Governor Kitzhaber and OEIB Members:

I have been an ESL case manager and teacher in HSD at Evergreen MS. Since 1999, responsible for all 7th and 8th grade ELL learners, and my data and experience may be worthwhile considering as you contemplate outside-the-box solutions to a cohort that, state-wide and nation-wide- is now performing at academic levels below those historically recorded for African-Americans.

My perspective, should you be interested in looking at program solutions that are not being presented in current public and academic discussions, is informed by both personal and professional experience:

- 12 years Experience as an Oregon ESL case manager and teacher
- K-8 Teaching License-University of Alaska
- ESOL Endorsement-Lewis & Clark University
- MA in Reading- George Fox University
- Gymnasium Degree-Math Major and Language Minor-Soroe Akademi, Denmark
- Project Manager-Oil & Gas Industry-World-Wide
- Deep-Sea Diver-Oil & Gas Industry-World-Wide
- Multi-Lingual at various skill levels of social and academic ability –Danish, English, Spanish, Swedish, Norwegian, German, French and Latin
- Danish immigrant
- Father of two
- PTA member and president-K-12

Our ELL learners represent a valuable resource, and I would like an opportunity to, instead of the many research documents you are exposed to, tell you my story as it relates to the hundreds of students I have helped become successful in the last 10 years:

- Tanya who went to BYU to become a global aides worker
- Lucero who went to Pacific U. to become a teacher
- Brenda who went to Western to become a nurse
- Nathaniel who went to the Naval Academy
- Yabie who wants to become an optometrist
- Dao from Vietnam who learned English in less than two years to earn a GPA of 4.0
- John from Japan whose family came after the Fukoshima Collapse and became a 4.0 student in one year

Specifically, I would like an opportunity to discuss the concept of regional Language Academies with you as an approach to develop global language experts from our Oregon K-12 educational system; briefly, this approach would:

- Identify students who are Talented, Gifted and Motivated to acquire academic skills in English and another global language

- Provide K-12 regional language academies for these students, i.e. students from immigrant backgrounds as well as students with a tested aptitude for acquiring academic grade level competency in English and at least one more global language.
- Provide funding and transfer mechanisms for enabling these students to cross districts to attend, or monitor via distance learning
- Create K-12 connections with undergraduate and graduate language programs

Simultaneously, this success approach, with wide commercial applications, would look at creating accelerated reading research based opportunities for students that do not demonstrate the ability to function at academic grade levels with peers due to their multiple language background.

If the board is interested in listening to a definitive scope of addressing our ELL students' challenges, I would enjoy the opportunity to 'Tell My Story.'

If interested in having be present during the school year, please give me adequate time to schedule a personal day of leave.

Respectfully,

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