# Reading Strategies for Struggling Emergent Bilinguals (EB)

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## Abstract

*The increase of Emergent Bilinguals (EBs) students and immigrants to the United States (U.S.) in the 21st century has presented unique education and classroom challenges for educators who have historically not taught or been trained to teach second language learners. This manuscript provides strong evidence for the importance of professional educators and curriculum specialists to pay attention to the language diversity in the United States and address such issues to provide equitable instruction for all learners. The authors provide practical suggestions for educators to apply in the classroom to prepare them to teach students with different native languages (L1).*

## Introduction

At its most basic level, reading is the gateway to success (Austin, 2016; Horning, 2007). Student performance is always associated with reading comprehension and problem-solving skills. Because individuals must show levels of competency as they enter the global workforce, these skills are often scrutinized (Horning, 2007).

To say the least, reading is fundamental, yet it is the foundation for academic success (Institute of Education Sciences, 2016). It is a multidimensional and dynamic process that expends cognitive effort. This makes teaching reading a challenge for teachers, as well as parents, and at times makes it frustrating for Emergent bilingual students trying to learn a new language (Araim, 2016). With approximately 55 million students in more than 94,000 K-12 schools across the US, there has been a surge in enrollment of students whose primary language is not English (Hoefer, Rytina & Baker, 2010).Because of the language barrier, EBs typically exhibit lower levels of academic achievement especially in reading (Hudson, 2001). Many EBs struggle with reading and comprehending the English language as well as are unable to write or orally express themselves for lack of vocabulary development (Araim, 2016; Manvak, 2010; Moss, 2006).

With the changing demographics in the U.S., schools are experiencing a bigger academic disparity especially between the native and non-native English-speaking students (Pew Hispanic Center, 2013). According to Hoefer, Rytina and Baker (2010) immigrants in the USA represent the following countries: Mexico (60%); Other (14%), El Salvador (6%), Guatemala (5%), Honduras (3%), Philippines (3%), India (2%), Ecuador (2%), Korea (2%) and China (1%). As noted within the Top 5 populous groups, Spanish is the dominate language. This immigrant representation is reflected in US schools. Ennis et al (2010) reported the Latino population in US schools by origin as follow: Mexican (32%); Puerto Rican (4.6 %); Cuban (2%); Salvadoran (1.6); Dominican (1.4%); and Guatemalan (1.0%) respectively.

The dynamics of diverse racial and ethnic populations question the systemic approach in which schools effectively meet the academic needs of all its students. In many cases, educators are not prepared to meet or address the reading comprehension and problem-solving skills imposed by EBs (Pew Hispanic Center, 2013). Yet, schools cannot afford to ignore the issue asmany students, upon graduating, cannot read on or at grade level (Samson and Collins, 2012); thus, causing a systemic concern in schools and the global workforce.

Samson and Collins (2012) reported a relatively low percentage of EBs performed at or above basic level in reading in elementary schools. They reported that in middle school, the numbers were lower and became more problematic as students progressed in higher grades (Lesaux, Kieffer & Faller, 2010; Fairbain & Vo, 2010; Samson & Collins, 2012).

Still, a wide range of rationales and underlying factors, and at times excuses, exist when rationalizing the achievement gaps among the different racial and ethnic groups (Onchwari & Keengwe, 2019; Baker & Wright, 2017). Although the achievement gap may not be new, however, EBs are challenging the educational systemto find ways to help close the gap for struggling EB students.

Moving forward in the 21st Century, vision and hope guide educational practices to improve academic performance for all students who are struggling in reading. English is a very difficult language to learn and differs, in this case, from Spanish despite both being alphabetic languages. Their grapheme-phoneme correspondence rules differ and their orthography is less consistent (Perez-Canado, 2005). In the English language, approximately 50% of words are wholly decodable; 37% are decodable except for one sound or another; and, 13% of the verbs are irregular, thus making accurate pronunciation and understanding difficult (Hanna, Hanna, Hodges, & Rudorf, 1996). To affect change, educators need to not only understand structural language differences, but also the practical hands-on methods, planned procedures, and strategies by educators to ensure EBs receive an optimal education in optimal teaching/learning environments to improve student academic performance. These practical approaches, coupled with high expectations, aim to successfully engage EBs in increasing student learning outcomes that will have positive measurable results.

**Issues to Consider when Working with EBs**

The reality of racial and ethnic diversity, inclusive of the native language each student brings to the classroom environment, makes it imperative for educators who work with EBs to become connoisseurs in the art of teaching reading and reading comprehension. The goal is to teach EBs to become proficient readers so they will experience academic success not only in schools, but also in the competitive global market. Consequently, the authors will focus on the process of "conscientization[1]" (Freire, 2003) to provide opportunities for educators who work with EBs to evaluate and understand how to better serve these students who are struggling in reading and comprehending English through the following questions:

1. How do the current demographic changes challenge educators to meet the needs of EBs?
2. How do educators identify and classify to better prepare and serve EBs?
3. How do educators recognize the academic characteristics of EBs and complexities they face?
4. How can educators working with EBs utilize strategies to increase reading, comprehension and understanding? and,
5. Based on the current knowledge of educators working with EBs, what future suggestions and recommendations for research can be offered?

**Emergent Bilinguals (EBs) Demographics**

All across the U.S., schools are experiencing an ongoing transformation in its student population and are at an important crossroad (Baker & Wright, 2017). To be successful, educators must embrace this diversity and begin preparing all students with the needed skills to transition into the inquiry-based 21st Century? Camarota and Zeigler (2014) noted the following:

One out of five United States residents or 61.8 million people speak a language other than English at home. Languages with more than a million speakers in 2013 were Spanish (38.4 million), Chinese (3 million), Tagalog (1.6 million), Vietnamese (1.4 million), French (1.3 million), and Korean and Arabic (1.1 million each).

In essence, many students from diverse populations come to U.S. schools speaking a language other than English. Upon enrollment, schools assess EBs reading level for proper placement. Public elementary and secondary schools saw an increase of student enrollment jump from 48.2 million in Fall 2002 to 49.8 million in Fall 2012. If this trend continues, it is projected to increase to 52.9 million by Fall 2024 (U.S. Department of Education, 2014).

**EBs Who Speak Other Languages Other than English**

In 2007, 20% (10.8 million) of U.S. children ages 5-17, spoke a language other than English at home. According to the U.S. Department of Education, about 5% (2.7 million) of school-age children or 2.7 million spoke English with difficulty (Planty et al., 2009). Immigration contributes to the increasing numbers of EBs in USA schools. In 2007,

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[1]The process of developing a critical awareness of one's social reality through reflection and action. Action is fundamental because it is the process of changing the reality. Paulo Freire says that we all acquire social myths which have a dominant tendency, and so learning is a critical process which depends upon uncovering real problems and actual needs.[1]

22% of all children living in the USA were either born outside this country or lived with a foreign-born parent, making children of immigrants the fastest-growing population of the U.S. under age 18 (Mather, 2009).

According to EB demographics by U.S. Department of Education, roughly 80% of EBs speak Spanish at home (Kindler, 2002; Zehler et al., 2003). Ennis et al. (2011) reported that states with the largest shares of Hispanic total population were as follow:

New Mexico (46.3%), California (37.6%), Texas (37.6%), Arizona (29.6%), Nevada (26.5%), Florida (22.5%) and Colorado (20.7%). O'Connor, Batalova, & Bolter (2019) reported California as the most populous state serving and labeling 42.6% of its people as EBs with the most common native languages being Spanish, Chinese, Korean, Vietnamese, Arabic, Armenian, and Tagalog. O'Connor, Batalova, & Bolter (2019) noted that35.7% of New Mexico were EBs who spoke Spanish followed by Navajo and their native language. Texas sits at 33.9% where Spanish, Chinese, German, and Vietnamese are the most common languages spoken.

In addition, the states with the largest increases of Latino populations were South Carolina (147.9%), Alabama (144.8%), Tennessee (134.2%), Kentucky (121.6%), Arkansas (114.2%), North Carolina (111.1%), and Maryland (106.5%) (Ennis et al., 2011). It should be noted that from July 2012 to July2013, the Hispanic population increased by 1.1 million, which represented half of the immigrant population (United States Census Bureau, 2014). By 2060, Hispanics are projected to reach about 128.8 million, roughly representing 31% of the USA population (United States Census Bureau, 2012).

O'Connor, Batalova, & Bolter (2019 reported about 300 different languages are commonly spoken in the United States. Planty et al., (2009) estimates about 460 different home languages are spoken in the USA. Keeping this in mind, 46% of all EBs and 50% of Spanish-speaking ELs were born in the USA. Most EBs can communicate orally or speak some English but may not know how to read or comprehend it. In addition, approximately 61% of EBs experience certain difficulty with English, while about 24% have considerable difficulty, and 14% have little or no proficiency in the English language (Planty et al., 2009).However, the United States Census Bureau (2014) reports 38.3 million Hispanics speak Spanish in their homes, adding that many of the adults speak very little English causing EB students to speak little English.

## Classifications of Emergent Bilinguals (EB)

Once students are enrolled in U.S. schools, many are given oral or written test to determine placement in EB programs. Understanding how EBs are classified helps educators understand their needs and the challenges they face. Every school system varies and codifies EBs differently. For the purpose of this paper, the following definitions are provided to ensure understanding and uniformity of the terms used throughout this study.

## Recent Immigrants

Recent immigrant refers to any student who may enroll in U.S. public schools as non-native English speakers that comes from another country. Some students may be considered recent arrivals as they have just arrived into the U.S. via a visa, legal means or without proper documentation. Because law prohibits public schools from turning away students without proper documentation, many are classified as recent immigrants or migrant workers with or without legal papers. Many of these students may come to U.S. schools with previous formal schooling depending on their situation or country origin.

## Recent Immigrants with Schooling

These students share many of the same characteristics as recent immigrants. Students classified under this umbrella could have had some schooling in their country of origin or could have been in the U.S. for 10 months and is considered a recent immigrant with some schooling. These students typically have mastered some academic content and require instruction in English reading and literacy skills (Garcia, 2012) and may have agood command of reading, writing, and oral language development in their native language.

## Long-term EB

These students generally have oral proficiency in English but lack reading and writing skills. They exhibit some to little control of academic English. The student could have been a recent immigrant or a US born citizen. The student has limited English, has been in the U.S. school system for a while now, and has not performed well enough to be exited out of the EB program. The student could still be receiving bilingual or English as Second Language (ESL) services after an extended period of time. For example, if a student was in a bilingual classroom in first grade and is still receiving ESL services in 7th grade, this student will be considered a Long-term EB.

The importance of understanding these terms assists and allows educators and administrator's ways to help EBs develop the knowledge, abilities, and skills needed in reading to experience success in school. The following section provides a brief description of the academic struggles EBs face in the U.S. public school system.

## Academic Characteristics and Complexities of EB

Many EBs enter U.S. schools with little or no reading or comprehension skills and those who attended schools in their country or in the U.S. have limited proficiency of the English language (Baker & Wright, 2017; Araim, 2016; Manvak, 2010; Moss, 2006.)  One of the biggest concerns facing many EBs is the lack of literacy development. Because they struggle making meaning and sense of the printed English, many perform or score poorly on reading assessments. Unless interventions are established from the onset, EBs will lack academic success. EBs face many challenges in school, not only in terms of academics, but emotional and psychological ones as well.

## BICS vs. CALP

Basic Interpersonal Communicative Skills (BICS), at its most basic level, allows EBs to communicate in short phrases or words. BICS is considered a survival language and the foundation second language acquisition and vocabulary development where students can utter or read basic words like restroom, lunch, pencil and other short phrases which will lead to later language transfer.  It takes nearly 3 years for EBs to develop BICS or basic social language. On the other hand, Cognitive Academic Language Proficiency (CALP) is considered academic language or the language of schooling and suggests students who have a strong command of language, can think in the abstract, problem solve, evaluate and analyze content (Baker & Wright, 2017). CALP is essentially needed to pass standardized exams where students show strong skills in vocabulary development, inferencing, content and meaning. It takes EBs from 5-7 years to master CALPS (Baker & Wright, 2017). When reflecting on the two concepts, one can easily infer if students are at the BICS level in reading, they will struggle in all content areas due to lack of skills needed to read, write, comprehend and understand the print.

**Grade-level content.** Because many EBs have not mastered CALP in their native language or L2, the 'academic language' which is fundamental and key for all content areas in the curriculum, many perform low on assessments (Baker & Wright, 2017). As such, EB students do not master grade-level content, and at times, even if the content or reading passages are lowered by two or three grade levels, they struggle as they do not have enough oral language fluency and academic vocabulary in L2 to be successful. EBs may demonstrate skills of oral proficiency, but still lack academic reading and writing skills as well as comprehension and understanding of the print. As CALP is not developed or mastered to a key level to demonstrate proficiency, EBs struggle and become frustrated in the process at times causing the student to lose interest in school (Baker & Wright, 2017). This not only happens to the EB but to the teacher as well as they feel hopeless struggling to help their students. English oral language, academic vocabulary concepts and reading skills are extremely important as they are the building blocks and foundation for all other content areas.

*Below grade level*. When EBs fail to master essential reading skills in L2, they regress and have to work harder to get on grade level which becomes difficult for both the student and the teacher. In many cases, EBs cannot read English nor clearly express themselves, thus at times causing psychological and emotional feelings of inadequacy and hopelessness. EBs, at this level, score low on assessments, homework and state mandated tests. Because most EBs have not fully developed vocabulary, grammar, syntax, decoding, understanding, comprehension, interpretation, and other literacy skills needed to experience success, their achievement gap continues to widen. However, many varied strategies exist to assist EBs in reading. Educators are encouraged to find what works best with their teaching style and that of the students they are serving.

## Promising Strategies when Working with EBs

Tomlinson and Imbeau (2010) state a balance between academic content and students' individual needs must be established. They suggest this balance can be achieved by modifying four specific elements related to curriculum:

- **Content** — the information and skills that students need to learn
- **Process** — how students make sense of the content being taught
- **Product** — how students demonstrate what they have learned, and
- **Affect** — the feelings and attitudes that affect students' learning**.**

Teachers utilize different strategies to build the foundations of reading and comprehension skills include refining reading skills while extending them into other content areas of instruction. Below is a non-exhaustive list that has proven to be purposeful in aiding reading teachers to teach to their students' learning styles.

**Differentiated Instruction**

Fairbairn & Jones-Vo (2010) stated that differentiated learning can be defined as instruction designed to meet the needs of individual students; thus, we cannot use a holistic approach when teaching. Below are suggestions taken and excerpted from excerpted from Colorin Coloradowebsite that show promise with EBs: (https://www.colorincolorado.org/article/differentiated-instruction-english-language-learners).

As the website suggests, teachers are successful at differentiating instruction for EBs when they:

- **Get to know as much as possible about each student** — EBs represent a wide range of academic skills, interests, languages, English language proficiency levels, and cultures. The more a teacher can learn about each student's background, the better prepared s/he is to provide appropriate instruction for that student.
- **Have high expectations for all students** — Content should not be "watered down" for students who are still developing English language skills. Creative teachers think of ways to help students understand key material and "show what they know" in ways that match their language proficiency levels.
- **Have a variety of research-based instructional strategies at hand** — Experienced teachers know that "one-size-fits-all" instruction is rarely successful. There are many different learning profiles in any given classroom, and students learn best when instruction matches their needs and learning styles.
- **Use ongoing assessment to guide instruction** — Ongoing, informal assessment is vitally important to matching instruction to students' changing needs.
- **Provide multiple types of assessment** — matching assessment to students' learning profiles and language proficiency ensures that every student has an opportunity to demonstrate what he/she knows.
- **Differentiate homework** — If all students have the same homework assignments, some are doing busy work while others are struggling with work that they cannot possibly complete successfully (Tomlinson, 2005).
- **Collaborate** — Instruction is most successful when all of the professionals who work with EL work together
- **Use flexible grouping** — Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows teachers to match students with different peers for different types of activities.
- **Make content comprehensible for all students** (Echevarria, Vogt, & Short, 2008) — Providing English Learners (ELs) with alternative ways of accessing key content (e.g., charts, books written in their first language, simplified text written by the teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills.

This website and wealth of information is but one source educators can utilize and adapt to their students.

**Cueing System of Phonological Awareness**

One of the most effective approaches to build background knowledge for EBs is through the use of cognates (Gonzalez-Bueno, 2013; Helman & Burns, 2008; Helman, 2004) as many of these students call on their native language to determine the meaning of words and/or phrases. When considering the cueing system of phonological awareness, there are many differences that must be considered as the orthography of the language influences phonological analysis (Bear, Templeton, Helman, & Baren, 2003). Grapho-phonemic correspondences will vary from alphabet to alphabet, so it is important to plan interventions accordingly. For example, Vaughn, Mathes, Linan-Thompson and Francis (2005) noted that when supporting the acquisition of phonemic awareness with EBs, syllabic instruction is effective because of the phonetic structure of Spanish. Yopp and Stapleton (2008) recommend the use of alliterative and rhyming books with EBs in their native language. Further, Gonzalez-Bueno (2003) suggests that when teaching phonics, the order in which the sounds are taught should be reflective of the native language of the student and in a concrete way so as to establish a kinesthetic connection. For example, *d, m, t*, and *s* are found in both the English and Spanish alphabet, so it may be highly motivational and effective to teach those letters first using concrete objects (Gonzalez-Bueno, 2003; Helman, 2004). Bear, Templeton, Helman, & Baren (2003) recommends the following: a) students read text silently or aloud in pairs and discuss the passage together; b) teacher discusses vocabulary with whole class using cognates and context clues for meaning identifying spelling patterns; c) compare/contrast grammatical errors between English and Spanish with nouns and adjectives; d) read text aloud having students follow along and have them recognize cognates from their language and point them out to the class; and e) clarify and explain words in the texts that cannot be figured from cognates or context. This building of background knowledge is vital for EBs to not only learn to read effectively but also to understand and comprehend the written print to experience academic success in all content-areas.

Educators working with EBs must understand they rely on their native language and background knowledge to make meaning of words; it is a constant progression and practice that does not end in the primary grades but carries on to middle, high school and to higher education.

Sample of some cognates in English and Spanish:

| Cognates | English | Spanish |
|---|---|---|
| A | animal, actual, arena, anemia, amnesia, alias, atlas, arsenal, artificial, altar, auditor, alcohol, alfalfa, aroma, | animal, actual, arena, anemia, amnesia, alias, atlas, arsenal, artificial, altar, auditor, alcohol, alfalfa, aroma, |
| E | Eclipse, escape, enclave, editorial, eventual, euro, exterior, ex, | Eclipse, escape, enclave, editorial, eventual, euro, exterior, ex, |
| I | India, idea, identity, image, idol, illusion, imitate, | India, idea, identidad, imagen, idolo, ilusion, imitar, |
| O | object, obvious, occur, oblige, observer, obedient, obtain, | objeto, obvio, ocurrir, obligor, observar, obediente, obtener |
| U | use, unit, uniform, unify, universe, urge, university, | usar, unidad, uniforme, unificar, universe, urgir, universidad |

**Reading Comprehension Strategies for Emergent Bilinguals**

Lydia Breiseth of Colorin Colorado offers the following suggestions and ideas. These can be found on the ASCD website http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx and the Colorin Colorado website.

The teacher can adapt and modify the following suggestions according to grade level and age. EBs at all levels of English proficiency and literacy development will benefit from improved comprehension skills, which allows them to do the following:

- Read more accurately.
- Follow a text or story more closely.
- Identify important events and concepts in a text.
- Master new concepts in their content-area classes.
- Complete assignments and assessments.
- Feel motivated to read in school and for pleasure.

There are a number of ways to build EBs comprehension skills. Often, standard strategies that teachers use in mainstream classrooms are a good starting point; however, they just need to be tweaked with EBlanguage and academic needs in mind. These should focus on strategies that are part of three main approaches: *building background knowledge, teaching vocabulary explicitly, and checking comprehension* frequently.

*1. Build background knowledge.*

**Draw on students' existing knowledge.** Students may already possess content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and new content. Allow students to use their native language with peers for a quick brainstorm to discover what they know about a topic before presenting their ideas to the whole class.

**Build students' background knowledge.** Students with limited or interrupted schooling may not have the same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that you may need to explicitly explain.

**Take students on a tour of the text.** Each time you hand out a new textbook, take students on a "virtual tour." Show them different elements of the text, such as the table of contents and the glossary, and discuss how these sections can be helpful. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries. Once students learn how to recognize these elements, they will be able to preview the text independently. Remember that students need to know how to use a tool in order for it to be helpful.

**Use a "picture-walk."** You can use this strategy for fiction or nonfiction books. Walk through the book with the students, pointing out photographs, illustrations, and other graphic elements. Ask them what they notice about the pictures and how they think those details may relate to the story or content.

**Use outlines to scaffold comprehension.** Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help ELLs pick out the important information as they listen or read (www.colorincolorado.com; &http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx).

*2.  Teach vocabulary explicitly.*

**Focus on key vocabulary:** Choose the vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary.

**Include signal and directional words:** Remember that students may also need explicit instruction in signal or directional words ("because" and "explain"), in addition to key content vocabulary ("photosynthesis" and "evolution").

**Use a "picture-walk" for vocabulary:** Once students know a new word's definition, ask them to connect those new words to the pictures they see in the text.

**Teach students to actively engage with vocabulary:** Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read.

**Give students practice with new words:** Ensure that your students can
- Define a word.
- Recognize when to use that word.
- Understand multiple meanings (such as the word "party").Decode and spell the word.
  **Incorporate new words into discussions and activities.** For students to really know a word, they must use it—or they will lose it. Use new words in class discussions or outside of class, in other contexts such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible (www.colorincolorado.com; &http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx).

*3.  Check comprehension frequently.*

**Use informal comprehension checks:** To test students' ability to put materials in sequence, for example, print sentences from a section of the text on paper strips, mix the strips, and have students put them in order.

**Test comprehension with student-friendly questions:** After reading, test students' comprehension with carefully crafted questions, using simple sentences and key vocabulary from the text. These questions can be at the:
- Literal level (Why do the leaves turn red and yellow in the fall?)
- Interpretive level (Why do you think it needs water?)
- Applied level (How much water are you going to give it? Why?)
  **No matter what the students' proficiency level, ask questions that require higher-level thinking:** To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as the following:
  - What ideas can you add to...?
  - Do you agree? Why or why not?
  - What might happen if...?
  - How do you think she felt...?
  **Use graphic organizers:** Graphic organizers allow ELLs to organize information and ideas efficiently without using much language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and time lines.
  **Provide students with many different ways to show what they know:** Drawings, graphs, oral interviews, posters, and portfolios are just a few ways that students can demonstrate understanding as they are beginning to develop their reading and writing skills in English.
  **Summarize:** Ask students to use the following strategies to summarize, orally or in writing, what they have read:
- Retell what you read, but keep it short.
- Include only important information.
- Leave out less important details.
  Use key words from the text (www.colorincolorado.com; &http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx).

It may be challenging to improve EBcomprehension skills, but it is well worth the extra effort to put them on the path to becoming successful readers.

## Future Implications in Working with EBs

As the Emergent Bilingual population continues to surge, the need for quality instruction that addresses their needs will also intensify. It is important to understand that a majority of the EB children in classrooms have attended some schooling in their native countries. This means these students have academic knowledge in different content areas and are also able to read and write in their native languages for the most part. Teachers need to focus on teaching EB students to transfer skills and knowledge from their native language to their second language. Additionally, they will also need to teach non-transferable skills and ensure that content oral language and vocabulary are developing to ensure learning. With this knowledge and proper strategies, the academic future of EBs in U.S. schools will be promising. As conscientious educators, EB learners rely on our expertise to ensure they will be successful once they leave the four walls of schooling. As educators, we have a fiduciary and ethical responsibility to ensure EBs receives an optimal education in our U.S. public schools.

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