

# The Future for English Learners *a new policy context*

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# *English Learners: the CA policy landscape*

*Lau v Nichols lawsuit sets legal foundation (1974)*

*Bilingual Education Act - \$, teachers, programs, parents*

*Major role: establishing theory, practices, programs, publications guiding field (1980s)*

*Prop 187, Prop 227 leading into NCLB (1990s)*

**Seal of Biliteracy (2012)**

**Historic ELA/ELD Framework & standards**

**LCFF – equity intent, \$\$ and Local Control**

**New Accountability/Continuous Improvement System**

**Proposition 58 (2017)**

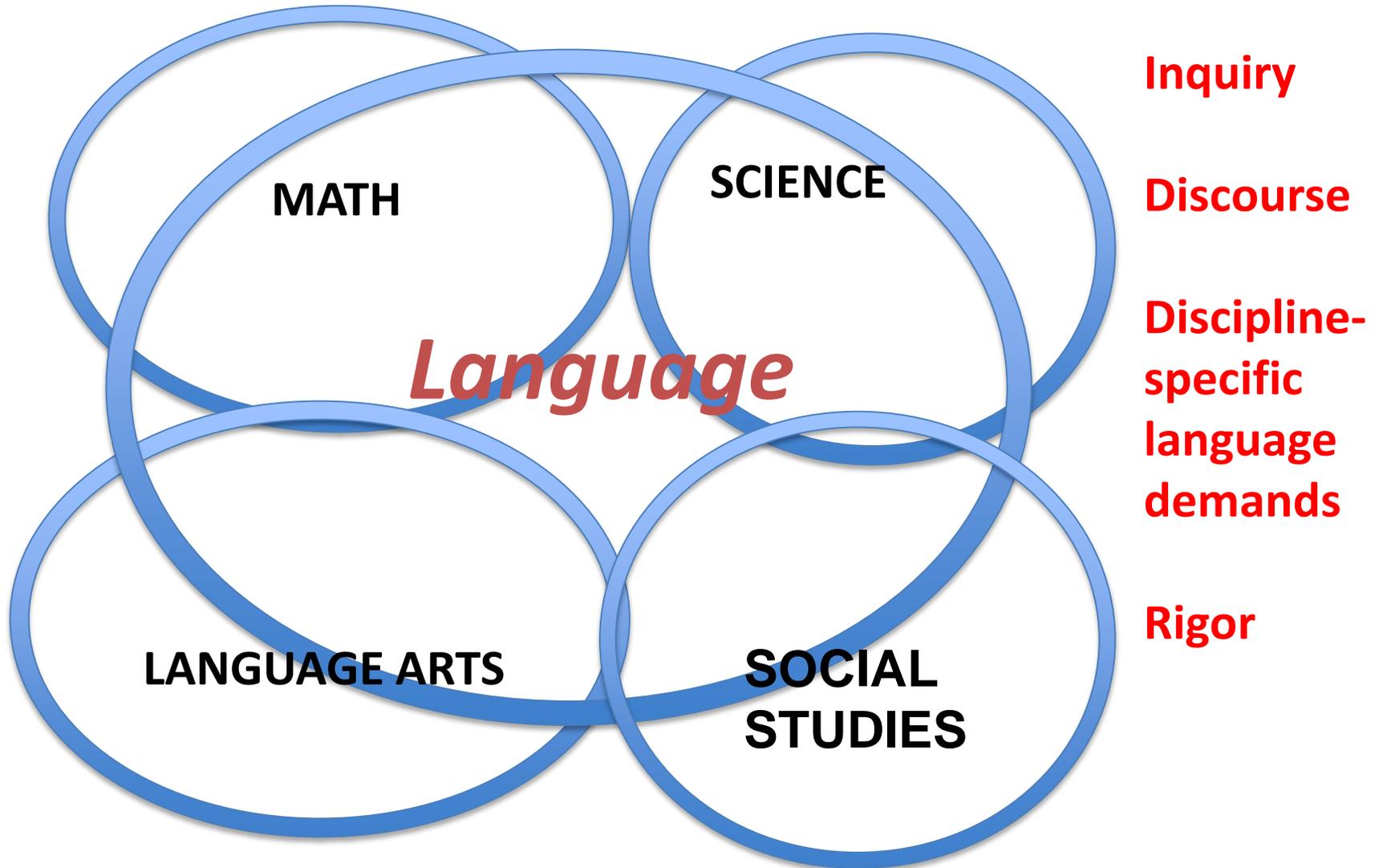
**CA English Learner Roadmap**

# Conditions in which these changes are occurring:

- General awareness that ELLs are present
- General sense that ELL needs aren't being adequately addressed
- Inconsistent knowledge about those needs
- Coherent research about what to do, but weak understanding of the research and what should/could do to better meet needs
- Inconsistent capacity to deliver
- Data and monitoring are inadequate
- Voices from and for ELL communities often missing
- And still, sometimes, lack of urgency or will to do what needs to be done

# Major shift: New standards

Language is central to all academic areas



# The Big Lift

- This takes **professional development** (*in language demands, strategies, understanding the standards, lesson design*)
- Takes teacher planning and collaboration **time**
- Requires Leadership development for managing an instructional and curriculum change process
- In LCFF context, requires **local investment**, local **KNOWLEDGE** and a *voice* for EL needs within the negotiation of priorities

# First years of LCAPs

- LCFF Equity intent – funding formula to address ELL needs (supplemental, concentration \$)
- Each year LCAPs a little better – but overall consistently weak on attention to English Learner needs
- Minimal investment in building teacher capacity re: ELs
- Minimal attention to implementation of ELD standards
- Inadequate EL data to inform LCAP goals
- Weak leverage of research-based, evidence based approaches
- Lack of specificity re: strengthening or providing coherent programs, services, supports and access

# Enter the CA English Learner **Roadmap**

- Initiated by State Superintendent Tom Torlakson
- To set a vision for the state, address lack of coherence, and clearly communicate comprehensive and evidence-based principles to guide and support planning across the system
- Speaks to systems conditions

# The Roadmap as policy, guidance and support

- Begins with a research-based understanding of what we know about the development of English Learners.
- It is a realistic roadmap developed from deliberations engaging educators and stakeholders – What's needed? What works?
- It is situated within the current state and national policy contexts, taking into consideration the local district settings in our diverse state as well as our rich history of efforts to improve educational opportunities for English Learners.

# *The sea-change: a vision of biliteracy*

- To date 126,000 high school graduates with the Seal of Biliteracy
- Growth of demand for Dual Language programs
- Increasingly powerful research/evidence based on dual language approaches
- November 2017, Proposition 58 (Education for a Global Economy) passed overwhelmingly by the voters (72.3%) in every county

# Draft Vision

California values our students and the linguistic and cultural assets they bring, and is committed to a vision of biliteracy for all. Key stakeholders are responsible for, and committed to developing the capacity to provide English Learners with meaningful participation in and full access to a 21<sup>st</sup> century education from early childhood education through 12<sup>th</sup> grade. California supports schools that are affirming and responsive to student needs and identities, and that provide students with the linguistic, academic and social resources and skills needed for college, career and civic participation in a global, diverse world.

# Four Proposed Inter-connected Principles

- **Assets-Oriented and Needs-Responsive Schools:** Schools are responsive to different English Learner student typologies and need; programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates.
- **Intellectual Rigor and Access:** ELs are provided with learning experiences that centralize their needs and where they have access to a full rigorous and relevant curriculum that (1) develops high levels of English proficiency, (2) integrates language development and content, (3) maintains standards-based rigor with scaffolding for comprehension, participation and achievement, and (4) provides opportunities to develop proficiency in multiple languages.

# Four Principles (cont.)

- **System Conditions to Support Effectiveness:** Each level of the schooling system has leadership that is knowledgeable and focused on the needs of ELs, with assessment and data systems to inform instruction and continuous improvement, and is empowered and given adequate resources to build system capacity.
- **Alignment and Articulation:** ELs experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments leading to the skills, language, literacy and knowledge needed for college and career readiness and participation in a global, diverse 21<sup>st</sup> century world.

# Each Principle

- A set of elements describing what the principle entails
- A cross-walk to existing policies and guidance documents – including the 8 state LCAP priority areas
- An accompanying guidance document with case studies, tools, references and supports for implementation in various contexts

# Where we are now....

- EL Workgroup completed 2<sup>nd</sup> of 4 meetings
- In drafting process, with stakeholder input
- Summer and Fall for fuller dialogue and Board adoption
- 2018 for building out the case studies, tools, guidance, dissemination and support as the basis for local and state planning.

Across all of this work to close gaps,  
embrace and support ELLs and provide  
our state with the skills needed....

- The need for resources and investment
- The need for a VOICE for the importance of English Learners to our state