schools and grade levels, it does not specify where these variations occur. It is therefore impossible to identify where Central lies along this spectrum. This is a serious limitation, since Central has the largest ELL population and is providing services in a context different from other schools in the district. One must use caution in generalizing findings from the WestEd report to Central.

Question 4. What differences in academic achievement, if any, exist between English language learners and other students at Manchester Central HS? How does the academic achievement of ELL students at Central compare with that of ELL students in similar communities in New England?

To examine differences in academic achievement between ELL and non-ELL students at Central, we compared the Fall 2010 NECAP scores for eleventh graders in reading, math and writing. The NECAP scores range from 1 through 4, with 1 as substantially below proficient, 2 as partially proficient, 3 as proficient, and 4 as proficient with distinction (NH DOE, 2010).

First, we compared Fall 2010 NECAP test scores for ELL students with those of the entire eleventh grade student population at Central. Nine percent of ELL students at Central took the NECAP test (NH DOE, 2010). We created graphs of all the data in order to provide a descriptive comparison of the overall academic achievement of ELL and non-ELL students. This comparison illuminates overall trends, similarities and differences.

We then compared Central ELL students' NECAP scores to other schools within Manchester School District, within New Hampshire, and within New England. To compare within the district, we used NECAP scores of ELL students at Manchester West and Manchester Memorial High Schools (NH DOE, 2010). To compare within the state, we used NECAP scores of ELL students at Concord High School. We chose Concord High School since the Concord School District has the second largest student enrollment in New Hampshire. Approximately 5% of Concord's ELL population took the NECAP test, which is about half the percentage of ELL students who took the NECAP at Central High School (NH DOE, 2010).

To compare across New England, we used NECAP scores from Burlington High School in Vermont and Central Falls High School in Rhode Island. The city of Burlington is also a refugee resettlement city and Burlington High School's ELL population is approximately 11% of its total student enrollment (Vermont DOE, 2010). Because of these similarities, we chose Burlington as a comparable city to Manchester. However, total student enrollment at Burlington High Schools is 1,080 students, which is roughly half the size of Central High School (Vermont DOE, 2010).

We chose to compare Central Falls High School to Manchester Central High School because they both have large ELL populations but their student demographics differ. Manchester Central High School is 76% White while Central Falls High School is 72% Hispanic (Rhode Island DOE, 2010). Central Falls has 832 students and 99 of these students receive ELL services. Fourteen percent of the Central Falls ELL population took the Fall 2010 NECAP (Rhode Island DOE, 2010).

Our scope of analysis was limited to schools that use NECAP scores to assess student proficiency. By using NECAP scores, we were restricted to schools in New Hampshire, Vermont, Rhode Island, and Maine. Another limitation of using NECAP data is that the average scores include the entire student population being tested. The ELL students' scores are averaged independently and are also included in the average of the entire school population. The average scores for non-ELL students are not disaggregated.

IV. THEORETICAL FRAMEWORK

When conceptualizing our research practicum project, we were aware from the beginning that our aim was to facilitate the development of a youth driven campaign. YOU members are the driving force in determining how they want to take action and what information they feel is necessary in order to do so. In addition, the focus of their organizing campaign was developed from their own experiences as students of color in Manchester and from their own observations of the conditions that exist at their school. With this understanding, Critical Race Theory is a useful framework to use in conceptualizing the YOU campaign and our research questions.

Solorzano and Yosso (2001) discuss how critical race theory can be applied to working with youth. These authors describe critical race theory as "a framework or set of basic perspectives, methods, and pedagogy that seeks to identify, analyze, and transform those structural and cultural aspects of society that maintain subordinate and dominant racial positions" (Solorzano & Yosso, 2001, p.595). Critical race theory involves questioning the assumption of meritocracy and posits that there are systematic barriers that prevent all students from achieving their full potential. In this examination of the ELL program at Central, this framework is useful in highlighting how the education system prevents ELL students from receiving the best possible services. Critical race theory also highlights the centrality of race and racism, the importance of experiential knowledge, and a commitment to social justice (Solorzano & Yosso, 2001). These characteristics support our approach to this youth-driven research project. The project is driven by the experience of YOU members, the problems they have identified as students of color in Manchester, and the desire to create a more just system within their schools.

V. LITERATURE REVIEW

A review of the literature shows that there are several factors schools should consider when deciding how to best educate language minority students. These include multiple demographic factors, such as the size of the student population, the number of languages spoken, the education students have when they come to the United States, and the district's resources (Moughamian, Rivera, & Francis, 2009). When schools have students who speak multiple languages in one classroom, it becomes imperative to keep all of these factors in mind to positively impact ELL students' education and provide access to a post-secondary education (Moughamian et al., 2009).

According to the U.S. Department of Education, New Hampshire utilized three ELL models in the 2008-2009 school year (US Department of Education, 2010). New Hampshire uses sheltered English instruction, content-based ESL, and pull-out ESL (US DOE, 2010). Sheltered English instruction and content-based ESL are similar ELL programs (US DOE, 2010). In both programs, classes are taught in English. Students of different cultural backgrounds and languages are placed in the same class together. Instruction is adapted to students' proficiency in English and content is taught in an all-English setting, supplemented by gestures and visual aids (US DOE, 2010). In the pull-out ESL model, ELL students leave mainstream classrooms for part of the day to receive ESL instruction, focusing on grammar, vocabulary, and communication skills over academic content. According to a school district official, Central High School uses both the pull-out and sheltered English instruction models (personal communication, July 23, 2011).

Research suggests that sheltered instruction can be an effective ELL model. Echevarria, Vogt, and Short (as cited in Hansen-Thomas, 2008) found that teachers trained in sheltered instruction, usually through the Sheltered Instruction Observation Protocol (SIOP), provide effective and successful instruction for ELL students. Research has also shown that students in classes with SIOP-trained sheltered instruction teachers outperformed students whose teachers were not similarly trained (Hansen-Thomas, 2008). Components of sheltered instruction include the use of cooperative learning activities with appropriately designed heterogeneous grouping of students; a focus on academic language as well as key content vocabulary; hands-on activities using authentic materials, demonstrations, and modeling; explicit teaching and implementation of learning strategies; and incorporating students' background knowledge into classroom lessons (Hansen-Thomas, 2008). The components of this model are highlighted in the literature surrounding effective ELL models. When fully implemented, these characteristics can positively affect ELL students' education and facilitate their transition to college success.

Characteristics of Effective ELL Models

The literature identifies several characteristics that may combat prevalent issues in ELL education at Central High School, such as isolation, tracking, and disengagement. Calderón, Slavin, and Sánchez (2011) argue that schools need to adjust instruction and increase support to meet the diverse needs of immigrant and refugee populations with varying educational backgrounds. These researchers examined comprehensive, effective school reforms and

identified several characteristics of successful ELL instruction that are highlighted in much of the research on effective ELL models. These characteristics are:

- Strong school structure and leadership
- Ongoing assessment and monitoring
- Cooperative learning opportunities
- Using students' prior knowledge and experience
- Setting high expectations
- Strong parent engagement
- Strong professional development (Calderon et al, 2011).

Strong school structure, leadership, and use of assessments

Strong school leadership and collaboration among teachers and administrators has made a difference in high schools with effective ELL models. In a study conducted by Nesselrodt (2007) in one high school serving a large multilingual ELL community, one strong component of the model was the principal's leadership in this school. The principal was instrumental in the planning and assessment of the ELL program, as well providing assessments that were beneficial to monitoring students' academic progress (Nesselrodt, 2007). The teachers and administrators also worked together to monitor students' ability to move forward, as assessment is an integral component of effective ELL models (Nesselrodt, 2007). Providing targeted and appropriate interventions serves as a hallmark in effective ELL programs. It is imperative that schools work together to create ongoing assessments that measure academic skills in addition to English proficiency, rather than relying solely on standardized tests (Coady et al., 2003; Gándara, Maxwell-Jolly, & Driscoll, 2005). Furthermore, providing common standards for ELL students and teachers will allow assessment to remain an integral part in the learning process. Teachers can use more authentic assessments instead of standardized tests to measure proficiency and achievement to monitor student achievement (Short & Fitzsimmons, 2007).

Positive and cooperative learning opportunities

Walqui (2000) identified several elements to achieve positive learning environments for ELL students, including fostering an inclusive community of student learners, promoting conceptual and academic development, teaching academic norms and strategies explicitly, and providing students with multiple opportunities to apply their knowledge. In addition, cooperative learning among students is also an important factor for effective ELL models. Allowing students to work in small groups with each other helps to create a non-threatening environment for ELL students (Hansen-Thomas, 2008). Students should be able to maximize their learning opportunities through collaboration with other ELL students, as well as students in mainstream courses (Walqui, 2000). According to Dutro and Moran (2002), small group work allows students to learn in new ways and combine their knowledge and skills. Students have the ability to gain confidence and proficiency through small collaborative group work, which may expand their communication skills and enable them to connect with mainstream students and teachers (Viadero, 2009).

Using students' prior knowledge and experience

The gap of learning English increases with age and schools need strategies to accelerate learning for ELL students; therefore it is important to build on students' prior experiences (Dutro & Moran, 2002). Several studies have identified the importance of using students' native languages to support their learning. Dutro and Moran (2002) found that when students are able to use their native languages to figure out new concepts, they are able to bridge the "academic language" and their own to reflect on the concepts they are learning. The ability to learn content using native languages allows students to conceptualize content in a familiar way that facilitates learning (Dutro & Moran, 2002). Hansen-Thomas (2008) argues that using native languages and students' backgrounds in classroom lessons should be incorporated into the classroom to help students learn and digest new concepts. Using their native languages, students will be able to create their own meaningful learning experiences, build on prior knowledge, and become active participants in the classroom (Reyes & Her, 2010; Walqui, 2000). One example of a model that utilized students' prior experiences is the Mutually Adaptive Learning Paradigm (MALP) instructional model (Decapua & Marshall, 2010). This model was developed by Decapua and Marshall and used in one high school classroom of English language learners with limited or interrupted education. The authors found that students became more familiar with different print resources and developed critical thinking skills through the intervention (Decapua & Marshall, 2010). The study also found that students became more active participants and were more engaged in their learning. The researchers attributed these findings to the components of MALP, which include accepting conditions for learning, combining processes for learning, and using familiar language and content to teach concepts (Decapua & Marshall, 2010). Essentially, this research highlights the value of engaging ELL students and meeting them at their current level of education to best accommodate these students' needs, an issue that may be prevalent in Manchester and high schools nationwide.

Strong academic expectations

In addition to school support and incorporating students' backgrounds in classroom settings, Reyes and Her (2010) highlight the need for schools to reform their perceptions of ELL students. Schools often have negative perceptions of ELL students because of their limited English proficiency and low standardized testing scores. Because of No Child Left Behind and the pressures of high stakes testing, negative perceptions often justify tracking ELL students into lower level courses (Nesselrodt, 2007). In creating a community of achievers, teachers must enhance their expectations and visions for ELL students, which, in turn, can help teachers positively rethink their perceptions of ELL students and motivate them to provide equal access to challenging coursework (Walqui, 2000). Schools should positively change their perceptions of ELL students' academic capabilities to improve the quality of education ELL students receive, reform pedagogical approaches, and provide students with access to effective curricula (Reyes & Her, 2010; Walqui 2000). This reformed perception should emphasize school and community partnerships, provide meaningful learning experiences for ELL students, and implement high expectations and support for ELL students to prepare them for college (Reyes & Her, 2010).

Strong parent engagement

Parental engagement is a key factor for creating supportive school cultures. A strong connection between the home and the school is essential. Involving parents in the school community will provide additional support for students as they navigate through their high school experiences and the college process (Coady et al., 2003; Reyes & Her, 2010). When schools invite parents to join the community and make the effort to inform parents in their home languages, a partnership develops that enhances student learning and furthers collaboration between the school and the home (Nesselrodt, 2007). Teachers and schools need to increase their efforts to include parents in the school community and their children's education (Gándara et al., 2005). Schools that incorporate parents into the classroom and school community have positively affected ELL students' academic achievement (Nesselrodt, 2007).

Strong professional development

Ongoing and intense professional development is a key component in an effective ELL program. Oftentimes, teachers feel they do not have support to provide instruction to ELL students (Gándara, et al., 2005). Professional development can help teachers and schools construct environments for ELL students that are conducive to learning. Teachers would like to have more professional development differentiated from the mainstream curriculum (Perez-Selles & Cazabon, 2010). It is imperative that schools provide professional development for ELL teachers, which includes collaborating with mainstream teachers to align the curriculum for all students (Short & Fitzsimmons, 2007). Professional development should guide teachers on the use of common standards and diverse methods of assessment and help them tie the ELL curriculum to desired student outcomes (Nesselrodt, 2007; Rance-Roney, 2009). Professional development around assessment should be part of a school-wide effort to ensure that teachers are meeting their students' needs and providing positive, corrective feedback (Rance-Roney, 2009; Short & Fitzsimmons, 2007). Schools that provide comprehensive professional development can ensure they are placing qualified ELL teachers in classrooms with ELL students (Nesselrodt, 2007).

Context matters

In choosing an effective model for ELL students, research has determined that implementing the most beneficial model depends on the context of the school (Moughamian et al., 2009; Short & Fitzsimmons, 2007). Because of the diverse socio-political and cultural factors of students in the same classroom, it is important to create environments that are conducive to learning (Moughamian et al., 2009). To determine what particular models or characteristics are most appropriate, schools must consider the demographics of their populations, such as the variety of languages students speak and if students have had limited or interrupted education, as well as the necessary resources the district has to allocate for an effective ELL program, such as training and supporting ELL qualified teachers (Rennie, 1993). Because ELL students are a diverse group of students with varying educational backgrounds, schools should also create and support flexible and appropriate program options for ELL students, such as extended day learning opportunities, to give students more time to build on their academic skills (Short & Fitzsimmons, 2007). Schools should consider how to effectively implement these characteristics using their own resources, community partners, and immigrant and refugee populations as assets

(Rennie, 1993). Implementing these effective characteristics may provide students with the means to transition to four-year colleges.

Effective Models of College Access for ELL Students

Research has shown that many ELL educational models do not lead to a postsecondary education. Callahan (2005) investigates the effects of track placement and English proficiency on secondary English learners' academic achievement. The study's sample is similar to many of the ELL students at Central, as students are limited to attending community college because they did not meet the requirements to enroll in four-year colleges and universities (Callahan, 2005). In fact, ELL students are often caught in a cycle that does not allow them to exit ELL programs or gain exposure to the content or discourse necessary to enter into higher education. We know from our interviews with YOU leaders and students that ELL students at Central are currently facing this issue.

Because the US economy depends on a college-educated workforce, providing access to rigorous classes for all students is imperative (Gandara et al., 2005). To provide challenging courses to ELL students, schools can identify assessments to inform ELL programming to ensure academic success and college readiness. Studies show that high dropout rates may be related to a lack of challenging courses and classroom support (Cornell, 1995). It is crucial that students have access to college preparatory courses and diverse curricular options (Reyes & Her, 2010). Schools can apply resources and programming in order to allow ELL students to access a stable path to academic success (Gandara, et al., 2003).

One exemplary model for college access is the Haitian Literacy Program (HLP) at Boston's Hyde Park High School (Walsh, 1999). The HLP is the longest running high school literacy program in New England for students with limited formal schooling. HLP can provide YOU and the Manchester school district with effective lessons that would meet the academic needs of the diverse ELL population it serves. This program serves as a model for implementing structural characteristics, such as consistent and supportive learning environments, that can be used for any student population. Because of structured lessons the program uses and the support adults give students, students have experienced improved academic achievement, increase in high school graduation rates, and increase in college participation (Walsh, 1999). Ultimately, the HLP demonstrates that even with limited funds schools can improve professional development for ELL teachers. This will enable students to transition into high-level ELL courses or mainstream college preparatory classes and ultimately graduate and go on to college (Walsh, 1999).

The Role of Youth Organizing

Youth organizing often serves as a means to effectively address community issues; in its campaign, YOU has identified challenges in the ELL program at Central and initiated research and action to find solutions to remedy the issue. Ultimately, youth organizing and political engagement facilitate youth development and can also produce tangible change and reform within inner city schools (Warren, Mira, & Nikundiwe, 2008). Arguably, youth organizing is a crucial strategy to support in the search for solutions to improve the ELL program and ELL

student experiences at Central. Researchers have documented a number of youth driven campaigns focused around issues of school reform in low-income communities (Ginwright & James, 2002; Shah & Mediratta, 2008; Warren et al., 2008). In particular, youth organizing campaigns often focus on race-related issues and on secondary schools (Warren et al., 2008). For example, Warren et al.'s (2008) profiles of Boston's Hyde Square Task Force campaign against sexual harassment in schools and the Baltimore Algebra Project's peer math tutoring program clearly demonstrate the potential for youth organizers to serve as change agents in urban school reform.

The role of youth-adult relationships and the importance of collaboration and connections between groups, issues, and strategies are important components of youth organizing campaigns (Cervone, 2002). In addition, participation by youth of color is important because they are the people most impacted by an inequitable education system, and thus when providing solutions to an issue, youth are valuable sources of information that can be used to design policy and educational programming (Checkoway & Richards-Shuster, 2006). Youth often create responses to oppressive forces in their communities to both foster positive development and create positive change within their communities (Ginwright & Cammarota, 2002). In addition, organizing and activism also prepare youth to be active in the democratic process and facilitate their social development, providing valuable experiences as youth transition into adulthood (Checkoway & Richards-Shuster, 2006).

Examples of Successful Youth Organizing Campaigns

Ginwright and James (2002) examined youth development and organizing to explore the ways that social, political and economic factors shape the development and well being in youth of color in ways that have not been previously recognized. They offer an example from California when youth protested the inadequate financial investment in schools in comparison to investment in criminal justice and detention centers and found three of the most successful methods of youth organizers have been conducting organizing campaigns, informing the general public about political issues, and waging winnable campaigns against powerful groups (Ginwright & James, 2002).

Another example is Youth United for Change, a Philadelphia youth organizing group, who led a campaign to improve the standardized testing procedures in their public schools (Shah & Mediratta, 2008). This youth-driven campaign involved administering peer surveys, creating a report of concerns, meeting with district administrators and testifying to the Philadelphia School Reform Commission. The ultimate outcome of the campaign was the adoption by the Philadelphia School District of new standards for testing practices (Shah & Mediratta, 2008). This example shows the effectiveness of strategic campaigning among youth organizers. Collectively, these studies highlight the diverse methods of youth organizing in the context of educational reform and provide examples for YOU as they work to improve the ELL program at Central High School. The potential for youth organizing as a strategy for impacting positive school change should also encourage teachers, school administrators, and district and public officials to see youth organizing groups, like YOU, as key partners in reform efforts.

VI. FINDINGS:

What follows are a series of short discussions of the salient findings from our research project. While there may be many other issues and themes of importance, these seemed to rise up as most resonant in our analysis of the literature and data.

1. ELL teachers would benefit from more professional development.

Approximately 70% of respondents to WestEd surveys—teachers, administrators, and support staff—do not believe that teachers in the Manchester school district have received appropriate professional development for addressing the needs of ELL students in their classrooms. Approximately 50% of survey respondents also do not believe that professional development targeting ELLs is attended by a wide representation of teachers and administrators across schools in the district (Perez-Selles & Cazabon, 2010).

The literature emphasizes that ongoing and intense professional development is essential to an effective ELL program. Teachers often feel they do not have support to provide instruction to ELL students (Gándara, et al, 2005). Teachers would like to have more professional development focusing specifically on ELL instruction (Perez-Sallas & Cazabon, 2010). Professional development should include collaboration with mainstream teachers to align the curriculum for all students (Short & Fitzsimmons, 2007). Schools that provide comprehensive professional development will produce highly qualified teachers who are prepared and supported to work with ELL students.

YOU members indicated that teachers do not provide enough support for ELL students. One student indicated, “Sometimes the teacher gets frustrated when she doesn’t know why you don’t understand a question so sometimes people don’t ask questions” (personal communication, July 14, 2011). Another student described the experience of an ELL student in one of her mainstream classes. “When the ELL student did not understand the teacher’s instructions, she asked the teacher for help, but the teacher became frustrated and just moved on to the next part of the lesson” (personal communication, June 30, 2011). Based on the WestEd report and student interviews, teachers seem to lack the appropriate tools needed to teach ELL students effectively and would benefit from more professional development.

2. Students want to know more about the structures and policies of the ELL program.

Students indicated that it is necessary to receive a clear explanation of the structure of the ELL program, so that they can better meet the graduation and college application requirements. Seven out of the eight former ELL students we interviewed wished they were given an explanation of what credits they could receive from ELL courses and how to exit the ELL program quickly and join mainstream college preparatory classes (personal communication, June 30, 2011).

We obtained a description of the ELL program from school officials. The ELL program at Central High School is an individually based program that allows students to be placed in classes depending on their specific needs and proficiencies. Students are tested during

registration and then placed into what are deemed the appropriate classes. Most students are only in ELL classes until they reach Level 5 of the ELL curriculum, at which point they are transferred to mainstream classes. Students can also take a combination of mainstream and ELL classes, and are assigned to specific study halls with ELL teachers if they need additional support. Most ELL students take English, math and science classes in the ELL department and may also be enrolled in mainstream physical education, art, consumer science and computer classes. Students' placements are determined by progress reports and input from both ELL and non-ELL teachers. ELL students have the same requirements for graduation as mainstream students. ELL students are able to fill most of their requirements with ELL classes; however, the Algebra requirement needs to be filled in mainstream classes. Teachers and administrators work with the students on an individual basis to monitor their progress. According to one school official, "The program is very flexible and students are constantly moving." The ultimate authority for placing and moving students seems to lie with the ELL department head (personal communication, July 23, 2011).

3. The Manchester Central High School has a number of college access programs, but students still indicate that they lack support and preparation.

Programs in place at Central can help students prepare for and navigate the college application process. Programs include the 21st Century Program, Southern New Hampshire University College Partnership, Southern New Hampshire University Program, Educational Talent Search, and the Upward Bound program. Please see Appendix E for a list of college access programs at Central in English and in Spanish.

However, in our interviews ELL students report not knowing what special programs to take advantage of or how to apply. Mary¹, a refugee student and former ELL student at Manchester West High School, talked to us about the Upward Bound Program she joined and the many ways the program helped her navigate the college application process. Mary described her perspective on access to Upward Bound as an ELL student:

They called students to the auditorium and had them present. They gave us forms to apply and I interviewed for the program and was the only ELL student in the program. Many of the ELL students did not understand what the program could do for you or they couldn't fill out the application, so they did not apply. I was able to visit colleges and they gave me a lot 1-on-1 attention when it came to applying to college (personal communication, July 14, 2011).

Mary will be attending a 4-year university this fall. She explained there is college access support available, but many ELL students are not able to take advantage of it.

There are eight guidance counselors at Central who service approximately 2,300 students. This makes it difficult for students to make appointments with their guidance counselors. Students report that they do not receive adequate support from their guidance counselors. As one student stated, "I try to go to my counselor but they were always busy and I ended up going back

¹ Pseudonym was used.

to the ELL department to ask about classes” (personal communication, June 23, 2011). This student did not receive the same support as the student we interviewed who joined Upward Bound.

Contrary to the students’ perspectives, a school official described how ELL students get a “double dose of college guidance” (personal communication, July 22, 2011). They receive support from the ELL program head, in addition to the help provided by the mainstream guidance counselors. ELL students attend both four-year and two-year colleges after graduation; however, “usually community college is the route they take” (personal communication, July 22, 2011). There are also ELL students who go to work after graduation rather than attending college. This data coincides with the observations of many YOU members that ELL students often need to take classes at community colleges before they are prepared to attend a four-year college or university. The school official’s positive views of college guidance are not aligned with the experiences of YOU members, who see the college preparation at Central High School to be inadequate. These inconsistencies imply a lack of communication between the various stakeholders at Central High School.

4. Students find it difficult to exit the ELL program and they are not being transitioned into mainstream classes on a consistent basis.

The current system requires ELLs to advocate intensely for themselves in order to exit the program and increase the rigor of their classes. In one interview, a student described his experience: “I tested out of ELL but they were still giving me ELL classes. Most students who do test out of ELL are put back in ELL because their teacher thinks they can’t be put in the other classes or [the program coordinator] says that she knows what is best for us” (personal communication, June 30, 2011). Another student discussed the challenge of testing out of ELL based on the standardized ACCESS test.

I didn’t know anything about American culture and it was part of the ELL test. My native language is English but the test was about American culture so I couldn’t answer all the questions. I remember that one question was about Thanksgiving and I didn’t know what that was (personal communication, June 30, 2011).

When asked to describe their plans after high school, all of the YOU members mentioned wanting to attend a 4-yr college. All YOU members who were former ELL students at Central will be attending the local community college in the fall. These students all expressed that they were unable to attend a four-year college because they did not meet the application requirements:

I tested out of ELL but they were still giving me ELL classes. My parents came in so I can take biology but I didn’t have enough room in my schedule to take chemistry, which is required for a 4-year college. If it weren’t for the ELL classes I would have more room in my schedule. You have mandatory study hall period for your 9th and 10th grade year. You just go to the library and there will be someone walking around asking if you need help in your homework. I could have taken classes that actually count for something during that time, instead I am

paying to take those classes at a community college now (personal communication, June 30, 2011).

WestEd's evaluation of the ELL program is consistent with the views expressed by students. According to surveys of teachers and administrators and classroom observations, ELL services are not perceived as well aligned with the mainstream curriculum. ELL teachers expressed the need for a standards-based curriculum that would adequately support students and prepare them for success in the mainstream curriculum (Perez-Selles & Cazabon, 2010). This lack of alignment makes it difficult for students to transition successfully to the mainstream program.

5. Diversity at Central High is framed as a challenge to creating an effective ELL program.

School officials at Central High School discussed the challenge that diversity poses for the ELL program. According to school officials, there are approximately 280 ELL students who come from sixty countries and speak seventy different languages (personal communication, July 23, 2011). These students also come from a variety of different educational backgrounds and a range of instruction in their countries of origin. The head of the ELL department explained this diversity, describing that ELL "students may have similar educational backgrounds in their home countries but no English proficiency, little or no previous educational background, no literacy proficiency in their first language, [or their] first languages have no written form" (personal communication, July 23, 2011). To try and assess each student's situation, the school administrator explained that each ELL student is individually assessed through progress reports and teacher consultations to provide students with the correct classes.

Speaking in a NH public radio news report, June Rojas Tumblin, the director of Central's ELL department indicated that the influx of a new group of students can create a challenge for the ELL program. The report describes the school's response to a large influx of Somali students in 2004:

The school was caught completely off guard. They had no program in place for how to teach older students who had never even picked up a pencil or known which way to hold a book. No other school districts in the state had any idea either (Quinton, 2006).

We see from our data that a group of ELL students have had a rigorous formal education often taught in English in their native country. Our interviews with ELLs from Central and YOU provide a window into the diversity of cultures, backgrounds, educational experiences, and needs of the students. Students whose medium of instruction was English in their native country exited the ELL program in one to two years. These students represent a cluster of ELLs that have the potential to rapidly exit the ELL program and join mainstream college preparatory classes.

6. There is a test score achievement gap between ELL and mainstream students.

The ELL coordinator at Central indicated that ELL students rarely score proficient on the state NECAP tests. The state mandates that all ELL students take the

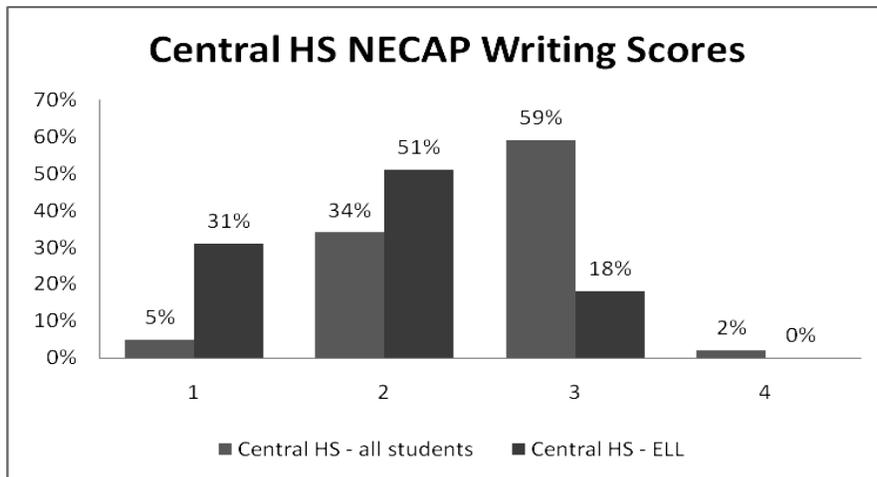
NECAP test during their junior year, regardless of their levels of English proficiency. This practice essentially sets ELL students up to fail a test that they are not prepared to take and then holds the district accountable for their low scores under No Child Left Behind regulations. A school official indicated:

Central ELL (and the Manchester school district) have campaigned long and hard to change this practice. When a student with no equivalent educational background or no equivalent English proficiency is forced to score proficient on a test meant for other students who have 10.5 years of English education, this was, frankly, discriminatory. Our ELL students rarely score proficient. The result of this is a student who feels as if she/he is not on the same learning level as other students . . . and a school district which is charged with not meeting the educational needs of these students based SOLELY on the results of this standardized test (personal communication, July 23, 2011).

The Fall 2010 NECAP scores show that ELL students score consistently lower than the general student population at Manchester Central High School. The charts below demonstrate the proficiency levels of ELL versus all students based on the 1-4 scoring scale. Students who score a 3 or 4 on the NECAP are deemed proficient whereas those who score a 1 or 2 are not proficient. The following graphs illustrate that ELL students scored lower on the reading, writing and math sections of the Fall 2010 NECAP test (NH DOE, 2010).

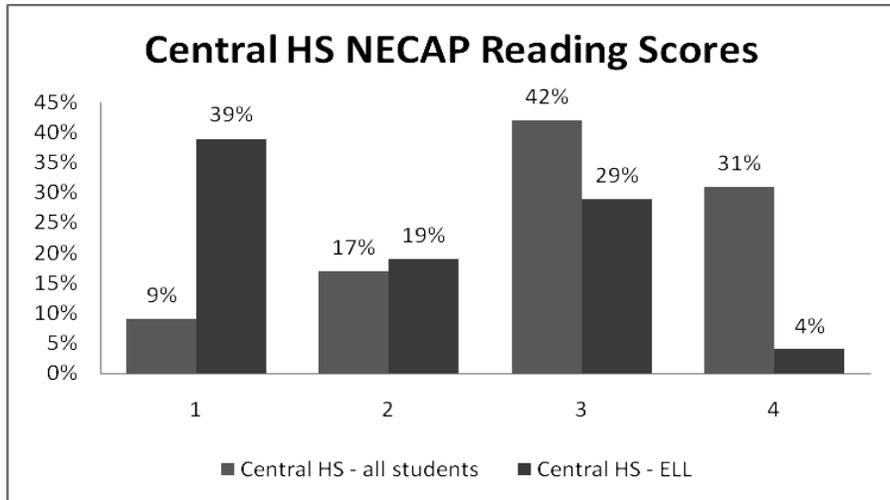
Comparison of ELL and all students within Central High School

The NECAP writing scores demonstrate that 61% of all students at Central High School scored proficient—scored a 3 or 4—in comparison to 18% of ELL students who scored proficient.



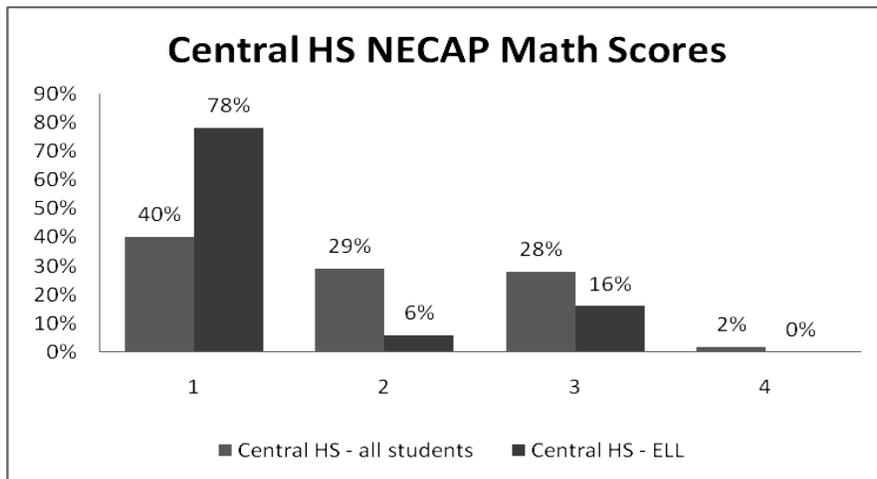
Source: New Hampshire Department of Education (2010)

Reading scores indicate that 73% of all students are proficient, versus 33% of ELL students.



Source: New Hampshire Department of Education (2010)

Math scores show that 30% of all students scored proficient, compared to 16% of ELL students.

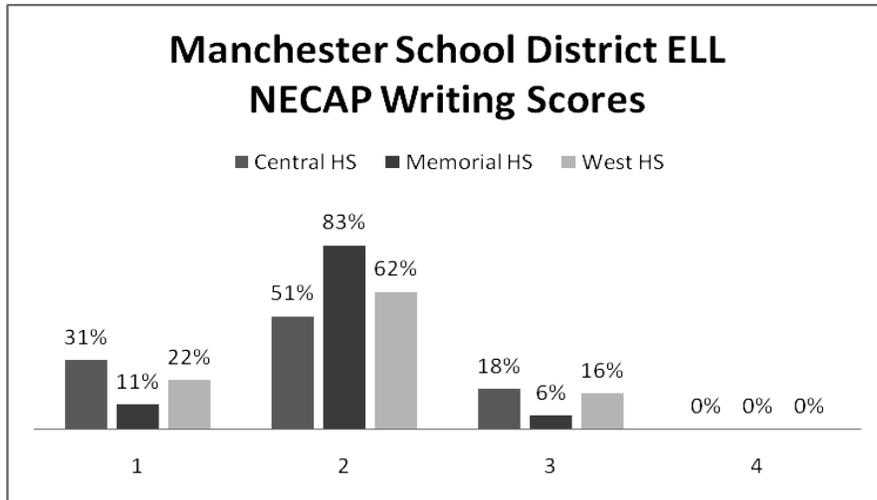


Source: New Hampshire Department of Education (2010)

This data demonstrates the NECAP achievement gap that exists across all tested subjects between ELL and non-ELL students at Central. This gap is larger in reading and writing, both of which are subjects that require a firm grasp of the English language (NH DOE, 2010).

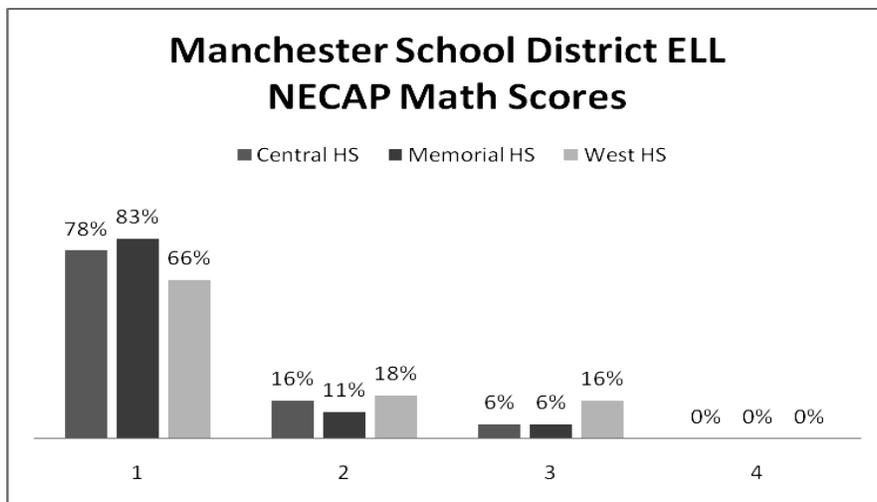
ELL NECAP scores within Manchester School District

This trend is consistent across all three high schools--Manchester Central, Manchester West, and Manchester Memorial--in the Manchester School District. Most ELL students in the three high schools received non-proficient scores on reading, writing and math.



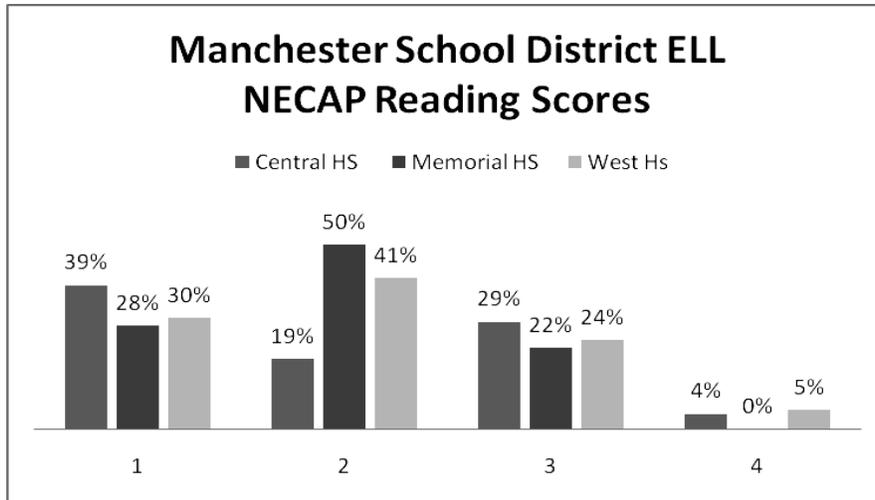
Source: New Hampshire Department of Education (2010)

NECAP writing scores for ELL students show that 82% of students at Central High School, 94% of students at Memorial High School, and 84% of students at West High School did not score proficient (NH DOE, 2010).



Source: New Hampshire Department of Education (2010)

The NECAP math scores show that the majority of ELL students in the Manchester School District are scoring below proficient. Ninety-four percent of Central ELL students, 94% of Memorial ELL students and 84% of West ELL students score below proficient in math (NH DOE, 2010).



Source: New Hampshire Department of Education (2010)

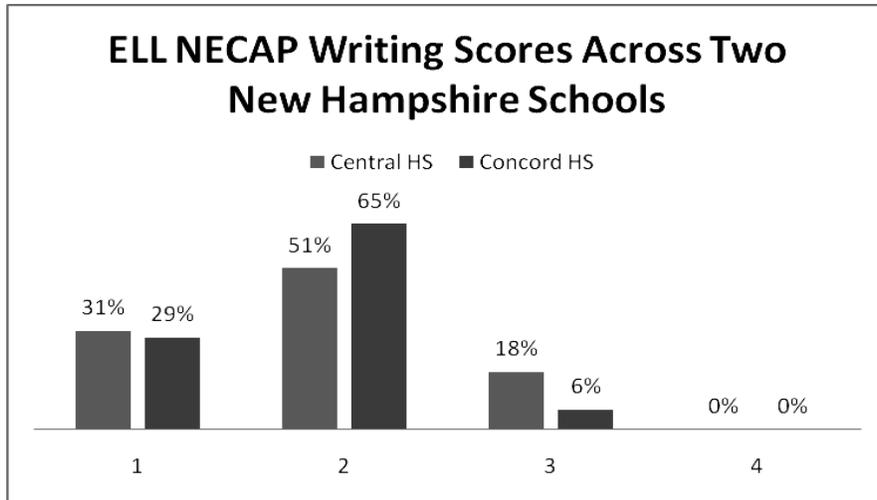
Again, the ELL students also performed below proficient in reading. Central High School ELL students scored 58% below proficient in writing, Memorial High School at 78%, and West High School at 71% (NH DOE, 2010).

7. Manchester Central High School ELL students score comparatively better than other districts in New Hampshire and across New England.

Although ELL students scored lower than the general student population on the NECAP test, Central High School's ELL scores are better than those at Concord High School in Concord, NH and those at two other New England High Schools: Burlington High School in Vermont and Central Falls High School in Rhode Island.

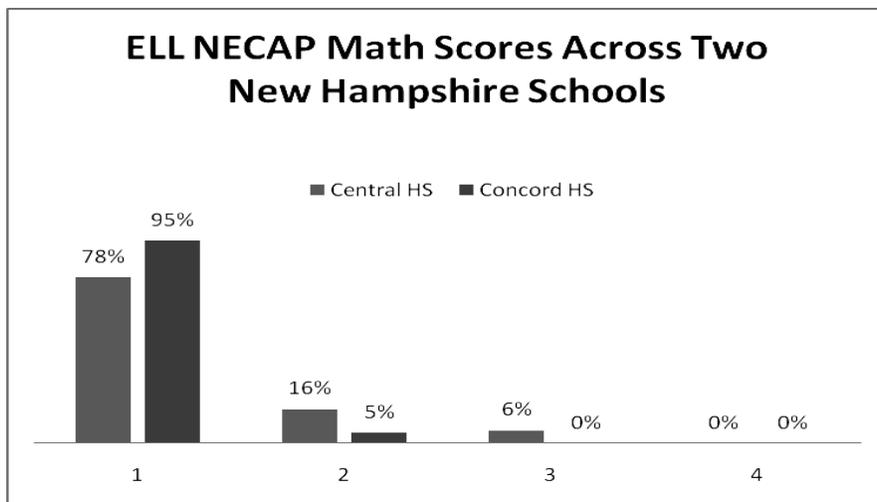
Within State

While comparing Central High School to Concord High School, NECAP scores reveal that Central High School ELL students performed slightly better than the ELL students at Concord High School on the Fall 2010 NECAP (NH DOE, 2010).



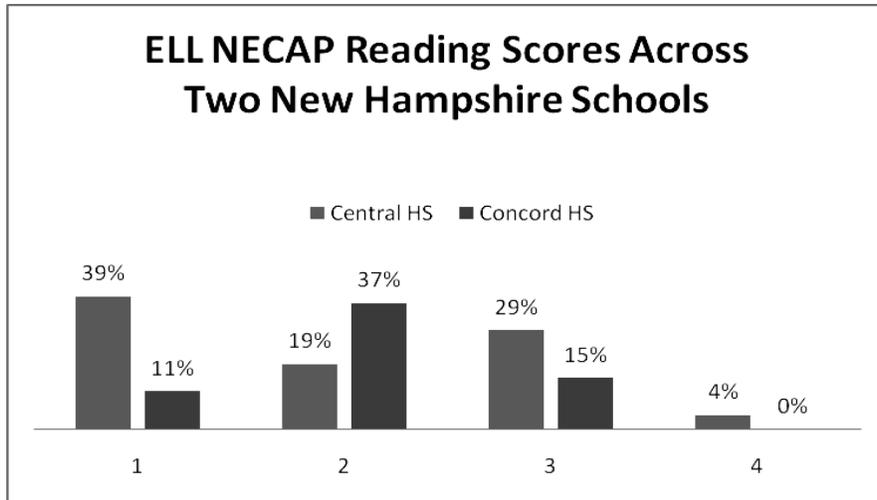
Source: New Hampshire Department of Education (2010)

NECAP writing scores show that students at Central High School's ELL students are 82% below proficient while students at Concord High School are 94% below proficiency (NH DOE, 2010).



Source: New Hampshire Department of Education (2010)

The NECAP math scores demonstrate that 94% of ELL students at Central High School scored below proficient while 100% of ELL students at Concord are below proficient.

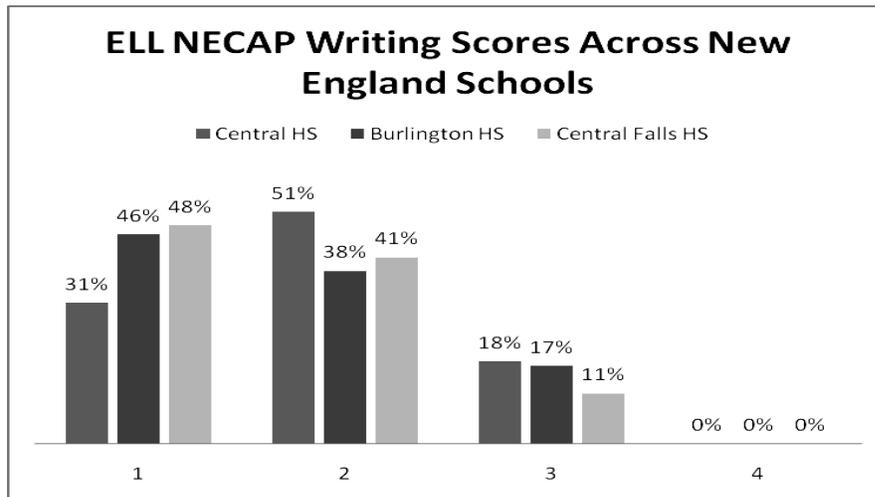


Source: New Hampshire Department of Education (2010)

The NECAP reading scores show that 33% of ELL students at Central High School are proficient while 15% of Concord students scored proficient (NH DOE, 2010).

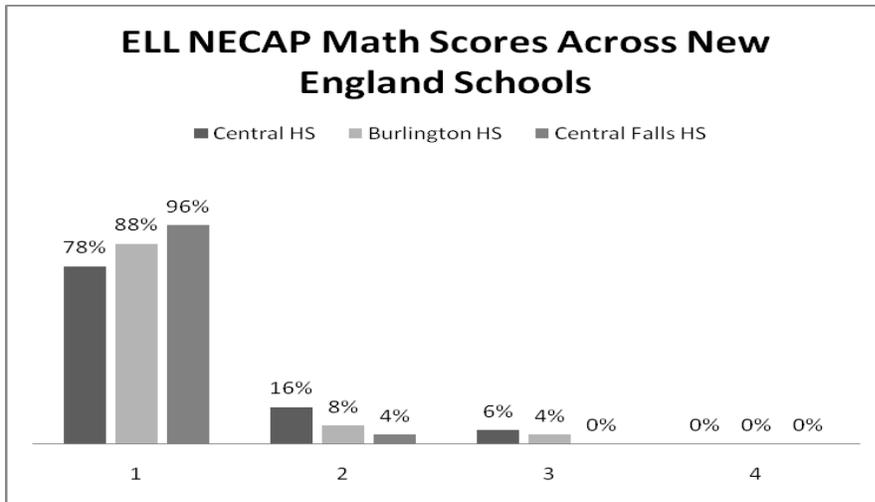
Across New England Communities

The Fall 2010 NECAP results reveal that ELL students across New England communities had similar results across writing, math, and reading. While the majority of ELL students scored below proficient in the three content areas, Central High school scored slightly better than their counterparts.



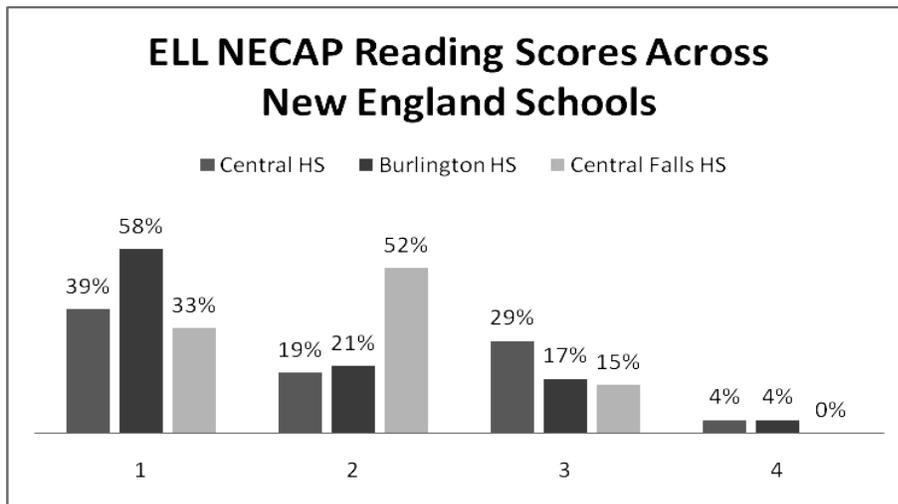
Source: New Hampshire Department of Education (2010); Vermont Department of Education (2010); Rhode Island Department of Education (2010)

The NECAP writing scores reveal that 82% of ELL students in Central High School scored below proficient, Burlington High School at 84%, and Central Falls High School at 89% (NH DOE, 2010).



Source: New Hampshire Department of Education (2010); Vermont Department of Education (2010); Rhode Island Department of Education (2010)

The NECAP math scores also have a similar trend to the writing scores. Central High School scored 94% below proficient in math, Burlington High School at 96%, and Central Falls at 100%.



Source: New Hampshire Department of Education (2010); Vermont Department of Education (2010); Rhode Island Department of Education (2010)

The NECAP reading scores demonstrated that 33% of Central High School ELL students are proficient, Burlington High School at 21%, and Central Falls High School at 15% (NH DOE, 2010).

VII. RECOMMENDATIONS AND FURTHER STUDY:

The following recommendations are centered on our research findings and literature review:

1. Professional Development

The district could invest more resources to provide professional development to both ELL and non-ELL teachers. Professional development needs to inform teachers of pedagogical approaches to instruct ELL students effectively. Increased professional development opportunities for teachers may provide more support for ELL students as they move forward in their education (Nesselrodt, 2007; Rance-Roney, 2009; Walqui, 2000).

2. Develop and Implement Peer Mentoring Strategies

Peer mentoring is an effective collaborative strategy that allows youth to support one another (Chajet, 2011). An aspect of YOU's organizing campaign could establish a mentoring program for ELL students. YOU members who have exited the ELL program or graduated from Central can serve as mentors and advisors to current ELL students, in order to guide them through the process of transitioning to mainstream classes. YOU members can use their experiences to educate current ELL students at Central. YOU can use their connection through the Annenberg Institute for School Reform and set up a site visit with the Urban Youth Collaborative in New York City where they successfully organized to establish Student Success Centers in partner high schools. Described by Chajet (2011), "Student Success Centers (SSCs) are collaborations between community-based organizations and public schools, staffed by 2-3 adults and 5-12 high school students who guide other students through the college search, application, and financial aid process." Visiting UYC will allow YOU to observe a peer-to-peer college advising program in person. YOU members can potentially borrow from this model to implement a peer mentoring program at Central to support ELL students and guide them through the college application process.

3. Build Alliances with School and District Personnel

Building alliances with college access programs at Manchester Central High School can help ELL students access additional support systems. YOU can work with program coordinators to bring in a panel of Central High alumni who were also ELL students to talk with current ELL students about the college process and the benefits of being part of the college access programs. The panel and intimate setting would encourage ELL students to ask questions, start developing their college goals and identify the courses they should be taking in order to reach their college and career goals. YOU can also work towards building a positive relationship with Central's ELL coordinator so they can support one another in dealing with the challenges that ELL students face. YOU members can work with Central's ELL staff to develop an ELL ambassadors program. The ambassadors can help new ELL students at Central acclimate and become comfortable with their new school environment.

4. Leveraging Language Diversity as an Asset

YOU could utilize the linguistic backgrounds of its members to provide translation at the college access program meetings, explain the ELL program in multiple languages and hold a discussion on the college application process. YOU members could translate curriculum and program information in small break-out sessions for the languages represented at the meeting. This could allow YOU to start establishing themselves as a resource for the ELL department at Central and continue to strengthen this critical partnership. Please see Appendix E for a list of college access programs at Central in English and in Spanish.

5. Connect with Current ELL Students

To continue to understand the experiences of ELL students at Central, YOU members can interview current ELL students in the fall. The interview will directly address the research question that asks about the experiences of ELL students within the program and school overall. We recommend administering interviews at the start of the school year and at the end of the school year, in addition to comparing the findings to the interviews conducted this summer. This will allow YOU to learn of changes within the ELL program or differences in student experiences. It is also important to track the experiences of ELL students that are now attending college and document new challenges and support systems they have been able to access. This work will allow YOU members to have updated information for their campaign. See Appendix C for the interview protocol we developed together (Spanish version is also available). This recommendation would also work to build the numbers of YOU and possibly garner new allies in the community.

6. Promoting Cultural Diversity

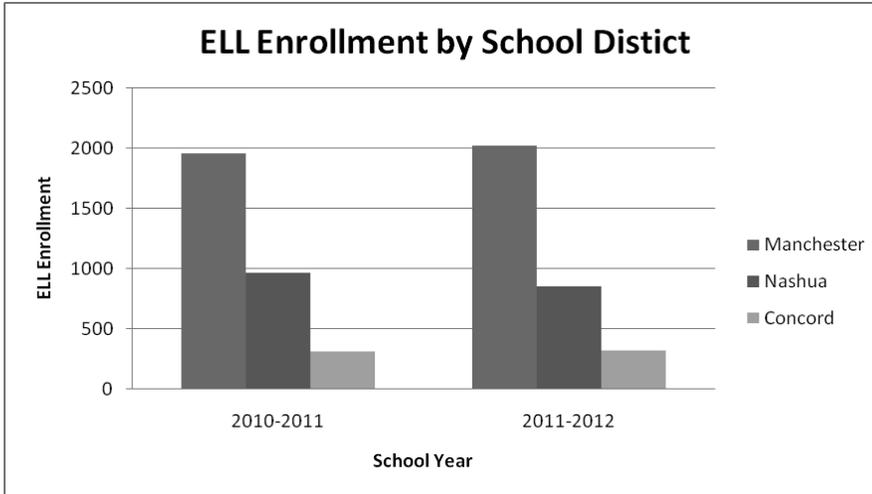
To embrace the cultural diversity, YOU can play a key role in empowering ELL students to develop a cultural awareness program. This program can be held on campus or at a local community center to showcase the ELLs unique culture and heritage. Based on our student interviews, a couple of students mentioned that, “cultural days would be cool. People from different countries can bring their food to the cafeteria and this can be open to all students and teachers”. This will allow ELL students to engage and connect with their school community.

VIII. CONCLUSION:

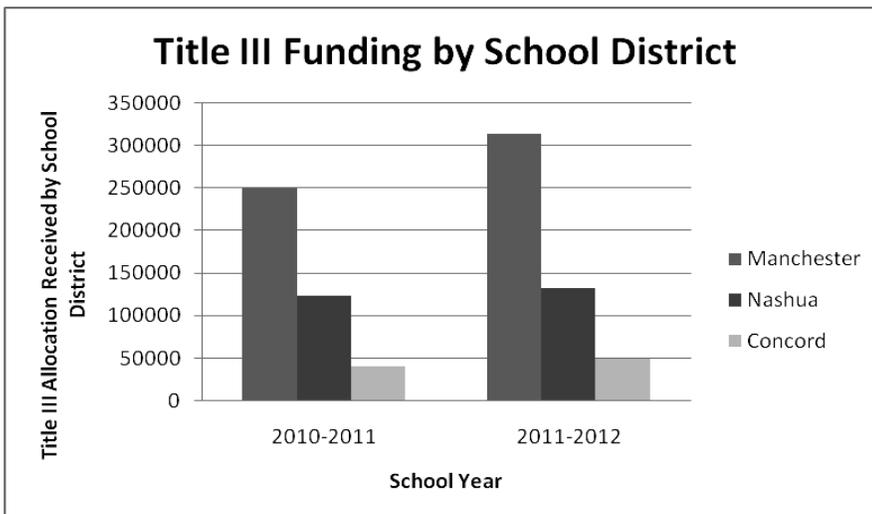
One of the greatest strengths of YOU/GSOP is the group's diversity. The organization serves as a common meeting place for students and families that come from a mix of nationalities, religions, and racial groups. YOU is a young organization that is still working to define the role that they will play within the education system, but they have informally begun to act as a liaison between the community of color and the Manchester school district. YOU has the opportunity to provide its members and their families with a platform to voice their opinions and concerns, and provide them with the tools they need to address the challenges they have identified within their community. We hope that the findings and recommendations in this report will serve as a jumping off point for YOU coordinators and members as they continue their campaign to address the academic disparities that exist between ELL students and mainstream students at Manchester Central High School.

APPENDICES

Appendix A: Graphs



Source: New Hampshire Department of Education (2010, 2011)



Source: New Hampshire Department of Education (2009, 2010)

Appendix B: YOU member Interview Protocol

1. What is it like to be a student of color at Central High School?

Follow-up:

Can you describe your school environment?

Can you describe some of the challenges that you and your friends face?

What was your first impression of the school and how has it changed?

2. When you have a problem, questions or need support with your schoolwork, who do you go to?

Follow up:

How do you feel about the classes you have taken so far: Do you think they were too easy or hard? Did you like them or what don't you like about them?

Do you feel comfortable asking questions in your class?

Do you feel comfortable asking your peers for help?

Do you feel comfortable asking your teachers for help?

3. Do you think Central High School has prepared you for college?

Follow-up:

Do you know what classes you need to take in order to apply to college?

Has your guidance counselor talked to you about the college application process?

How many times do you meet with your guidance counselor?

4. As a student, describe what access you have to the courses you want to take?

Follow-up:

Did you get to choose your classes for next year? If you did, who helped you choose them or answered any of your questions?

5. What do you think are the changes that the school should make to improve your high school experience?

Follow-Up:

What do you think are the changes that the school should make to improve your access to guidance counselors and college access information?

6. Do your parents know your guidance counselor or teachers?

Follow-up:

How do your parents communicate with your teachers? With the principal? With the guidance counselor?

7. Is there anything else you would like to share?

Appendix C: ELL Student Interview Protocol

1. What is it like to be an ELL student at Central High School?

2. When you have a problem, questions or need support with your schoolwork, who do you go to?

Follow up:

What was your first impression of the school? How has it changed?

What was the most difficult hurdle you first had to overcome when you arrived at school?

3. Can you describe what a typical day looks like?

Follow up:

How do you see your experience in school in comparison to other students?

Can you describe some of the challenges that you and your friends face?

4. What was your education like before you started the ELL program at Central High School

5. When you have a problem, questions, or need support with your schoolwork, who do you go to?

Follow up:

How do you feel about the classes you have taken so far: Do you think they were too easy or hard? Did you like them or what don't you like about them?

Do you feel comfortable asking questions in your class?

Do you feel comfortable asking your peers for help?

Do you feel comfortable asking your teachers for help?

6. Do you think Central High School has prepared you for college?

Follow-up:

Do you know what classes you need to take in order to apply to college?

Has your guidance counselor talked to you about the college application process?

How many times do you meet with your guidance counselor?

What do you want to do after you graduate from high school?

Has anyone from school talked to you about this? If they did, what did the discussion look like?

Do you think you are on track to apply to college?

How did you choose your classes for next year?

What level are your classes in? Do you think they are rigorous enough?

7. As a student, describe what access you have to the courses you want to take?

Follow-up:

Did you get to choose your classes for next year? If you did, who helped you choose them or answered any of your questions?

If you did, did anyone help you choose them or answer any of your questions?

8. What do you think are the changes that the school should make to improve your high school experience?

Follow-up:

What do you think are the changes that the school should make to improve your access to guidance counselors and college access information?

9. Do you talk with your parents about what you are doing in school? Have your parents ever been to the school?

Follow-up:

Have you talked with your parents about your ideas after graduation? What was that conversation like?

Do your parents know your guidance counselors or teachers?

How do your parents communicate with your teachers? With the principal? With the guidance counselor?

Have you talked with your friends about plans after graduation? What was that conversation like?

10. Do you think that you have the same access to support as students who are not in the ELL program?

Follow-up:

What are their feelings about the ELL program?

What are the positive and negative aspects of the ESL/ELL program?

What do you know about the ELL program?

What do you think is the ideal ELL program for Manchester?

11. Who do you think has the power to improve your high school experience?

For example: improve classes, student life, services received

Follow-up:

How did you become interested in the issue of ELL education at Central High?

How did you get involved with YOU?

12. How does a student exit the ELL program?

13. Is there anything else you would like to share?

Preguntas para Estudiantes que hablan Español y son parte del programa ELL

1. ¿Qué se siente ser un estudiante en la Escuela Secundaria de Central?

2. ¿Puedes describir tu educación antes de comenzar el programa de ELL en Central High School?

3. ¿Puedes describir un día típico en la escuela?

- ¿Cómo ves tu experiencia en la escuela en comparación con otros estudiantes?
- ¿Puedes describir algunos de los retos a los que tu y tus amigos enfrentan dentro de tus clases o en la escuela?

4. ¿Cuando tienes un problema, preguntas o necesitas ayuda con tu trabajo en la escuela, con quién hablas?

- ¿Cuál fue el obstáculo más difícil que tuviste que superar cuando primero llegaste a la escuela?
- ¿Cuál fue tu primera impresión de la escuela? ¿Ha cambiado?

5. ¿Cómo te sientes acerca de las clases que has tomado hasta ahora: ¿Crees que eran demasiado fácil o difícil? ¿Qué te gusto de ellas e qué no te gusta de ellas?

- ¿Te sientes cómodo haciendo preguntas en tus clases?
- ¿Te sientes cómodo pidiendo ayuda a tus compañeros?
- ¿Te sientes cómodo pidiendo ayuda a tus maestros(as)?

6. ¿Crees que tu Escuela secundaria te ha preparado para la universidad?

- ¿Sabes que clases necesitas tomar para aplicar a la universidad?
- ¿Has hablado con tu consejero sobre el proceso para aplicar a la universidad?
- ¿Cuántas veces te reúnes con tu consejero?
- ¿Qué deseas hacer después de graduarte de la escuela secundaria?
- Has hablado con alguien de la escuela sobre esto? Si lo hicieran, ¿cómo fue la discusión?
- ¿Sabes las que vas a tomar este año? ¿Crees que son lo suficientemente difícil?

7. Como estudiante tienes acceso a los cursos que deseas tomar?

- ¿Puedes escoger tus clases para el próximo año? Si esto es el caso, quien te ayudó elegir las clases?

8. ¿Qué cambios crees que la escuela debe hacer para mejorar tu experiencia en la escuela secundaria?

- ¿Qué crees que son los cambios que la escuela debe hacer para mejorar tu acceso a los consejeros e información para aplicar a la universidad? ¿Qué son otros tipos de información que deseas tener?

9. ¿Hablas con tus padres o parientes acerca de lo que estas aprendiendo en la escuela?

- ¿Has hablado con tus padres acerca de tus ideas o metas después de tu graduación?
- ¿Conocen tu padres tus consejeros o maestros?
- ¿Cómo se comunican tus padres con tus maestros? Con el director de tu programa? Con tu consejero?
- ¿Has hablado con tus amigos acerca de tus planes después de tu graduación? ¿Me puedes hablar un poco mas sobre la conversación?

10. ¿Crees que tienes el mismo acceso a apoyo a los estudiantes que no están en el programa de ELL?

- ¿Cuáles son tus sentimientos sobre el programa de ELL?
- ¿Cuáles son los aspectos positivos y negativos del programa de ESL / ELL?
- ¿Qué sabes acerca del programa de ELL?

11. ¿Quién crees que tiene el poder dentro de tu escuela para mejorar tu experiencia?

Por ejemplo: quien puede mejorar las clases, la vida estudiantil, los servicios disponibles

12. ¿Sabes como un estudiante puede salir del programa de ELL y inscribirse en las clases que no son del programa de ELL?

13. ¿Hay algo más que te gustaría compartir?

Appendix D: School Personnel Interview Protocol

- 1.** What model of ELL instruction is used at Central?
- 2.** How is the ELL program structured?
- 3.** Is there a manual or handbook that has the ELL curriculum, procedures and testing information?
- 4.** Where is the ELL program located?
- 5.** How many teachers are there? What certifications do they have?
- 6.** Is there collaboration between ELL and mainstream teachers? How are they integrated and how are they separated?
- 7.** How many ELL students are there?
- 8.** What are the course levels for ELL students?
- 9.** How are students assessed when they arrive?
- 10.** How are they assessed throughout their time in ELL?
- 11.** How do they exit the ELL program?
- 12.** How do ELL students learn about school policies and graduation requirements/college prep, given the language barrier?
- 13.** What do you see as the strengths and challenges of Central's ELL program?
- 14.** How has ELL changed during the last few years?

Appendix E: College Access Programs at Central High School in English and Spanish

Descriptions pulled from Manchester Central High School's program of studies guidebook 2010-2011

Southern New Hampshire University College Partnership

Often the young people of today see a college education as unachievable. Concerned about academic preparation, the ability to afford the expense or uncertain about their academic ability, too many high school students do not perceive college as a realistic goal. The purpose of this program is to provide access to college for these students. In preparing students for this goal, the New Hampshire Partnership provides the students with classes in study skills, mathematics and English, a tutoring program and structured parental involvement. SNHU has also established an opportunity for dual enrollment courses at Central. Students can get college credit for Psychology and Introduction to Information Technology.

Southern New Hampshire University Program

Students at Central High School have the opportunity to take a variety of courses at Central that meet the qualifications for college credit from Southern New Hampshire University. Selected courses have approval from SNHU for this program. The curriculum of the college course and the high school class have been aligned to provide this opportunity to students. Central students earn regular high school credit and credits at the university level for these courses. The course list for this program is determined at the start of each semester. Interested students should see their guidance counselor for more information. This program includes a fee for participation.

Educational Talent Search

ETS, a TRIO program, encourages limited income students from New Hampshire to consider and pursue education beyond high school in two or four year programs of study. ETS is 100% funded by the US Department of Education and is offered at no cost to eligible participants. ETS counselors assist and motivate students to succeed in secondary school, to explore career options, and to research college at vocational programs for post high school study. ETS students in middle/junior high school learn about career and college opportunities and are encouraged to set their sights on postsecondary education. ETS student in grades nine, ten, eleven and twelve refine career choices, research post-secondary education options, and explore financial aid possibilities. Financial aid information for all students and parents is also a vitally important component.

Upward Bound Program

The UNH Upward Bound program is one of over 500 Upward Bound programs nationwide that help eligible high school students achieve their dreams of going on to and being successful in higher education. The UNH program has been in continuous operation since 1966, and has helped hundreds of New Hampshire students fulfill their educational potential and career aspirations.

Guía de Estudios del año 2010-2011: Descripciones de programas que existen dentro la escuela secundaria--Manchester Central High School que pueden ayudar a estudiantes con sus metas universitarias.

Programa: Southern New Hampshire University College Partnership (SNHU)

A menudo, los jóvenes de hoy ven la educación universitaria como inalcanzable. Preocupados sobre su preparación académica y gastos monetarios asociado con la universidad, los estudiantes de muchas escuelas no perciben la universidad como una meta realista. El propósito de este programa es para facilitar el acceso a la universidad para estos estudiantes. El programa prepara los estudiantes con clases que ayudan desarrollar diferentes estrategias de estudio, también hay clases de matemáticas e Inglés, un programa de tutoría y programación para los padres de los estudiantes. SNHU ha establecido una oportunidad para que los estudiantes puedan obtener crédito dentro de la escuela secundaria de Central y crédito universitarios para las clases de Psicología e Introducción a la Información Tecnología.

Programa: Southern New Hampshire University Program

Los estudiantes de la escuela secundaria de Central tiene la oportunidad de tomar una variedad de cursos en Central que satisfacen los requisitos para obtener créditos universitarios en la Universidad de Southern New Hampshire. Cursos seleccionados cuentan con la aprobación de SNHU para este programa. Los estudiantes obtienen créditos dentro de la escuela secundaria de Central y los cursos también cuentan al nivel universitario. La lista de cursos de este programa se determina al comienzo de cada semestre. Los estudiantes interesados deben consultar a su consejero para más información. Este programa incluye una cuota para participar.

Programa: Educational Talent Search (ETS)

ETS, un programa TRIO, anima a los estudiantes de ingresos limitados de New Hampshire a considerar y seguir con sus estudios al nivel universitario. ETS es 100% financiado por el Departamento de Educación de los Estados Unidos y se ofrece sin costo alguno para los participantes elegibles. Consejeros del programa de ETS ayudan y motivan a los estudiantes para tener éxito en la escuela secundaria, para explorar opciones de carrera, y para investigar opciones universitarias. Estudiantes de ETS aprenden sobre la carrera y las oportunidades de la universidad y se les anima a alcanzar sus metas de educación postsecundaria. En los grados nueve, diez, once y doce los estudiantes refinan las opciones de carrera, la investigación de opciones post-secundaria y exploran las posibilidades de ayuda financiera. Información sobre ayuda financiera para todos los estudiantes y padres de familia es un componente de mucha importancia para el programa.

Programa: UNH Upward Bound

El programa UNH Upward Bound es una de los 500 programas de Upward Bound que existen por todo el país que ayudan a los estudiantes elegibles de la escuela secundaria a alcanzar sus sueños de ir y tener éxito al nivel universitario. El programa de UNH Upward Bound ha estado

en operación continua desde 1966 y ha ayudado a cientos de estudiantes de New Hampshire a desarrollar su potencial educativo y aspiraciones profesionales.

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