



Did you know most English learners (ELs) in public schools across the country are native-born U.S. citizens? Or that it takes an average of four to seven years for ELs to become proficient in English?

It is crucial that these students receive adequate support, so this week's newsletter takes a look at how states are identifying, monitoring, and supporting ELs, dual language learners, and recently arrived immigrant English learners in order to accelerate learning outcomes for these students so they can participate in mainstream classrooms meaningfully at school.

Visit StatesLeading.org and follow #StatesLeading on social media to learn more and join the conversation.

State Spotlights



Utah provides about 250 dual language immersion programs to help students to learn math, science, and social studies, while simultaneously developing the ability to read, write, speak, and listen in another target language.

The state is the first in the nation with a legislature-funded initiative committed to early language learning through dual language immersion. The distinctive 50/50 curriculum in English and a target language is aligned to Utah academic standards and continues through the ninth grade.

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In addition to its monthly video series to support English learners, the **Mississippi** Department of Education published *Mississippi English Learner Guidelines: Regulations, Funding Guidance and Instructional Supports* to provide teaching resources and practical approaches to providing day-to-day instruction to ELs.

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The **Louisiana** Department of Education helps ensure that ELs have equal access to high-quality instruction by guiding school systems and leaders on supporting language acquisition across all content areas.

The strategies include integrated instruction, progress monitoring through aligned assessments, and an immersion model that reinforces dual language degrees.

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Must Read

CCSSO recently published *Understanding and Supporting the Educational Needs of Recently Arrived Immigrant English Learner Students*. This resource offers information, support, and guidance for the work of both state departments of education and local education agencies as they design, implement, adapt, and evaluate their programs, policies, and services for students who are new to the country.

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Tools & Resources

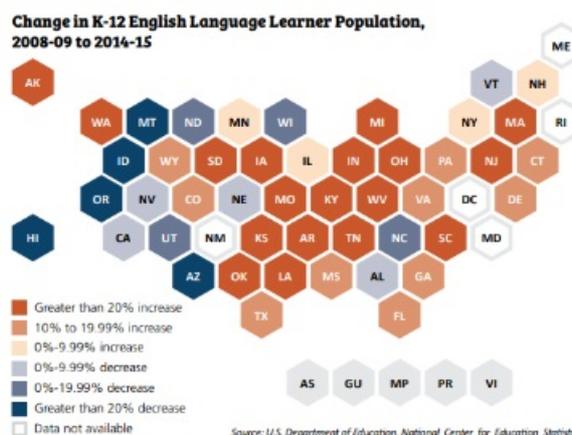


As the diversity of students in U.S. classrooms increases, NASBE is urging state boards of education to adopt a vision for supporting young dual language learners that includes developing the cultural and linguistic competence of the early childhood education workforce.

NASBE's recent policy update, *Supporting a Diverse Early Childhood Workforce for Dual Language Learners*, offers ways states can grow a diverse workforce by creating pathways and removing barriers for potential bilingual educators, tailoring professional development to support dual language learners, and strengthening teacher preparation programs.

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NCSSL's LegisBrief, *Understanding and Assisting English Language Learners in School*, outlines state and federal actions that ensure ELs are being identified, monitored, and assisted.

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The National Institute for Early Education Research published a special report, *Supporting Dual Language Learners in State-Funded Preschool*, to shed light on state policies to support dual language learners in state-funded preschool.

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We want to hear from you!

Send your state's stories or organization's resources to communications@ccsso.org



The States Leading campaign celebrates the progress states are making toward providing equitable education for all students through the Every Student Succeeds Act (ESSA) and innovative policies in other key areas of education, such as early childhood education, teacher preparation, and career readiness, among others.

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