English Learners (EL) Collaborative

The English Learners (EL) collaborative constitutes the only national, sustained forum among state education agencies, researchers, policy experts, and partners on issues of standards, assessment, accountability, and policies for English Learners. The EL Collaborative explores issues of policy implementation, particularly focusing on college and career-ready academic standards and state English Language Proficiency (ELP) standards, aligned assessment systems, and state policies that affect instruction, curriculum, professional supports, and leadership for ELs. Our members work on state and federal programs that serve the EL and language resource needs of the state. The work is always mindful of the latest research, policy history, and different state contexts for EL students and their communities. Although the titles vary, state members lead instructional and assessment supports for ELs, both in the areas of designated English language development and in equitable learning opportunities for ELs across all academic domains. Partners who represent supporting organizations provide their expertise and add to cross-state discussions from their perspectives. The Collaborative supports the capacity of members to coordinate their work internally with their SEA colleagues as well as to work externally with the constellation of local agencies and other state offices and organizations outside their SEA.

EL Collaborative members report that the work from the collaborative allows them to share and interact with colleagues from other departments, including content area specialists, and experts from students with disabilities, assessment, and accountability. The EL Collaborative work has supported their work on data analysis, high-quality teacher recruitment and preparation, biliteracy programs, state policy inclusive of ELs, and more. In addition, the collaborative support various CCSSO commitments to equity.

2018-2019 Highlights:

The EL Collaborative worked closely with several researchers, practitioner experts, and other CCSSO collaboratives to support the creation of the following resources addressing English learner needs and to meet our 2018-2019 goals including:

- 'CCSSO Framework on Supporting Educators to Prepare and Successfully Exit English Learners with Disabilities from EL Status'
- English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities,
- *Practical Guide for State Education Agencies to Promote Success of English Learners Pre-K – Grade 3*, (in process)
- Promoting Success for Teachers of English Learners
- **In the 2018-19 membership year the EL collaborative national experts to present to the members on the following topics:**
  - Pete Goldschmidt, California State University, Northridge. Topic: Tools and consultation on improved accountability for ELs under ESSA
  - Jose Viana, United States Depart of Education (Office of English Language Acquisition). Topic: Updates on current and emerging issues at OELA.
  - Brenda Calderon, United States Department of Education (Office of School Support and Accountability). Topic: Updates on current and emerging issues at SSA.

- o Crystal Gonzales, English Learner Success Forum. Topic: A framework for supporting and evaluating content curriculum that engage and meet the needs of EL students.
  - o Rebecca Callahan, (University of Texas at Austin) and Anne-Marie Nuñez (The Ohio State University). Topic: Coordination of data systems between K-12 and higher education matriculation and completion to better understand EL progress K-16.
  - o Megan Hopkins, University of California, San Diego), Amanda Kibler (Oregon State University), and Francesca Lopez (University of Arizona). Topic: Identifying and learning from best practices in teacher preservice and teacher in-service programs to better serve EL students.
  - o Ilana Umansky (University of Oregon) and Karen Thompson (Oregon State University). Topic: Using state data systems to better understand EL student coursetaking patterns and track academic progress toward graduation and college readiness.
  - o Robert Linquanti and Maria Santos (WestEd). Topic: Developing SEA capacity to help local district leadership teams to understand EL needs through system tools to develop and implement programs that result in stronger student outcomes.
- **The EL collaborative engaged in the following cross collaborative work in 2018-19**
  - o Joint session with the Assessing Special Education Students (ASES) Collaborative during which the presenter, Edynn Sato, provided an update on the alternate English language proficiency standards.
  - o During joint sessions with the Early Childhood Education (ECE) Collaborative, Alexandra Figueras-Daniel provided an update on a Guide to help SEAs implement recommendations from the National Academies of Sciences, Engineering, and Medicine.
  - o During a joint session with the Assessing Special Education Students (ASES) Collaborative the presenter, Martha Thurlow, shared information and collected feedback on a new resource focusing on English learners with disabilities that states can use when designing, developing, and administering assessments.
  - o In a joint session with the English Language Arts Collaborative, several states shared ways that they are addressing English learner needs in their English language arts curriculum and instruction.

2019-2020 Goals

CCSSO is committed to ensuring every child, across all backgrounds, graduates ready for college, careers, and life. EL is working toward this vision by collaborating with states to find solutions that provide equitable access to rigorous courses, high-quality instructional resources, and appropriate supports to English learners (EL) students so they are able to meet college- and career-ready standards.
- Review an analysis of approved state ESSA plans (conducted by Delia Pompa and Leslie Villegas at the Migration Policy Institute) with respect to key parameters for ELs identified in ESSA, and subsequently engage in a forward-looking discussion on what can be learned from the variation in the ESSA plans, including how to strengthen the internal capacity of SEAs to integrate the dimensions of ESSA relevant to ELs into state planning and improvement efforts.

- Work through a series of activities that will help the group identify specific challenges being experienced in rural districts or districts with a small number of English learners. These findings will help identify needed resources and implementation steps.
- Address the teacher shortage encountered in many states, particularly a shortage in highly qualified teachers to work with English learners. Researcher-practitioner experts will continue to facilitate the discussion, culminating in concrete next steps for researcher-practitioner collaborative efforts.
- Collaborate with experts to discuss pipelines for supporting English learners on their path to college. This effort will be a researcher-practitioner collaboration.

Biography of Advisors:

Magda Chia is the Director for Strategy, Impact and Policy at the Understanding Language Initiative (UL) at Stanford University. In her role, she develops and helps execute collaborations with states and districts to advance coherent education policy and practice. She works on outreach to educators, policymakers, and other stakeholders using a cross-disciplinary approach. Chia helps guide UL in work across several key components of education--pedagogical practices, professional development, assessment systems--within the context of supporting and celebrating the diversity of students across the country. Chia's research addresses validity and fairness in assessments across diverse student populations including English learners, students with disabilities, and English learners with disabilities. She specializes in the relationship between cultural and linguistic diversity and assessment development, implementation, data use, and classroom instruction. Her work has been funded by numerous organizations, including the Organization for Economic Co-operation and Development, National Science Foundation, and the U.S. Department of Education.

Kenji Hakuta is the Lee L. Jacks Professor, emeritus at the Graduate School of Education at Stanford University. He has served on the Stanford faculty since 1989, except for three years (2003-2006) when he founded the University of California at Merced as its Dean of Social Sciences, Humanities and Arts. He specializes in improving educational opportunities for English Learners through his academic interests in the areas of psycholinguistics, bilingualism, and second language learning and his various engagements with national, state and local practitioner communities. He is the author and editor of many articles and books, including Mirror of Language: The Debate on Bilingualism (1986). He has served on numerous national, state and local commissions and boards, and is actively involved in supporting the work of school districts and states around the country. Kenji obtained his Ph.D. in Experimental Psychology at Harvard in 1979. His academic accomplishments have been broadly recognized, and he is an elected fellow of the American Association for the Advancement of Science, the American Educational Research Association, the American Academy of Arts and Sciences, and the National Academy of Education.

CCSSO Liaison:

Fen Chou is the Program Director for Assessment and EL Services for CCSSO. During her time at CCSSO, Chou oversees the Council's efforts to support State Education Agency (SEA) leaders as they design and implement state policy and system-wide improvements relating to the state assessment systems and the education of English learners. She served as CCSSO project director for the development of ELPA21, led the development of the English Language Proficiency (LEP) Standards

and the Alternate ELP Standards, currently convenes and engages the EL Assessment Advisory Task Force, and has facilitated targeted EL technical assistance to 40 states, among other work. Prior to joining CCSSO in 2013, Chou led the assessment work at the Louisiana Department of Education for over 11 years. She holds her Ph.D. in Psychological and Quantitative Foundations from the University of Iowa.

2018-19 State Members Included:

AK, AZ, AR, CA, CO, CT, DoDEA, DE, GA, HI, ID, IN, IA, KS, KY, LA, ME,MD, MA, MI, MN, MS, MO, NE, NV, NJ, NC, OH, OK, OR, PA, SC, TN, UT, WA, WI, WY

2018-19 Partners Included:

AIR, CRESST (ELPA21), Curriculum Associates, DRC, ETS, Reading Recovery Council, SmarterBalanced, WIDA