



Texas Translating Opportunity: Abbreviated Resource List

The following resources center around themes relevant to Texas Translating Opportunity's aims. The resources are organized into two categories.

Case Making materials highlight issues Texas Translating Opportunity seeks to address and provide data and evidence about effective practices.

Implementation resources are more explicitly actionable.

Users should be aware that these categorizations aren't always mutually exclusive.

Case Making

citation	summary	relevance
<p><u>Beam, M., Morris, T., Rodriguez-Kiino, D., & Tillery, R. (2019). <i>Noncredit English Language Learners (ELL) transition to credit courses</i>. California Community Colleges. The RP Group.</u></p>	<p>Using a mixed method analysis, the authors determine that the utility of CASAS scores for predicting transition to credit courses among noncredit ELLs is limited, unlike enrollment in credit English or ESL courses.</p>	<p>Recommends that adult education and community colleges create clear noncredit-to-credit pathways across ESL and English sequences to maximize student success, and that community colleges increase the integration of noncredit and credit courses, and that colleges consider contextualizing ESL curriculum to align with student goals.</p>



<p>Bunch, G. C., & Kibler, A. K. (2015). Integrating language, literacy, and academic development: Alternatives to traditional English as a second language and remedial English for language minority students in community colleges. <i>Community College Journal of Research and Practice</i>, 39(1), 20–33.</p>	<p>The authors argue for the importance of integrating a focus on language, literacy, and academic development for <i>Generation 1.5</i> students and describe four initiatives at community colleges in California that aim to do so.</p>	<p>Asserts that completion of an ESL sequence, or even of college-level English, is not the goal of MLE students seeking a certificate or degree. Researchers call upon institutions to offer programs that help students make progress toward completion of certificates or degrees “before students lose the motivation and financial resources to do so.”</p>
<p>Garza, T., Huerta, M., García, H. A., & Lau, J. (2021). Exploring sense of belonging, socio-academic integrative moments, and learning communities related to ELs’ persistence based on re-enrollment decisions in community colleges. <i>Community College Review</i>, 49(1), 30–51.</p>	<p>The authors create a model of English learners’ (ELs) persistence based on theory and empirical research in an effort to aid community college educators in helping ELs persist and guide future research.</p>	<p>Concludes that when MLE instructors focus on helping students develop a positive sense of belonging and community, the positive effects are significant and lead to higher academic success.</p>
<p>Guth, D. J. (2023). Getting in line for opportunity. <i>Community College Journal</i>, 93(5), 26–31.</p>	<p>Colleges are now launching bilingual cohort programs or intentional ecosystems of access and equity, a series of big swings meant to guide underserved populations into lucrative employment.</p>	<p>Argues for incorporating a cohort model in multilingual classrooms by having students translate for one another and thus build relationships.</p>



<p><u>Hayward, C. (2020). <i>Maximizing English language learners' completion of transferable English composition in community college: A focus on U.S. high school graduates</i>. The RP Group.</u></p>	<p>The authors look at the experience of three ELL subgroups and analyze how to maximize their completion of transferable English composition in the California community college setting.</p>	<p>Finds that ELLs who graduated from a US high school are more likely to complete transfer level English courses if they enter the English pathway rather than the ESL pathway.</p>
<p><u>Hodara, M. (2015). The effects of English as a second language course on language minority community college students. <i>Educational Evaluation and Policy Analysis, 37</i>(2), 243-270.</u></p>	<p>Using a longitudinal data set that includes 10 years of transcript data on community college students at an urban college system, the author uses a difference-in-differences approach to identify the impact of ESL compared with developmental writing. They find that the longer sequence length in ESL compared with developmental writing decelerates language minority students' progression through college, but findings vary for first generation, second generation, and generation 1.5 students, highlighting the heterogeneous effects of ESL.</p>	<p>Suggests that ESL students have been shown to accumulate fewer credits in their first two years of college than MLEs who are not on ESL pathways.</p>
<p><u>Kanno, Y., & Cromley, J. G. (2012). English language learners' access to and attainment in postsecondary education. <i>TESOL Quarterly, 47</i>(1), 89-121.</u></p>	<p>Using a nationally representative sample of eighth graders who were followed for 12 years, the authors examine ELLs' access to and degree of attainment in postsecondary education.</p>	<p>Shows that MLEs have less access to postsecondary education compared to their peers and face barriers to degree completion.</p>



<p><u>Núñez, A. M., Rios-Aguilar, C., Kanno, Y., & Flores, S. M. (2016). English Learners and their transition to postsecondary education. In Paulsen, M. (Ed.), <i>Higher education: Handbook of theory and research</i> (pp. 41–90).</u></p>	<p>The authors aim to bridge the established scholarship on English Learners (ELs) in K-12 schooling with the comparatively emergent research in current higher education literature, to address how ELs navigate the transition from K-12 schooling to postsecondary education in the U.S.</p>	<p>Notes that MLEs in postsecondary are more likely to be first-generation college students and come from low socioeconomic backgrounds than their non-MLE counterparts. Also notes the lack of consistent definitions to describe this population.</p>
<p><u>Park, E. S. (2019). Examining community college students' progression through the English as a second language sequence. <i>Community College Review</i>, 47(4), 406–433.</u></p>	<p>The authors provide descriptive estimates of community college students' progression through the credit-earning ESL sequence and disaggregates the findings by Generation 1.5/2.0 status. They provide some of the first empirical evidence on who is placing where and how long it takes students to progress through the ESL sequence.</p>	<p>Advocates for reassessing the ESL placement process so that all students placed in ESL are able to successfully progress toward college-level English.</p>
<p><u>Rafzar, A., & Simon, J. (2011). Course-taking patterns of Latino ESL students: Mobility and mainstreaming in urban community colleges in the United States. <i>TESOL Quarterly</i>, 45(4), 595–627.</u></p>	<p>The authors describe a longitudinal study of two cohorts of Latino ESL students and compare the success of students who mainstreamed into college-level content courses and those who did not. More specifically, drawing on quantitative transcript analysis and focus group discussions, this study examines several factors impacting the mobility of Latino ESL students in a large urban community college district in the United States.</p>	<p>Finds that Latino ESL students overwhelmingly did not advance one level beyond their first ESL course and a low percentage of students who had declared a goal of transferring ever enrolled in college-level English.</p>



<p>Rodriguez, C. C., & Rima, B. (2020). <u>The perceptions of community-college faculty teaching in learning communities.</u> <i>Community College Journal of Research and Practice</i>, 44(3), 1-13.</p>	<p>Drawing upon quantitative survey data collected from faculty at an urban community college, the authors describe community-college faculty's experiences teaching in learning communities.</p>	<p>Discovers that the more levels of ESL a student must complete, the less likely they are to complete college-level English. Moreover, offering transferable ESL courses, offering direct pathways from ESL into college-level English, and integrated ESL courses significantly improved outcomes.</p>
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Implementation

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<p>Kibler, A. K., Bunch, G. C., & Endris, A. K. (2011). <u>Community college practices for U.S.-educated language-minority students: A resource-oriented framework.</u> <i>Bilingual Research Journal</i>, 34(2), 201-222.</p>	<p>The authors propose a framework that emphasizes building on U.S.-educated language-minority students' strengths and experiences in order to support their academic and linguistic development, and they review the literature on innovative institutional practices and policies that have attempted to do so.</p>	<p>Creates a framework for “Resource-Oriented Community College Practices for U.S.-Educated Language-Minority Students” as a guide for community colleges seeking to better serve their MLE students: 1. Supporting academic transitions into community colleges 2. Integrating language and academic content 3. Providing accelerated access to college-level, mainstream academic curriculum 4. Promoting informed student decision-making</p>



<p><u>RP Group, The: Research, Planning, Professional Development & California Community Colleges. (2021). <i>ESL course transferability.</i></u></p>	<p>The authors summarize how a community college gained degree- and transfer-level approval from its college and district curriculum committees and state-General Education committees for all ESL credit sequence courses to strengthen throughput rates and support student success.</p>	<p>Identifies credit English as a Second Language (ESL) programs to spotlight based on practices that maximize the probability students will complete transfer-level English coursework within three years.</p>
<p><u>RP Group, The: Research, Planning, and Professional Development & California Community Colleges. (2021). <i>ESL milestone certificate.</i></u></p>	<p>The authors summarize how a community college created Guided Pathways ESL Milestone Certificates to strengthen throughput rates and support student success.</p>	<p>Exemplifies a California community college offering college-credit ESL courses that transfer to the California State University and University of California systems, and identifies three types of transferability for ESL courses—elective credit, general education credit, and English Composition.</p>
<p><u>Spartz, M., Waleag, N., Fontaine, E., & Greene, M. (2019). <i>College Readiness Academy: Increasing equity by removing barriers to higher education. MinneTESOL Journal, 35(2).</i></u></p>	<p>College Readiness Academy is an innovative program model providing both academic instruction and wrap-around advising services to college-bound Adult Basic Education (ABE) students. This article explains CRA’s rationale and methods for implementation, including a sample lesson plan, outcomes, and potential for replication.</p>	<p>Provides a concrete example of how postsecondary ESL programs in public community colleges and community-based organizations serve students.</p>
<p><u>WIDA Consortium. (2023). <i>Working together to support states, territories, and federal</i></u></p>	<p>A consortium dedicated to the research, design, and implementation of a high-quality, culturally and linguistically</p>	<p>Offers well-established infrastructure for ensuring high-quality instruction in ESL courses.</p>



<p><u><i>agencies, and their ELs. Wisconsin Center for Education Research at the University of Wisconsin-Madison.</i></u></p>	<p>appropriate system to support multilingual learners in K-12 contexts.</p>	
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