

CABE 2023 EDITION

Multilingual Educator

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

MARCH 2023



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**Testimonios: The Power of Our Stories,
Our Art, and Our Dreams**



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2024 Multilingual Educator CALL FOR SUBMISSIONS

Would you like to see your article, narrative, poem, or artwork in the 2024 edition of Multilingual Educator?

To submit, go to <https://bit.ly/2024MEsubmissions> or scan the QR code.

Deadline for Submissions: Friday, June 31, 2023



MESSAGE FROM CABE CEO



Jan Gustafson-Corea
CABE CEO

Testimonios: The Power of Our Stories, Our Art and Our Dreams, this year's theme for CABE 2023, passionately describes the articles selected for the 2023 edition of the Multilingual Educator. *Testimonios*... "our stories" can be shared in a number of ways—through personal voice, poetry, data, art, reflection, and research.

The essential part of sharing our stories is that they express the voices, the perspectives, the creativity, the hopes, and the dreams of those whose stories need most to be heard. We have a clear vision at CABE of *biliteracy, multicultural competency, and educational equity for all* and are honored to share the articles in this year's Multilingual Educator that celebrate, recognize, and advocate for an educational system and a world that uplift the rich multilingual and multicultural voices of equity and social justice for our students, families, and the educators who serve them.

As you read through the 2023 Multilingual Educator, we hope these *testimonios* resonate with your own and that you feel inspired to tell and express your story...in your very own creative way.

Jan Gustafson-Corea
CABE CEO



California Association for Bilingual Education

MESSAGE FROM THE EDITOR



Laurie Nesrala-Miles
CABE Communications
Coordinator

Welcome to the 2023 edition of Multilingual Educator! The theme of CABE's 48th Annual Conference—"Testimonios: The Power of Our Stories, Our Art, and Our Dreams"—has served as powerful framing for the articles in this year's edition. The following quotes serve to remind us of this power:

Storytelling is the most powerful way to put ideas into the world today. —Robert McKee

Any form of **art** is a form of power; it has impact, it can affect change – it can not only move us, it makes us move. —Ossie Davis

Dreams have the power to create the reality we are dreaming about; all we need is the courage to believe in the power of dreams. —Amar Ochani

Stories, art, and dreams are all powerful forms of communication that, through individual and collective *testimonios*, can forge meaningful connections across diverse communities, share best practices, and support one another during challenging times. Three synonyms of the word *testimony* are *acknowledgment, witness, and demonstration*. As we endeavor to actualize the CABE vision, we can leverage the power of *testimonio* to *acknowledge* the struggles for equity, to *witness* the voices of those who deserve to be heard, and to *demonstrate* the policies and strategies that promote biliteracy, multiculturalism, and academic success for our students.

In this issue of Multilingual Educator, you will find inspiring messages from authors of children's literature and personal *testimonios* that highlight the struggles and victories related to growing up multilingual and multicultural. You will also find articles that address the need to recruit, graduate, and support bilingual teachers, articles that underline the importance of developing the biliteracy and multiculturalism of our students while ensuring they have educational equity and access, and articles highlighting strategies for engaging students, parents, and communities as valued educational partners. We hope that this edition of Multilingual Educator inspires you to reflect on and share your own *testimonios* that harness the power of YOUR stories, art, and dreams.

Laurie Miles
CABE Communications Coordinator and
Editor of Multilingual Educator



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<div style="background-color: #008000; color: white; padding: 5px;"> <p>During this time of intense focus on and debate around the teaching of reading and literacy/biliteracy, CABE invited five children’s literature authors to share their powerful stories and perspectives about learning and teaching literacy/biliteracy with the CABE Community. They responded with the following inspirational pieces: a personal narrative, a poem, an interview, and two articles. . .</p> </div>	
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<div style="background-color: #ff00ff; color: white; padding: 5px;"> <p>In order to enact the CABE Vision of Biliteracy, Multicultural Competency, and Educational Equity for All, it is imperative that we advocate at both the state and local levels for the development of a highly qualified bilingual teacher workforce. The following five articles highlight opportunities to recruit, graduate, and support both students aspiring to become bilingual teachers and those already in the classroom. . .</p> </div>	
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Teaching Foundational Skills to K-2 EBLs/ELs in English During Beginning Reading: Why? What? How? When? & Where?



Bárbara Flores, Ph.D.
CABE Board President
Professor Emerita
CSU, San Bernardino



Introduction

The teaching and learning of beginning reading have always been a challenge with competing beliefs about and ways regarding how to teach it¹. This is especially true for emergent bilingual learners (EBLs) and English learners (ELs). We know how children develop and learn oral language, but where educators part ways is on the best way to teach written language in school, specifically on how to teach beginning reading. My own professional perspective is partially based on Halliday's research and Vygotsky's sociocultural theory that demonstrates that oral and written language development is learned based on need, use, and function in meaningful, communicative, sociocultural, and social interactive contexts (Halliday, 1972; Vygotsky, 1978).

THE WHY

This means that oral and written language need to be meaningful and connected in order to provide our EBLs and ELs with a good, foundational understanding of their second language (L2). Based on these sociolinguistic and sociocultural theories and research, we need to teach “Foundational Skills” *in English* in the context of meaningful use and show our ELs and EBLs how all the parts (Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills, CDE February 2022) work in an integrated tandem. In other words, our teaching/learning social contexts/instructional practices in schooling 1) need to be more deliberate with mediated guidance; 2) need to make visible how all the parts (including foundational skills—concepts of print, phonemic awareness, phonics, word recognition, etc.) work together to make sense; and 3) need to engage the children in social interactions/“instructional conversations” that include metalinguistic talk about all the foundational parts.

A *fundamental* Vygotskian premise is that all language use in sociocultural contexts is appropriated and becomes internalized thought/knowledge. Therefore, as teachers, we need to understand

that our social interactions/language use with children become *their* internalized thought/knowledge.

Equally important is the fact that Vygotsky posits that we (teachers) need to organize teaching/learning to the *students'* potential in every instructional context. Therefore, as teachers, we need to be able to name and know that the potential in reading *is realized* by engaging children in the act of proficient reading through our mediational social interactions across different types of reading acts.

So, what is the definition of proficient reading (the potential)? After 50 years of Miscue Analysis research grounded in analyzing the sociopsycholinguistic aspects of oral reading and oral retelling (Goodman, 1973), we know what a proficient reader does while reading and retelling aloud. According to Goodman (1987, 1993, 1996, 2008; and Goodman, Fries & Strauss, 2016), a proficient reader uses prior background knowledge, samples all the cueing systems: semantic (meaning), syntactic (knowledge of words, word order, and grammar), graphophonics (knowledge of letter/sound correspondences), and orthographic (knowledge of the conventions of written language). The proficient reader also uses the universal strategies of predicting, confirming, sampling, self-correcting, and inferring to make meaning/sense of written language.

Sociolinguistic, Sociocultural, and Sociopsycholinguistic theoretical understandings are the WHY? (pedagogical knowledge) that we, teachers, need to know in order to organize success in beginning reading instruction for ELs and EBLs (Goodman, Goodman & Flores, 1979).

The challenges we face as teachers include how to organize and engage the children in the act of proficient reading across the many instructional contexts and use the language of proficient reading in our teaching because it becomes the *students'* internalized thought/knowledge!

1 *A Cautionary Note:* When teachers and/or publishers see lists of foundational skills, the tendency is to basically teach each component separately in isolation of their context of use. (e.g., vocabulary words in isolation, phonic rules in worksheets, etc.) By doing this, we are teaching them foundational skills out of the context of how they are used in naturally written language. In other words, teaching the components separately places the children in a situation where they have to figure out how all the parts work together without understanding the meaning of the narrative text. Teaching the components separately wastes precious instructional time and is unnecessary when Mini Shared Reading is implemented.

THE WHAT

The following presents an example of a strong, successful instructional practice, Mini Shared Reading, that I developed based on my theoretical understandings of sociolinguistics (Halliday, 1975), sociocultural theory (Vygotsky, 1978), and sociopsycholinguistics of proficient reading (Goodman, 1996). I have successfully implemented this practice with teachers and students, particularly EBL and EL students in K-2 grades for the last 20 years (Flores, 1992-97; Flores, 2008; Flores, 2009; Flores, 2021; Quilici, L., 2004; Perez, A.M., 2004; Rosas, P., 2002).

Mini Shared Reading as a Bridge to Proficient Reading

Mini Shared Reading was developed to be the bridge between *Big Book Shared Reading* and *Guided Reading* during the early 1990s (Fountas & Pinnell, 1996). We observed early that about a third of the children could not successfully engage using *Guided Reading* because they did not know all their letter/sound correspondences nor were they able to identify individual words. Predictable leveled books were chosen 1) to engage them in the successful act of reading by using book talk to build their background experience; 2) to use natural predictable text that matched the illustrations; 3) to complete reading the entire 8-page book within 20-30 minutes in a small group of five students; 4) to be able to read the text three times; and 5) to deliberately use the text and illustrations to make visible the cueing systems (semantic, syntactic, graphophonic, and orthographic) as well as the universal strategies (predicting, sampling, confirming, self-correcting, comprehending) with the teacher's mediated guidance.

As we engage children in this instructional practice using scientific language about aspects of print, we are creating multiple zones of proximal development and teaching to the potential and not at the children's developmental levels. Thus, we choose books at least two levels beyond their DRA independent level. Using *Mini Shared Reading* allows children to have their own book, touch the book, experience the text up close, and engage in mediated exploration and naming of the cueing systems and strategies.

THE HOW

For this strategy, we choose children who do not know all their letter names, their letter/sound correspondences, or sight words and who will greatly benefit from the deliberate mediated guidance in *Mini Shared Reading*. We tell them that we are going to use our minds, eyes, ears, mouths, and magic fingers to read each book three times. The teacher reads it aloud the way it's supposed to be read, the potential. Second, they practice *Echo Reading*—the teacher reads each page first and the children repeat. Third, the whole group reads the book/text chorally together. They also revisit the text and talk about patterns, words, letter/sound correspondences, and other aspects of written language.

The children are assessed using the DRA and EDL (Spanish version) in order to group them in similar levels. Multiple copies of the same title are needed for small groups (3-5 kids) that meet with the teacher for at least 20-30 minutes four times a week. In addition, bilingual children can learn the meaning of a book in their first language (L1, Spanish) and then use the same title in L2 (English) for their ELD lesson. The Spanish and English versions of the same title facilitate the children's acquisition of literacy and biliteracy through mediated engagement and the use of translanguaging during social interactions throughout their engagements each day.

Mini Shared Reading Procedures

Developed and Created by B. Flores, Ph.D., CSU San Bernardino (1992-1997)

I. Introduce Book with Cover

- The teacher selects a book that is at least two levels beyond the children's instructional level, i.e., not too easy, but challenging.

II. Read and Talk About Title

- The teacher engages the children by introducing the title.
- The teacher asks children to predict what the story may be about.

III. Connect with Prior Experiences

- Next, the teacher engages the children by connecting the topic of the book to their own experiences.

IV. Discuss as the Teacher Engages the Children in a Picture Walk and Talk of the Book

- Talking about the illustrations page by page in the book is important preparation for when the text is read aloud by the teacher.
- The teacher also uses vocabulary and phrases from the text in her/his oral conversation about the illustrations.

V. Read Aloud Entire Book as Children Listen and Look (1st Reading of the Book)

- Next the teacher *Reads Aloud* the book page by page as all the children watch as she/he says the words and sweeps her/his finger under the text. She/He reads the book aloud modeling how a proficient reader would read the text, at the potential.

VI. Children Echo Read After Teacher Reads Text Again (2nd Reading of the Book)

- The second reading is now done by the teacher with the children *Echo Reading* after she/he reads each page. This mediated social interaction supports the children and provides them with rehearsal to engage in the act of proficient reading the text again, but together without the teacher unless they need the support.

VII. Choral Reading (3rd Reading of the Book)

- The third reading of the text is done by the children together. In this way, the children support each other, i.e., if one doesn't know, the other one does.
- The teacher can then observe who's a millisecond behind or needs support.

VIII. Revisit the Text

- After *Reading and Rereading the Text*, the teacher now will conduct *Mini Lessons* that make the cueing systems (all the parts including the foundational skills) visible.
- Whatever patterns emerge from the text will guide the teacher in mediational strategies and metalinguistic talk about the text.
- The teacher starts from the back of the book to disrupt any memorization of the text. She/he reads the text and asks the children if the text matches the illustration. This question confirms the meaning that, indeed, the illustration and text match. (Making Semantic System Visible)
- Next the teacher chooses a word (either a noun or verb) in the text that is represented in the illustration. (Making the Syntactic System Visible)
- She/he asks each child to find and hug the word with their two forefingers. If a child can't find the word, the teacher or another child shows them. (Making Syntactic System Visible)

- The teacher then asks the children to put their hands under their chins and say the word. The teacher asks, “How many times does your chin go down?” (Making Syllables Visible) The teacher also writes the word on a whiteboard and loops the syllables to show how many there are, e.g., ‘el-e-phant’. She/he writes 1, 2, and 3 under each syllable loop.
- Teacher then asks, “With what letter does the word, ‘elephant,’ begin with? An ‘e’. What sound does the letter ‘e’ make in the word, ‘elephant’? What letter does the word, ‘elephant’ end with? A ‘t’. What sound does the ‘t’ make in the word, ‘elephant’? Also, notice that the ‘ph’ in the word, ‘elephant,’ makes an ‘f’ sound.” (Making Letter/Sound Correspondences—Graphophonic System Visible)
- Next, the teacher goes through the same procedure for every page until reaching page one.
- Finally, the teacher asks for volunteers to read the whole book.

IX. Collaboration (2nd Day)

- Small groups chorally reread the predictable book together.
- The teacher chooses to make syntactic patterns visible, e.g. Does every sentence begin with a capital letter and end with a period? Question mark? Exclamation point?
- Next, the follow-up engagement includes guiding the children in co-constructing their own text but using the patterns that the original book used and choosing a different habitat, context, or scenario.
- The teacher then types these little books for the next day.

X. Illustrating a New Version of the Book (3rd Day)

- The children illustrate the new versions of the book in small groups and share their illustrations by talking about the text and reading the text to decide what to draw.

XI. Independent Reading/Partner Reading of Own Text and Original Text (4th Day)

- Now the CHILDREN can read two versions of the same patterned/predictable book.
- Each child then *Partner Reads* each version with another child not in their small group.

THE WHEN & THE WHERE

The following is a weekly schedule prototype for Mini Shared Reading that can help teachers organize their small reading groups to target children that need more deliberate mediation.

As can be seen from the above, the lesson involves a great deal of social interaction and language use (communication) between and among the teacher and students. Based on Vygotsky, this interaction and language use in context is critical because it is what the children come to appropriate and internalize and ultimately becomes a key part of their thinking (mental) processes. *Thinking is internalized language used in sociocultural and socioeducational contexts (Instructional Practices).*

HOW THE ASPECTS OF MINI SHARED COVER THE 5 KEY ELA/ELD THEMES AND 5 FOUNDATIONAL SKILLS IN THE TEACHING/LEARNING PROCESS OF PROFICIENT READING

- Introduce Book
- Discuss Title
- **Instantiate Prior Knowledge**
- Engage in Animated Picture Walk and Talk by Using L1/L2 & Translanguaging
- Read Book Aloud (Teacher)
- **MEANING MAKING/PRINT AWARENESS CONCEPT**
- **MEANING MAKING/PRINT AWARENESS CONCEPT**
- LANGUAGE DEVELOPMENT/EFFECTIVE EXPRESSION/CONTENT KNOWLEDGE
- **FLUENCY (PROSIDY NATURAL CADENCE)**

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Prototype Weekly Schedule for Mini Shared

DAY 1

- Engage students in procedures I through VIII, plus each child may read the book aloud at the end of the session.

DAY 2

- Chorally read the text
- Revisit the text and make other cueing systems visible, e.g., orthographic patterns such as a capital letter at beginning of every sentence and a period at end of the sentence.

DAY 3

- Generate new text using a story pattern on chart paper or sentence strips, e.g., use an ocean habitat instead of a desert habitat.

English: “I live here,” said the dolphin.
 “I live here,” said the shark.
 “I live here,” said the whale.
 “I live here,” said the sea horse.
 “I live here,” said the clam.

Espanol: Yo vivo aquí—dijo el delfin.
 Yo vivo aquí— dijo el tiburón.
 Yo vivo aquí--dijo la ballena.
 Yo vivo aquí--dijo el caballito.
 Yo vivo aquí—dijo la almeja.

DAY 4

- Chorally read the new text.
- Give each child their own book with new text.
- Have children draw and illustrate each page.

Day 5

- Partner Read the original/new texts
- Individually read both texts.

How the Aspects of Mini Shared Incorporate the 5 Key ELA/ELD Themes and 5 Foundational Skills in the Teaching/Learning Process of Proficient Reading

The five key California ELA/ELD Literacy Framework Themes include **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills**. The **Foundational Skills** include: **Print Awareness Concepts**, **Phonological Awareness**, **Phonics**, **Word Recognition**, and **Fluency**. Based on our praxis and success in teaching *Mini Shared Reading*, we know that the **Foundational Skills** need to be taught in the context of **Meaning Making** which includes **Language Development** that uses **Effective Expression** that incorporates **Content Knowledge**. The following matrix embeds by color the 5 themes in the context of use while teaching the children *Mini Shared Reading*. As Vygotsky posits, “Knowledge is context specific.” And, language used in each social context becomes internalized thought. In this case, it becomes the bridge of knowledge to proficient reading.

HOW THE ASPECTS OF MINI SHARED COVER THE 5 KEY ELA/ELD THEMES AND 5 FOUNDATIONAL SKILLS IN THE TEACHING/LEARNING PROCESS OF PROFICIENT READING

- **Read Book Aloud** (Teacher)
- **Echo Read** (T Reads Aloud First & Children Repeat)
- **Chorally Read** (All Children In Small group **Read in Unison** While Teacher Observes Reading Aloud Behavior)
- **MEANING MAKING/Print Awareness Concepts of Book Handling & Proficient Reading Aloud Behavior**
- Practice in **EFFECTIVE EXPRESSION/FLUENCY (PROSODIC NATURAL READING)**
- **GRADUAL RELEASE BY READING ALOUD TOGETHER (MEANING MAKING/LANGUAGE DEVELOPMENT/EFFECTIVE EXPRESSION/CONTENT KNOWLEDGE)**

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HOW THE ASPECTS OF MINI SHARED COVER THE 5 KEY ELA/ELD THEMES AND 5 FOUNDATIONAL SKILLS IN THE TEACHING/LEARNING PROCESS OF PROFICIENT READING

- REVISIT THE TEXT (Predictable/Leveled)
- MAKE ALL THE **CUEING SYSTEMS** VISIBLE THRU SOCIAL INTERACTIONS
- SYSTEMATICALLY START WITH **SEMANTIC, SYNTACTIC, GRAPHOPHONIC, ORTHOGRAPHIC** (PAGE BY PAGE)
- ESTABLISH A PATTERN (THE BRAIN SEEKS PATTERNS TO UNDERSTAND BETTER)
- START FORM LAST PAGE TO DISRUPT MEMORIZATION
- ENGAGE IN METALINGUISTIC TALK ABOUT THE TEXT & ILLUSTRATIONS
- “KNOWLEDGE IS SOCIALLY CONSTRUCTED THRU SOCIAL INTERACTION” (VYGOTSKY, 1978)
- By Revisiting the TEXT, the Teacher Makes Visible the **Foundational Skills/Cueing Systems**
- **Semantic**—“Does the illustration Match the Text?” (**MEANING MAKING/Word Recognition**)
- **Syntactic**—“Find & Hug the Word (noun/verb/sight word).” (**Word Recognition**)
- “How Many Syllables Does It Have?” (**Phonological Awareness**)
- **Graphophonic**—“Now Look at the Beginning Letter.” “What sound Does It Make?” “Now Look at the Ending Letter.” “What sound Does It Make?” (**Phonics**)
- **Orthographic**—Making Conventions Visible (Capitalization, Punctuation, Spacing, etc.)

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COLLABORATIVE TEXT WRITING

- Tell Children that They Are Going to Write Another version of the Book.
- Use the Same Predictable Text Patter, But Change the Scene/Habitat/Situation.
- Collaboratively Co-Write the New Version as They Dictate.
- Use Sentence Strips or Chart Paper.
- Teacher Writes Their Sentences (Asking Them to Spell Words, etc.)
- Type the New Text Page by Page for the Next Day.
- Have Children Illustrate Each Page
- Engage Children In THEIR OWN COLLABORATIVE **MEANING MAKING**
- **CHILDREN NOW HAVE TO FOCUS ON The PREDICTABLE/PATTERN TEXT**
- As Students **Reread the Original Text and Dictate their New Version**, the Teacher writes the text on Chart Paper, Digitally, or Sentence Strips. During this Time, the Teacher also asks Children to **Spell Words, to Name Letter/Sounds Correspondences**, When to Capitalize and/or What type of Punctuation to Put, etc.
- The Teacher Also Uses this Opportunity to **Talk About Sentences, Aspects of the Text/Words (Nouns, Verbs, Adjectives, Adverbs, Sight Words)** by Pointing Out that They Are Substituting these Types of **Words (Syntactic Systems)**.

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As shown above, children need to learn how to read in meaningful literacy contexts. Meaning Making has to be at the center of learning how to read from the beginning. Why? Because written language conveys meaning. Children know that print has to make sense. So, why not engage them in the act of Meaning Making in every written context we present in school? We also need to talk about written language aspects and make all the parts visible in our

social interactions. As you have seen, all the parts are included in the “instructional conversations” procedurally and by revisiting the text page by page, the foundational skills are deliberately made visible within the context of meaning. **Thus, Mini Shared Reading is a Bridge to Proficient Reading.** ■

References are included in the appendix of the online version:
<https://tinyurl.com/OnlineME2023>



Assembly Bill 928: Student Transfer Achievement Reform Act of 2021



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Abstract

This article analyzes the policy and legislation of AB 928 (Berman). In addition, this article reviews the literature and assesses the impact of AB 928 on California Community Colleges (CCC). 116 California Community Colleges provide instruction to students throughout the state and provide their students with a pathway to transfer to the California State University (CSU) system and the University of California (UC) system. Under AB 928, the Legislature identified a need to develop a student-centered transfer process from community colleges to four-year postsecondary institutions. The AB 928 pathway, Student Transfer Achievement Reform Act of 2021, proposes transforming the transfer process and eliminating community college-level confusion. AB 928 states that transfer students are often Black, Latino, and first-generation college students, and AB 928 is focused on closing equity gaps. The UC system opposes AB 928. They claim that although there are many similarities between the CSU and UC undergraduate programs, there are also significant differences. Each CSU and UC campus reflects critical areas of career emphasis within major disciplines and differences in the missions and values of their institutions. According to the UC system, AB 928 would completely upend the current approach to achieving student-centered transfer goals.

Literature Review

California's governor, Gavin Newsom, approved the Student Transfer Achievement Reform Act of 2021 on October 6, 2021 (AB 928, 2022). The bill aims to simplify the process for college students in California to transfer from a community college to the California State University (CSU) system or the University of California (UC) system (AB 928, 2022).

In California, the Education Code has been established to create minimum requirements for high school students to complete to graduate from high school (California Department of Education [CDE], 2021). According to the California Department of Education, these minimum requirements focus on English, math, social studies, foreign language, and visual arts (CDE, 2021). In 1999, the CDE made changes to the high school graduation requirements. The Californian High School Exit Exam (CAHSEE) was created by the CDE (Public Policy Institute of California [PPIC], 2021), and was a mandated exam that was required statewide for high school students to graduate. The CAHSEE was suspended in 2015 to improve the academic performance of high school students in reading, writing, and math (PPIC, 2021).

California has not made many changes to its math requirement compared to other states. According to PPIC (2021), 18 states require high school students to take math beyond Algebra I. Furthermore, California is one of three states requiring only two years of math. In addition to math, California also lags behind other states in the English requirements by only requiring three years and not four years of English (PPIC, 2021). Despite this, graduation rates, including those of Black and Latino students, have increased from 75% in 2009-2010 to 83% in 2015-2016 (PPIC, 2021).

According to the CDE (2021), the requirements set forth by the California Education Code intend to improve all student outcomes, including enrollment. The high school requirements are three years of English, two years of math, three years of social studies, two years of science, one year of foreign language/performing arts, one year of visual and performing arts, and two years of physical education. This is inconsistent with the requirements set forth by the UC and the CSU systems. The UC system

requirements are four years of English, three years of math, two years of social studies, science, and foreign language, one year of visual and performing arts, and one year of electives. The requirements for the CSUs are very similar to the UC requirements. They are four years of English, three years of math, two years of social studies, science, and foreign language, and one year of visual and performing arts and electives. In addition, not all high schools offer classes that fulfill the requirements of a UC or a CSU. AB 928 aims to provide students with a transfer pathway from a community college to a four-year college to close the opportunity gap for Black, Latino, and first-generation college students.

Analysis of Assembly Bill No. 928

In the State of California, 116 California Community Colleges (CCC) provide instruction to students throughout the state and, among other things, provide its students with a transfer pathway to the CSU system and the UC system. The transfer pathway facilitates the associate degree for transfer, allowing students to apply for a bachelor's degree at a four-year postsecondary educational institution. For example, the Donahoe Higher Education Act requires a student who earns an associate degree to be deemed eligible for transfer into a CSU baccalaureate program. In addition, the Chancellor of the California Community Colleges requires the Chancellor's office to distribute grants to community colleges that meet specific requirements, integrate existing student-success programs, and develop structured, coherent, guided student pathways.

AB 928

Under AB 928, the Legislature expresses the need to develop a student-centered transfer process from community colleges to four-year postsecondary educational institutions. This bill, which goes into effect on July 1, 2025, establishes the Associate Degree for Transfer (ADT) Intersegmental Implementation Committee to serve as the primary entity charged with the oversight of the ADT. The committee would have numerous duties, including the obligation to establish timelines and reporting deadlines. In addition, the committee would review the transfer model curricula and develop a comprehensive communications plan to inform and guide students. Finally, on or before December 31, 2023, AB 928 would require the committee to provide the Legislature with recommendations on specific issues that may be impeding the scaling of the ADT and streamlining transfer across all community colleges in California. If the committee cannot agree on recommendations on or before May 31, 2023, then, the respective administrative bodies of those segments are to establish a distinct lower-division general education pathway. The pathway must meet the academic requirements necessary for transfer admission to CSUs and UCs by December 31, 2023.

Benefits of AB 928

According to Berman, "The 1960 Master Plan for Higher Education promised an accessible, affordable, and high-quality higher education for all California students." The transfer pathway is integral to the Master Plan's commitment to access and affordability for California students. AB 928 Student Transfer Achievement Reform Act of 2021 would transform the transfer process and

eliminate confusion (Berman, 2021). The following are some of the additional benefits of AB 928:

- Transfer education would be a core mission of CCCs
- ADT would guarantee admission to CSUs and UCs
- The Oversight Committee would set up high-unit degrees like STEM degree pathways
- Distinct general education pathways

Fiscal Impact of AB 928

A precise estimate of the costs is problematic because it would vary significantly across the 116 community college campuses. However, according to the Chancellor's Office, the price is estimated at one-time costs of approximately \$1.16 million for each college to comply, cover ongoing costs to hire staff, and maintain the program.

Arguments in Opposition to AB 928

According to the UC system, "While well-intentioned, UC is concerned that the one-size-fits-all approach proposed in AB 928 prioritizes alignment with the ADT at the expense of the richness of

opportunities available to students." The opposition claims that although there are many similarities between the CSU and UC undergraduate programs, there are also significant differences. Each CSU and UC system reflects critical areas of career emphasis within major disciplines and differences in the missions and values of the institutions. In addition, duplication efforts of the existing shared governance model at the university may exist. For example, the Intersegmental Committee of the Academic Senates (ICAS) already serves as the body of faculty Senators of the three public higher education systems that have transfer guarantees in place. Finally, the UC system emphasizes the need to make further improvements to the student transfer process and to improve transfer access. However, the UC system believes that AB 928 would completely upend the current approach to achieving student-centered transfer goals and that there are some unanswered questions, such as the transferability of enrichment and support classes.

Impact on Community Colleges

California Community Colleges (CCC) are an entry point for low-income, first-generation, and marginalized students. Many are Black, Latino, and first-generation college students who are disproportionately underrepresented in the CSU and UC systems (The Campaign for College Opportunity, 2021). Often, these students struggle to navigate the requirements for transfer. As a result, students' academic growth remains stagnant, often resulting in a longer CCC completion time. A lengthier completion time creates unwarranted student coursework and unnecessary state costs (Turpin, 2022).

Uniform requirements and increased access to CSU and UC systems may increase interest and trust in the CCC system for students who might otherwise avoid them. Reduced frustration and time spent taking unnecessary courses may increase completion and transfer rates for all students. Increased CCC transfer rates create a more streamlined system for California's students. Presently, only 19 percent of students with a transfer goal successfully

"The 1960 Master Plan for Higher Education promised an accessible, affordable, and high-quality higher education for all California students."

transfer within four years, and only 28 percent transfer within six years. AB 928 addresses these unacceptable yet persistent community college transfer rates by increasing coordination between California's public colleges and universities and eliminating unnecessary hurdles that keep students from transferring (Berman, 2021).

Future Areas of Research

AB 928 goes into effect on July 1, 2025; therefore, its long-term effects are unknown. However, there are many areas for future research. For instance, by December 31, 2023, AB 928 requires a recommendation to the Legislature on issues that might impede the scaling of the ADT. Additionally, there must be a streamlined transfer process across the colleges in California. The impact of this streamlined process on transfer rates and completion rates for Black, Latino, and first-generation college students is currently unknown. Therefore, the authors recommend that future studies include AB 928's impact on Black, Latino, and first-generation college students.

Under AB 928, students with an ADT from a CCC will be assured degree transferability to the CSU and UC systems. However, the impact on first-year acceptance rates to the CSU and UC systems is unknown. In addition, each CCC must ensure academic alignment with the scope and sequence of their curricular programs with the CSU and UC systems. How this alignment will be achieved and maintained is not clear to the authors of this text



at this time. One recommendation is that a transparent educational data system should delineate the data trends for California students. Moreover, there should be ongoing articulation with the various stakeholders to maximize student achievement across the California higher education system. The constant articulation would be a safeguard to ensure that CCC graduates successfully transfer to a four-year institution. ■

References are included in the appendix of the online version:
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THE JOURNEY AND LEGACY OF MZD— MARTHA ZARAGOZA DÍAZ



Martha Zaragoza Díaz
CBE Senior Advisor



Sally Fox, M.A.,
CBE Education Policy Analyst

This article is based on a presentation given by Martha Zaragoza Díaz to the CBE Joint Delegate Assembly on May 20, 2022, and has been edited and amplified by Sally Fox, M.A., CBE Education Policy Analyst.

The California Association for Bilingual Education (CABE) was incorporated in 1976 as a non-profit organization to promote bilingual education and quality educational experiences for all students in California. The first CABE conference in 1975 brought together activists, educators, and researchers to share information about the new field of bilingual education. This was an exciting and exigent time, just a decade after the Civil Rights Act of 1964. It was a time of disruptive change in popular culture—protest songs, movies, plays, art—that encouraged and awakened in many people a desire to find better ways to educate children and make the world a better place. Many people hoped a big change would come for immigrant and language minority students, and CABE intended to play an important role in making that change a positive and transformational one.

During this challenging time—full of conflict and opportunity—a young Martha Zaragoza grew up in Chicago and later Los Angeles. Martha says that she didn't grow up knowing that someday she would be a legislative advocate; instead, her life unfolded in ways that naturally led to that career. It was a fascinating professional journey, and we are lucky the choices she made led her to CABE. Today's strong, diverse programs for emergent bilingual students and bilingual educators in California are part of her impressive legacy.

Upon her retirement this past year as CABE's legislative advocate, Martha reflected on her leadership journey and legacy. The journey, being chronological, was easy, but reflecting on her legacy was a bit more difficult. She joked that her life isn't over yet, so there may be more to come. She looked up the word *legacy* and found it referred to the richness of the individual's life, including what the person

accomplished and their impact on people and places. Thinking back, and especially seeing the photos and recalling memories, she realized that she truly has had a rich, impactful life. Her work as an advocate for CABE for the past 25 years is a significant part of her legacy.

Martha's journey to becoming a lobbyist or legislative advocate was a circuitous one, and she was impacted by personal discriminatory experiences starting in elementary school. She saw many injustices at a time when the Baby Boomer generation was coming of age and learning about the power of public protest to demand change. In high school, she began to see and understand the differences in the lives of the "haves" and the "have-nots" in society. This became especially clear during the Watts riots, the Lincoln High School walkouts, and a school exchange program. She saw that people in different neighborhoods had different quality schools, different housing, worked in different kinds of jobs, etc. As it turned out, Martha's timing as a Baby Boomer in the US positioned her well for some important opportunities, which she embraced.

As a child, Martha didn't really think about college. Her parents were not well educated, but they had a strong work ethic and wanted a better future for their family. They constantly reminded her and her siblings that getting a good education leads to a better life. Her parents understood this and knew that drastic changes needed to happen in order to improve the lives of Chicanos, Latinos, and other people of color. While Martha attended Manual Arts High School in Los Angeles, she worked hard, studied hard, served in various leadership capacities, and got along with everyone. Once her eyes had been opened to the possibility of going to college, she began to aspire to do so. She thought she would have to start at the community college level, which was nearly free, so she could afford to pay for it herself. Then she found out about affirmative action programs to provide people like herself opportunities that had been closed off historically.



She attended Mills College in Oakland, a private four-year non-denominational women's college in the San Francisco Bay Area, and her tuition, room, and board were paid for four years. It proved to be a great educational experience for her, and she remembers being one of only a few students of color among a student body of about 1,000 affluent White women. The coursework at Mills was challenging, and Martha had the opportunity to develop debate and research skills. She volunteered in the community surrounding Mills, which led to her desire to do work that would change people's lives. This is where her leadership and advocacy journey began.

At the time of her enrollment, Mills College had decided to make a concerted effort to diversify its student population. When Martha arrived, only about ten students were Mexican American, African American, or other women of color. These young college women bonded immediately and formed a coalition with the Black Students Union. It was Martha's first experience in establishing and working with a coalition to push for change. They advocated for ethnic studies courses, which are still important today and this led to the hiring of professors of color. Martha said this was a big deal for the students and for Mills, as recruiters would continue to encourage students of color to apply in the future.

The professor hired at Mills was a great role model for Martha, and the professor's focus on Mexican American history, social justice and current events expanded Martha's perspective from her childhood. Perhaps more importantly, this professor instilled in Martha and the other students the need to volunteer in the Latino community and give back in various ways. Martha participated in service-learning projects, such as tutoring high school students, working as a summer school counselor, and volunteering in one of the first free Latino medical clinics and a Bay Area mental health clinic serving persons without access to health care.

Martha's volunteer work in health clinics revealed the need for increased access to quality medical care for all persons, especially those who did not speak English proficiently. This inspired her to earn a master's degree in public health from the University of California in nearby Berkeley. Her master's degree served her well and led to a position as executive director of a comprehensive health center in the tri-city area. This experience and her expertise in public health issues allowed her to move to Sacramento to serve as a committee consultant to the Assembly Health Committee in the California State Capitol.

Later, Martha got married and moved to Bakersfield, where she served as an executive assistant to the vice president of health facilities at Mercy Health, now Dignity Health. After six years, she and her husband, Mark, returned to Sacramento, where she served as a legislative representative for the State Council on Developmental Disabilities and the California Department of Education (CDE). During this period of her career, and in all her positions, advocacy for people who were not treated fairly was important to her. She says much was accomplished, such as increased healthcare access for Chicanos or Latinos in the tri-city area, skilled nursing home reform through legislation, and the establishment, through legislation, of a new licensing category for a chemical dependency hospital. Martha also assisted in designing a new healthcare facility for Mercy Health in Bakersfield.

Martha gained experience beyond the healthcare field through her work at the California Department of Education (CDE). Then came a shock when California voters passed Proposition 187 in 1994. Called the "Save Our State" referendum, Prop. 187 was proposed as a ballot initiative by unapologetically anti-immigrant groups, blaming immigrants for a struggling economy and feeling frustrated that the federal government could not prevent undocumented persons from coming to California. Prop. 187 attempted to limit public schools and other public services, like healthcare, to citizens and immigrants with documentation as permanent residents. As soon as the law passed, the American Civil Liberties Union (ACLU), along with the Mexican American Legal Defense and Education Fund (MALDEF), challenged the law in court, arguing that it violated the 1982 Supreme Court decision in *Plyler v. Doe* and that immigration is a federal issue, not a state issue. The advocacy groups were successful, and a federal judge ruled for an injunction almost immediately. Although the state never enacted Prop. 187 (it was found unconstitutional in 1998), Martha could foresee a negative political shift that prompted her to leave her position at the CDE and start a lobbying firm in Sacramento, a move that would eventually lead her to represent CBE as its legislative advocate.

The rest is history! In her legislative advocacy roles for various clients over nearly 30 years, Martha shepherded legislation and requests for state funds through the various pathways of power, including state departments like the CDE and the Commission on Teacher Credentialing, legislative offices, Assembly and Senate committees, the state department of finance, the legislative analyst's office, and the governor's office. She had to use her knowledge, experience, intelligence, perseverance, and cleverness (along

with cultural and social awareness of human nature) to navigate the often complicated routes that bills follow to get from the idea stage to text to legislation to the governor's desk for signature. She needed extraordinary social skills to communicate with legislators and staff to educate them on the needs for legislation specific to English learners and other underserved students, overcome objections, provide alternative language, and explain the implications of particular approaches to legislation. This institutional knowledge became even more critical when term limits were imposed, and legislators depended on people with long, historical perspectives. Martha's career has spanned several California governors and their administrations, from Jerry Brown (1975-83) through Gavin Newsom (2019 to present).

California's governors had a great impact on Martha's work. For example, Deukmejian and Wilson appointed State Board of Education members who were conservative, anti-immigrant, and anti-bilingual. They developed and implemented an English-only approach to curriculum and instruction through language policies, resulting in the passage of Proposition 227 in 1998, which essentially prohibited bilingual education except by meeting difficult procedural requirements. In Martha's experience, the Davis and Schwarzenegger administrations continued those conservative policies, exemplified by Schwarzenegger vetoing the State Seal of Biliteracy when it reached his desk. However, Martha notes that, more recently, Jerry Brown's second administration and the current Newsom administration have been more accessible regarding bilingual education.

Martha's successes and challenges have been many. Through it all, the following key elements for success in advocacy for bilingual education have guided her in her work:

- **Identity and Alignment** – Know yourself and your unique cultural assets and how they influence your values, beliefs, and work behavior as you determine policy positions.
- **Honesty and Integrity** – Success in advocacy work is supported when legislators, staff, and other legislative advocates know they can depend on your word.
- **Equity and Excellence** – Ensure that proposed educational policies and legislation address equity, diversity, and educational excellence for English learners and all students.
- **Courage and Risk-taking** – Advocacy for English learners, their parents, and immigrants requires courage and taking risks to stand up and speak out as you challenge the status

quo. This was especially true during the terrible days of Propositions 187 and 227. Courage and risk-taking will undoubtedly be necessary for the future too.

- **Advance Others** – Just as Martha benefited by learning from others, starting with her coalition with the Black Student Union at Mills College, she has endeavored to support the personal and professional growth of others, so they can stand up and speak their truths in whatever venue they find themselves.
- **Responsibility and Accountability** – The CABE vision, mission, and goals provided her with clear parameters for her advocacy work over the years to do her best regarding educational and budget policies to benefit multilingual learners.

Martha's professional legacy includes the many pieces of legislation, educational policies, programs, and funding she worked on that will have a long-term positive impact on our English learners, bilingual teachers, bilingual education, and Latinx communities. She believes the most important legacy is the shift she has seen regarding the importance and acceptance of bilingual/multilingual education in California from the days of Prop. 227 to today. She advises us to remember how important it is to safeguard this positive shift by continuing to collect data on the academic benefits of bilingual education. It is also important to ensure that our bilingual/multilingual programs are implemented and maintained according to guiding principles for excellence aligned with research and best practices.

As Martha reflected on her relationship with CABE, she said her life has been enriched by working with and developing relationships with CABE members—people who are committed to providing quality education to our English learners through effective bilingual/multilingual educational programs. Martha's work and CABE's vision of biliteracy, multicultural competency, and educational equity for all are in perfect alignment.

Thank you, Martha, for your important work and inspirational career. Thank you, too, for your continued support of CABE's vision for our students, families, educators, researchers, policymakers, staff, and community! ■

Resources and Notes are included in the appendix of the online version:
<https://tinyurl.com/OnlineME2023>



Teaching Multilingual Learners During COVID-19: Lessons Shared from Teachers



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Introduction

Bilingual educators and teachers of multilingual students have endured multiple waves of changes in the two and a half years since the start of the COVID-19 global pandemic. While nearly all teachers are back to teaching in face-to-face classes, educational leaders and policymakers predict that some of the changes in teaching induced by the pandemic will continue long after the pandemic is over. Teachers of multilingual learners can provide the field with valuable insights into the “lessons learned” from remote learning. In this article, we present results from analyzing interviews with 51 teachers of multilingual students to answer the following questions:

- How do teachers reflect on their experience teaching multilingual learners in the context of remote learning and the disruptions induced by the COVID-19 pandemic?
- How do teachers report that their instructional materials supported (or not) teaching in the context of remote learning?
- What changes in teaching that were induced by the pandemic do teachers of multilingual students say will continue?

Our hope is that by consolidating the findings of our interview study in this article, the voices and perspectives of bilingual teachers and teachers of multilingual students will be valued in discussions of which innovations forced by remote learning should carry over into “post-pandemic” teaching.

Data and Analysis

In this study, a team of researchers from San Diego State University interviewed 51 teachers of multilingual learners. The teachers spanned grades K-12, and the pool of interviewees included teachers of English language development, dual language teachers, and mathematics teachers. The interviews focused on how the teachers use instructional materials to teach their

multilingual learners. Additionally, the interview also included some questions where the teachers were invited to reflect on what they learned based on the experience of facilitating remote learning with multilingual students.

The interviews were conducted via Zoom in June 2021, near the end of the academic year, and were characterized by various combinations of remote, hybrid, and in-person learning. Fifty-one teachers participated in focus group interviews, and 19 teachers participated in an individual follow-up interview. All of the teachers who participated in the interviews worked with multilingual learners. Seven of the 51 teachers taught in dual language programs. The open-ended interviews included questions about how teachers use their instructional materials to support the learning of multilingual students, how teachers promote student agency and autonomy in the classroom, and what teachers reflected upon in relation to remote learning.

To specifically examine how teachers reflect on their use of instructional materials in multilingual classrooms, we drew upon the IPAE model for teaching in multilingual contexts (Alfaro & Hernández, 2016). The four tenets of the IPAE model intentionally challenge the sociopolitical facets and the ideologies that inform classroom curriculum and instruction for multilingual learners. These four tenets are Ideology (Ideological Clarity), Pedagogy (Pedagogical Perspective), Access (Access for All), and Equity (Equitable Spaces).

The interviews were analyzed through an inductive qualitative approach that drew upon thematic analysis (Kuckartz, 2019). The four tenets of the IPAE model served as a sensitizing framework for our data analysis process. First, the teachers’ responses to each question were divided into stanzas, where each stanza represented one complete thought or idea. Next, the research team individually summarized the main idea of each stanza as a

short sentence or descriptive phrase (akin to descriptive coding from Saldaña, 2016). Then, the research team looked across all of the descriptive phrases to develop a consensus summary of the main idea in the stanza. Finally, the team looked across all of the consensus summaries and grouped the summaries into themes.

Results

The final set of themes in our data set is derived from answers to our question about what teachers learned from the year of COVID-induced disruptions. We categorized the teachers' responses into seven themes, with some themes highlighting the *opportunities* that arose from the disruptions and others focusing on *challenges* and *lessons learned* after experiencing teaching in remote learning.

“I have found that we have used technology in so many interesting ways. And I think that I don't even want to, like, go back to just paper and pencil. I think that the technology that we have used has been so beneficial to my students. We can collaborate more easily through Google Docs and different things like that.”
—8th-grade math instructor

The most common challenge that nearly all respondents mentioned was the difficulty with *communicating* with students and their families. Several teachers reported concern that after the sudden transition to remote learning in March 2020, many of their multilingual students who were classified as English learners stopped communicating with school entirely. For those students who did participate in remote lessons, it was difficult for teachers to have human-level interaction with students while missing out on non-verbal cues and communication. This human interaction was especially missed by teachers working with emerging multilingual students who often relied on multimodal communication to facilitate teaching and learning.

Several teachers mentioned that they also had to learn and then spend time *teaching their students new nonacademic skills*, such as how to use their learning management systems and how to follow video conferencing etiquette. Another challenge and constraint was the abundance of *technical difficulties* teachers encountered. These ranged from students lacking regular internet connections or spaces to engage in remote learning to technical challenges, such as setting up and implementing group discussions over video conferencing software.

Beyond the technical and communication challenges, several teachers shared that the remote learning environment did not work for students who had issues accessing instruction delivered online, e.g., students with internet connection challenges. Several teachers noted that the time of remote learning *highlighted pre-existing inequities*. For example, it was clearer to teachers that not all students had a home environment where they could work on homework. Thus, as an enduring lesson from the pandemic disruptions, several teachers reported that they learned more about the importance of understanding students' home environment and creating a nurturing learning environment as a site for learning.

“The teaching and learning for multilingual students is very relational which that could be for everyone. But, I think that, particularly for multilingual students, learning a language is relational...If we take that relational piece away, it makes it all very challenging.”
—7th-grade ELA teacher

The most common positive lesson teachers of multilingual students reported in the transition to remote learning was *showing grace* to students. This included ideas such as learning how to be more accommodating, empathetic, understanding, and patient with students. We view showing grace as part of Ideological Clarity—knowing what is important (e.g., student well-being) and what is less important (sticking to deadlines without acknowledging students' lives). Another positive lesson that multiple teachers reported was *learning important new aspects of pedagogy and technology*. This relates to Pedagogical Perspective from IPAE. In this area, teachers highlighted the importance of being engaging, planning lessons carefully, discovering new uses for technology, and overall, improving their practices in an ongoing fashion. We asked teachers what technologies they used to facilitate remote learning, and we were astounded by the breadth of teachers' answers.

The last positive theme related to remote learning was teachers learning the importance of *relationships and seeing their students as complete humans*. We connect this theme to Access and Equity from IPAE. Specifically, seeing their students learning at home helped some teachers better see and understand their students as whole people, not simply students. For example, several teachers mentioned that remote learning allowed them to see their students interact with younger or older siblings, something that would not necessarily happen in the context of face-to-face learning. With the transition to remote learning, teachers became very aware of who their students were outside the remote learning environment.

“The way I survived [remote learning] was really holding on to the hope and the optimism and what works. So a lot of what I learned with my students was the—what we talked about—as relationships. And I always knew it, and I've experienced it. But you know it's always that balance, but I truly understand the power of relationships ... and the power of affirmations.”
—9-12th-grade ELA teacher

Considerations for Educators of Multilingual Learners

We know that the transition to remote learning was both sudden and traumatizing for both students and teachers. When we conducted our interviews with teachers, we also knew that remote learning and the disruptions induced by COVID-19 would be on their minds.

Findings from this thematic analysis of interviews with 51 teachers suggest that remote learning during the pandemic

provided an opportunity for teachers to experience or be reminded of sound educational practices that stand the test of time and space for all students, especially multilingual learners. Examples of these lessons include an increased awareness of how learning is relational and that humanizing learning experiences is essential for the educational process and the success of multilingual learners. Through gaining deeper insight into their students' home life and lessons around the essence of being human—especially with the uncertainty that comes with a global pandemic—teachers reported profound lessons that will inform their teaching for in-person or remote learning.

Considerations for Teachers

Teachers of multilingual learners and teachers in bilingual education settings can leverage the powerful lessons learned during the shift to remote learning in the midst of the COVID-19 global pandemic. Additionally, the IPAE model provides a framework for reflection. Here we present some guiding questions for reflection:

- How might you show grace to yourself and your students more regularly?
- How might you be reminded of the relational aspect of learning, especially amidst stressful times?
- How can you take what you learned about providing access to your students in remote learning to inform your teaching in the future?
- How can you continue to learn about your students' lives at home in order to deepen your connection with your students and their families?

While we did not have the opportunity to interview school leaders, we suggest that the voices of the teachers in this study may also induce some new considerations for administrators. School leaders have the responsibility of considering the well-being of their students, teachers, and the families and communities they serve. Below are some guiding questions:

- How can teachers be supported to focus on student and family relationships during particularly stressful times?
- How might existing societal inequities (that were exacerbated during the pandemic) be mitigated?
- How can schools partner with outside organizations and community programs to support families and students during a pandemic or not?
- How can schools use instructional materials such as texts, technologies, and communication tools that are responsive to students' lives, rooted in research on learning languages, and flexible enough to allow for humanizing classrooms?

Author Note

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References are included in the appendix of the online version: <https://tinyurl.com/OnlineME2023>


Land Acknowledgment

CABE acknowledges that its headquarters in Walnut and CABE 2023 in Long Beach sit on the traditional territory and homelands of the **Kizh Nation Tongva Tribe** and **Gabrileno Band of Mission Indians.**



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During this time of intense focus on and debate around the teaching of reading and literacy/biliteracy, CABE invited five children's literature authors to share their powerful stories and perspectives about learning and teaching literacy/biliteracy with the CABE community. They responded with the following inspirational pieces: a personal narrative, a poem, an interview, and two articles...

LOSING MY MOTHER TONGUE



Reyna Grande, M.A.
VONA, MACONDO,
UC-Santa Cruz, Antioch University

When I crossed the border at nine years old, I didn't know that, in addition to putting my life at risk, I was also risking the loss of my mother tongue. My journey toward learning English was so traumatic that, to this day, I'm still dealing with the repercussions, not only in my career as a professional writer, but also in my interactions with my children.

To my misfortune, the local elementary school I attended in California didn't have a bilingual program or English as a Second Language (ESL) classes. Although I lived in a mostly Latino neighborhood in Los Angeles, my school was not equipped to meet the needs of immigrant children like me.

On my first day of school, realizing that I didn't speak a word of English, my fifth-grade teacher pointed to the farthest corner of her classroom and sent me there. She ignored me for the rest of the year. I sat in that corner feeling voiceless, invisible, and deeply ashamed of being a Spanish speaker. The trauma of realizing that the language used in school was the one I didn't know led to debilitating thoughts such as, "I am not enough. I am insufficient."

I sat there thinking I was the problem—my speaking Spanish was the problem. The message I received from my teacher was that if I wanted to be seen and heard, I would have to learn English. As long as I spoke the "wrong" language, I would be ignored and put in a corner.

Halfway through the year, my school had a writing competition for which all students had to write a story. I wrote mine in the only language I knew. When my teacher collected the stories to choose the best one for the competition, she put mine—and those of the few other non-English speakers—in the reject pile. To me, she wasn't just rejecting my story; she was rejecting me. I felt ashamed to be an immigrant and a Spanish speaker.

This and other similar experiences made me feel ignorant and led me to believe that whatever academic concepts I understood and intellectual skills I possessed in my mother tongue were irrelevant; they were in the wrong language and, therefore, useless to my ability to function and be accepted in my new school and beyond.

Two years later, when I was in junior high, I was enrolled in my school's ESL program. Although I was happy to finally be in a self-contained class full of English learners like me, it was humiliating to be in those classes. They were located in the bungalows farthest away from the school's grounds. Everyone knew that the students who took classes in those bungalows were the immigrant kids who didn't have "papers" and spoke with a "wetback" accent. I worked hard to learn English so that I would no longer have to go to those dreaded bungalows and could rid myself of the stigma of being an ESL student.

Also, my ESL program was a transitional model—its purpose was to reclassify the students as soon as possible from English-deficient to English-proficient, but not necessarily bilingual or biliterate. I don't remember my teachers ever encouraging me or the other students to nurture and retain our native language. We weren't praised for being bilingual, nor were we taught the value of bilingualism. Not once did anyone say speaking two languages was an asset, especially in a diverse country like ours. We didn't read literature in Spanish or do any kinds of activities where we could continue to improve our Spanish skills. Perhaps they saw schoolwork and literacy in Spanish as a waste of time since the goal of the program was for us to function exclusively in English-only classrooms.

My Spanish remained at the level up to which I had studied in Mexico—third grade. UNESCO defines a second language as "a language acquired by a person in addition to his home language." But in my ESL program, instead of addition, subtraction took place:

little by little, my third-grade Spanish was replaced by English until I began to think and dream and write only in that language. Years later, I would learn the term for what had happened to me: subtractive bilingualism—the removal of my mother tongue, the psychological violence of tearing out a piece of my being.

When our relationship with language is compromised, so, too, is our self-image. One area where my complicated relationship with Spanish affects me is my writing career. At my book readings across the country, a question I am frequently asked is this: Do you write in English or Spanish? When I respond that I write only in English, people look at me in shock, with a mixture of confusion and sometimes criticism. They don't say it aloud, but I can hear their unspoken questions: Why don't you write in your mother tongue? What kind of Mexican are you?

Although I didn't lose my Spanish completely, subtractive bilingualism led to me writing solely in English. For the past thirty years, whenever I put pen to paper, the words that come out are in English, with a sprinkling of Spanish words for flavor. There have been a couple of times when I've tried to write in Spanish, but it has been a painful experience. The words don't come. I end up picking up the dictionary more times than I can count. Only when I switch to English can I give my characters all the attention they require without language getting in the way of the story.

Because I am ashamed to write solely in English, some years ago, I attempted to translate my memoir, *The Distance Between Us*, into Spanish myself. It was a difficult and painful process. There were so many words I'd forgotten or never learned. I wasn't qualified to do translations, but I wanted to use my mother tongue in my writing, so I did the best I could.

To my delight, Jorge Ramos, our beloved Univision news anchor, invited me to his show, *Al Punto*, to discuss *La distancia entre nosotros*. While the cameras were rolling, my anxiety turned my tongue into a hand-cranked clothes-wringer, and it took so much effort to squeeze the Spanish words out. Ramos gushed about the story I had written, but as soon as the cameras were turned off, he turned to me and said, "No hablas muy bien el español, ¿verdad?"

I left the studio feeling more insecure about my Spanish than ever. But it didn't end there. Through the years, I've gotten emails from readers sending me a list of errors I made in my translations: accent marks I missed, verbs I conjugated wrong, and Spanglish words I used, such as *la yarda* instead of *el patio*. They are so concerned that they even sent me the page numbers too.

I usually ignore these emails, but one day I received an email I couldn't ignore. It was from Sandra Cisneros, my literary madrina, the writer whose work inspired me to become a writer. Sandra mentioned that she'd given a copy of my memoir to a friend of hers in Mexico, and the friend was annoyed. "Your Spanish version has some typos or errors. Were you aware? Did it get proofed by a Spanish speaker?" Sandra wanted to know. She was also disappointed because she wanted to share my story with her friend. "But my colleague, a Mexican national writer, will never finish reading your great book because she can't get past the errors," Sandra said. I was humiliated, but I understood why Sandra was concerned. We are both professionals, after all.

I knew my translation was not perfect, but it was mine. Translating my own work allowed me to reclaim my Spanish and use it in my writing. It allowed me to look at my book and see only my name on the book cover, not someone else's. It was my way of saying, "Yes, I know I am married to English now, but Spanish was my first love."

Another question I get at book events is this, "Do your children speak Spanish?" This is yet another source of shame for me because the answer to this question is "Yes ... and no." Because I think, speak, and write in English, I failed to teach my son and daughter Spanish. My son does not speak Spanish beyond level one. Unfortunately, the area in Los Angeles where we lived when he was in elementary school did not have a bilingual program, even though 70 percent of its student body was Latino. Bilingualism was a gift that I could have given him, but I didn't realize, until too late, the importance of this gift. Now, he can't speak to his abuela Juana without the help of Google Translate. When we go to my hometown in Mexico, and he can't speak to any of our relatives or neighbors, especially the kids his age, he gets frustrated and tells me he doesn't want to go back anymore.

My daughter's Spanish was as limited as my son's. Fortunately for her, we moved to Davis, California, where the local school has a two-way Spanish immersion program even though the city is 70 percent white. Since she was entering halfway through second grade and not kindergarten, she was given a placement test. She barely passed it. She couldn't say sentences, only individual words such as *agua*, *abuela*, *mamá*, and *papá*. She was put in a class where half of the students were English dominant and the other half Spanish dominant. She had two teachers, and every day the class spent half of the day with the Spanish teacher and the other half with the English teacher. She was in a class with Spanish and English books and was encouraged to read from both. I didn't know whether she was learning or not because even though I made the extra effort to speak to her in Spanish, she would always answer me in English. "Háblame en español," I demanded. But no Spanish words came out of her mouth.

At the end of the school year, I was invited to visit her classroom to see my daughter's final project: a twenty-minute PowerPoint presentation about thorn bugs—in Spanish. In six months, my daughter had become completely bilingual, with no loss of her native tongue and, better yet, no trauma! And she is not only bilingual, but also biliterate.

I am grateful to have found her a bilingual program that is encouraging her to learn in two languages. She has greatly benefitted from additive bilingualism. And although I expected her to one day thank me for enrolling her in a bilingual program, her gratitude came much sooner than expected. When I took her to Mexico to visit my relatives over the holidays, she was so happy to be able to speak to everyone there, including her abuela Juana. There we were—my mother, my daughter, and I speaking Spanish together. "Thank you, Mami, for putting me in that program," my daughter said on the day we arrived.

My daughter's journey to learning a second language was the opposite of mine. She was never asked to sacrifice, subtract, or replace anything about herself. It took years for me to understand the beauty of being bilingual, but my daughter learned it from the start because the most important thing her bilingual program has taught her is this: she is now more, not less, than who she used to be. ■



Vengan a jugar amigos



René Colato Laínez, M.A.
Author
Los Angeles Unified School District

Vengan a jugar amigos,
aunque no hablen mi idioma,
entre risas y emociones,
siempre seremos campeones.

Vengan a jugar amigos,
con todos nuestros colores,
un gran arcoiris haremos
mientras que todos corremos.

Vengan a jugar amigos,
enséñeme nuevos juegos.
Yo quiero más diversiones
para nuevas ocasiones.

Vengan a jugar amigos,
a pesar de diferencias,
aquí en nuestros corazones
están todas las soluciones.



THE JOURNEY TOWARD LITERACY BEGINS AT BIRTH:

A Personal Narrative



Jean Ciborowski Fahey, Ph.D.
Author, *Lee and Low Books*

DAD IS READING TO INFANT, Photo by infant's mother Eva Lin Fahey (author's daughter) and with permission of father, Nick Floyd 2/22

My story begins in mid-career: After testing thousands of school-age children for reading problems, I became concerned about the many children we could not help. Brain scientists were discovering more about how the baby brain gets wired to learn to read. I saw that prevention of reading problems, at least for some of these children, was becoming possible.

I shifted my career focus from trying to fix the reading problems with students to preventing them with parents and caregivers. The science was pointing the way. If we were to reduce the number of children struggling with reading, we had to enroll parents and caregivers in building the foundation for reading as soon as babies come home from the hospital.

Guided by early literacy and brain science, I became a parent/teacher educator. In the process, I aimed to create a tool to help parents and caregivers better understand how to build a foundation for reading long before reading instruction occurs. My idea was to create a “*once upon a time*” bedtime story to teach parents how to put their babies on the path toward reading success. I was especially interested in reaching parents who were learning to read and/or learning English.



I wrote and self-published *Make Time for Reading: A story guide for parents of babies and young children*. I raised money on a web-based platform for a book publishing campaign and hired an illustrator (Peter J. Thornton), a book designer, and a printer. I turned what I knew about early literacy development into a rhymed story about how one little girl learns to read. As parents read and reread the

story, they discover how back-and-forth conversations, reading aloud and often, and playing word and singing games are powerful ways to put babies and toddlers on the path toward reading success.

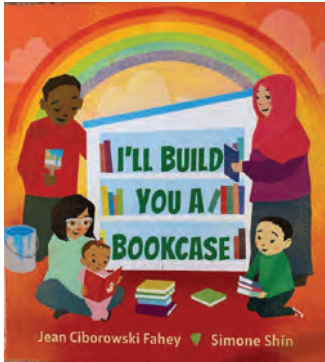
In 2016, I received a grant from the non-profit Mass Literacy to publish *Make Time for Reading* in a bilingual English/Spanish edition. I also won Toyota's Teacher of the Year Award and published *Make Time for Reading* in a bilingual English/Portuguese edition. In my role as a parent/teacher educator and speaker, I sold 25,000 story guides to birthing hospitals and early education programs in greater New England over several years.



Hitting a home run: In 2019, I entered an international children's story contest sponsored by the William Penn Foundation and OpenIDEO, an innovative design think tank. The mission was to write a 250-word story for babies and young toddlers while embedding parent messages showing how to help young children navigate the

journey toward literacy. Having written my first book (*Make Time for Reading*), I was more than ready for the challenge. Among 500 entries from several continents, my story, *I'll Build You a Bookcase*, won the \$20,000 1st prize, and a publishing contract with Lee and Low Books in New York City—the country's largest multicultural publisher. The publisher hired award-winning Simone Shin to illustrate the diversity in families and young children.

When the William Penn Foundation purchased 25,000 copies in bilingual Spanish, Vietnamese, Arabic, and Mandarin, I knew I had a new way to reach my audience.



According to Elliot Weinbaum, Chief Philanthropy Officer at the William Penn Foundation: “Talking and reading with children is how we lay the groundwork for strong readers in the future, even when it seems like they are too young to understand. This book seeks to engage children with its emotionally resonant writing and storyline while giving ideas to adults about how to support early language development. We are eager to share *I'll Build You a Bookcase* with Philadelphia families, and we hope to see this book reach families around the country.”

One of our nation's biggest challenges. The knowledge base that sourced both of my books comes from national literacy data that show the language and literacy gap between poor and non-poor children begins in infancy and widens significantly by kindergarten. This causes many children to fall behind in learning to read, from which they seldom catch up (Canfield et al, 2020). Most children's journey to reading proficiency takes about nine years. By third grade (or by age 9 or 10), good readers make the transition from “learning to read” to “reading to learn.” Referred to by reading researcher Keith Stanovich as *The Matthew Effect*, the phrase comes from a paraphrase of the Gospel of Matthew: “The rich get richer, and the poor get poorer.” (Stanovich, 1986) That is to say, *the more children read, the better they read*. As a result, their worlds expand, and indeed, for the children who love to read, life becomes extraordinarily altered.

Yet, for too many of our nation's children, learning to read is difficult. Only 35% of our nation's 4th graders are proficient readers, and low-income children are disproportionately numbered among poor readers (The Annie E. Casey Foundation, 2019) (The National Assessment of Educational Progress, 2019). Students who reach 4th grade without being able to transition from “learning to read” to “reading to learn” will struggle with social studies, history, and science textbooks (Ciborowski Fahey, 1994). This makes them less likely to graduate from high school on time, reducing their earning potential and competitive edge in a global economy. This also impacts their social and emotional development.

We now know a major culprit for low 3rd/4th-grade reading levels is that too many children enter kindergarten lacking the foundational experiences for learning to read. They fall behind in first and second grade and rarely catch up to their peers who have already learned to read for information, comfort, and enjoyment. We cannot wait until children enter kindergarten and hope for the best. Parents and caregivers are the strongest tools in the toolbox for setting children up for reading success.

Innovative solutions—start reading at birth. When we start reading to our babies as soon as we bring them home from the birthing hospital, we stimulate their brains while they are most malleable. Exciting new neuroimaging techniques reveal the parts of the brain that grow and develop in language and literacy-rich environments (Hutton, et al, 2021). Reading especially arouses the baby's brain—and in a very particular region. In this area, the brain analyzes and stores the parts and patterns of the home language. Frequent reading, rhyming, and wordplay build the foundational experiences for learning to read.

Reading stories in the child's home language can make a difference for both babies and parents. It makes sense then that baby books include the rhythm, repetition, and rhyme of the language spoken by the important people in the baby's life. And because neural pathways in the baby brain form and strengthen through repetition, the more we read to babies and young toddlers, the more we prepare them for learning to read. And as picture books are often read over and over, they reinforce the parts and patterns of language so very interesting to the little listener.

Therefore, the more we read to young children before they can talk and walk, the more language they will hear. Hearing more language means learning more words. And learning more words before one can read will help children once they begin to read. And as for parents, a *children's story or narrative* has a beginning, middle, and end, and illustrations that enhance the text. This can make the story's messages more easily accessible to parents who are learning to read and/or learning English.

***I'll Build You a Bookcase* appeals to a multicultural population.** Using stories and art to teach parents to teach their children is an innovative way to reach families with babies. For almost two decades, I had the privilege of teaching expectant parents and parents of newborns how to put their babies on the path to reading success. I learned from experience that an easy-to-read children's story can attract, inspire and educate parents of all educational and income levels, including parents learning English. And at the same time, designing children's books that reflect the diversity of young, multi-racial families who want the best for their children continues to be one of my life's most gratifying journeys.

Winning a children's manuscript contest gave me a coveted prize and a publishing contract. But more importantly, the contest gave me a platform to reach a diverse group of families with babies and young children ready for the extraordinary journey toward literacy.

“And then we can all read wherever we are, perhaps on a rainbow or riding a star. So let's build a bookcase, and then we'll build two—for nothing is better than reading with you.”

—*I'll Build You a Bookcase*, 2021, JC Fahey ■

References are included in the appendix of the online version:
<https://tinyurl.com/OnlineME2023>

A Conversation with Guadalupe García McCall: Author, Professor, and Educator



Guadalupe García McCall, Author
Tu Books, an imprint of Lee & Low Books

Michelle Fuentes, B.S.
Lee and Low Books

*Guadalupe García McCall is the award-winning author of **Summer of the Mariposas** (*El Verano de las mariposas*) and won the Pura Belpré Award for her first novel, **Under the Mesquite**. She was born in Piedras Negras, Coahuila, México, and moved to Eagle Pass, Texas as a young girl, keeping close ties with family on both sides of the border. She taught secondary students from grades six through ten for twenty-four years in San Antonio, Texas. She recently retired as an assistant professor at George Fox University in Oregon. She is a full-time author and abuelita. Find her online at ggmccall.com.*

In this conversation with Michelle Fuentes, former English to Speakers of Other Languages (ESOL) middle school educator and current Literacy Specialist at Lee & Low Books, Guadalupe shares her experiences and strategies working with students to support their bilingualism, biculturalism, and biliteracy. This interview has been edited for length and clarity.

What strategies work well with students to support bilingualism, biculturalism, and biliteracy?

Michelle Fuentes: As a Spanish and ESOL teacher, I learned many strategies to help students acquire language. I consistently used real-life examples to help students connect with the content, which helped increase student engagement and understanding. As an ESOL educator, it is also important to break down barriers that English Language Learner (ELL) students may feel when learning English. ~~You must reinforce and educate~~ students that their native language is a tool that has put them ahead of others because they already know another language. It is a lot of work changing some students' mindsets about their limited English proficiency. I did a lot of work with my students to teach them that their language is an asset and to use it. I taught students how to use cognates in their learning, as well as how to convey language through body movements and cues.

Guadalupe García McCall: Well, I did not teach in a bilingual classroom. My middle and high school students had a bilingual

teacher and classroom available to them. However, even though I was not teaching in a bilingual or dual language classroom, I am bilingual. I always knew the majority of my students were bilingual, so I always expected this to be a part of my classroom.

Often, my students were behind, and I would have to teach the grade-level standards and expectations for student writing from the ground up. We would start with the basics, such as the components of an essay. That was the hardest part—to get them to that grade level competency so they could express themselves and not be limited.

Regarding strategies, I would use a lot of visuals, from graphic organizers to anchor charts; even in high school, I found these useful. If I were teaching, say, metaphor, I would use picture books that can break down complex issues and concepts in concise ways. I would have anchor charts posted around the room year-round for students to access, to remind them of what they had learned and how far we had come together. I used lots of acronyms as well. For example: What do you need to be a good writer? **A PEN:** Answer the question, Prove it, Explain your proof, and bring New insight. Also, in many songs and audio recordings, we'd compare songs and ask ourselves, "What are they saying, thinking, feeling, believing?" I'd use physical response for characterization, setting, or literary devices. I noticed they would physically do these with me, even in 10th grade, which was so much fun.

Michelle: I also used a lot of scaffolding strategies in my teaching. I always reminded my students that they can rely on their native language. "You are ahead of the game. You know another language that others do not. Use your language as an asset." You can teach them the use of cognates, "You know 95% of the words you hear. Use that to your advantage, and eventually, you will learn the 5% you don't know." Don't let them spiral downwards into the thought that they don't know the English language. They can associate their knowledge of known words and work with the context you are speaking about or teaching.



What strategies, as an educator, have you used while working in environments non-supportive of bilingualism?

Guadalupe: Fortunately, I haven't worked in that environment. I did work in an area with many marginalized families. Our students were facing a lot of financial hardships. I related to these students. The people in the community where I taught were in the kind of circumstances I had experienced myself. As a young child, we were middle class, but that changed fast. We became very poor after my mother passed away. All our money and savings went to trying to save her from cancer. So, I know what it is like not to have money to go on a field trip or even not to have \$5 for pizza on the field trip. But, I also know what it feels like to be in 4th grade when the teacher asks what the word "aggregate" means and to know it means to add to your basket. I knew this because I was the kid that was going to the market and cooking with my mom, and we would "agregar" an ingredient when we made dinner. In class that day, when the teacher asked what the word aggregate meant, everyone else was stuck on the word, but it felt simple to me. "See?" my teacher would say to us. "You are ahead of the game." And it's true. Spanish is a superpower.

Michelle: I have been lucky to work in environments where the administration was supportive of bilingualism. However, there have been instances when I worked in an environment where the administration wasn't as well informed about the best practices to help support our bilingual students and families. My role as an educator was to advocate for what we should do instead. Also, by using visuals and graphic organizers in class, you can break down concepts that might otherwise be difficult for students. These visual supports demonstrate to students how simple and powerful it can be for students still acquiring English.

What strategies do you as an educator use to build trust with parents and caregivers, especially those who do not speak English?

Guadalupe: I saw that parents think the school and classroom space doesn't belong to them. Parents feel anxious and think they are lacking something, such as being unable to speak English. It was my job and my colleagues' job to convey to the parents, "You are not lacking. You are adding to our classroom." It is critical to have a welcoming attitude with parents, even in the secondary grades. Chicanos—we are always building community. So, I would advise teachers to do the work: Make the phone calls to invite parents in and update them on what is going on this time of year in school. My colleagues and I knew the answer to the question: How do you get the parents in? We feed them! This is important because I would make you food if you were in my house. What is food, if not love? I would always ask the principal, "What are we going to feed our parents?" Like in *The Odyssey*, there is this Law of Hospitality that's come down from the ancients—feed the stranger. But we must remember that parents are not strangers. We have to welcome parents into our hearts. We want to emphasize: We want you here, and we need you here because these are your children, and we want to build this community with you. Because, as an educator, I want them to see the face to whom they entrust their child.

Michelle: If the parents or caregivers don't trust you, the students don't trust you. You see that play out in the classroom. As you

said, food is a conversation starter. Make those phone calls home. Teaching in the Southeast, it was rare to have a Latina who spoke Spanish in the classroom. The relief I would hear in my students' families' voices was beautiful and sad. I would ask myself, "Why did it take so long for parents to feel included?" A parent would say how much of a relief it was, "We have been wanting this for such a long time. We are so glad to have you." Parents really want to be involved. They feel intimidated by the classroom and school. As educators, we must remind parents that they are an asset to the success of their students in the classroom. It's critical for teachers to make an authentic connection with parents during the first few weeks of school so that parents know to whom they are entrusting their child. Additionally, we as educators need to shift mindsets for parents that their engagement and participation are just as important as their child's. Caregivers ARE a key component to the success and development of their students, both in and outside the classroom.

How do you show up as your authentic self in the classroom and in text? How do you encourage your students to do the same?

Guadalupe: I learned early on that I can't be anyone but myself. I'll tell you a story. I was in second grade, and my mom thought I would magically come home and know English by then, but it hadn't happened yet. Every day I felt pressured when she asked, "What did you learn today?" Finally, I got so tired of "What did you learn?" that I started to mumble things she couldn't decipher. So she started to quiz me and asked, "What is the word for our *casa*?" And instead of saying, "I don't know," I made up a word. And she caught me. She knew it was home or house because she asked someone in the neighborhood. She went to the school the next day and told the teacher I was not learning English and she was concerned. The teacher said, "Guadalupe is great; she's a very engaged student." To prove it, I read all these sight words in front of her. My mom was very excited and said, "We will go to Mexico to tell my *abuelita*." So that weekend, we went to Las Cien Casas, and I saw people going to my *abuelita's* house. And when I went inside, I saw all these folding chairs facing me. Mom stood in front of them and said: "Speak the English." My little brain was vibrating, and I kept thinking, "What's the English? I can't lie." So, I only spoke what I knew. "Run, Jane, run; Go, spot, go!" I exclaimed. I recited all the *Dick and Jane* books, and they loved it. Looking back at that moment, I learned to be myself. If I am just myself, people will accept me. It is important to teach children, "You are always learning new things." It's important to know our story and how far we've come. I always tell young people, "If I can do this, I can't wait to see what you are going to do when you grow up!" It is empowering for students to see themselves in us, to see us as human beings who have overcome obstacles and are now standing in front of them as examples of what can be accomplished in this world.

Michelle: It is important to show up with who you are and admit we are human. If we make a mistake, we own the mistake at that moment. There is power in that. In this age of social media, there is pressure to be perfect all the time. It is powerful for teachers not to be afraid to be human. Own the fact that you are who you are and that, at the end of the day, you are also human. It is powerful for students to see that their teachers are also human in both beautiful and not-so-beautiful ways. There are lessons that students can take from that because they can see how we show up in the classroom. I make it a point to own up to my mistakes

when I make them in class, I address that I made a mistake because then students can see how I come back from making that mistake and how I learn from it.

What advice do you give educators to see their role in book selection as an asset and not something to be feared? How can educators still bring cultural responsiveness to their teaching and/or to book selection day-to-day, even if they have a required curriculum?

Guadalupe: We need to remind ourselves and tell our administrators that we are not supplanting, not replacing, not substituting the curriculum. We are, in fact, **enriching** the curriculum. When I wrote *Summer of the Mariposas*, I didn't want people to stop reading *The Odyssey*—completely the opposite. After, or perhaps as, they read *Summer of the Mariposas*, I want students to read *The Odyssey*. I want to invite young people to find the commonalities, to make connections from so long ago and across cultures and times to our world as it stands today. It's important for students to see a different culture, its values, what the people nurtured in their community, and how we are *still* doing that. How can we expand on that understanding if we don't read other voices? Educators must remember we are enriching the curriculum to teach the big ideas, make connections, and add perspectives.

Michelle: It is important for teachers to be able to express the different voices that books bring into the classroom. There are lessons, themes, and ideas that students and teachers alike can learn from because they are exposed to different viewpoints.

Why do you think infusing your culture into your writing is important?

Guadalupe: We want to be seen as a community. I want the world to see that, at our core, we are all alike. We are all these beautiful, divine creatures trying to find our place in the universe. Students need to see themselves in literature. This is one of the reasons *Summer of the Mariposas* has done so well. It has so much of who we are as Hispanics. Mexican American students recognize themselves. *Summer of the Mariposas* makes Hispanic students experts in the curriculum when they see themselves in the pages of this book. "I know that; let me tell you about that," they say, and that's beautiful. That's a blessing.

Michelle: I've seen that power it holds as a Mexican-American and Latina. I, too, connected with your book, *Summer of the Mariposas*. When a student is disengaged, you see the light in their eyes when you mention something relevant to them. They immediately fix their posture, and you see how jittery they are in their wanting to participate. I remember a time I made a reference to La Llorona in class. I asked, "Anyone heard about it?" Students were super eager to share with students. Students want to be experts and teach others about their culture.

What advice do you have for young people who want to pursue writing?

Guadalupe: Writing is a beautiful endeavor because it is connected to the heart. You will work hard when you're trying to write. Do it anyway. Use the best muscle (after your brain) that you have been given—your heart. You will give so much to the world with your words.

Strategies for supporting English learners and bilingual learners:

- Total body response
- Graphic organizers
- Anchor charts and acronyms
- Picture books
- Songs and audio
- Encouraging the use of students' native languages to solve in English



Books by Guadalupe García McCall:

Echoes of Grace, Tu Books, an imprint of Lee & Low Books, 2022

The Keeper, HarperCollins, 2022

El verano de las mariposas, Tu Books, an imprint of Lee & Low Books, 2018

All the Stars Denied, Tu Books, an imprint of Lee & Low Books, 2018

Shame the Stars, Tu Books, an imprint of Lee & Low Books, 2016

Under the Mesquite, Lee & Low Books, 2013

Summer of the Mariposas, Tu Books, an imprint of Lee & Low Books, 2012

Find her online at ggmccall.com. ■

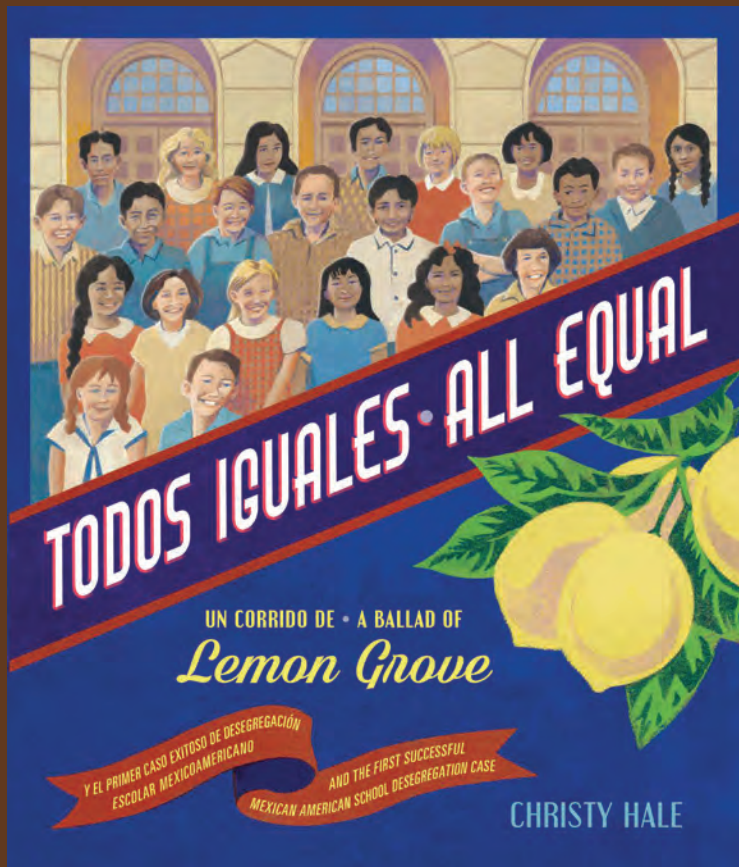


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Cover for *Todos Iguales: un corrido de Lemon Grove/All Equal: A Ballad of Lemon Grove* by Christy Hale (Lee & Low Books 2019)

TEACHING THE POWER OF COMMUNITY AND STUDENT ACTIVISM THROUGH ART AND CHILDREN'S LITERATURE



Christy Hale, M.A.
Author, Illustrator, Educator

Do you want your students to feel hopeful, connected, and engaged? To become thinkers, problem-solvers, and doers? Protesters have come in all races, classes, genders, nationalities, and ages. The common unifier is a dedication to justice.

Children's literature can be a critical, moving medium to showcase (current and historical) activism and inspire our students through voice and action.

*Canto por la esperanza,
del pueblo en comunidad,
los héroes de Lemon Grove
lucharon por la igualdad.*

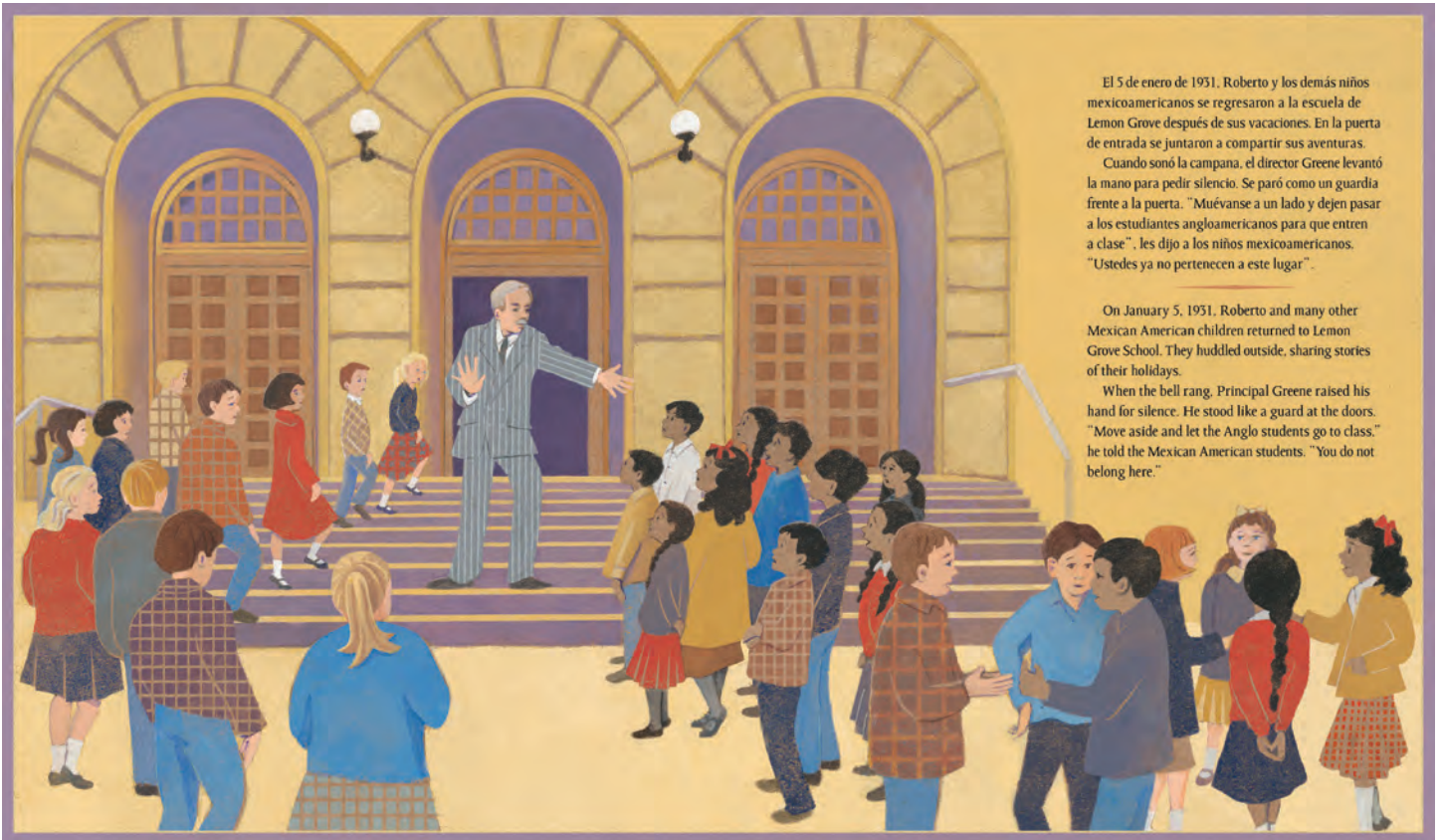
*I sing to you of hope,
the power of community,
and the heroes of Lemon Grove,
who fought for equality.*

This corrido is from my book *TODOS IGUALES: Un corrido de Lemon Grove/ALL EQUAL: A Ballad of Lemon Grove*. It is based

on a true story of the 1931 Lemon Grove Case, *Roberto Álvarez v. the Board of Trustees of the Lemon Grove School District*. This was sixteen years before the *Méndez v. Westminster* case that ruled that separate schools for children of Mexican descent were unconstitutional and twenty-three years before *Brown v. Board of Education* declared that school desegregation was unconstitutional throughout the country.

In 2012-2013, I taught art and graphic design at a high school in the Bay Area. During an in-service workshop, I learned about a historic Lemon Grove case that occurred in San Diego County. Why had I never heard of this before? I went home that night and started doing further research.

To summarize: In the summer of 1930, the Mexican families of Lemon Grove learned of a plan to segregate their children in a small, inferior school. On January 5, 1931, the principal blocked the Mexican American students from entering the school and directed them to go to the new inferior school.¹



El 5 de enero de 1931, Roberto y los demás niños mexicanoamericanos se regresaron a la escuela de Lemon Grove después de sus vacaciones. En la puerta de entrada se juntaron a compartir sus aventuras.

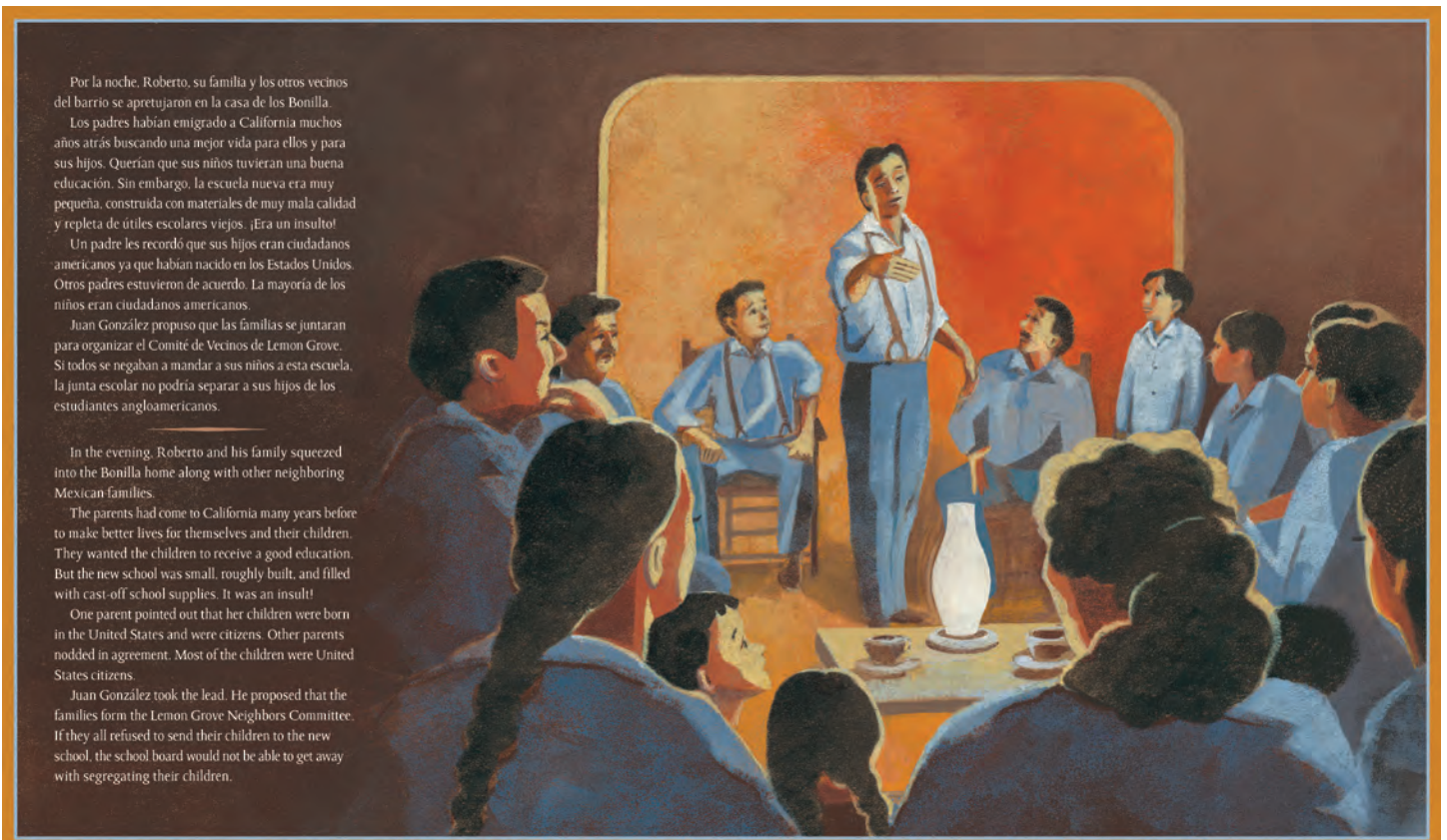
Cuando sonó la campana, el director Greene levantó la mano para pedir silencio. Se paró como un guardia frente a la puerta. "Muévase a un lado y dejen pasar a los estudiantes angloamericanos para que entren a clase", les dijo a los niños mexicanoamericanos. "Ustedes ya no pertenecen a este lugar".

On January 5, 1931, Roberto and many other Mexican American children returned to Lemon Grove School. They huddled outside, sharing stories of their holidays.

When the bell rang, Principal Greene raised his hand for silence. He stood like a guard at the doors. "Move aside and let the Anglo students go to class," he told the Mexican American students. "You do not belong here."

On January 5, 1931, Principal Greene blocked Mexican American students from entering their school.

The Mexican parents were outraged. They organized a community activist group. The children boycotted the school. The parents filed a lawsuit against the school board, with twelve-year-old Roberto Álvarez as the plaintiff.²



Por la noche, Roberto, su familia y los otros vecinos del barrio se apretujaron en la casa de los Bonilla.

Los padres habían emigrado a California muchos años atrás buscando una mejor vida para ellos y para sus hijos. Querían que sus niños tuvieran una buena educación. Sin embargo, la escuela nueva era muy pequeña, construida con materiales de muy mala calidad y repleta de útiles escolares viejos. ¡Era un insulto!

Un padre les recordó que sus hijos eran ciudadanos americanos ya que habían nacido en los Estados Unidos. Otros padres estuvieron de acuerdo. La mayoría de los niños eran ciudadanos americanos.

Juan González propuso que las familias se juntaran para organizar el Comité de Vecinos de Lemon Grove. Si todos se negaban a mandar a sus niños a esta escuela, la junta escolar no podría separar a sus hijos de los estudiantes angloamericanos.

In the evening, Roberto and his family squeezed into the Bonilla home along with other neighboring Mexican families.

The parents had come to California many years before to make better lives for themselves and their children. They wanted the children to receive a good education. But the new school was small, roughly built, and filled with cast-off school supplies. It was an insult!

One parent pointed out that her children were born in the United States and were citizens. Other parents nodded in agreement. Most of the children were United States citizens.

Juan González took the lead. He proposed that the families form the Lemon Grove Neighbors Committee. If they all refused to send their children to the new school, the school board would not be able to get away with segregating their children.

The Mexican community worked together to protect their children's rights to an equal education.

In exploring how I wanted to share this story with students, I thought about what visual and written form would appeal to young readers while honoring the community and time period.

My sources included consulting materials from Robert R. Álvarez Junior, the plaintiff's son. His book, *Familia*, described the strong family and friendship connections in the Lemon Grove Mexican community, many of which had begun decades before in Baja California. Some fifty families from Baja California settled in the San Diego area, creating a supportive and stable community.³ I believe this was a key factor in the ultimate victory.

The Lemon Grove Historical Society and the Lemon Grove Oral History Project were further instrumental in introducing me to the families involved in the Lemon Grove Incident.⁴ Often lost in studying the progress or lack of progress in civil rights and school desegregation are the community and individual family voices instrumental to change. I was moved to create a story about Lemon Grove that centers around young people taking a stand and the parents calling out the inferior education on offer. The new school was poorly constructed, and the books and supplies were all second-hand castoffs. The families had come to this country to make better lives for themselves and their children.

The Lemon Grove School Board naively or dismissively assumed that the Mexican American community would go along with or accept their decision. They never solicited the community's opinion. The school board underestimated the strength and interconnectedness of this community. When Juan González organized the families, their collective voice was powerful.

Help prepare our students to be active, informed members of society by conveying that their thoughts and opinions matter. Give them opportunities to share constructively with those around them. Allowing students to speak and have their words heard, respected, and validated helps them to figure out their beliefs and embrace their identities. Also, give opportunities to work collaboratively and find their collective voice.

Activism helps develop communication, connections, relationship building, and critical thinking skills and makes meaningful contributions to society.

The author's notes, bio, and list of publications are included in the appendix of the online version:
<https://tinyurl.com/OnlineME2023>

Ideas for teaching about community and youth activism with students:

- **Work with your public or school librarian to build a collection of books** that span communities working towards social justice across races, classes, genders, nationalities, languages, ages, and time periods.
- **Reach out to your local historical society to learn about your city, town, or neighborhood's historical activism.** What mattered to earlier generations, and are those still issues in the community today?
- **Have your students interview an adult mentor about their experiences fighting for something they believe in or going through hardship.** How did the person react to and handle the situation when they faced obstacles? What does the person remember about the political climate during their youth? What advice does the person have for someone trying to take up a cause and stand up for justice today?
- **Have your class research other young activists of today.** Divide into groups and answer these questions: What are their causes? What did they accomplish, and what does their current work look like? How did they raise awareness regarding the causes about which they were passionate?
- **Conduct a "Social Change" project in your classroom.** Brainstorm a list of different causes for which students would want to fight. Pick three. In groups, research the topic and come up with a way to enact change: a letter, a flyer, a petition, an online campaign, a song, and so on.
- **Have students research school desegregation today and its impact on modern society.** How is school desegregation still evident in major cities? How are families and students fighting against school desegregation? What is needed to advocate against school desegregation?
- **Conduct a research project about the importance of music and song during social justice movements.** How and why are music and song important during difficult times, and how do they play a role in uniting people?
- **Examine both contemporary and historic social protest songs.** One article I read discusses how "Hip-Hop Continues a Protest Tradition That Dates Back to the Blues": <https://www.yesmagazine.org/social-justice/2020/08/07/music-bl-movement>. ■



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M^{CAP} SDSU University Global Seal of Biliteracy & Cultural Competence Toolkit

The SDSU University Global Seal of Biliteracy Toolkit was developed to extend the recognition of bilingual and biliterate students throughout the CSU system

The University Global Seal of Biliteracy & Cultural Competence Toolkit is made possible through a three-year grant awarded to CAFE, COEs, and SDSU partners by the CDE EWIG EL Roadmap implementation grant.

For information, contact M^{CAP} Director, Dr. Alma Castro, at alma@gocabe.org or visit bit.ly/MCAPsealofbiliteracy.



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In order to enact the CABE Vision of Biliteracy, Multicultural Competency, and Educational Equity for All, it is imperative that we advocate at both the state and local levels for the development of a highly qualified bilingual teacher workforce. The following five articles highlight opportunities to recruit, graduate, and support both students aspiring to become bilingual teachers and those already in the classroom...

Bilingually Authorized Teacher Shortage and A Path to Meet the Need

“...the Chicano community concluded that it needed to inform the educational system that it was failing its community”



José Hugo Moreno, Ph.D.
Mountain View Elementary School District

We find ourselves in a historical moment. Last spring, we witnessed students receiving the Seal of Biliteracy at their high school graduations—a great accomplishment for our students after years of participating in bilingual or dual language programs. This moment in history has not been easy. To understand where we are, we need to reflect on where we have been on this pathway to academic attainment, linguistic legitimacy, cultural competence, and seeing the linguistic contributions of non-English speaking communities as an asset. The journey began over 54 years ago for our students. The 1968 high school “blowouts” marked a turning point in the Southwestern US and the nation after decades of marginalization, racism, and bigotry. In Spring of 1968, 10,000 students walked out of five East Los Angeles high schools. After decades of inferior education, the Chicano community concluded that it needed to inform the educational system that it was failing its community (Muñoz, 1989; Rosales, 1996). “Students and their parents knew well that in society, education is the key to success and attainment of the ‘American Dream,’ but education could function as the toll master of a stratified class system that determines who is going to college, tracked to vocational school, the military, or the workforce” (Moreno 2014).

This historic reality is the foundational backdrop for an ongoing bilingual-bicultural education debate. It is evident

that this has and will continue to impact policy, educational pedagogy, and student success. Subsequently, many interpretations of bilingual education and the ensuing conflicts seem omitted from official historical records, culminating in a skewed perception of history. Too often, legislation and policies become the official history of a people or an issue. Therefore, communities once silenced by hegemonic manipulations have an impetus to express their concerns, approvals, and discontents as recipients of given conditions (Dunaway & Baum, 1996).

Understanding where we were and where we are now allows us to look at data differently. The data of the last 20 years gives us the numbers of English learners and their various classifications. In 2009 California had 6,275,469 students enrolled in public schools. Of these, 1,553,091, or 24.7%, were English learners (Improving Education for English Learners: Research-Based Approaches. CDE 2010). In 2020, 1.1 million, or 17.74%, of California’s 6.2 million students were English learners. In addition, 2.6 million students spoke a language other than English. (Improving Education for Multilingual and English Learner Students: Research to Practice. CDE 2020.)

These numbers remind us that the work to meet these students’ needs is far from over. The state and the nation find themselves at a crossroads with teacher shortages. The pandemic served as a catalyst to accelerate

teacher retirement. Other teachers simply became disillusioned with the profession due to the continual changes in the delivery of instruction in a digital world. While Local Education Agencies (LEAs) and the politicians continue to find ways to address declining enrollment and meet the needs of all students, we will propose a possibility for addressing the teacher shortage while honoring teachers and students that may find themselves on the pathway to becoming bilingually authorized teachers and attaining the Seal of Biliteracy. Thinking outside the proverbial box, let us look at Teacher Preparation Academies (TPAs) as that possibility and examine an existing model that could serve as a blueprint.

In 2000, Mountain View High School in El Monte Union High School District developed the Teacher Preparation Academy (TPA). This innovative approach provided aspiring educators with a pathway for pursuing a career in teaching. In 2017, the California School Boards Association recognized this visionary endeavor with the Golden Bell Award, their highest recognition for demonstrated success and innovation.

How does the academy work, you may ask? At its inception, approximately 100 high school students visited campus twice weekly in the Mountain View School District, a K-8 district. Initially, an elementary and a middle school were selected, but over time, the focus became

two elementary schools. These aspiring educators came to tutor young scholars in grades TK-8 in mathematics, phonemic awareness, phonics, sentence structure, and paragraph development. They provided one-on-one or small group instruction and experienced firsthand the valuable impact a teacher can have on a child. They were teachers-in-training, honing and polishing their skills. The academy was the brainchild of educator Jorge Morales, who eventually passed on the baton to Mary Boutte and Amy Minick. While Mary and Amy were not the founders of the Teacher Preparation Academy, they have carried on this labor of love by preparing the next generation of educators in El Monte, a community that has always been viewed as “less than” through a deficit lens by mainstream society simply because of its geographic region and the ethnicities that compose it.

Nevertheless, the Teacher Preparation Academy has allowed students to experience what it would be like to be an educator. Some of them do choose to become educators and give back to the community, while others choose a different path. Regardless, they’ve experienced being able to shape the lives of other students through their tutoring and dedication to improving younger classmates’ educational experiences. Mountain View High School’s principal, José Márquez, shared, “We are proud to be at the forefront of addressing California’s teacher shortage with this innovative program, which provides students with a rich college prep and career technical education curriculum, as well as valuable hands-on learning and paid work experience. This program and the success of our students would not be possible without the flexibility and the hard work of our teachers and community partners.” (El Monte Union Digital Community Newsletter 2017.)

TPA requires a multi-year commitment from the students and teachers. It is structured as a school within a school where students acquire deep subject expertise and receive classroom and on-site training by veteran teachers in the subject areas they will tutor. They participate in common teacher prep periods to understand the labor and commitment needed to prepare lessons and visit colleges and universities. They participate in the city’s Fiesta Books event, distributing books to children to promote a love of reading. They also attend Read Across America events as readers. During these community celebrations of literacy, students dress up as beloved children’s book characters.

As part of their on-site training, TPA students work at Mountain View School District’s participating schools (currently two elementary school sites) two mornings a week for one to two years, completing more than 100 hours of student-teacher instruction through in-school and after-school activities. The power of the TPA model lies in its ability to create a pathway to meet the state and national teacher shortage while offering high school students the ability to experience firsthand the nuances and rewards of being a teacher.

The experience allows them to have an impact on a younger student, and there is no better way to evidence this than through this 2017 testimonial that sheds light on the experience of these young teaching candidates, “Last year, I had two students who thought that because I wasn’t much older than them, they didn’t have to listen to me,” stated then MVHS senior Hadasa Silva, who was at that time in her third year of the TPA. “I overcame that by gaining their trust and then their respect as a superior. But the most important thing was showing them that I am a person who cares about their education” (El Monte Union Newsletter 2017). It is that connection and awareness of mutual respect and growth that foment the power of the TPA.

There is an old adage, “the proof is in the pudding.” In 2017, the following information shared by the staff and a reporter was that pudding: “The Program had grown in popularity, with 30% more students applying to the TPA than could be admitted.” This reflects student interest in the pathway to becoming an educator. In addition, “Data also shows that 68 percent of TPA students complete the courses required for college entrance, known as A-G requirements, exceeding the schoolwide average.” Yet another important fact about the academy’s motivational factor is its impact on the candidates and their academic resilience. The following statement affirms the impact that programs/academies like this can have on students, “One hundred percent of students are also intent on attending college, with 32 percent planning to major in education.” One fact is true and evident through this pandemic and beyond: education needs to continue evolving, and so do teachers. We cannot go back to the old ways of brick and mortar when we live in a digital world. Nevertheless, the human element is crucial. When a new generation of

blossoming teacher candidates could be available statewide to begin addressing the shortage with an initial foundation at the high schools leading to partnerships with the California State University, University of California, and private university/college systems, the question is, why not? MVHS English teacher and co-director of the program, Amy Minick, stated it best, “Teachers are always going to be needed, so we need to encourage students to pursue careers in education.” Amy shared her reflection on the program and its impact on students, “The program has evolved over the years to be an academy of students who are dedicated and actively engaged in pursuing a career that has the potential to change a student’s life forever.”

As the academy becomes more established, local partnerships with other organizations create opportunities to apply the skills acquired through the academy. TPA students are in a unique partnership with our local after-school program, Think Together. In 2017, this partnership allowed 24 students to be hired on an eight-week rotating basis to participate in the after-school program as tutors, enriching the lives of younger students and aiding them with homework. TPA tutors had the opportunity to earn \$800.00 every eight weeks. The breakdown was \$200 from Think Together and a \$600 scholarship upon college acceptance. This partnership, while allowing the students to earn spending income, also valued and emphasized putting money away for college through the scholarship allocation.

The TPA is a viable option for our students to help address the teacher shortage with an emphasis on bilingually authorized (BA) educators that can come home to teach or teach in communities with a high need for BA teachers serving Dual Language Learners (DLL)/English Learners (EL). El Monte’s Superintendent, Ed Zuniga, shared, “For 17 years, the Teacher Prep Academy and the organizations we partner with have given our students an avenue toward pursuing a noble profession and contributed directly to our increase in student achievement, graduation rates, and readiness for post-secondary education and careers.”

On June 6, 2022, after a year of phasing back during the pandemic, several TPA students shared testimonials regarding why they chose TPA as an elective versus others. Noemi: “I chose TPA because, honestly, I was considering being a teacher,

and I knew this would help me, especially because I knew that we would be tutoring at other schools, and that would give me the experience I wanted to decide whether or not I actually wanted to be a teacher” (Moreno, Boutte, Tomoyasu 2022).

Jennalyn: “ I liked Noemi’s answer about getting experience working with children, and I thought that this also would be a good way for me to decide if I would want to work with children in the future.” Kaylee: “It was a program my sister was in, and I kind of wanted to follow in her footsteps in the program and the opportunities they provided. I wanted to experience and see teaching as a career.”

In essence, having this career pathway gives our youth the opportunity to experience teaching as a tutor. The possibility of becoming a teacher is enhanced since they see

and experience the challenges and rewards of being a teacher. While these students continue their participation in TPA, our state legislative leaders have the opportunity to support their dreams and meet the teacher shortage that we will experience for years to come.

However, recently we’ve seen legislative barriers to resolving the teacher shortage. The Bilingual Teacher Professional Development Grant ended in 2021 and was not renewed, thereby truncating the ability to provide professional development to bilingual teachers who struggle to provide quality instruction in programs that do not meet students’ varying needs. The Jump Start Program that died in the appropriations committee would have funded the expansion of faculty to meet the needs of Bilingual Authorization programs in the

CSU system. SB 952, which also did not pass, would have expanded dual language programs from strands to whole schools.

As we look at alternatives for meeting the state’s teacher shortage with an emphasis on bilingually authorized teachers, we need to go beyond what is bargained for in the legislative halls. We need to create a pathway through our high school TPA programs and then have a path for fully funding students that choose to serve as educators in high-need dual language communities. In addition, we need to ensure that the EL RoadMap is being implemented as intended to ensure that our English learner, bilingual emergent, and long-term English learner students receive the supports they need to succeed. I ask the powers-that-be, if not now, when? ■

References are included in the appendix of the online version: <https://tinyurl.com/OnlineME2023>



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SUPPORTING CRITICALLY CONSCIOUS, CULTURALLY SUSTAINING BILINGUAL EDUCATORS

The truly human who now step into the streets, into our tomorrows, And declare: ¡Basta! Enough!
 —Luis J. Rodríguez from *¡Sí, Se Puede! / Yes, We Can!: Janitor Strike in L.A.*



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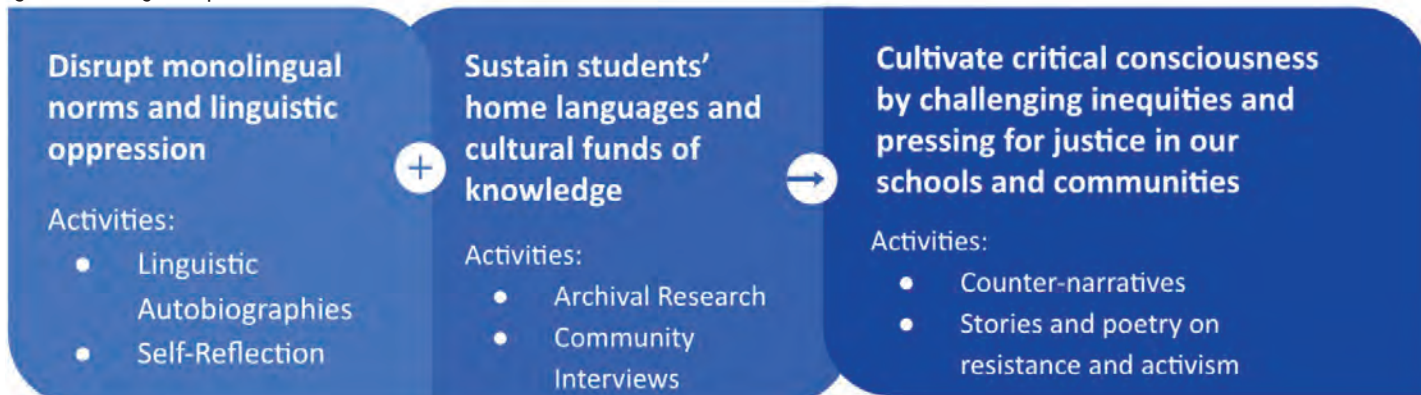
Across California, teacher preparation programs are training a generation of future bilingual educators who attended K-12 schools during the enforcement of Proposition 227. This proposition effectively dismantled bilingual education in California for nearly twenty years. As they enter teacher credentialing programs, many future educators are critical of the ways that monolingual ideologies, deficit-based notions, and linguistic and cultural oppression have shaped our institutions of teaching and learning. Instead, they seek a pedagogy that affirms students’ home languages, identities and community cultural wealth. As an early career bilingual teacher and a university-based teacher educator, we offer some guidance for future educators

who want to enact culturally and linguistically sustaining pedagogies for their multilingual students of color.

Guiding Principles for Critically Conscious, Culturally Sustaining Bilingual Educators

The following three guiding principles inform the ways that we think about our own practices as educators of multilingual learners (see Figure 1). These principles draw on scholarship that honors linguistic variation and translanguaging, affirms students’ home language and cultural funds of knowledge, and fosters critical consciousness. We argue that a critically

Figure 1. Guiding Principles & Activities



conscious, culturally sustaining pedagogy is one that: 1) Disrupts monolingual norms and linguistic oppression (Flores, 2020; García et al., 2017), 2) Sustains and fosters students' home languages and cultural funds of knowledge (Germán, 2021; Moll and Gonzalez, 1994) and 3) Cultivates critical consciousness by challenging inequities and pressing for justice in schools and communities (Valenzuela, 2016; Ladson-Billings, 1995). In the following sections, we discuss these guiding principles and include examples that Alan created as a teacher candidate pursuing his preliminary bilingual teaching credential.

Disrupt Monolingual Norms and Linguistic Oppression in Schools

Disrupting monolingual norms and linguistic oppression in schools can sound overwhelming to early career educators. Thus, we encourage them to start by reflecting on how language policies and ideologies have shaped their own schooling experiences. There are several powerful essays from other authors about growing up bilingual and pushing against linguistic oppression, including Gloria Anzaldúa's essay *How to Tame a Wild Tongue* (1987). These essays may serve as inspiration for teachers looking to craft their own linguistic autobiographies and harness their entire linguistic repertoire in the process. In their autobiographies, educators might reflect on the following:

- What languages are important to you, your family and community?
- What role did these languages play in your schooling experiences?
- Do you have a specific memory that best illustrates your relationship with these languages?
- As an educator, what role do your students' home languages and language varieties play in your classroom?

In the following example, Alan reflects on his own K-12 schooling experiences. He describes the abrupt transition he experienced as a young learner from a bilingual program to an English-only classroom where his home language was no longer welcomed:

Being in a transitional bilingual program, I remember receiving a certificate in 3rd grade stating my "competence" in English, and suddenly I was in an all-English class. I figured that Spanish was nothing more than a crutch for English. I thought to myself "mi lenguaje no importa, no wonder none of my teachers know Spanish."

Later in his autobiography, Alan situates this experience within the history of anti-bilingual education policy in California, and he looks forward to his future as a bilingual educator:

In working to contextualize these bilingual experiences, I've only begun to feel free with my own language practices these past few

years. Meeting and learning about people who are bilingual in different languages and bilingual in different ways has given me confidence to let my lengua flow as it may. I have increased my use of Spanish living back home with my parents and especially now working with bilingual students. It has been empowering to see my students translanguage with such confidence in their own ways. Being bilingual is now more important to who I am than it ever has been.

For early career educators like Alan, writing a linguistic autobiography can serve as an opportunity to engage in critical self-reflection, a process for healing from subtractive schooling experiences and a space for affirming languages in their own lives and classrooms.

Sustain and Foster Students' Home Languages and Cultural Funds of Knowledge

Shifting from self-reflection to pedagogy, the second guideline focuses on the development of a classroom curriculum that sustains and fosters students' home languages and cultural funds of knowledge. A funds of knowledge approach argues that families are knowledgeable and competent in many areas, and their home languages and cultural practices can be resources for improving curricula and learning opportunities in schools (Moll and González, 1994). This approach involves educators engaging in ethnographic research of their local school community. Such research efforts can include exploring local archives, interviewing community members, and attending social and cultural events with students and their families. Bilingual teachers can use what they have learned to develop instructional units that sustain local community knowledge in the classroom.

In the following section, Alan presents the culturally sustaining teaching and learning project that he developed for his fourth graders, who live in a predominantly Latinx agricultural town on the Central Coast of California. Alan began his unit by leading his student in an inquiry project about important places and people in their community. This included a slideshow of archival photographs featuring different community landmarks over the span of fifty years. Alan encouraged his students to make observations and respond to questions about how the community changed over time (see Figure 2).

These observations led to students seeking out interviews with family members who are keepers of community and cultural knowledge. Finally, students created a visual representation of spaces in their community that held significance to them or their family. Throughout the unit, students engaged in rich discussions about language, culture, power and representation. In reflecting on the project, Alan discusses how his funds of knowledge unit sustains students' home language and community histories while also allowing them to engage in translanguaging practices.

Figure 2. Community Funds of Knowledge Unit Plan

Community Funds of Knowledge Unit Plan		
Antes y Después: Examining Photos of Our Community <ul style="list-style-type: none"> • What are the cultures, languages and places that make up our community? • How has our community changed? • What remains the same? • What else do you wonder or notice? 	Entrevistas <ul style="list-style-type: none"> • Interview someone from the community • What is their relationship to our community? • How have they seen the community change over time? • What do they wish for the future of the community? 	Mi Lugar Favorito <ul style="list-style-type: none"> • Identify a place that is important to you in the community • Take a photo and post to our class Padlet • Why is this place significant to you? • What would you like others to know about it?

Translanguaging practices are those that allow for students to engage their entire linguistic repertoire to make meaning in the classroom (García et al., 2017).

Students are able to see how bilingualism has long existed in their own hometown. They become aware through a historical lens that different languages have always been a part of these lands and the beauty that lies within being bilingual or multilingual.

Throughout the unit, I give them the space to translanguage in both oral and written forms. When sharing what spaces are meaningful to them, it's important to let them truly be themselves linguistically. The goal is to give back the power of language to students as they create their own narratives and identities rooted in bilingualism.

Cultivate Critical Consciousness by Challenging Inequities and Pressing for Social Justice

With this last guiding principle, we encourage the development of critically conscious educators that guide their students to “recognize, understand, and critique current social inequities” (Ladson-Billings, 1995, p. 476). For educators of Latinx students, a useful resource is *En Comunidad: Lessons for Centering Voices and Experiences of Bilingual Latinx Students* by Carla España and Luz Yadira Herrera. The book advocates for the use of counter-narratives, poetry and bilingual mentor texts to introduce students to issues of social justice, activism and resistance.

In the following excerpt, Alan discusses his use of the picture book, *¡Sí, Se Puede! / Yes, We Can!: Janitor Strike in L.A.* by Diana Cohn and Francisco Delgado. While the book features a fictionalized story, the backdrop of the story is the real-life events of the janitorial strike that took place in Los Angeles in 2000. The bilingual format of the book lends itself to translanguaging instruction. Alan used the book during a mini lesson with one of his fourth-grade students. The language focus of the mini lesson was the identification of cognates while the content focus was a discussion of labor rights and collective action. Alan reflects on

his selection of the book as well how he encouraged his student to engage in translanguaging:

The student I worked with had shown interest in reading about social change when we did a guided reading lesson on Martin Luther King Jr. I wanted to activate the knowledge he has about strikes and protests to apply it to a new book. During the lesson, we started out with my student's stated preferences of writing in Spanish but speaking in English. This allowed him to be comfortable with his language practices, which is a key component to translanguaging.

Using translanguaging helped me model and emphasize that bilingual minds think in both languages and have skills that are often ignored through a monolingual lens. We talked about how we notice similarities and differences. Giving an example about the cognates “valiant” and “valiente” to activate his background knowledge, I helped him make the first connection. Then I allowed for a gradual release of responsibility where he could find his own patterns and explain his thinking as he wrote down what he noticed.

After reading the book and making cross-linguistic connections, Alan noted that his student became more conscious of the ways that he might use his bilingualism to advocate for his own family and community.

Committing to Just Futures for Students & Teachers

Creating culturally and linguistically sustaining spaces for multilingual students feels particularly urgent during times of political and social upheaval. Today's early career teachers are navigating compounded inequities laid bare during a global pandemic, the shift to distance learning, and ongoing civil rights protests. As educators, we have a responsibility to respond to these challenges by centering the experiences and voices of our multilingual students. We do because the students sitting in K-12 classrooms today will be the ones standing in front of the classroom tomorrow. ■



California Association for Bilingual Education

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Giving Educators Ownership and Power: Accessing a Multilingual Learner Teaching Certificate



Carola Oliva-Olson, Ph.D.
Institute for Racial Equity and Excellence



Anna Arámbula-González, M.A.
*Institute for Racial Equity and Excellence
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Teacher: I speak English, and my family language is Hmong. This year, I have children who speak Hmong, varieties of English, and a Native American language, Cree. I need to support them and make sure I contribute to efforts by the children and families from the Rocky Boy Reservation to revitalize their language. I took a course on dual language learners (DLL) at the community college. However, I haven't learned how to make sure all children are learning all day long.

Situations like these have become increasingly common in early childhood programs, challenging educators' ability to meet the needs of linguistically diverse students. Today, despite their commitment to providing quality learning experiences for all, most educators lack the competencies needed to do so. The reality is that despite living in a country as diverse as the U.S., many educators are unable to deliver high-quality education to dual language learners (DLLs). But first, who are DLLs? DLLs are children exposed to more than one language at home and school. They are an increasingly diverse group, representing various languages, cultures, and backgrounds. In the United States, approximately 11 million children, from birth through age eight, are identified as DLLs (García & Jesen, 2009). In California, considered the most diverse state in the U.S., six out of every ten young children speak more than one language (Meek et al., 2020).

Of particular interest are the wide varieties of languages spoken by DLLs. In 2015, at least 350 languages were spoken in the U.S. (Park et al., 2018), demonstrating the richness of linguistic diversity across our country. Spanish, Chinese, Tagalog, Vietnamese, and Arabic are some of the most prevalent languages.

However, there are also Black African American, Appalachian, and other varieties of English, vernacular dialects, and tribal languages. Tribal communities' efforts to revitalize, preserve, and maintain their language lead to even more languages being spoken in the classroom.

With such diversity and varieties of languages, it is difficult to find an educator who does not have a multilingual learner in their classroom. Unfortunately, the rapid growth in the number of DLLs in American schools has not been matched by sufficient growth in educators' understanding of how to teach in multilingual settings. Research shows that most educators lack the knowledge, skill sets, and tools to work with DLLs (Samson & Collins, 2012). However, this does not mean there is no interest in working with DLLs. Most educators have expressed the need and desire to support their linguistically diverse students. They simply do not know how to do it or where to start. Many try their best with the limited knowledge and tools available to them, but this is not enough. The current situation needs to change, and it needs to change quickly, as educators *must* deliver high-quality learning experiences to all students, including DLLs.

Why is it so important to ensure that educators know how to deliver high-quality learning experiences to DLLs? The answer is simple: *Because equity matters*. That is, ensuring equity is not optional. Historically, DLLs have faced persistent social and academic inequities in terms of early learning access, experiences, and outcomes (Meek et al., 2020). There are also significant academic gaps in reading and mathematics between multilingual and monolingual learners (Goodrich et al., 2021). It's time to change that. DLLs share an abundance of cultural and linguistic strengths, as well as concrete cognitive advantages associated with being exposed to more than one language (Meek et al., 2020). There is no reason why these students should lack access to high-quality learning experiences that build on their strengths and allow them to achieve higher levels of academic success. Yet, that is exactly what happens—DLLs lack access to high-quality education.

Furthermore, even in early learning settings where efforts are made to promote equity and language justice, we find groups of DLLs being excluded or misunderstood. Such is the case of students who speak Black English and vernacular, who are often viewed as loud, defiant, or disrespectful. Such is the experience of children who speak tribal languages, who are discouraged from using the language of their ancestors because it is viewed as a “dying language.” DLLs also tend to be misidentified or overidentified as having a disability. Educators fail to distinguish developmental delays from typical differences associated with language development—as a result, children with developmental delays lack access to much-needed support, and DLLs exhibiting typical language differences are misidentified as having a developmental delay. Providing adequate, research-based higher education courses on multilingual teaching foundations is critical to ensuring educators build key competencies to provide DLLs with access to learning experiences that celebrate their identity, acknowledge their strengths, and support their development. This can help close the academic gap, ensure all students are treated fairly, and contribute to equity in education.

The experiences of DLLs in early learning programs are shaped by the workforce serving them. Lack of access to quality educators and learning opportunities that consider DLLs' unique backgrounds, strengths, and needs can negatively impact their academic performance, development, and sense of belonging. In contrast, having educators who are knowledgeable about best practices for language development can positively impact these students' academic performance and social-emotional development. When educators focus on strengthening DLLs' home language, the students learn English faster (Carlo et al., 2014). This benefits their academic performance. Similarly, when educators embrace DLLs' linguistic diversity, they help these children experience a greater sense of belonging, identity, and connection to their community (Meek et al., 2020).

DLLs possess incredible linguistic, cultural, and cognitive strengths that tend to go unacknowledged or untapped. If educators fail to build on these students' strengths and home language development, they might lose the ability to speak and understand their home language, lose the balance between

the two languages, and never enjoy the advantages of growing up bilingual (Magruder et al., 2013). By providing educators with access to knowledge and instructional practice related to DLLs, we ensure they can both acknowledge and tap into these students' strengths, benefiting DLLs, their families, and our country. Notably, DLLs who have access to educators trained in multilingual teaching are better able to reap the benefits of bilingualism, including cognitive enhancements, strong executive functioning abilities, mental flexibility, improved language skills, social-emotional skills, and more (Espinosa, 2015).

DLLs' families benefit, too. When educators support and encourage home language use, DLLs can better connect with their families, cultures, and roots. Family members are also more likely to get involved in the child's academic life, partnering with educators to ensure the child's needs are met. This is extremely important because learning starts at home in the learner's home language, and family involvement is key to DLLs' success. The country benefits when educators support DLLs' development as well. Speaking more than one language furthers children's ability to empathize, connect with others, and see situations from different perspectives. There is no denying that our society needs more of that. Additionally, DLLs tend to achieve higher levels of education, earn more, be better prepared for the global market, and enjoy a broader range of opportunities and economic advancement (Gándara, 2018). Bilingualism has also been associated with greater economic activity, a more innovative workforce, and enhanced trade relations (Hardach, 2018).

How can we ensure educators have access to the knowledge, tools, and supports needed to deliver high-quality learning experiences to DLLs? The answer lies in starting at the beginning, which means that teachers must develop the knowledge, experience, and skills in their higher education preparation. This is where they learn the importance of supporting DLLs every day, all day. Ideally, Institutions of Higher Education (IHEs) would provide opportunities for future educators to develop the skill sets needed to work with linguistically diverse students. However, although some IHEs offer a single course on dual language learners, others fail to provide future educators with even the most basic foundations for working with this student population. Integrating these concepts and DLL-specific strategies is even less available in all other coursework, which is unacceptable in today's increasingly diverse environment.

Early childhood higher education programs must incorporate learning outcomes that specifically address dual language learning and teaching in multilingual settings in all courses. Students, including current and future educators, can and should be recognized for having this expertise (including Spanish language proficiency for the discipline if courses are in this language). By enhancing the quality of education received by current and future educators in their higher education journey, we ensure that they are exposed to development opportunities that explicitly incorporate multilingual teaching foundations and best practices. These high-quality, sustained, intensive, and content-focused development opportunities have a positive and long-lasting impact on the quality of education received by DLLs (Yoon et al., 2007).

...ensuring
equity
is not
optional.



At the Institute for Racial Equity and Excellence (IREE), our goal is to guide and support IHEs and early childhood programs (serving children from birth to age eight) as they help current and future educators acquire the specialized competencies needed to work with DLLs. Because we know the value of preparing future educators to work with DLLs, we have developed the Multilingual Learner Teaching Certificate (MLTC). The MLTC consists of a series of courses, many of which are part of the California Early Childhood Curriculum Alignment Project (CAP) and CAP Transitional Kindergarten (TK) to align with the Teacher Performance Expectations (TPEs). These are focused on the development of specialized competencies in pedagogical foundations and practices, curriculum, assessment, dual language settings, and program-coordinated approaches for effective bilingualism, biliteracy development, content instruction, and equity in access to learning for DLL children. Course descriptions and learning outcomes reflect the key competencies, skills, and attitudes that help ensure DLLs have full access to learning and effective participation in daily learning experiences.

These critical foundational components are integrated into all early childhood courses. Each course has been reviewed and enhanced to consistently and effectively address all children, learning environments, and language varieties. For example, the MLTC was renamed the Race, Equity, and Language in Early

Learning Education Certificate (REL) at Fresno City College (FCC). REL courses will be delivered in English and Spanish. They include open-sourced and California-relevant materials, such as the Multilingual Learning Toolkit. Initially, they will be piloted virtually, but they are designed to be delivered both online and/or in person. The certificate will be specific to FCC; nonetheless, the content developed can be used as a template for other institutions seeking to develop and implement similar certificates.

The REL courses include:

- Introduction to Ethnic Studies: Exploring racial and ethnic identity in the U.S., as well as the intertwined histories of racial and ethnic groups within the U.S., institutional racism, resistance against racism, solidarity across racial and ethnic lines, and social and racial justice movements.
- Introduction to Curriculum: Planning, designing, and implementing developmentally appropriate curriculum and environments based on race, equity, and languages that support all children, including those with diverse abilities.
- Diversity and Culture in Early Childhood Education Programs: Examining culturally relevant and linguistically appropriate anti-bias, inclusive approaches to teaching.
- Child Socialization in a Diverse Community: Examining the multiple societal contexts to include race, equity, and language, and exploring the role of collaboration between family, school, and community in supporting DLL development.
- Language and Literacy for DLLs: Exploring the teacher's role, preparing an inclusive classroom environment, varieties of languages, anti-bias curriculum development, and teaching strategies that support multilingualism and multiliteracies.

With this certificate, FCC will provide future educators with the knowledge, competencies, and tools necessary for meeting the needs of the DLL population. Together, IREE and FCC will contribute to the realization of equity and help ensure DLLs have the support needed to reach their fullest potential. ■

Note: This project is funded by Heising-Simons Foundation.

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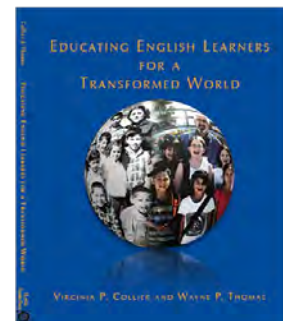
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"I didn't get it until I read it..."

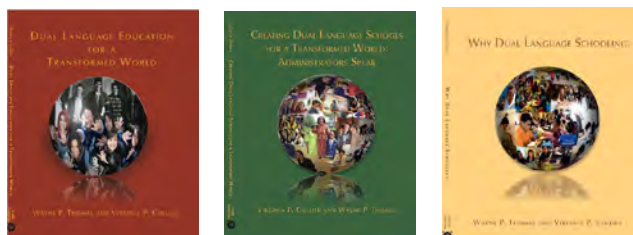
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Wilma Valero, Former Director, Programs for English Learners, U-46, Elgin, Illinois.

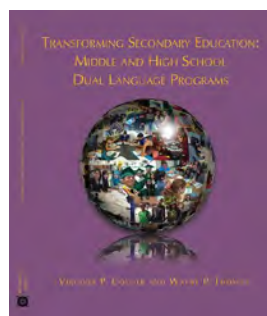


The series starts off with *Educating English Learners for a Transformed World*, a publication that should be read by anyone who is making decisions regarding the design, implementation, and assessment of education programming for English learners.



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Drs. Virginia Collier and Wayne Thomas are internationally known for their research on long-term school effectiveness for culturally and linguistically diverse students. Dr. Thomas is Professor Emeritus of Evaluation and Research Methodology and Dr. Collier is Professor Emerita of Bilingual/Multicultural/ESL Education, both at George Mason University. Their research on dual language education is perhaps the most well-known across the United States. Their longitudinal studies of student achievement in various types of educational programs for English learners are considered seminal work in the field.



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Coming Together: Identifying Dual Language Learner Competencies for Early Childhood Educators



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Over 3 million children ages five and younger live in California. Compared to other states, two times as many of these children are first- or second-generation immigrants living in families whose home language is other than English (Stipek & Pizzo, 2018). These children, who comprise about 60 percent of this age group in California, are characterized as dual language learners (DLLs) (MPI, 2020). Bilingualism has cognitive, social-emotional, and economic benefits for children and society (Kroll & Dussias, 2017). In order for DLLs to benefit from being bilingual, it is vital for them to have substantial support to continue developing their home languages while learning English.

Numerous studies have noted the correlation between the quality of preschool education and children's cognitive and social-emotional development (Nores & Barnett, 2014; Yoshikawa et al., 2013). High-quality early education benefits all children; however, the benefits are even greater for DLLs and children with low socioeconomic status and disabilities (Yoshikawa et al., 2013). Despite the importance of high-quality early care and education for young children, California has low and patchy teacher-training requirements for early childhood education (ECE) programs, and the process for monitoring quality is fragmented and inadequate (Stipek, 2018).

The effective use of curricula and stimulating and supportive interactions between educators and children are the most important aspects of quality in ECE (Yoshikawa et al., 2013). For DLLs, it is crucial for ECE educators to obtain competencies to work with linguistically and culturally diverse children. However, ECE educators in California do not receive sufficient training to work with DLLs (Zepeda et al., 2011), and higher education faculty do not feel they have enough knowledge or resources to teach how to best support DLLs and their families (Navarro-Cruz, Leon, & Crolotte, in publication).

Purpose

In an effort to provide a guide for faculty and teacher preparation programs on how to best support DLLs in the classroom, faculty (both in a two-year and four-year institution), policy advocates, and school administrators came together to develop and map out DLL teacher competencies. Our works build upon Zepeda, Castro, and Cronin (2011) and Zepeda and Espinosa (2020) DLL educator competencies. We expanded on these competencies and included a guide on how these competencies could be implemented at the introductory, developing, and master levels. (See Table 1.)

Collaborative Work

This work was funded by the Early Educators Investment Collaborative (<https://tinyurl.com/EarlyEdCollab>) through the Universities & Partners, Learning, Innovating, Fostering Equity, Transforming California ECE Degrees (<https://tinyurl.com/UP-LIFT>) grant. One of the main objectives of the grant was to ensure that ECE educator candidates have the pedagogical and family engagement skills needed to support dual language learners (DLLs) to develop both English and home-language proficiency as appropriate to young children's developmental levels.

The key transformative approach to accomplishing this objective was to include all relevant partners in the process. ECE educator candidates often begin at the community college in Child Development or Early Childhood Education Programs, then transfer to a four-year university to complete their Baccalaureate. Finally, these students will enter the workforce in a school district or center. All partners (two-year faculty, four-year faculty, and school district administrators) worked together along with Early Edge California, an advocacy organization, to create DLL competencies that one would expect early educator candidates should have. We would be able to assess these competencies at introductory levels at the community

college, developing levels at the university, and mastering levels in the workforce. The collaborative nature of this work allows faculty and teacher preparation programs to ensure that teacher candidates have the skills needed once they enter the workforce.

Table 1. Comprehensive Dual Language Learner Competencies

Competency	Introducing	Developing	Mastering
1. Develop a strengths-based perspective toward culturally and linguistically diverse children and families through continuous reflective practices on self-beliefs, biases, and assumptions of linguistically and culturally diverse families.	Identify reflective strategies to obtain a strengths-based perspective toward culturally and linguistically diverse children and families.	Explain reflective strategies to obtain a strengths-based perspective toward culturally and linguistically diverse children and families.	Develop a strengths-based perspective toward culturally and linguistically diverse children and families through continuous reflective practices on self-beliefs, biases, and assumptions of linguistically and culturally diverse families.
2. Describe the linguistic development of monolingual and bilingual children using various theories and research on bi/multilingualism.	Identify the common linguistic development of monolingual and bilingual children using various theories and research on bi/multilingualism.	Identify the distinctive linguistic development of monolingual and bilingual children using various theories and research on bi/multilingualism.	Describe how linguistic development of monolingual and bilingual children vary using various theories and research on bi/multilingualism.
3. Apply strategies and practices that support linguistically and culturally diverse children and families within different program models, approaches, and settings.	Identify strategies and practices that support linguistically and culturally diverse children and families within different program models, approaches, and settings.	Analyze various approaches and practices that support linguistically and culturally diverse children and families within different program models, approaches, and settings.	Implement approaches and practices that support linguistically and culturally diverse children and families within different program models, approaches, and settings.
4. Develop family partnerships using a funds-of-knowledge framework that values the linguistic, cultural, and racial diversity of children and families.	Identify the importance of family partnerships and how to use their funds of knowledge to value the linguistic, cultural, and racial diversity of children and families.	Analyze diverse ways to nurture family partnerships and how to use their funds of knowledge to value the linguistic, cultural, and racial diversity of children and families.	Develop family partnerships and how to use their funds of knowledge to value the linguistic, cultural, and racial diversity of children and families.
5. Create a welcoming environment that supports the cultural, linguistic, racial, cognitive, and social-emotional development of children.	Identify certain environmental factors that welcome the cultural, linguistic, racial, cognitive, and social-emotional development of children.	Analyze diverse environments and how they support the cultural, linguistic, racial, cognitive, and social-emotional development of children.	Design an environment that supports children's and families' cultural, linguistic, racial, cognitive, and social-emotional development of children
6. Design and implement curriculum based on research, pedagogical strategies, and practices that take into consideration children's funds of knowledge, diverse abilities (including cognitive and social-emotional), culture(s), language(s), and race(s).	Identify different curricular approaches that utilize children's funds of knowledge, diverse abilities, culture(s), language(s), and race(s).	Analyze diverse curricular approaches that are inclusive and how to design an inclusive curriculum that utilizes children's funds of knowledge, diverse abilities, culture(s), language(s), and race(s).	Design and implement various curricular approaches that utilize children's funds of knowledge, diverse abilities, culture(s), language(s), and race(s).
7. Perform observations and assessments that are culturally and linguistically appropriate for children from birth to eight.	Obtain information about how to observe and assess children who are multilingual.	Practice using observation and assessments that are culturally and linguistically appropriate for children from birth to eight (not necessarily directly working with children).	Perform an observation and assessment that is culturally and linguistically appropriate for children from birth to eight (directly working with children).
8. Collaborate with colleagues, families, and community stakeholders to best support the development and learning of linguistically, culturally, and racially diverse children.	Identify the role of families and community stakeholders in supporting culturally and linguistically diverse children and families.	Reflect and examine how to partner with families and communities to better support linguistically and culturally diverse children.	Communicate and collaborate with families and stakeholders to support culturally and linguistically diverse children and families.

Next Steps

The competencies were designed to be used from the beginning of an early educational preparation program at a community college, through an ECE baccalaureate program, and finally in the classroom. An Observation Tool is currently being created and will be piloted by both community colleges and four-year universities to assess the DLL competencies of teacher candidates in their classroom practicum experience. Furthermore, alignment between specific higher education courses and competency levels will be developed. Plans to align to the Teaching Performance Expectations (TPEs) and PK-3 Standards will also be developed with the goal of showing how the DLL competencies fit within the established teacher competencies and expectations (<https://tinyurl.com/CTC-3H-info>).

Knowing the competencies that educator candidates should have can assist in preparing them to work with our youngest learners. Aligning the DLL competencies with the curriculum across community colleges and universities is important to ensure programs are working together to prepare teacher candidates for the workforce. Alignment also includes coordination with teacher performance expectations or standards in school districts or centers. Key to developing the DLL competencies was the collaboration of two-year Institutions of Higher Education (IHE) faculty, four-year IHE faculty, school district administrators, and policy advocates. Our vision is for all ECE teachers to obtain the competencies to work with DLL children and their families. ■

The Butte County Pathway



Holly Harding, M.A.
*Butte County Office of Education
San Diego State University*



Guillermo Castillo, M.A.
Butte County Office of Education

The need to increase the number of bilingual teachers in the state of California is great. As a small county office in rural Northern California, we have struggled with this truth for far too long. Although our numbers of multilingual students pale compared to large urban districts and schools, the need still exists to serve our multilingual learners in the most appropriate way possible. For us, this means building our bilingual workforce.

Butte County is not the only county that struggles to attract bilingual teachers. Many small, rural districts across California attempt to recruit bilingual teachers for their students each year. As a county office, we noticed many small counties were in the same situation, so we set out to change this paradigm.

In the summer of 2016, we noticed that many rural districts did employ paraprofessionals who happened to be bilingual. Our mission, then, was to develop a process that would allow these bilingual paraprofessionals to start seeing themselves as teachers. We started the Future Educator Support (FES) Division at the Butte County Office of Education. We focused on paraprofessionals already in the community, working as bus drivers, librarians, or teachers' aides. We began to piece together a program that would allow these paraprofessionals to remain in their positions in the schools where they were working while also attending our program part-time to attain the credits they needed to apply for a credential program.

Our plan started small. We first built upon the partnership that we already had with Feather River College in Quincy, California. Through this partnership, we offered attendees across the state access to online prerequisite coursework required to apply for a credential program. Next, we established a partnership with San Diego State University's (SDSU) Department of Dual Language and English Learner Education (DLE) that would allow a pathway from the prerequisite courses at Feather River College to the credential program at SDSU. Once SDSU understood the vision for how to grow bilingual teachers in this way, our program really took off.

Our program has changed throughout the years to meet the needs of our students better, but some of our most helpful services include:

- **Exam Preparation:** We created preparation programs for the California Basic Educational Skills Test (CBEST) and the California Subject Examinations for Teachers (CSET) while harnessing other test preparation content to support our students. Our primary focus with CBEST was the writing portion, as we discovered that many of our students found that portion to be a barrier to passing the exam. This support often took the form of one of our staff members meeting weekly with students via zoom and discussing their writing practice while also providing targeted feedback.

- **Financial Assistance:** Our FES Division was able to take advantage of various grants available for teacher preparation. Most notably, the TEACH and Project ACCESS grants allowed us to help future teachers with costs associated with the credential program. Many of our students reported that the cost to attend our program was half what they had expected because of these two grants.
- **Personal Advising:** We employ staff who are currently credentialed teachers and who act as advisors to our students. They provide the personal touch that our students need to remain motivated and stay in our program. Our focus is to build personal relationships with students and meet their needs as they arise instead of asking them to conform to a rigid system set for all attendees.
- **Prerequisite Courses:** We were able to create online prerequisite credential courses for our students. This allows them to attend on a flexible schedule. Our courses also act as a frontloading mechanism for topics covered in our credential courses at SDSU, such as Integrated and Designated ELD, the ELA/ELD Framework, the ELD Standards, and the latest research on pedagogy to support multilingual students in California.

Through all of these supports, we have provided access to a credential program for many students who thought they would never be able to become teachers. Our approach focuses on supporting each student's individual pathway and allowing them to choose how quickly they would like to complete their plan.

By shifting our focus and recruiting teachers in our own schools and districts, we have been able to offer a valuable option for anyone wishing to become a bilingual teacher across California. Our mission is to continue expanding the number of multilingual educators to serve all of California's students.

For more information about our programs, please visit our website at: <https://www.bcoe.org/Divisions/Statewide--Local-Support-Services/Future-Educator-Support/index.html> (<https://tinyurl.com/FutureEducatorSupport>)

Project ACCESS Grant: <https://www.bcoe.org/Divisions/Statewide--Local-Support-Services/Future-Educator-Support/Teacher-Pathways/Project-ACCESS-Grant/index.html> (<https://tinyurl.com/ACCESSgrant>)



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This work is made possible through the CA EWIG EL Roadmap Implementation Grant.

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- OCDE Project GLAD® en español
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- Instructional Practices for Preschool Teachers of Dual Language Learners
- Language Development Through Science
- Special Education in Bilingual Settings
- Parent and Family Engagement
- Academia Digital de CABE para el Involucramiento de Padres y Familias.

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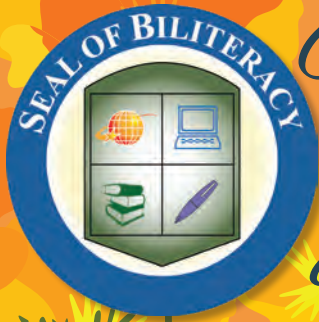
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Celebrating Ten Years of California's State Seal of Bilingual Literacy



Shelly Spiegel-Coleman, M.A.
Californians Together

As the 2021-2022 school year drew to a close, many students graduated from high school with the attainment of the California State Seal of Bilingual Literacy, signifying their proficiency in English and a second language. The year 2022 marks the tenth anniversary since the State Seal of Bilingual Literacy was fully implemented in California and is an important reminder to celebrate what has been accomplished and what is left to do to expand multilingual education in the Golden State.

A Decade of Progress

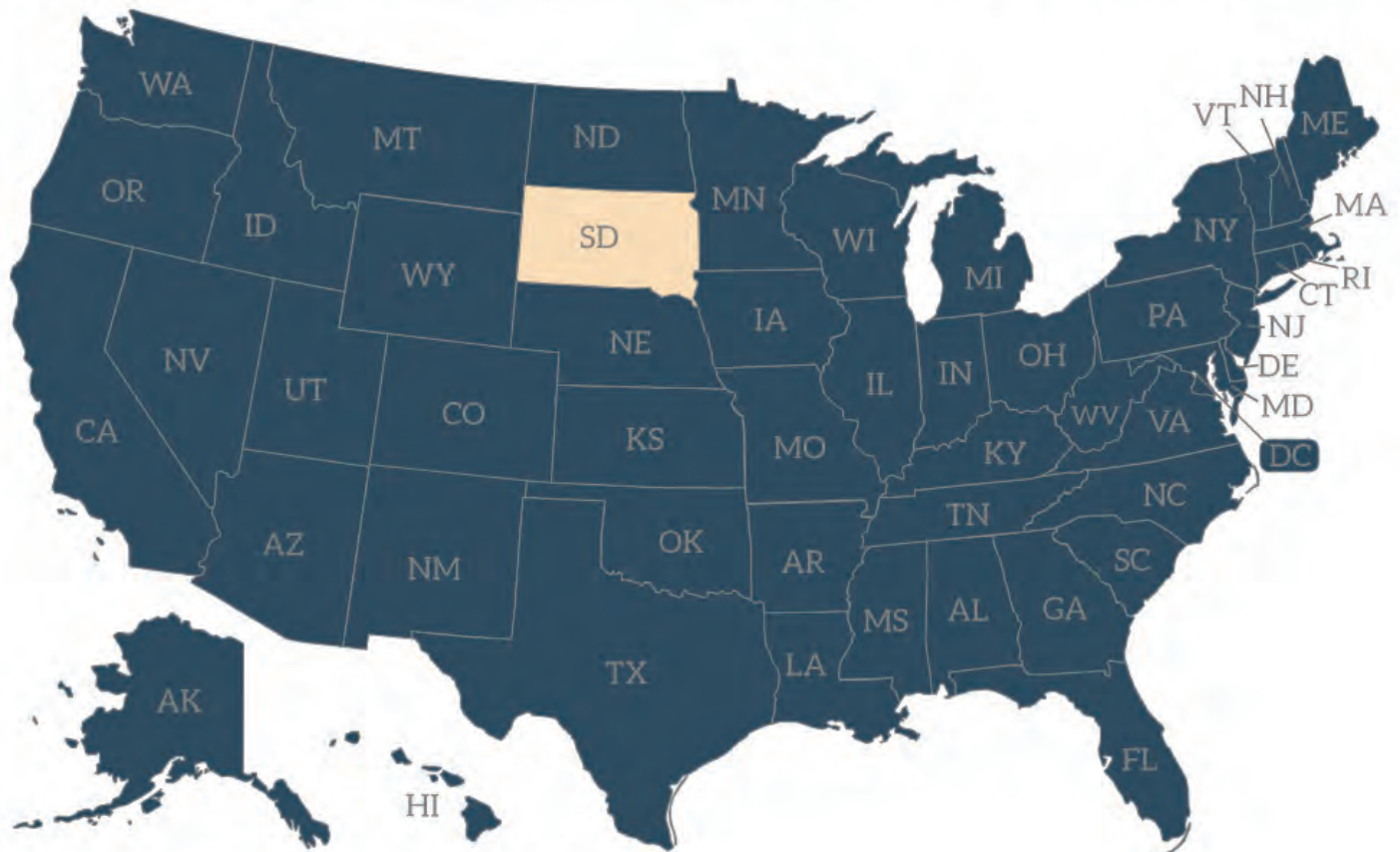
In 2008, Californians Together spearheaded a campaign aimed at statewide adoption of a Seal of Bilingual Literacy. Four years later, in 2012, the State of California officially adopted its State Seal of Bilingual Literacy. Thus far, 340 school districts have adopted the State Seal of Bilingual Literacy and encouraged students to become proficient in two or more languages.

California's adoption of the State Seal of Bilingual Literacy was a remarkable triumph considering the previous 18 years of English-only instruction. That triumph was made possible by changing public and political attitudes toward multilingual education. The passage of Proposition 58 in 2016, which repealed restrictions on bilingual education, demonstrated the evolution and demand for access to multilingual programs in California. Proposition 58 paved the way for the development and adoption of a new statewide English learner policy, The English Learner Roadmap. The EL Roadmap adopted in 2017 is a policy that supports and guides districts and schools to offer comprehensive assets-based programs, including those leading to bilinguality.

Additionally, in May 2018, the California Department of Education launched Global California 2030. The initiative aims to equip students with world language skills that will enable them

State Laws Regarding the Seal of Bilingual Literacy

● Approved State Seal ● Under Consideration ● Early Stages ● No Seal of Bilingual Literacy, Yet!



to more fully engage with and better appreciate California's rich and diverse mixture of cultures, heritages, and languages. This initiative calls for more than tripling the number of students earning the Seal of Biliteracy to 150,000 graduates by 2030.

The Benefits of Multilingualism

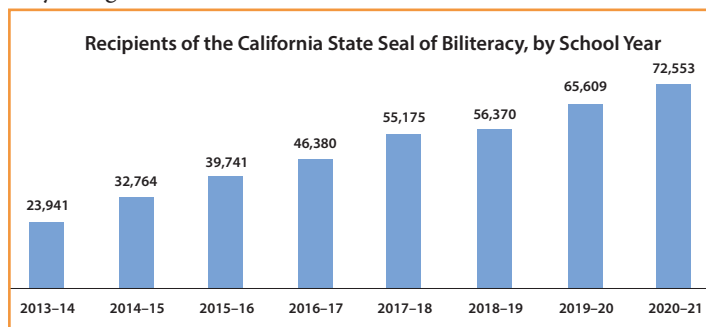
Seniors mastering fluency in one of the 41 different languages, including American Sign Language, is a tremendous accomplishment for any student. Speaking two or more languages has proven cognitive, social, and economic benefits. Bilingual students do better academically in English and their home language, have better college-going and completion rates, are preferred by employers, and for language heritage students, maintain strong connections to their family members, language, and culture. These students are our future bilingual teachers, doctors, government employees, and artists.

National Impact

The reverberations of this important policy have resulted in positive outcomes in California and across the country. Over the past decade, 49 states and the District of Columbia have adopted a Seal of Biliteracy (only South Dakota remains to adopt and is in the early stages).

The Status of California's Seal of Biliteracy

Within California (according to 2020-2021 school year data), 351 local education agencies (LEAs) with high school students now offer the State Seal of Biliteracy, including 336 school districts, ten county offices of education, and five state special schools. Moreover, the 2020-2021 school year had nearly 73,000 students achieving the State Seal of Biliteracy, more than any previous year. Almost half of all State Seal of Biliteracy recipients were current or former English learners (ELs), which elevates the language assets they bring to our communities and state.



Given the trend over the past decade, we can expect these numbers to keep increasing when they are released for the 2021-2022 school year and beyond.

Expanding Access

As we celebrate this important milestone, we must continue to expand access to multilingual programs for all students. The Global California 2030 goal of doubling the number of students earning the Seal of Biliteracy to 150,000 graduates by 2030 is a call to action for each school and district in our state.

To accomplish this goal, the school districts that currently offer the State Seal of Biliteracy must support and encourage many more students to qualify for the State Seal of Biliteracy. The state and multilingual advocates should also support the approximately

100 school districts and over 40 county offices of education with high school students that currently do not offer the State Seal of Biliteracy to do so.

Below are recommendations to continue to support expanding access to the Seal of Biliteracy:

1. Expand Access
 - Support 100% of eligible California school districts to adopt the State Seal of Biliteracy.
 - Encourage all school districts to implement the new Biliteracy Pathway Recognitions program.
 - Expand resources for districts, schools, and classrooms to fully implement the English Learner Roadmap, including multilingual programs leading to eligibility for the Seal of Biliteracy.
2. Track Progress
 - Keep the focus on Global California 2030's goals by widely reporting on the status of goal attainment annually.
 - Track and report the demographics of students who receive the Seal of Biliteracy.
3. Engage Students and Families
 - Publish and distribute informational materials for students in the lower grades to motivate them to develop proficiency in English and another language leading to state recognition with the State Seal of Biliteracy.
 - Develop a multilingual communications campaign to reach parents of English learners to learn about the Seal of Biliteracy and the benefits of enrolling their children in multilingual programs to qualify for this recognition.

Conclusion

California is moving toward multilingualism for all students. The rapid increase in the number of LEAs adopting the Seal of Biliteracy and the number of students qualifying for that designation is heartening. The state adoption of the EL Roadmap and Global California 2030 provides the framework for further work in elevating programs for English-only and Heritage Language speakers and supports the vision of a multilingual state with benefits to students, their communities, and the state as a whole. ■

Resources:

Californians Together: <https://californianstogether.org/multiple-pathways/>
Seal of Biliteracy: <https://sealofbiliteracy.org/>
California Department of Education, State Seal of Biliteracy: <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>
California Department of Education, Biliteracy Pathway Recognitions: <https://www.cde.ca.gov/sp/el/er/biliteracypathway.asp>

References and author bio are included in the appendix of the online version: <https://tinyurl.com/OnlineME2023>

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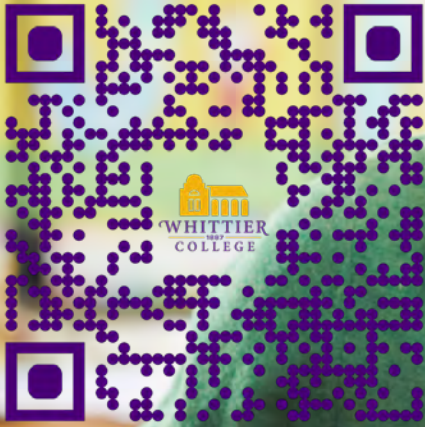


José Hugo Moreno, Ph.D.
Mountain View School District

Este poema está dedicado a los 43 seres humanos que nos inspiran a luchar por las voces de los desaparecidos en todas partes de México y el mundo. Dedicado a los desaparecidos en Ayotzinapa, Guerrero, México. ¡Que vivirán en nuestra conciencia y acciones por siempre, nuestras voces no serán silenciadas más!

43 madres lloran lágrimas de dolor por sus hijos desaparecidos
 43 hijos de la patria
 43 que no verán el amanecer
 43 que dedicaron su vida a ayudar a su prójimo
 43 que hoy no respiran
 43 que el gobierno los deshumaniza
 43 que son marginados, que son torturados, destrozados, y martirizados
 43 hijos de la patria
 43 hijos del pueblo
 43 hijos de la nación
 43 seres humanos que perdieron su vida por sus ideas, por sus principios, y por sus morales
 43 desaparecidos
 43 hermanos
 43 seres humanos
 43 padres que nunca lo serán
 43 que se encuentran en el más allá
 43 que ya no están
 43 que nos inspiran
 43 que nos dicen y nos aclaman que tenemos que actuar
 43 que nos dicen que ya basta de las desapariciones, de las violaciones, de la tortura, y la corrupción
 43 que nos piden que exijamos justicia
 43 que dicen basta ya, no más dolor, no más sacrificio, ya no más silencio
 43 que dicen ayúdame, ayúdate, ayuda al pueblo, ayuda a nuestra gente
 43 que dicen, “Dales concientización al mundo, a la humanidad de nuestra desaparición y tortura.”
 43 de los inocentes ¡idos para siempre!
 43 de los inocentes ¡fuertes para siempre!
 43 latidos que no laten más
 Nunca será mi paradigma de paraíso paralela a la paradoja de perpetua servidumbre de las ponencias políticas y de la injusticia mientras camino por las calles de la conciencia educativa y me doy cuenta de que los 43 que perecieron ¡No perecen porque ellos viven a través de ti y de mí!
 —Hugo Moreno

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Equity Moves to Support Multilingual Learners in Mathematics and Science: An Excerpt



Ivannia Soto, Ph.D.
Whittier College

Michael Biersdorf, M.S.
Los Angeles Unified School District Micro-Credentialing

Theodore Sagun, Ed.D.
UCLA Community Programs and Teacher Education

A new book by Ivannia Soto, Michael Biersdorf, and Theodore Sagun on scaffolding mathematics and science instruction using “equity moves” will be published by Corwin Press in 2023. The following is an excerpt from the book, *Equity Moves to Support Multilingual Learners in Mathematics and Science*.

Introduction

If the curriculum we use to teach our children does not connect in positive ways to the culture young people bring to school, it is doomed to failure. —Lisa Delpit

This introduction is intended to unpack the structure of both the book and the vignettes in each chapter—which includes the intentionality of incorporating Equity Moves and content standards—and will assist the reader with understanding the architecture of the book. Just as being explicit with our students regarding the text features in mathematics and science can unveil the hidden curriculum, we hope that outlining the text features in this book brings greater clarity and comprehension of the intentional design embedded as you read the text. We also hope this architecture will inspire you to begin making instructional shifts that will create additional access for multilingual learners (MLLs) in your classroom.

At this point, you probably noticed that we are using a term you may not be familiar with: multilingual learner. This book will focus on the language and literacy opportunities that MLLs can and will achieve when appropriate language scaffolds are taught alongside rigorous math and science standards and content, and when teachers enact what we will call Equity Moves. In this manner, we take a strengths-and assets-based approach to what MLLs can do when they are adequately instructed and supported. Using key language scaffolds for science and math instruction, students with specific language assets and needs can unlock their success in school. For far too long, the narrative has revolved around what MLLs cannot do instead of focusing on what they can do when instructed appropriately. Specifically, this book is about helping teachers of math and science support MLLs to “do” specific things with language, including empowering their students to “do” vocabulary, “do” discourse, “do” modes of representation, and “do” text features through the teachers’ enactment of the Equity Moves described throughout the book.

For these reasons, we will use the term multilingual learners (MLLs) instead of English language learners (ELLs), which is still the federal term. We have purposely chosen MLL instead of ELL because we believe that the language that we use is important. The term *multilingual learners* suggests that students who speak other languages at home bring with them a valuable asset that can and should be validated and leveraged in the classroom setting. The term ELL suggests that English is the only goal and does not honor or validate the essential role of primary languages in school systems. Due to this, and because we believe that the primary language should be developed and used in the classroom setting, we will use the term MLL all through this book.

Structure of the Book

Throughout this book, we also use several text features that are consistent across chapters. First, we open each chapter with a math or science classroom vignette that we encourage you to see yourself in. As you read, imagine the vignette playing out before you and consider what the takeaway might be in your role. If your regular context is the classroom, ask yourself: what might you want to try on in your classroom? What makes sense for multilingual learners (MLLs) in your classroom? What might you do differently? If you’re an instructional coach or school or district administrator, ask yourself: what might you want to highlight or model with teachers at your school site and why? How might you engage the classroom teacher in a discussion about the experience? The intention in opening each chapter this way is to engage you as the reader in the same type of real-world, phenomenon-based learning experience called for in the new math and science standards, where teachers are encouraged to ground each lesson in a real-world phenomenon their students are invited to explore and explain.

In the spirit of the science instruction called for in the Next Generation Science Standards, the first vignette in each chapter is called the Anchoring Science or Math Phenomenon Vignette

because it becomes the focus of each chapter. The Anchoring Science or Math Vignette presented in each chapter is not intended to be read as a model lesson but as a composite representation of lessons that we have found to be the norm in classrooms across the country. Then, throughout the chapter, we will suggest ideas to improve the efficacy of the lesson, such as specific language and content scaffolds and culturally sustaining practices that would provide access for MLLs, which we call Equity Moves or strategies. Again, because we intend to showcase more effective and equitable mathematics and science instruction, the presentation of these potential solutions to problems is uncovered in the second vignette of each chapter, which includes language and content scaffolding, as well as culturally sustaining practices, and is designed to model what a teacher might do in their math or science classroom. Alongside each vignette, you will also notice that we include authentic student work samples, which are connected to the second vignettes and assist with contextualizing student thinking and the focus of the lesson.

We invite you to make the same kinds of adaptations to your lessons, keeping in mind your context, your school, your students, the community your students live in, and their culture and experiences. In many cases, these instructional shifts will be minor and slight modifications or revisions to existing lessons. We encourage you to build upon the careful planning and scaffolds that you have already designed as you perhaps already take instructional risks on behalf of your MLLs.

In addition to language and content scaffolds, we also embedded culturally sustaining practices into our vignettes. The culturally sustaining teaching elements of each lesson were drawn from the Eight Competencies for Culturally Responsive Teaching (New American, 2019), thus providing the reader with an exemplar of what highly effective math and science instruction for MLLs might look like with a culturally responsive and sustaining lens.

The second vignette in each chapter represents what the Next Generation Science Standards refer to as “Everyday Phenomena” that are designed to relate the Anchoring Phenomenon in each chapter to what we hope our readers will come to find as their personal experience when they implement the Equity Moves outlined in the chapter.

We will then end each chapter by listing the Equity Moves or research-based strategies that were strategically and intentionally used as language, content, and cultural scaffolds. You will find

these Equity Moves laid out in a table at the end of each chapter, along with an example in the second vignette of how to use that equity move in the classroom setting. To that end, we propose our readers use the Equity Moves to “figure out” how to serve their MLLs better, as presented in our opening Anchoring Phenomena. We’ve designed each chapter in this way so that we not only model the type of phenomenon-based learning experiences we hope all math and science teachers provide in their classrooms, but also because we hope that all teachers will design lessons with the Equity Moves “baked in” right from the start rather than as something added on as an afterthought once the lesson design is complete. Figure I.A. and the paragraph below include a definition of how we are defining Equity Moves throughout the book.

Throughout each chapter, you will find both an equity table and call-out boxes. The equity table is a summary of all of the Equity Moves—both language and culturally responsive scaffolds—used throughout the chapter. The Equity Move Focus is the label for the beginning general description of the chapter’s Equity Moves. The equity table also includes the language scaffold differentiated at two different language proficiency levels: beginning and intermediate.¹ We selected beginning and intermediate levels of proficiency because this is where teachers might find the most variation and differentiation of the scaffolds outlined.

The equity call-out boxes assist with highlighting the Equity Move in context within the second vignette. These call-out boxes were intended to assist the reader with noticing the Equity Move at the specific point of context within the lesson so that they can be easily found and embedded in future lessons.

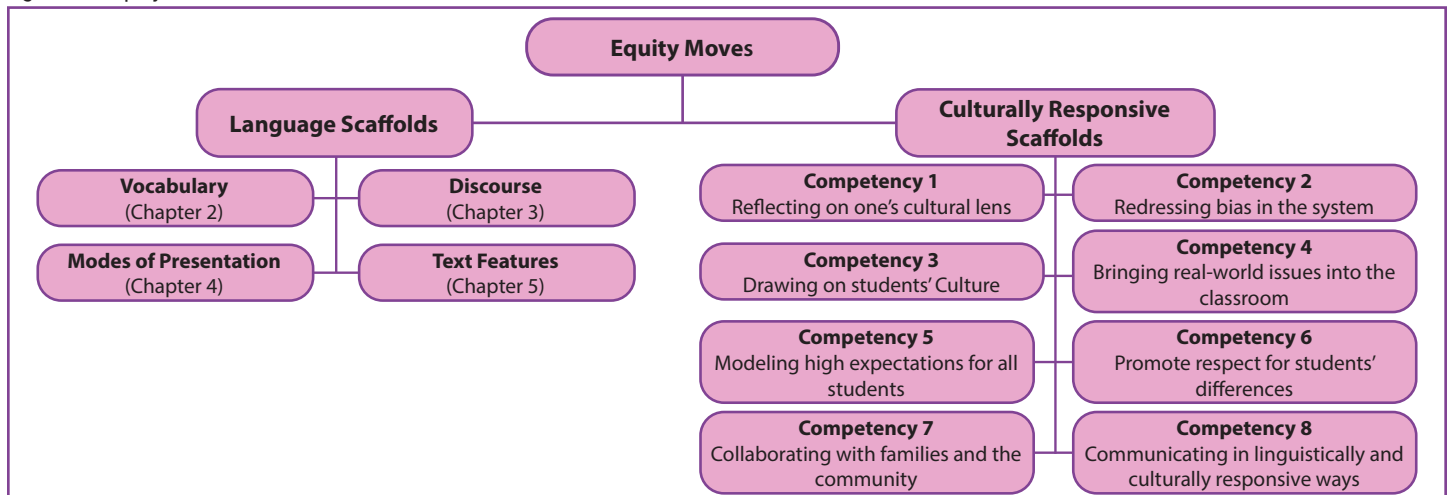
Lastly, throughout each chapter, you will also find reflective and application questions. The reflective questions were designed to have you reflect upon the vignettes, while the application questions are intended to have you think about your practice. These questions are intended to assist with further processing the chapter in context. We encourage you to answer these questions personally and then discuss them with colleagues in a department, grade-level, and/or professional learning community. ■

¹ Editor’s note: California currently calls these proficiency levels “Emerging” and “Expanding.”

Reference

Eight Competencies for Culturally Responsive Teaching.
Washington, D.C.: New American, 2019.

Figure I. A. Equity Moves Defined





Broadening Minds Despite a Narrowing Curriculum: Using Diverse Books with Multilingual Students



Allison Briceño, Ed.D.
San Jose State University



Claudia Rodríguez-Mojica, Ph.D.
Santa Clara University

Today's political climate is charged and polarizing communities. History has shown us that social division is dangerous, especially for people of color and other marginalized communities. This article addresses how we, as bilingual educators, can begin to counteract two forces that are narrowing the curriculum and have the potential to narrow our students' minds. We begin by problematizing two political movements and show how multilingual students are harmed by these trends. We then propose that diverse and multilingual books can counteract these trends, and we share three classroom literacy strategies. We use the terms "multilingual students" and "emergent bilinguals (EBs)" to refer to students who speak a language other than English at home.

The Narrowing of the Curriculum

Two seemingly separate political trends are narrowing our curriculum: the continued banning of diverse children's books and the current version of the Reading Wars. We question the White, monolingual-English, heterosexual assumptions driving these trends and provide brief overviews of both. Then, we propose how the use of diverse, multilingual books can begin to counteract the narrowing of the curriculum.

Whose books are in schools and curriculum? Whose are being banned?

The movement to ban certain books from schools—and from libraries and bookstores—limits who our children get to see as heroes and protagonists. The question of

which books get banned is critical to this discussion, as "Books that are frequent targets for bans include those that deal with racism and racial justice as well as stories that center the lived experiences of Black, Indigenous, and people of color" (American Library Association, 2022, p. 11).

That statement has been proven true. According to PEN America, as of March 2022, 1,145 individual books have been banned in 26 states and 86 school districts, affecting over 2 million students. The representation of the banned books is alarming: 41% contain main or secondary characters of color; 33% address LGBTQ+ themes or important characters who are LGBTQ+; 22% explicitly address race and racism; 25% contain sexual content, including informational texts about puberty or sex; and 9% are related to rights and activism (PEN America, 2022). For example, Jacqueline Woodson's "El día en que descubres quién eres" is banned from classrooms in Central York District, Pennsylvania. Jacqueline Woodson is an African-American author, and her book is about finding the courage to connect with others when you feel like an outsider. The problem of representation in books begins with which books—and authors—get published in the first place. According to the Cooperative Children's Book Center (2022), two-thirds of books published in 2021 depicted children from White backgrounds or non-human characters. Only 13% of books included Black or African characters, and of those, only 9% were actually written by Black or African authors. The remaining book characters were 11%

Asian, 7% Latinx, 2% Indigenous, 1% or fewer Pacific Islander, and 1% or fewer Arab.

The challenges are similar in our language arts curriculum. In a study of the common *Wit and Wisdom* curriculum by Rigell and colleagues (2022), percentages of the included texts written by Black, Indigenous, and People of Color (BIPOC) authors are shockingly low—as low as 8% in grades 1, 4, and 5. Equally alarming, however, is the misrepresentation of BIPOC communities: Many texts authored about BIPOC characters were written by non-BIPOC authors. In second grade, a grade with one of the highest numbers of BIPOC texts and authors, 25 (41%) of the texts included BIPOC characters, but only 11 (18%) of the texts were written by people of color. If multilingual students of color do not see themselves authentically represented in the curriculum or the library, what are they learning about their importance in the world?

Whose "Science" of Reading?

A glance at headlines in most news outlets will provide evidence of "reading's forever wars," as described by Durán and Hikida (2022). Starting in the 1950s with a push for phonics-based literacy instruction, the curricular pendulum has been swinging back and forth between centering foundational skills and focusing on critical thinking and meaning-making. This is a fallacy, of course. The truth is that both are needed.

The pendulum is currently swinging toward foundational skills, rebranded as

Websites to help you find diverse and bilingual children's books.

1. Learning for Justice (www.learningforjustice.org)
2. Social Justice Books (www.socialjusticebooks.org)
3. Teaching for Change (www.teachingforchange.org)
4. Diverse Book Finder (diversebookfinder.org)
5. Oyate (www.oyate.org) focus on Indigenous books
6. Colours of Us (www.coloursofus.com/multicultural-childrens-books-lists/)
7. BBILY book list focus on Spanish language and bilingual books (<https://www.scu.edu/ecp/centers-and-partnerships/bilingual-education/recursos-para-maestrxs/>)
8. California Literature List, searchable (<https://www3.cde.ca.gov/reclitlist/search.aspx>)
9. Teaching Books, searchable (<https://www.teachingbooks.net>)
10. Reading is Resistance (<https://www.readingisresistance.com/about>)
11. African American Literature Book Club (<https://aalbc.com>)

Table 1 Websites where you can find diverse texts

Science of Reading (SoR). SoR researchers are often not listened to, giving free rein to some curriculum companies and the media to determine implementation. States across the country have passed laws in support of SoR despite the decade of evidence from the No Child Left Behind (NCLB, 2001) era showing that *a phonics-based curriculum does not meet the needs of multilingual students* (e.g., Aukerman & Schuldt, 2021; Escamilla et al., 2022a, 2022b; Share, 2021).

For instance, an evaluation of reading data from the NCLB era found, “while there was an impact on strengthening decoding skills among first-grade students, there was no significant impact on student reading comprehension test scores in subsequent grades and no improvement in student motivation and engagement with literacy” (Escamilla et al., 2022b, pp. 1-2). In fact, Reading First’s foundational skills curricula—which SoR advocates for—“were never designed for EL/EB students,” were “insufficient for EL/EBs,” and are inappropriate for dual language settings (Escamilla et al., 2022a, p. 2).

Share (2021, p. S391) asks if SoR is only for reading in English and states, “The time has come to extricate the science of reading from entrenched ethnocentrism and embrace global diversity” (p. S398). Goldenberg (2020, p. S133) argued that SoR is “not enough” for EBs because it does not include English language development. He presents the problem as one of insufficient ELD instruction, saying, “Acquiring adequate levels of English-language proficiency, particularly academic language essential for school success, is the single most critical instructional need faced by ELs if they are to have reasonable

chances of school success” (p. S141). SoR-based curriculum is also critiqued as culturally and linguistically inappropriate for non-White students because it does not recognize the sociocultural and linguistic riches that multilingual and historically minoritized children bring to school (Auckerman & Schuldt, 2021; Escamilla et al., 2022b; Share, 2021).

So What?

SoR is narrowing the curriculum in two important ways: *what* is taught (e.g., a focus on foundational skills at the expense of other important aspects of literacy) and *how* it is taught (e.g., without consideration for cultural and linguistic relevance). Together with book banning, which erases authentic representations of students of color and EBs from the curriculum, the two movements are setting schools up to fail to prepare *all* students for our complex and increasingly polarized world. It is crucial that our youth know how to think critically, comprehend complex text, and develop and support their own claims if we are to have a fighting chance in solving global and local problems. Narrowing the curriculum not only impacts students, but it also limits teachers’ abilities to provide culturally and linguistically responsive instruction (Auckerman & Schuldt, 2021; Share, 2021).

Diverse, Multilingual Books Can Broaden Our Lens.

Using diverse and multilingual books can counter some of the trends that have narrowed the curriculum. Including diverse perspectives in the curriculum develops students’ identities in positive ways and helps them connect to school

(Ascenzi-Moreno & Quiñones, 2022).

It deepens comprehension, develops critical thinking, and opens their minds to different peoples, languages, cultures, and traditions (Ascenzi-Moreno & Quiñones, 2022; Bishop, 1990). Below we share three ways teachers can use diverse and bilingual books to re-center multilingual students and communities in their classrooms. Table 1 lists websites where you can find diverse texts.

Book Clubs

Book clubs are a common strategy teachers use to engage students in reading. Small groups of students choose a book to read together from a selection of teacher-approved books. The students’ sense of control over which book to read is important for motivation and engagement (Allington & Gabriel, 2012). Small groups of students then engage in conversations about the book over time. While older students read chapter books, younger students can engage in book clubs with picture books.

Book clubs have been implemented since the 1980s using the roles of questioner, summarizer, predictor, and clarifier (Palincsar & Brown, 1986). Figures 1 and 2 suggest new roles focused on social justice issues (Briceño & Rodríguez-Mojica, 2022). Each student in a group takes on a role, prepares in advance, and participates in the small group discussion to deepen their comprehension and critical thinking. Figures 1 and 2 include new book club roles and discussion prompts in Spanish and English.

Bilingual Books

Bilingual books and books incorporating translanguaging can help EBs relate to the text easily because of the text’s language. Bilingual books are used around the world to develop cross-linguistic connections and metalanguage and foster self-reflection about students’ own bilingualism (Escamilla et al., 2014). They can be used with any instructional activity, including book clubs. Students can use what they know in one language to learn new vocabulary and grammatical structures in the other language. Bilingual books are also fun and easy to use with families, thereby supporting home-school connections (Escamilla et al., 2014). Rodríguez-Valls (2011) found that bilingual books promote literacy

<p>Animar la representación</p> <p>¿Quién está representado en este libro?</p> <p>¿Quién no está representado?</p> <p>¿Quién cuenta esta historia? ¿Por qué?</p> <p>¿Notas que algunos personajes no se escuchan? ¿Cómo y por quién?</p> <p>¿Hay algún personaje del que te gustaría saber más o sobre el que te gustana saber más?</p>	<p>Tomar otra perspectiva</p> <p>Noté que la perspectiva de _____ domina este libro. ¿Qué piensas sobre eso?</p> <p>Me pregunto cómo cambiaría la historia si se contara desde la perspectiva de _____.</p> <p>¿Quién más podría tener una opinión o perspectiva importante en este libro? ¿Qué podría ser?</p>
<p>Conectar a la comunidad</p> <ul style="list-style-type: none"> ¿Quién tiene una conexión personal con los eventos o los personajes que les gustana compartir? ¿Cómo los ayuda a entender este texto? ¿Existe alguna conexión entre este libro y los eventos actuales? ¿Cómo te ayuda eso a entender el libro o los eventos actuales de manera diferente? ¿Cómo podemos relacionar este libro con nuestra comunidad? ¿Qué podemos aprender sobre el libro o la comunidad de la conexión que hicimos? 	<p>Buscar estereotipos</p> <p>¿Existen estereotipos o representaciones de personas "típicas" de un grupo?</p> <p>¿Tienen libre albedrío las mujeres, personas de otros personajes minoritarios? ¿O son personajes simbólicos?</p> <p>¿Salen perdiendo estos personajes cuando se comparan con las case media blanca como "estándar"?</p> <p>¿Quiénes son los héroes? ¿Quiénes son villanos?</p>

Figure 1 Book Club Role Cards in Spanish
 From: Briceño, A. & Rodríguez-Mojica, C. (2022). *Conscious Classrooms: Using Diverse Texts for Inclusion, Equity and Justice*. Benchmark Education.

<p>Representation Rep</p> <p>Who is represented in this book?</p> <p>Who is not represented?</p> <p>Who gets to tell this story? Why?</p> <p>Do you notice any characters being silenced? How and by whom?</p> <p>Are there any characters you would like to hear more from or know more about?</p>	<p>Perspective Taker</p> <p>I noticed that _____ perspective dominates this book. What do you think about that?</p> <p>I wonder how the story would change if it were told from _____'s perspective?</p> <p>Who else might have an important opinion or perspective in this book? What might it be?</p>
<p>Community Connector</p> <ul style="list-style-type: none"> Who has a personal connection to the events or the characters they would like to share? How does it help you understand this text? Are there any connections between this book and current events? How does that help you understand the book or the current events differentiv? How can we relate this book to our community? What can we learn about the book or the community from the connection we made? 	<p>Stereotype Seeker</p> <p>Are there any stereotypes, or representations of people as "typical" for a group?</p> <p>Do women, people of color, and other minoritized characters have agency? Or are they tokenized?</p> <p>Do characters lose out when compared with White middle-class as the "standard"?</p> <p>Who are the heroes? The villains?</p>

Figure 2 Book Club Role Cards in English
 From: Briceño, A. & Rodríguez-Mojica, C. (2022). *Conscious Classrooms: Using Diverse Texts for Inclusion, Equity and Justice*. Benchmark Education.

achievement and English language development for students categorized as English learners. He stated, "Reading and analyzing bilingual books showed parents, teachers, and students that the skills they use when they speak, read, and/or write in their first language are useful when learning a second language. Fueled by this notion, they become more cross-culturally aware and expand their abilities to communicate with others" (Rodríguez-Valls, 2011, p. 35). Bilingual books can be rich sources for language, literacy, and cross-cultural development.

Connecting to Books as Mirrors, Windows, and Sliding Glass Doors

Students see themselves reflected back in *mirror* books, they can glimpse other worlds through *window* books, and books that serve as *sliding glass doors* allow students to step into other lived experiences (Bishop, 1990). Teaching students to make these connections to

books can deepen their comprehension and develop critical thinking (Ascenzi-Moreno & Quiñones, 2022). Teachers can model making these connections by thinking aloud with books that serve as mirrors, windows, and doors for them and provide students with opportunities to talk and write about how they connect to different texts. Starting with something students are familiar with, such as a cartoon, TV show, or video game can make this easier.

Once students are familiar with the concept of books as mirrors, windows, and sliding glass doors, they can use the prompting cards in Figures 3 and 4 during read-alouds, whole class discussions, or in small groups (Briceño & Rodríguez-Mojica, 2022). The top two cards relate to texts as mirrors, windows, and sliding glass doors, and the bottom two develop students' criticality lens. Classroom norms of respect are critical before having students share about their identities.

Conclusion

External forces narrow the curriculum and limit teachers' ability to draw on culturally and linguistically relevant texts. SoR is not appropriate for multilingual youth, and the banning of books is limiting students' access to diverse and multilingual texts. Asking what bilingual teachers can do, we proposed that using diverse and bilingual books can begin to reverse these harmful trends, and we suggested three ways to incorporate these texts in your classroom. Teaching is always a political act. Recognizing and acting on this knowledge is critical in bilingual classrooms. Every action we take shows students what we value—our book choices can show our students we value them. ■

References are included in the appendix of the online version:
<https://tinyurl.com/OnlineME2023>

Figure 3. Prompting Cards in Spanish
 Adapted and translated from: Briceño, A. & Rodríguez-Mojica, C. (2022). *Conscious Classrooms: Using Diverse Texts for Inclusion, Equity and Justice*. Benchmark Education.

<p>Textos como espejos</p> <p>Grados K-2</p> <ul style="list-style-type: none"> Tal cómo yo, [personaje] es/hizo/te encanta/no le gusta _____. Me vi a mí mismo (o a mi familia o a mi comunidad) en este libro cuando _____. Este libro me hace sentir bien conmigo mismo porque _____. Creo que a mi mamá/papá/abuela/tía le gustaria este libro porque _____. 	<p>Textos como ventanas o puertas</p> <p>Grados K-2</p> <ul style="list-style-type: none"> El personaje es diferente que yo porque _____. No me conecté a este libro. Algunas diferencias importantes entre el libro y yo son _____. Este libro me ayudó a entender _____.
<p>Grados 3-5</p> <ul style="list-style-type: none"> Me conecté con _____ (personaje en el libro) porque _____. Este texto me hace sentir orgulloso de _____ porque _____. Puedo conectar este texto a mi comunidad porque _____. 	<p>Grados 3-5</p> <ul style="list-style-type: none"> No me conecté a este texto personalmente porque _____. Me interesó como el personaje hizo _____. En mi comunidad trataríamos con el asunto de manera diferente: _____. Me gustaria ofrecer otra interpretación desde un punto de vista diferente perspectiva. _____.

Figure 4. Prompting Cards in English
 Adapted from: Briceño, A. & Rodríguez-Mojica, C. (2022). *Conscious Classrooms: Using Diverse Texts for Inclusion, Equity and Justice*. Benchmark Education.

<p>Texts as Mirrors</p> <p>Grados K-2</p> <ul style="list-style-type: none"> Just like me, (character name) is/did/loves/doesn't like _____. I saw myself (or my family or my community) in this book when _____. This book makes me feel good about myself because _____. I think my mom/dad/grandparent/aunt would like this book because _____. 	<p>Texts as Windows or Doors</p> <p>Grados K-2</p> <ul style="list-style-type: none"> The main character is different from me because _____. I didn't connect with this book. Some differences between me and the book are _____. This book helped me understand _____.
<p>Grados 3-5</p> <ul style="list-style-type: none"> I connected with (character name) because _____. This book made me feel proud of _____ because _____. I can connect this book to my community because _____. 	<p>Grados 3-5</p> <ul style="list-style-type: none"> I didn't personally connect to this book because _____. I was interested when (character name) did _____. In my community we would deal with the issue by _____. I would like to offer an interpretation from another perspective. _____.

The Need to Renew Our Promise for California's Long-Term English Learners



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This article presents a summary of the 2021 report by Californians Together, *Renewing Our Promise: Research and Recommendations to Support California's Long-Term English Learners* (<https://tinyurl.com/RenewPromise>).¹

It presents a call to action for school, district, and state leaders about the need to continue to improve education for California's over 200,000 long-term English learners (LTELs).

More than a decade has passed since the publication of the groundbreaking report, *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners* (<https://tinyurl.com/CalTogRepHarm>).² The report shed light on LTELs and provided information on effective education strategies for these students—as well as for ensuring that English learners (ELs) do not become LTELs. And while it is gratifying to see that the numbers and percentage of English learners who are LTELs have decreased slightly over the past decade—continuing this slow rate of change will leave far too many students behind.

Long-term English learner: An EL in grades 6-12 who has attended U.S. schools for six or more years, has remained at the same level of English proficiency for two or more years as determined by the English Language Proficiency Assessment for California (ELPAC) or has regressed to a lower level of English language proficiency, and for students in grades 6-9, scores below basic or far below basic on the English language arts achievement test.

EL at risk of becoming a long-term English learner: An English learner in grades 3-12 who has attended U.S. schools for four or five years, scores at the intermediate level or below on the English Language Proficiency Assessments for California (ELPAC), and for students in grades 3-9, scores below basic or far below basic on the English language arts achievement test.

Long-Term English Learners in California Public Schools³

By definition, all LTELs are students in grades 6-11, so to understand LTEL trends and characteristics, we need to focus on data from these grades. Among California's 3.4 million 6th-12th grade students:

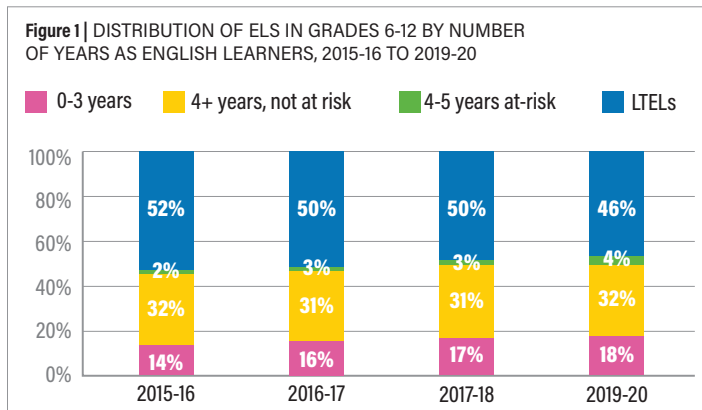
- Thirteen percent (442,000) are ELs;
- Forty-six percent (204,042) are LTELs; and
- The proportion of LTELs increases with each grade level.

Although LTELs speak a variety of home languages, like California's ELs overall, most speak Spanish as their first language. A significant proportion of these students—89 percent—are socioeconomically disadvantaged, and 36 percent are dually identified as English learners and students with disabilities.

Over the five years in which data on LTELs has been publicly available, there has been a slight decrease in the number and percent of ELs who become LTELs. During the 2015-16 school year, California enrolled 238,572 LTELs, compared to 204,042

during the 2019-20 school year, a decrease of 34,530 students. This represents a decline in the proportion of ELs in grades 6-12 who are LTELs—from 52 percent to 46 percent.

While it is still quite soon after the 2016 passage of Proposition 58, which ended the program limitations imposed by Proposition 227, this slight downward trend in LTEL numbers may be in part due to the post-227 ability of school districts to make local decisions about the best programs for their EL students, including multilingual approaches. Other district actions that could be supporting this decline in LTELs include more focused attention on these students, ongoing implementation of the ELA/ELD framework, and more and better instruction in integrated and designated ELD.



Policy Changes Over the Past Ten Years

The last ten years have seen several policy changes that support EL students—including long-term English learners and those at risk of becoming LTELs. Since 2012, the following LTEL-specific policies have been passed in California:

- **2012: AB 2193 (Lara).** Established definitions of LTELs and students at risk of becoming LTELs, and required CDE to provide an annual count to schools and districts.
- **2015: SB 750 (Mendoza).** Amended definitions and required CDE to report school, district, and statewide data on the number of LTELs and students at risk of becoming LTELs.⁴
- **2017: AB 81 (Gonzalez Fletcher).** Required parent notification of their child’s status as an LTEL or student at risk of becoming LTEL, and details on how the district or school would address needs.⁵

Additionally, there has been significant progress in California’s education policy that has improved the landscape for all ELs. The Local Control Funding Formula provides districts with funding that can be targeted to meet the needs of these students. Districts must now identify LTELs and students at risk of becoming LTELs and inform parents of their children’s status and plans for addressing their needs. With the 2016 passage of the California Ed.G.E. (Education for a Global Economy) initiative, school districts can make decisions about the best instructional approaches for their ELs—including those that promote biliteracy and call on students’ primary language for instruction. The ELA/ELD framework provides guidance on targeted English language development (ELD) and how to infuse ELD across the curriculum. And the 2017 California State Board adoption of a comprehensive EL policy, the California English Learner Roadmap, provides districts and schools the guidance and tools to implement these and other policies in ways that best support ELs, LTELs, and those at risk of becoming LTELs.

Research Summary

Researchers point to several factors that contribute to ELs becoming LTELs. Most of these factors involve EL students’ lack of access to appropriate and adequate educational programs and instruction that supports their academic success. These factors include⁶:

- Variability in quality and approach of programs and services in the elementary grades;
- Lack of rigor, consistency, and adequacy of ELD instruction both through designated and integrated ELD so that students do not develop the academic literacy skills they need to access grade-level content;
- Lack of access to appropriate grade-level content and curricula;
- Student absenteeism, which leads to gaps in knowledge;
- Changing schools, at times across country borders, that results in changing programs, curricular focus, and instructional strategies;
- Failure to identify or belated diagnosis of a learning disability and, once identified, failure to provide the ELD and special education services students need; and
- Instruction from teachers who have not had the preparation or professional development for providing EL students with appropriate language and content instruction.

While LTELs, like all student groups, are heterogeneous, researchers have sought to identify some general characteristics of these students that might help educators better understand them and thereby better meet their needs. Those who research this topic have found that LTELs tend to:

- Be proficient in English listening and speaking skills but unable to bridge their oral proficiency to academic reading and/or writing skills;
- Often be unaware that they are still ELs;
- Have limited literacy in their home language;
- Earn poor grades and may have been required to repeat grade levels because of difficulties with academic reading and/or writing;
- Experience lower motivation and expectations for their own success, which may, in turn, lead to low teacher expectations;
- Observe classroom and school rules, do not get into disciplinary trouble, and as a result, often have their academic challenges go unnoticed; and
- Drop out of high school at higher rates and therefore graduate at lower rates.

While the above characteristics may hold true for many of these students, as noted earlier, LTEL students are not a homogeneous group.

Strategies to Improve LTEL Outcomes

A summary of research, interviews with over seven school districts, and survey responses from 107 school districts with high numbers or percentages of ELs provided the following insights regarding strategies to support LTELs and students at risk of becoming LTELs:

- High-quality language instruction across the curriculum (integrated ELD) and specific ELD instruction (designated ELD);
- Access to rigorous coursework from PK-12th grade, including A-G courses and career pathways;



- Additional staff engagement, including mentors and instructional aides;
- Collaboration for special education and content area teachers to serve LTELs with disabilities;
- Professional learning for integrating ELD across the curriculum;
- Shadowing ELs to deepen understanding of their experiences;
- Individualized progress monitoring;
- Monitoring and support in early grades;
- Bilingual/biliteracy programs; and
- Culturally relevant and inclusive curriculum

Recommendations and Goals

The report offers four visionary goals for California’s education system and a set of 16 state policy recommendations and 16 recommended district actions to help meet these goals.

By the year 2030, California’s public education system will:

1. Reduce by half the percentage of ELs in grades 6-12 who are LTELs,
2. Reduce by half the number of students at risk of becoming LTELs,
3. Ensure that half of reclassified fluent English proficient ELs (RFEPs) earn the state seal of biliteracy, and
4. Ensure ongoing RFEP achievement that is on par with that of fluent English proficient students.

The third and fourth goals are critical, not in reducing the numbers of LTELs or students at risk of becoming LTELs, but in ensuring that when students are reclassified, they have the skills they need to compete on an even playing field with their English-fluent peers, and do not fall behind after initially achieving the necessary threshold for reclassification.

State and district leaders can take actions in each of the following focus areas to improve outcomes:

- A. **Educator Preparation and Professional Learning:** Stronger preparation and ongoing professional learning to help all educators to understand and work effectively with EL and LTEL students across the curriculum.

- B. **Resources and Planning:** Focused resource allocation, goal setting, and planning address the specific needs of ELs and LTELs.
- C. **Curriculum and Instruction:** Support for research-supported education programs that provide ELs and LTELs the supports they need without segregating them into tracks. These programs are based on curriculum and instruction that is accessible, engaging, culturally relevant, rigorous, and addresses the socioemotional well-being and language needs of students.
- D. **Data, Assessment, and Accountability:** Data on LTELs and students at risk of becoming LTELs are accessible and useful for planning effective instruction, designing professional learning, monitoring student progress, and communicating with students and their families about successes and needs. The data and assessment hold schools, districts, and the state accountable for meeting the needs of EL and LTEL students.
- E. **Engagement, Relationships, and Student Focus.** Frequent communication and meaningful engagement centered on listening and learning with students, their families, and communities to create relationships of trust.

Conclusion and Call to Action

The policy changes that support EL students enacted over the last several years are essential and necessary but not sufficient. They require our investment of time, resources, and ongoing attention to achieve the vision proposed for California’s education system in the EL Roadmap.

It is time to be bold and recommit to improving outcomes for ELs and LTELs. The pandemic has shed a glaring light on the gaps in student opportunity that have existed for years—and the influx of state and federal funds creates an opening for us to address these gaps. Now is not the time for complacency but for using these policy gains and new resources to redouble our efforts and accelerate progress so that the seeds of progress sown over the past decade bear fruit in the next. ■

Notes and Author Bios are included in the appendix of the online version:
<https://tinyurl.com/OnlineME2023>



An Examination of the Landscape and Vision/Mission Statements of Chinese-English Dual Language Bilingual Education Programs in California



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Individuals and entire communities around the world learn a second or additional language due to a variety of reasons, including language contact, colonization, trade, education through colonial languages, and intermarriage (Appel & Muysken, 1987; Baker, 2021; De Swaan, 2010; Genesee, 2004). Despite historical patterns, changes in the modern world and the contemporary context of globalization have provided a new impetus and demand for learning a second language. Indeed, mastering two or more languages is a matter of personal, socio-cultural, economic, and political significance and is becoming a mandatory skill that has increasingly come into focus today.

Nowadays, bilingual programs in K-12 settings are designed not only to improve student academic performance but also to focus on developing bilingualism (oral and literacy fluency in both languages) and intercultural competence (Christian, 2016; Genesee, 2004). In bilingual programs, students typically engage in content learning and literacy in two languages over a sustained period of time (Howard et al., 2002). These two languages are often referred to as the heritage language and the new or additional language. Heritage language refers to a language that children inherit from their parents but is not the official language of the country in which they live. Meanwhile, the new or additional language refers to a non-native language used by an individual or community at the social level, especially in business, education, politics, and administration.

In recent years, there has been a proliferation of bilingual programs in the United States and California to address the linguistic and cultural diversity of classrooms in primary and secondary school contexts. According to the U.S. Census (2021), California has 16,292,017 individuals who speak a language other than English at home, making up 44.2% of the total population. The aim of this article is, therefore, to identify and analyze the landscape of Chinese-English bilingual programs in K-12 California contexts.

Chinese-English Bilingual Education

Bilingual education has seen a variety of shifts in the United States to respond to students' linguistic and cultural needs in K-12 contexts. Despite these shifts, "bilingual" programs have often adopted transition models that move students from heritage language-supported classrooms to English-only learning environments (Gándara & Contreras, 2009). Counteracting the monolingual ideologies that govern many "bilingual" programs, dual language bilingual education (DLBE) programs have emerged to preserve and maintain both the new language (i.e., English) and heritage language (i.e., Mandarin Chinese) of children throughout their schooling experience. DLBE programs can be categorized as two-way immersion or one-way immersion. One-way immersion programs serve one specific target population (e.g., a language-majoritized or minoritized speaker). In contrast, two-way immersion programs serve monolingual English-speaking students and those who speak a language other than English (Howard et al., 2018).

A vast majority of DLBE programs in the United States are Spanish-English programs in the elementary school years (Baker & Wright, 2021; Wong & Tian, 2022). Few programs exist in the later middle or high school years, and fewer offer Chinese-English programs despite the growing Chinese-speaking community (Fortune, 2012). Still, a majority of Chinese-English DLBE programs in the United States are found in California (24.9%), followed by Utah (20.8%) (Lee & Wang, 2021). Reflecting national trends of Chinese-English bilingual programs, one-way Chinese immersion programs serving English-speaking children have increased fivefold since 2018 with the continued expansion of programs into middle and high school learning contexts (Lee & Wang, 2021; Lü, 2020).

Growing alongside Chinese-English DLBE programs is research in the field of bilingual education. In a recent content analysis, Wong and Tian (2022) found 34 peer-reviewed articles on

Chinese-English DLBE programs in the United States between 2000-2022. The authors noted a variety of methodological approaches to understanding these programs (quantitative, qualitative, mixed methods), a larger proportion of research studied Chinese-English programs in the early years compared to middle and high school years, and a majority of research (82.1%) investigated Mandarin Chinese-English programs compared to Cantonese or other dialects of Chinese. Moreover, Wong and Tian (2022) conducted a systematic review of the literature and found four primary areas of study in the literature: a focus on (1) learning outcomes, (2) stakeholder perspectives, (3) language development, and (4) pedagogical supports in DLBE contexts.

In light of this research, the current study seeks to hone in on the California context to carefully examine the landscape of Chinese-English DLBE programs. Specifically, we systematically review bilingual programs and analyze their vision and mission statements to understand current priorities and future directions. Research questions guiding this study are:

1. What are the trends in Chinese-English DLBE programs in California?
2. What priorities are conveyed through their vision and mission statements?

Methods

A systematic review of California's private, public, and charter schools was conducted to understand the landscape and trends in Chinese immersion programs. First, we searched the internet for relevant information, including Google Maps (primary data) and the Mandarin immersion school list (secondary data) collected by Elizabeth Weise (2022). Data points included region, city/state, school type, phone number, grade level, date of establishment, language percentage, whether the language program is offered to a specific class or the entire school, and the school's website. Further information was also covered for references, such as the Chinese language category (Mandarin or Cantonese), tuition, curriculum, simplified or traditional Chinese, principal's name and email, whether the school is a California Distinguished School, and the school's vision and mission statements.

To analyze data, descriptive statistics were used to document trends in key demographics collected in the spreadsheet. Further analyzing the vision and mission statements of the schools, all statements were uploaded to Quirkos - a qualitative analysis software - for review by two coders. Codes and high-level codes were independently generated by each coder, followed by a discussion about emergent themes until a consensus was reached (Saldaña, 2021). A WordCloud was also used with the vision and mission statements to understand salient words, ideas, and phrases among the corpus of data.

Findings

Trends in Chinese-English DLBE Programs in California

The total corpus of data included 80 Chinese-English DLBE programs in the state of California. Of the schools, a majority were public (N=54; 67.5%), just over one quarter were private (N=22; 27.5%), and only a few were charter schools (N=4; 5.0%) (see Figure 1). According to the collected data, Chinese immersion schools are most distributed in Los Angeles (N=8; 10%) and San Francisco (N=7; 8.75%), which strongly correlates with the population of Chinese communities in California. Demographic data shows that San Francisco and Los Angeles

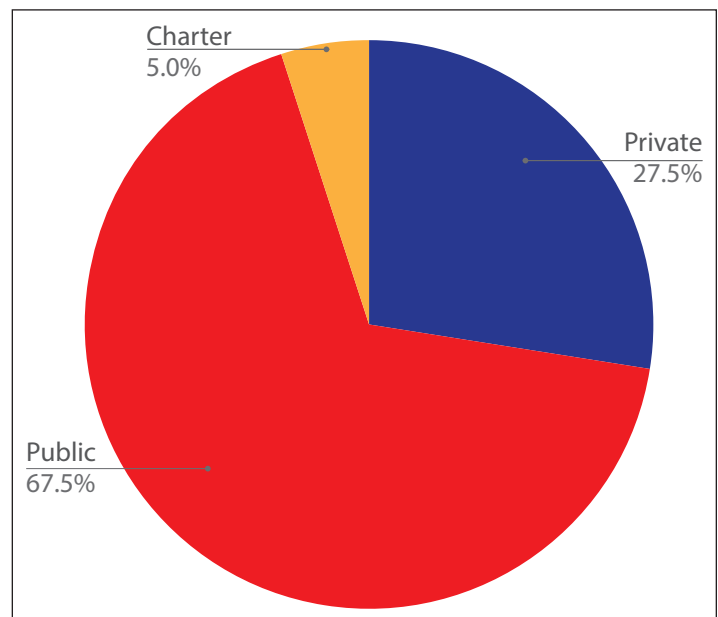


Figure 1. Count of public/private/charter distribution of Chinese-English DLBE programs in California.

Counties have the most prominent Chinese populations in California, accounting for 21.4% and 4% of the total population, respectively (Bureau, 2021). This trend is reflective of the overall placements of DLBE programs around the nation (Baker & Wright, 2021).

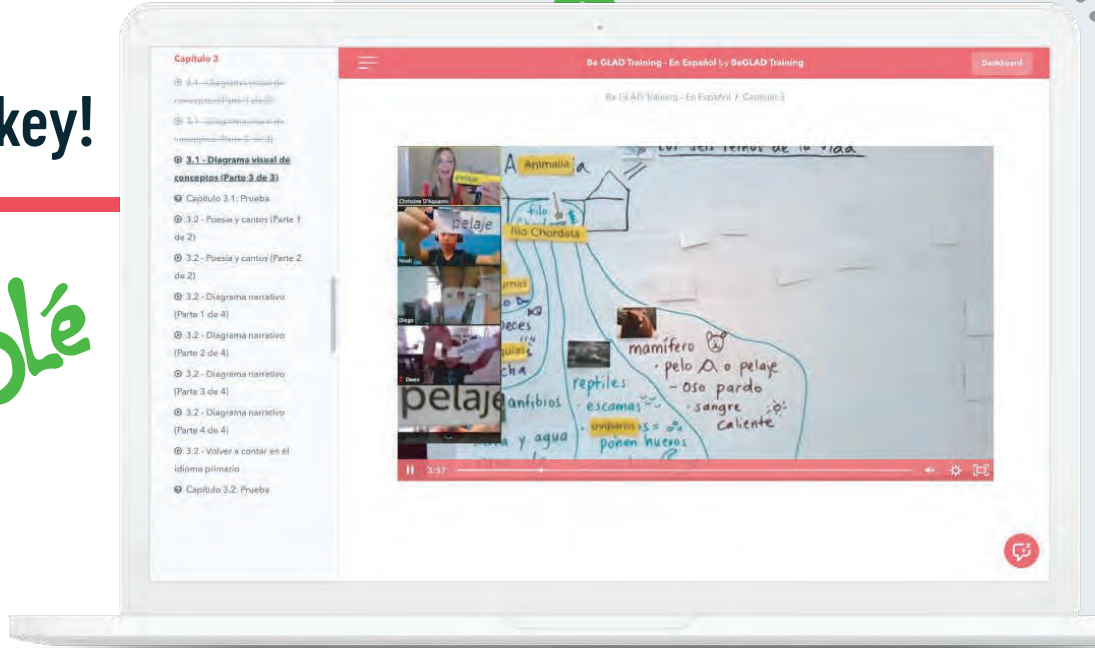
The earliest program was introduced in 1981. New programs were established successively during the next 20 years, although the total number remained very few (N=6; 7.5%). The proliferation of programs emerged year after year, starting in 2006 until 2013, with 33 programs established, occupying 41.25% of the total sample. In the most recent decade, between 2013-2022, 39 new programs were implemented and operated, representing 51.25% of the sample and an increase of 118% from the previous decade. Although considerable variation is presented between years, it is still evident that the need and attention for bilingual education in California are progressively growing. Noteworthy dates to contextualize this data are Proposition 227 in 1998, which eliminated "bilingual" classes and required that all "Limited English Proficiency students" be educated in English-only classrooms, and Proposition 58 in 2016, which repealed bilingual education restrictions from Proposition 227.

Looking more closely at the corpus of schools in the sample, of the 80 schools, schools that offered Chinese-English DLBE programs from Grades 0-5 (N=33; 41.25%) accounted for the largest proportion, followed by Grades 0-6 (N=15; 18.75%), and Grades 0-8 (N=12; 15%). Meanwhile, Grades 0-12 (N=2; 3.75%) and Grades 7-8 (N=2; 2.5%) represented the smallest proportion of DLBE schools in the corpus. This trend is aligned with national DLBE programs across all language combinations, where a majority of programs are offered in the earlier years, with scant opportunities in the later years.

Finally, regarding language allocation policies within the schools, most schools taught Mandarin (N=75; 93.75%), while only five schools (6.25%) offered Cantonese. No other dialects of Chinese were represented. In addition, the majority of schools offered language courses with a 50/50 ratio of English to Chinese usage (N=35; 43.75%). Fewer schools offered an 80/20 or 90/10 ratio

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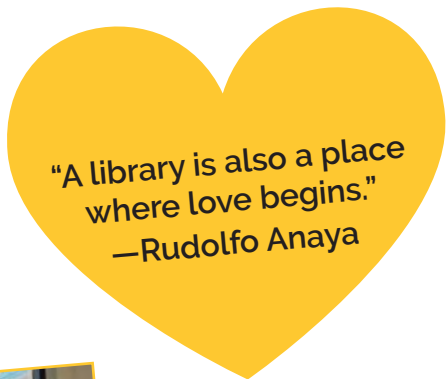
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Cyber Biblioteca: The Urbita Family Literacy Project



“A library is also a place where love begins.”
—Rudolfo Anaya



Gabriella DeLeon-DeHaan, M.A.
Urbita Elementary School
San Bernardino City Unified School District



The Urbita Family Literacy Project began with one phone call while I was sitting in my kitchen during the 2020 COVID lockdown at a time when everything was uncertain, and it felt like the whole world was in chaos. I am a dual language teacher and English Language Facilitator in the San Bernardino City Unified School District in San Bernardino, California. Like many of my


colleagues, I was trying to find a way to pivot my career in the event that I would never be able to return to the classroom. My former professor and mentor, Dr. Bárbara Flores, called to tell me about an opportunity with a friend named Lois Bridges, the Executive Director of the Bring Me a Book Charity Foundation (bringmeabook.org/about-us). Lois was looking for a bilingual educator familiar with children’s literature to help compile book recommendations for elementary students. The Bring Me a Book foundation works with community partners and public libraries to increase book access for all children. They have developed a National Collaborative of Literacy Champions who “... lend their professional support to help extend, refine, and sustain community literacy projects across the states” (Bring Me a Book, 2022). I didn’t know at the time that that serendipitous phone call would lead to many great opportunities for my students and myself.

As a bilingual educator, I am constantly searching for resources to help my students and their families. Research shows that chil-

dren’s literature is critical in helping to develop a positive cultural identity and an understanding of the complex world in which we currently live. The mission of Bring Me a Book “...is founded on the belief that reading benefits not only the individual reader, but also humanity as a whole. The benefits of reading—superior analytical thinking, an expanded vocabulary, social-emotional strength, and resilience, leading to a greater ability to overcome adversity—creates a literacy ecosystem that ripples across humanity” (Bring Me a Book, 2022). However, it is often challenging to find quality bilingual children’s resources. As bilingual educators, we often have to create our own materials, lessons, and workshops in order to have what we need for our classes.

Throughout my career, I have been fortunate to have the support of Dr. Bárbara Flores, Dr. Esteban Díaz, my colleagues in the San Bernardino City Unified School District, and professional organizations such as the California Association for Bilingual Education (CABE, gocabe.org). I have spent over twenty years designing and facilitating programs to help our students access equitable resources to achieve academic success. When Lois Bridges asked me to become one of her Literacy Champions, I saw an opportunity to build on the work that I was already doing for my community and bring more resources to Urbita Elementary, where I currently work. The dual language students, parents, and educators in the San Bernardino City Unified School District (SBCUSD) needed access to quality, culturally relevant books to improve biliteracy skills.

My vision for change was to develop a program to inaugurate a Multicultural Literacy Plan for the 21st Century. The purpose of this project was to implement a community plan to improve



the literacy rate of our dual language students by developing a love of reading through increased access to bilingual books. This plan would include partnering with SBCUSD, Bring Me a Book, Bookelicious, and other community partners to expand student access to quality literature. This would be done by building a library of resources through family/community partnerships and working with teachers to develop lessons to help our dual language students improve their literacy rates and provide families with opportunities to use literature to share their traditions and culture. Students, parents, and educators would have access to both physical and digital resources.

One of Bring Me a Book's community partners is an educational tech company based out of Palo Alto, California, called Bookelicious (bookelicious.com). This company is a free online reading platform intended to help kids choose books by age, interest, and reading level. The company's platform offers book recommendations from the Bookmoji algorithm, the ability to browse by subject, and assists children in finding titles they choose in local libraries. They also provide book collections at discounted prices to parents and educators. In addition to working with Bring Me a Book, I was invited to work as a consultant for Bookelicious. I worked on curating their titles in the verticals for their Latinx Collection. Once again, this was a unique opportunity to ensure that my students had access to authentic bilingual resources.

As a result of my work with both, Bring Me a Book and Bookelicious, our school was selected to join the Bring Me a Book National Consortium (tinyurl.com/BringMeABook) and, along with the support of our principal Sarah McCain, I began to design a project titled "Cyber Biblioteca: The Urbita Family Literacy Project." Through the Bring Me a Book Foundation and Bookelicious, the students at Urbita Elementary received a grant of \$5,000 to purchase books. The grant was divided across one transitional kindergarten and two kindergarten classrooms. With my colleagues Cheryl Flórez and Angie Rodríguez, I began implementing the Urbita Family Literacy Project. At Urbita Elementary School, each student had access to individual Chromebooks. Through Bookelicious, the students were able to set up a free online account and, with the help of teachers and parents, create a Bookmoji. The Bookmoji is a character designed by the students, and it uses technology to match kids with books based on interests generated by its algorithm. After creating a Bookmoji, students use the website's recommendations to build reading wish lists. Then the students' reading wish lists are fulfilled either by donations from Bring Me a Book or other community partners.

Technology is also available to help students find copies of their reading selections at local public libraries. The students were able to order their books and build personal at-home libraries. When the orders arrived, we held celebratory events for the students. Over the course of the 2021-2022 school year, our students developed a love of reading through book choice and reader agency.

These events included participating in a live Read Across America event organized by program specialist Marcia Hunter and the San Bernardino City Unified School District's Literacy Task Force. As a member of the Literacy Task Force and a consultant for Bring Me a Book and Bookelicious, I partnered with children's book authors to hold live online read-alouds for our students in SBCUSD. The students also participated in a campaign with the theme of "Reading is My Superpower." We even held an event for an international "Día de los niños" (Children's Book Day) celebra-

tion where the students took turns sharing their favorite bilingual books. On the last day of school, we held a final book party for the students to present their favorite books from the school year, and make recommendations to add to our classroom library for the new class.

Through the generosity of Bring Me a Book, our Cyber Biblioteca: Urbita Family Literacy Project, we will receive another \$5,000 grant to continue growing a love of reading for the next school year. We plan to update our school library to give everyone in our school community more access to bilingual, multicultural books.

In June, I represented CAFE at the Early Literacy Support Block Conference for California. During my presentation, I talked about the success of this project and the importance of students being able to see themselves represented in literature. (It is for this reason that I started writing my own books and have created projects such as this one so that the contributions of our community are not erased from history.) At the end of my presentation, I gave the attendees links to free resources from Bring Me a Book and Bookelicious that can be used to fund their own projects. I hope to inspire others to construct their own literacy projects and to expand a love of biliteracy without borders. In a world that can sometimes feel so divided, books are *the great educational equalizer* that can teach us to love and respect each other's cultures.

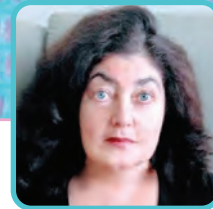
It wasn't until I was in college that I was introduced to authors that shared my culture, such as Rudolfo Anaya. I grew up in the isolated Mojave Desert town of Barstow, California, before there was easy access to the internet. However, I never felt lonely because I was always surrounded by my family and books. For entertainment, we would sit in the yard around a campfire in the evenings, where my father and grandfather would tell stories about our family's rich history. They would also read classic books like Homer's "The Iliad" to us after dinner. I remember, as a reward, my mother took my sister and I to the public library on Fridays. We always looked forward to the presentations and activities that went along with each story. These experiences motivated me to create similar family engagement activities for my students and their parents. Through the Urbita Family Literacy Project, I want to teach parents how to connect with their children through literature and share the gift that my family gave me. ■

If you would like to contribute to the Cyber Biblioteca: Urbita Family Literacy Project or want more information on how to connect with Bring Me a Book or Bookelicious to begin your own project, please go to the following links or contact me at: gabriella.dehaan@sbcusd.k12.ca.us.

Gabriella's Toolkit
(<https://tinyurl.com/GDD-Toolkit>)
Bookelicious Welcome
(<https://tinyurl.com/BookeliciousWelcome>)
BMAB National School Consortium
(<https://tinyurl.com/BMAB-NSC>)
BMAB Flyer
(<https://tinyurl.com/BMABflyer>)



The Cycle of Infinite Re-creations



Sandra Silberzweig
CABE 2019 and CABE 2022 Artist

“The world of imagination lives between the lines of what does not tangibly exist... You have the power to re-create your universe every time you imagine possibilities.”
—Sandra Silberzweig

Through my artwork and poetry, I have re-imagined a fantastical realm where diverse cultures, traditions, belief systems, and ancestral symbolism are interwoven into my own artistic images. The expression of colorful angels, mythical goddesses, *alebrijes*, spirit animals, and visionary dreamers meld together to portray collaborating concepts. They are greatly inspired by *El Día de Los Muertos* culture, where the blurred borders between the spirit world and the earthly world intertwine for a joyful celebration with the living dead and their terrestrial loved ones.

THE LAND OF EARTHLY POSSESSIONS

The 1st Level: Unburden The Clutter



Subjects decide how to recycle or donate their worldly assets while managing their final mortal affairs. A celebration is underway to rejoice in the belief that the energetic essence of the nearly departed will never extinguish but, instead, appear on earth again in a new and ever-evolving fluid form.

*Melt the heavy, frozen chains that bind me to the cold hard earth.
Terrestrial tea cups filled with grieving tears have no astral worth.*

The following is a visual story about a benevolent spiritual world that advocates a timely message: *We need to be more vigilant about the well-being of the planet and humanity. According to the laws of Karma, good intentions and deeds may provide a more fortunate rebirth or ‘re-creation’ when these acts are practiced.*

In my imaginary world, I artistically convey how quickly we cycle through the various stages of our lives in many lifetimes. Navigating our way through each level gives

us the hope and chance to become better humans. It may be decided through the wisdom of the goddesses that we need to become another entity in order to experience and improve our existence. The more enlightened you become in your life and death journeys, the less you cycle and are able to extend your stay at the utopian level. Death may only be a symbolic gesture and, therefore, a positive thing like ridding ourselves of excess possessions or eradicating a toxic lifestyle or person.

THE DECIDERS CONSIDER IN JUDGEMENT

The 2nd Level: Prove Your Worth



Subjects enter the realm of spiritual purification after their earthly form has expired. They are greeted by a benevolent panel of guardian goddesses who rule the stars, seas, forests, and skies. Under their watchful eyes, you plead your case in order to transcend to the next celestial level. This level is where you establish your character, demonstrating your love towards humanity and the planet by performing magical acts of kindness and gratitude.

*My arms hug thee, my deeds are green, and my heart is bursting with gold.
Allow me to be—beyond the trees where the universe abundantly unfolds.*

ANGELS HONORING THE HONOR CODE

The 3rd Level: Promises Are Unbroken



As the subjects complete the challenge and transition to the final tier of the re-creation process, they are granted a single wish as a reward. All the elevated souls make the same request. They wish for humankind to be blessed with health, love, and peace. The comforting angels give their solemn assurance that their honorable wish will be granted, but more altruistic deeds are required from humanity to spark real change. The divine being and their subject connect spiritually, and the angels escort the enlightened one across the celestial bridge to dwell in the realm of the highest destination.

*Dearest loving angel, your promise is known and sweetly spoken.
Around my neck, a blessed heart hangs as a reminder and a token.*

LIVING LIFE IN THE HEART OF DEATH

The 4th Level: Paradise On the Astral Plane



The final level is heavenly! You are surrounded by all the decadent pleasures you desire. A devoted existence doesn't necessarily exclude enjoyment, so indulge while you can because your residence may be temporary. Energy and urgency are in constant flux, which can precariously activate the re-creation cycle at any time. Parts and pieces of your ethereal body may be reincarnated and summoned back to earth to serve a divine purpose. Perhaps assuming the form of raindrops, quenching a thirsty flower, then absorbed back into the earth. You may be called to be the voice of support to someone having a difficult day or the nourishing fruit hanging from a tree. From there, you are destined to repeat this cycle of life and death infinitely.

*Imagine the possibilities that symbolize the exuberant essence of me.
The wind blowing free, a wave cresting at sea, or the buzzing of a bee. ■*



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- MCAP Digital Academies
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 - Spanish DLI Teachers (presented in Spanish)
 - Teachers of English Learners and Long-term English Learners
 - Elementary and Secondary Administrators, Teachers, and Paraeducators





Growing Up Multilingual



Xiaodi Zhou, Ph.D.

University of Texas, Rio Grande Valley

Translated by Zexu Xi, M.A. and Danling Fu, Ph.D., *University of Florida*

“爸爸 look!” my two-year-old son shouts at me, beckoning me to watch him fling his Styrofoam pole around his head, narrowly missing his sister’s face. My wife and I try to speak Mandarin Chinese at home to our children in an effort to preserve their Mandarin comprehension and production. Yet, the language context of our family is complex. His five-year-old sister is in a Spanish-English dual language program where students alternatively engage in Spanish instruction one day and instruction in English the next. The primary students at their south Texas school, where my son attends the toddlers’ program, are almost all, besides my two children, Spanish-English bilingual students of Mexican heritage.

Along with my native Chinese-speaking wife, the four of us live a very multilingual, multicultural existence here on the Texas-Mexico border. Although we mainly eat Chinese food prepared with produce purchased from the Korean grocery in a neighboring city, on Fridays, we usually eat out at a local *taquería*, where my daughter orders food in a more native-sounding Spanish accent, rolling her r’s effortlessly. For my son’s second birthday, our Korean friends, with their two young sons (ages 1 and 4) from town, came to our house to celebrate together. We sang “Happy Birthday” in Mandarin, English, Korean, and Spanish (see video link/QR code on the next page), as the children and adults alternated between and negotiated those three named languages to showcase our present multilingual selves.

Despite misconceptions that translanguaging does not occur in the languaging behaviors of younger children, there has been a slew of research in the past decade that refutes this narrow view (e.g., Pontier & Gort, 2016; Kirsch & Steele, 2020). Children are capable of negotiating all the languages they speak, even ones they are just learning (Perera, 2016), as they make sense of their complex multilingual world. Even in the early years, there may be strategic code-switching and positive transfer between all the languages a child speaks to merit what Gort (2006) termed “interliteracy.”

At home, my two children communicate mostly in Mandarin with their mom, myself, and their grandparents. With their White American step-grandpa, whom they call “Papa Bill,” they would naturally switch to English. Intersentential code-switching, as with the beginning utterance, is common in their speech, but they

also strategically alternate languages to match their audience. For instance, when my son wanted his grandma to look at the mask he just put over his face, he said, “奶奶你看 [nǎinǎi nīkàn: grandma look]!” Grandma tells him to show Papa Bill, to whom he turns, and he says, “Papa Bill, look!” He understands that his grandma speaks Mandarin and so uses this language when addressing her, but switches to English when addressing his step-grandpa. This moment-to-moment negotiation across his linguistic repertoire shows that my son, at two years of age, understands the languaging needs of his audience and intentionally and strategically translanguages to facilitate the transmission of his message.

Spanish is another language our family speaks. I had taken Spanish in high school, and many of my college friends also spoke Spanish, so I was able to maintain the language into adulthood. This language skill is now extremely useful in my current south Texas context, where much of the daily communication at the supermarket, doctor’s offices, *taquerías*, parent meetings, and even faculty get-togethers are done in Spanish. Now that my daughter has learned Spanish at her dual language preschool, sometimes she and I will strategically communicate in Spanish to escape the awareness of her English-Mandarin-speaking bilingual mom.

For instance, when she was home sick the other day, I took her to get some ice cream as a treat. I made her promise to keep it a secret from her mom, who would be upset that she may have ruined her appetite for dinner. When her mom arrived in the afternoon, my daughter turned to me and uttered, “爸爸, gracias por el helado,” and with a grin, she put her index finger to her lips with a shushing noise.

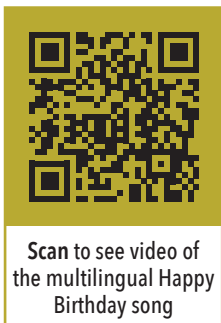
In this intersentential translanguaging utterance, my daughter addressed me in Mandarin as “daddy.” She then translanguaged to Spanish, our mutually intelligible language, to thank me for getting her ice cream. By doing so, she strategically made her sentiments comprehensible to me, who may appreciate the gratitude and buy her ice cream in the future when she stays home from school again, yet veiled the message from her mom, who would be upset at her and me, and also from her brother, who might get jealous.

In our multilingual home

In the present south Texas context, because of the university

located here, there has been an influx of foreign residents in recent years, many of whom speak languages other than English or Spanish. Korean drama and K-pop music are growing in popularity in this region (Rancilio, 2021). With these pop cultural artifacts, Korean is also becoming a popular foreign language of communication. So, within the region firmly nestled bilingual between Spanish and English, Korean and Mandarin are two additional languages my children engage in. These four named languages, then, become tools for expression in their heteroglossic linguistic repertoire.

For my son's second birthday in April, we invited our Korean friends to our house to celebrate together. Because my son liked dinosaurs, we had decorated the dining room with dinosaur balloons and a prehistoric background. When my Korean friend's eldest son saw the decoration, he pointed to one and looked at his father, saying, "공룡 [gong lyong]!" which is dinosaur in Korean. The Korean word actually sounded like the Mandarin term, which was kong long. My daughter recognized that word and tugged at me with a smile, saying, "他喜欢恐龙 [tā xǐhuān kǒnglóng]!" or "He likes the dinosaurs!"



My wife made a savory cheesecake on which two candles were placed. Everyone gathered around the table to sing Happy Birthday to my son. We set up the digital camera and sang the song in English. When we finished, my wife asked us to sing it again, but this time in Chinese. She, my daughter, my son, and I all sang the song in Mandarin. Our Korean friends clapped along. We decided

to sing the song a third time but in Korean. This time, our Korean friends led, with my wife contributing as well because she was familiar with the song from watching K-drama. When we had finished this third iteration, we decided to sing the song a final time in Spanish. So, this fourth time, my daughter led the Spanish rendition, with me also singing, but my wife, son, and our Korean friends just clapped along.

In three minutes, we had assumed four different linguistic consciousnesses in rendering a common birthday celebration. As we traversed named languages with each iteration, we also modulated national contexts (Blommaert, 2006). The language used to convey information affects the speakers' tones and intentionality. As our heteroglossic community negotiated our linguistic repertoires to match four different named languages, we translanguaged intentionally and deliberately while also venturing to match the four distinct global cultures of China, the US, South Korea, and Mexico. We alternatively brokered across those four nations with our four versions of the birthday song.

Discussion

As our language shifted, first from English to Mandarin, then to Korean, and finally to Spanish, our explicit message stayed the same. English was our common language, and singing this version first allowed everyone to understand and internalize the song's message. My wife, my children, and I fully understood the Mandarin version. Yet, our Korean friends followed along because of the familiar melody and also because the father understood a few Mandarin words. My Korean friend's family fully understood the Korean version, while my wife was cognizant of most of

the lines. The last Spanish version was only understood by my daughter and me as we proudly led the last rendition. But, by this iteration, the message of our lyrics was not a mystery.

As a speech community, our full and partial competence of four named languages led us to co-create four versions of the familiar song, our full and partial linguistic competencies fitting together like puzzle pieces. Even as the melody remained unchanged, the lyrics shuffled amongst these four vernaculars. In essence, we dialogically co-created a celebration, not just of my son's birth but also of the multitudes of voices in our world. Birthdays are celebrated worldwide in every culture, and such encounters of distinct named languages conjoined differences to synthesize a dialogically-bound simultaneity, where differences coexisted in parallel but also in synchrony in the mix of our linguistic and cultural identities. The speakers of these messages were multiple, and our communal shared multilingualism transcended partitions between these languages to merit a common understanding.

Yet, with the successive vernaculars, we also adjusted our cultural tone, much like touring those nations of the US, China, South Korea, and Mexico, with the phonemes of their languages affecting not just the phonetics of our words but also the underlying cultural resonance. The sounds of a particular language carry cultural and experiential weight so that listeners of those sounds recall a memory of hearing that language or particular thoughts kindled from the language itself.

As my children cross named languages in their daily lives, they do so naturally, without adult direction. My son and daughter utilize their entire linguistic repertoire to communicate with intention and social awareness. They are aware of their audience's language ability, the need to veil certain messages with other semiotic codes, and which one of their languages to speak to merit their intended result. Named languages become not disciplines to learn or barriers to comprehension but tools in a multilingual heteroglossic repertoire to purposefully deploy.

At their age, each of them has figured out how to speak to certain individuals in their world, which languages to translanguage between to merit a certain result. Knowing that their step-grandfather is a monolingual English speaker, they speak to him in English. They speak in Mandarin only with their mom, who is insistent on maintaining their Chinese. With their grandma, they may translanguage between Mandarin and English, and with me, while my son translanguages between English and Mandarin, my daughter sometimes also strategically speaks Spanish.

As a family, we flexibly negotiate across three named languages, and with our Korean friends, we also add Korean. With exposure to all these languages, my children do not see the rigid boundaries between them but traverse them naturally to communicate. They are painting the world with a much more vibrant palette.

What I have found in my own life and the lives of my wife and children is a world that has many ways of naming that world. When young children are taught foreign languages, their views of languages, cultures, and other people are broadened and trespass the inertial boundaries that cordon our existence as human beings. We learn to empathize with others' experiences and imagine a reality beyond our own. ■



Corazón de león



Ana M. Hernández, Ed.D.

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School of Education
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Hoy en día la situación política de los EE. UU. impulsa, inconscientemente, nuevos cambios en nuestros programas, particularmente la manera en que los estudiantes se identifican con sus familias, lenguas y cultura — afectando sus identidades. De manera en que internalizan rechazos políticos de su estratificación social, afectando, más que todo, a los inmigrantes latinos que se identifican con un culturalismo de raíces profundas en sus costumbres, tradiciones, celebraciones y corazones. La juventud hoy en día necesita sentirse orgullosa de sus historias, idioma y sabor latino para seguir la corriente que los conmueve a defender quiénes son, sin asimilarse a la injusticia y al olvido de su ser. Es muy difícil seguir este compás sin la ayuda y apoyo de sus maestros o sistema escolar, más que todo cuando la influencia del inglés mancha su doble identidad con vergüenza, reprocho y pérdida de no solo su idioma natal, pero vivir la vida con una identidad fracturada que va apagando los latidos del corazón.

Este caso lo vemos más y más frecuente en nuestras escuelas y son cuestiones que debemos dialogar como parte de nuestras capacidades y responsabilidades como maestros para no perder el alma de nuestros queridos estudiantes. Por causa de recientes comentarios de maestros solicitando ayuda para resolver este profundo problema, sentí la necesidad de escribir este artículo. Aquí comenzamos con un ejemplo:

“Me encanta la educación bilingüe [inmersión doble] y me encantan los estudiantes a los que servimos. Desafortunadamente, están excluyendo a los estudiantes del programa porque se consideran “bajos” en ambos idiomas. Sí, nuestra población ha cambiado, los estudiantes llegan hablando español, PERO inmersos en un mundo angloparlante, el resultado es que muchos no dominan el inglés ni el español. Además, muchos de mis alumnos provienen de un hogar de habla hispana, pero prefieren hablar, leer y escribir en inglés.” (correo electrónico, maestra bilingüe)

Después de leer este mensaje, pensé, ¿qué ha cambiado para que nazca esta conceptualización de que los estudiantes no tienen capacidades en ambas lenguas y reaccionar con un desesperante impulso para eliminarlos del programa? Sabemos que las

identidades no son constantes y que se negocian y renegocian a medida que las personas intentan encontrar un espíritu de pertenencia (Nunan & Choi, 2010). En este caso, los que están aprendiendo un idioma pueden verse en conflicto consigo mismos mientras negocian sus identidades con el efecto de las normas dominantes en nuestra sociedad (Choi, 2018; Feinauer & Howard, 2014). Hoy en día hay muchísima presión para enfrentarnos a rechazar o aceptar nuestra identidad en un sistema que resiste la diversidad cultural, que simultáneamente se intercala con la lengua natal. Hay que considerar que los estudiantes necesitan nuestra ayuda para enfrentarse a defender y apreciar sus identidades, más que todo su sentido de herencia hispana/latina que nace y crece en el núcleo de nuestras familias. Este apoyo es mucho más que prestar atención al desarrollo socioemocional de los estudiantes, esta es la sangre que late en el corazón sin que pierda su ritmo.

Otro ejemplo es la rapidez en que las generaciones borran su cultura e idioma con resultado a la asimilación y pérdida de su herencia (Hernández & Daoud, 2014). Sabemos por estudios en la educación bilingüe de que “Los programas de TWI [Two-Way Immersion/Doble inmersión] no son responsables de los resultados transculturales de la misma manera que lo son tanto para el logro académico como para el lenguaje y la alfabetización” (TWI programs are not held accountable to cross-cultural outcomes in the same way that they are for both academic achievement, language and literacy attainment) (Feinauer & Howard, 2014, p. 258). Un estudiante de postgrado en la universidad escribe en su tesis sobre este asunto:

“Un grupo que sigue creciendo en esta comunidad son las familias de habla Q’anjob’al. En mis notas anecdóticas, existe evidencia de que los estudiantes y padres de la comunidad guatemalteca están avanzando rápidamente hacia la asimilación y en esta progresión generacional la comunidad podría ver una pérdida en su idioma de herencia.” (estudiante de postgrado)

Los maestros reconocen una asociación entre altos niveles de instrucción en español y la integridad de mantener la lengua de herencia. Notan el éxito en el rendimiento de los estudiantes

cuando los maestros, los estudiantes, y los padres valoran y respetan el idioma. Todos tenemos esta responsabilidad de proteger la identidad de cada estudiante. Debemos tener un *corazón de león*, esto significa que como maestros bilingües tenemos un gran corazón de valentía, impávido al peligro de que nuestros estudiantes pierdan su unicidad. Un corazón de león para defender el legado y darles la fuerza necesaria para que aprecien su sentido de ser, adorar a sus familias y enfrentarse a sus lenguas y culturas con un intrépido espíritu de león—con el poder, la sabiduría, y la justicia para preservar la riqueza de herencia sin perderse del camino que marcharon sus antepasados por la liberación—Los maestros sienten esta “llamada” hacia la felicidad, pero falta ejecutar la acción como en esta siguiente cita:

“Desearía poder mantener la mentalidad de mis estudiantes mientras continúan en la escuela intermedia y secundaria... de reconocer la diversidad y ser feliz en esa diversidad. Realmente lo hago, porque creo que, si lo hicieran, el mundo sería diferente. Es muy importante para nosotros en nuestra clase tener justicia, respeto, aprender en dos idiomas y ser bilingüe. Si pudieran llevar eso a medida que avanzan en la vida, sería muy feliz.” (entrevista, maestra, sexto grado)

Este llamamiento es para soltar nuestro “corazón de león” que se desarrolla con la vitalidad del idioma... pensemos en cómo enseñamos el español en nuestras clases para que en cada momento apreciemos la riqueza que representa cada palabra, oración o lectura, palabras que resaltan de las páginas con la diversidad de nuestras regiones e inmensa variedad lingüística, sin paralizar el diálogo cuando el inglés asoma su cabeza. ¿Cómo disfrutamos este momento en que vivimos y reímos de nuestros dichos, chistes, refranes, cantos y pláticas? No solamente enriquecen el desarrollo del idioma natal, pero quiénes somos. ¿Cómo planificamos eficazmente la enseñanza del idioma para que cada vez exploremos la belleza del idioma con complejidad lingüística y pedagogía cultural? En la siguiente declaración, reflexionemos sobre la causa por la cual luchamos por el interés del estudiante o dominio del idioma en grados superiores:

“Algunos de los mayores desafíos son trabajar con estudiantes que han estado en nuestro programa desde kindergarten y aún no tienen interés en aprender español. Estos estudiantes han estado en nuestro programa porque

sus padres creen en los beneficios del programa, pero el estudiante nunca lo acepta. Otro gran desafío es encontrar literatura auténtica que capte el interés de los estudiantes y sea altamente académica.” (entrevista, maestra, quinto grado)

Dado que el prestigio público del idioma lo otorgan sus hablantes, la necesidad de desarrollar altos niveles de competencia lingüística en español con recursos didácticos que representen la variedad regional, géneros, autores y apropiada representación étnica o racial de los estudiantes podría ser la clave para establecer un idioma con gran orgullo en el aula (Hernández, 2014). No nos cuesta nada establecer una enseñanza motivadora y profunda, pero lo perdemos todo cuando los estudiantes rechazan su lengua materna. Este ejemplo nos presenta una imagen que se repite frecuentemente:

“Hubo un momento en que los promedios de nuestros exámenes decayeron y nuestros resultados en español se habían hundido, nuestra evaluadora del programa explicó: ‘Mientras más fuerte es la enseñanza del español, más beneficia el desarrollo del inglés, no puedes olvidarte de esto.’ Con el empujón al inglés y las pruebas, empezamos a descuidar ciertas cosas que ya no podíamos seguir haciendo. Aprendimos que los estudiantes que sobresalían en sus logros escolares eran completamente bilingües con alto dominio en ambas lenguas.” (entrevista, maestro, primer grado)

Esta declaración muestra un punto importante con respecto a la alfabetización bilingüe. La preferencia de un distrito de solo enfocarse en la evaluación del inglés tiende a enfatizar un idioma sobre el otro, en lugar de apreciar la igualdad de ambos idiomas para todos los estudiantes (Hernández, 2014). Este es nuestro propio reflejo de culpabilidad en la programación, cuando convivimos con las normas y decisiones académicas que no concuerdan con las metas de nuestros programas y la promesa a nuestras familias. Sabemos que existe una fuerte conexión entre la eficacia docente y la satisfacción del programa (Calderón et al., 2011; Lindholm-Leary & Genesee, 2014), incluso en proveer experiencias positivas durante la enseñanza (Estrada et al., 2011). ■

A summary of this article in English is included in the appendix of the online version: <https://tinyurl.com/OnlineME2023>

**Querido maestro o maestra,
Mañana al entrar a tu clase con orgullo de ser bilingüe, cierra tus ojos y escucha los latidos de tu corazón. Seguramente que vas a notar latidos enérgicos e incontrolables porque llevas un corazón de león que ha luchado por tu lengua natal y ahora esa sangre ardiente que circula por tu corazón te servirá para abogar por la justicia e identidad de tus estudiantes.**





MAESTRO, NO DESMAYES



Teresa Alba (Teresa Gil Gil)
San Bernardino City Unified School District

Hombre y mujer que luchaste
Por forjarte una profesión,
Y que una vez que llegaste
Solo encontraste opresión.

No dejes que te lastimen
Defiéndete con honor,
No dejes que subestimen
Tu coraje y tu valor.

Recuerda que en el camino
Obstáculos vas a encontrar,
Pues hay líderes
Que solo saben dañar.

Más no desmayes enfrenta el reto
Lucha por tu comunidad,
¡Esta es tu casa! ¡Este es tu pueblo!
Siembra felicidad.

Esos que causan desasosiego
Llegan al pueblo y pronto se van,
No aportan nada, son un misterio
Solo nos usan para avanzar.

Maestro sigue el camino
Escribe con oro tu verdad,
No dejes que ningún niño
Se quede sin identidad.

Siembra en sus mentes
Siembra en sus corazones,
Que siempre tengan presentes
Las letras de tus lecciones.

Deja que las tormentas
Azoten tu comunidad,
Más protégelos con tus alas
Para que no se vayan a mojar.

Entrégales tus enseñanzas
Tu paciencia y tu bondad,
Y edúcalos en civismo
Cultura y humildad.

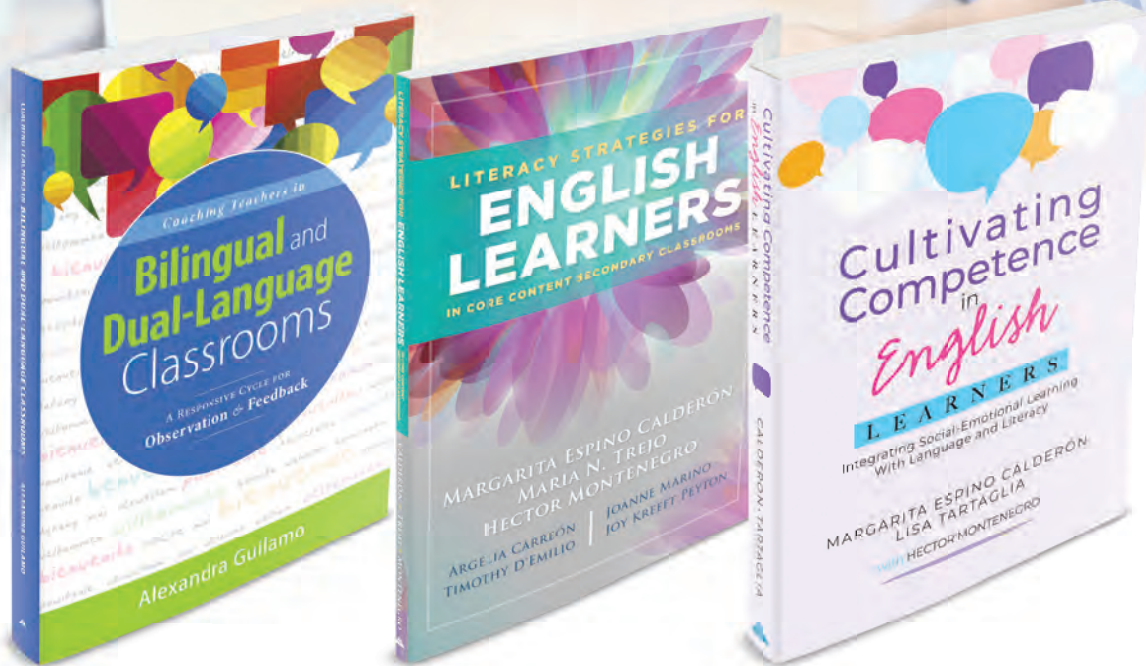
Deja que los ríos
Arrastren creciente,
Piedras, odio y maldad
Y no permitas que se lleven
Tu pasión por enseñar.

Al final de la jornada
Ellos no se van a quedar.
Quizás sigan saltando
De distrito en distrito
Dañando a buenas personas
Sembrando solo falsedad.

Pero tú mantente firme
Luchando por tu comunidad,
Sin que nada te lastime
Educa con humildad.

Empodera a tu pueblo
En las ciencias y la verdad,
Así es como se triunfa
Sembrando felicidad.

Ensure a bright future for your English learners



Give students the confidence and skills they need to thrive. These resources are packed with research-based strategies to accelerate literacy development, support dual-language instruction, and cultivate active, engaged learners.



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Multilingual Access: Creating Language Pathways from Elementary to High School



Natasha Neumann, Ed.D.
California Polytechnic State University, San Luis Obispo
Nancy Hong, Ed.D.
Glendale Unified School District

As school districts strive to serve their emergent bilingual student population by implementing new dual language immersion programs or strengthening existing elementary programs, a conversation about how to grow the programs into the secondary level quickly surfaces. The energy, commitment, logistics, and district community partnerships required to launch the initial implementation year of a dual language program at the kindergarten or Pre-K level can easily overshadow the conversation for long-term planning and outcomes such as graduating high school with the State Seal of Biliteracy. Along with planning for the elementary dual language program, there need to be discussions about how to connect with existing programs in secondary world languages or build new dual language programs in middle and high school to allow students to continue language learning. This article explores areas for consideration and planning when envisioning a K-12 multilingual pathway. This article describes related terms, multilingual pathway options for secondary programs, and steps for districts to take to facilitate a K-12 multilingual plan.

Why Build Pathways to Biliteracy?

Dual language immersion programs are assets-oriented, focused on students’ linguistic strengths, and responsive to learners’ needs (Thomas & Collier, 2017). A K-12 pathway affords access for all students to rigorous instruction across content areas. The construction of a pathway to biliteracy requires system-wide coordination to serve students’ needs. The alignment and articulation of a district’s plan ultimately prepare students for college, career, and participation in a 21st-century economy. The investment of time and careful consideration of staffing, curriculum, and K-12 program alignment benefits all students as they matriculate through the grade levels culminating with not

only the opportunity to achieve the State Seal of Biliteracy on their diplomas, but also to be equipped with multicultural skills and the linguistic preparation to meet the demands of a global workforce within California and beyond.

California is uniquely positioned to prepare multilingual pathways for students to be bilingual, biliterate, and bicultural, as 40% of its K-12 students have knowledge of and experience in at least two languages (CDE, 2018). One of the goals outlined in the Global California 2030 report is for at least 50% of California high school graduates to be bilingual or multilingual. Districts may consider one of several pathways to achieve this outcome. To support this effort, the report also calls for the number of teachers with new bilingual authorizations to double by 2030. The alignment of current California legislation, policies, and initiatives to support multilingualism along with the large number of students who are already familiar with more than one language, lay the foundation for the construction of K-12 multilingual pathways in which dual language programs are connected to world languages. Equitable, multilingual pathways will prepare students to thrive and connect in the community and the workforce.

Definitions and Benefits

While each school district must strike a balance between resources such as staffing, student enrollment and what is ultimately offered in terms of content and courses in the target language, there is literature defining a secondary dual language immersion program as well as additional options for continuing language learning. While each district forges its own multilingual pathway unique to its community, the literature provides definition and guidance on what a K-12 multilingual pathway can look like.



What Defines a Secondary Dual Language Immersion Program

According to Thomas and Collier (2018), a secondary dual language immersion program is defined by two or more content classes in the partner language each year. Additionally, the program meets the goals of dual language education by helping students achieve bilingualism and biliteracy, high academic achievement, and cultural competence. Ultimately, a secondary dual language immersion program develops student leadership and prepares them for global citizenship. Schools may start by examining their current faculty and their credentials to see if they may be able to teach the additional courses in the program. How schools determine which content areas may be taught in the target language may shift, though not ideal, depending on staffing availability. Districts must strike a balance between resources and course offerings in the target language.

Benefits of a Secondary Dual Language Immersion Program

A secondary dual language immersion program affords students with the continued development of second language skills, building on their bilingualism and biliteracy from their elementary years. Students are positioned to enter advanced language courses in high school and obtain the opportunity to earn college credit through Advanced Placement language exams. According to the literature, higher student cognitive development and strong student engagement with coursework are two significant outcomes of dual language immersion programs. Additionally, dual language research results show high levels of student academic achievement as well as parent/teacher satisfaction in the program (Lindholm-Leary, 2001; Thomas & Collier, 2012, 2014, 2017). As districts plan for their secondary pathways, a long runway must be created, allowing students the time to attain linguistic proficiency.

What Does Continuity of Language Programs Look Like Across K-12?

Dual language students start learning a language in elementary school, often assigned to one homeroom teacher who may provide half or the majority of instruction in all content areas in one language while another teacher provides instruction in the partner language for the rest of the day. Secondary programs are departmentalized and taught by content area specialists. Some courses may be in the target language, while others are taught in English depending on the secondary model. While elementary and secondary dual language classrooms may look different, the

goals remain the same: to build language proficiency as students move up through the grades.

Secondary Language Pathway Options

Considering the differences in school schedules and necessary teacher credentialing for merging multilingual programs between elementary and secondary, there is more than one multilingual pathway option. The first is a **50:50 Model** (Soltero, 2016) in which the secondary student receives half of their classes in the target or partner language. This model requires each teacher to be credentialed in a content area like history and hold a bilingual authorization in the target language. Students would study language arts and two content areas, such as history and science, in the target language. The second option is a **Secondary Dual Language Immersion Model** where the school offers two periods of instruction in the target language, the language arts course, and one other core content area (Thomas & Collier, 2018). The third option is a **Language Continuation Model**, which allows students from elementary dual language programs to continue studying the target language through an advanced language course designed especially for those with high proficiency levels. Districts and schools need to do what is feasible, considering the availability of staffing and credentialing requirements met, the curriculum in the target language, financial resources and sustainability, physical space on campus, student enrollment, and level of interest in the program. No matter the design of the secondary program, the goals of dual language education need to be prioritized so that students can continue building upon their language skills while being engaged through an academically rigorous curriculum that builds cultural competency. Secondary program pathways allow students the time to mature in the language and demonstrate a district's commitment to preparing competent high school graduates.

Steps to Building a District Plan

Districts will want to discuss the following topics: Establish a vision and outcomes, develop a multi-year plan, create community support around multilingualism, and ensure sustainability for program longevity.

Establish District Vision and Student Outcomes

It is important for districts to have a clear vision and articulated student outcomes that meet the district's priorities. What does a high school graduate from your district's program look like? Does it include access to rigorous, multilingual curriculum and courses that deepen cultural understanding? The California Campaign for Biliteracy from Californians Together (Olsen, 2014) provides guidance and examples of how to establish a district vision along with student outcomes, such as:

- **A commitment to language-learning opportunity:** "All students in our district will have the opportunity to enroll in a language program leading to proficiency in two or more languages."
- **A statement of district values:** "Our district values the attainment of proficiency in two or more languages."

Develop a Well-articulated Long-range Plan

After establishing a district vision with student outcomes in mind, a long-range plan can be developed through backwards planning. Pathway designers may want to examine community interest, the staff, the resources available, and consider questions such as: *What program would fit the needs of students? Are there*

multiple entry points for students to learn a second language? Are the district's programs equitable in who they are serving, specifically English learners?

Part of the long-range plan is to identify curriculum, assessments, and program monitoring in both languages across content areas. While districts are encouraged to think long-term, focusing on the initial launch of the program may be more feasible for the first few years. However, soon thereafter, programming details and the needs of future grade-level classes will need to be planned, such as procuring instructional materials and recruiting teachers. In other words, planning does not stop after a district's initial launch in kindergarten. Planning continues until students have reached the program's highest grade and have graduated from the district.

Keep in mind that there is not a "one-size-fits-all" secondary model for districts. As stated before, districts need to consider the model that makes the most sense for their context and community. A long-range plan shared with all education partners will strengthen the commitment involved in participating in the program through elementary, middle, and high school. The commitment between a district and families is mutual to ensure that the language pathway is sustained and supported over time.

Create a Community Culture that Celebrates Multilingualism

As elementary dual language immersion programs often begin as a strand within a larger school, fostering a culture that supports multilingualism school-wide will help build community for all students and teachers regardless of the program they participate in. Schoolwide cultural and multilingual celebrations in which all students, faculty, and families participate will distinguish the school as one which builds community around multicultural competencies. These opportunities need to be inclusive of all, not exclusive to only those in language programs or classes. Examine public-facing content such as signage, marketing materials, social media, and websites so that it presents a community that values language learning and multiculturalism. A school that values community and culture is inclusive of all students, faculty, and families regardless of the program in which they participate.

Ensure Support and Sustainability

All education partners in the district, from the Board of Education and district leaders to teachers and families, need to understand the benefits and value of dual language education. It is not a program one implements because it is trendy or because the district next door might be starting one.

Those in key decision-making positions need to ensure that appropriate support is given for the program to be sustained over the long term. Hiring multilingual teachers and staff members must be a priority. Districts must be proactive in recruiting teachers, bringing on those with bilingual authorizations in anticipation of program growth or changes. They must also allocate time and funding for teachers to collaborate and plan as they are not only teaching content through language, but also articulating goals throughout the program. Districts must provide teachers and administrators with professional learning opportunities to hone skills and utilize research-based language instructional strategies that further support and sustain a healthy multilingual program.

Summary

The north star guiding district's decisions needs to be focused on creating access for students to be multilingual, academically prepared, and culturally competent. A well-designed language pathway that spans the K-12 continuum will provide opportunities for students to engage, collaborate, innovate, and lead across disciplines and linguistically and culturally diverse communities. These pathways will have a far-reaching, positive impact on students and communities, and the investment will pay dividends in the future. ■



2024 MULTILINGUAL EDUCATOR CALL FOR SUBMISSIONS

Submissions must address a topic that relates to CABE's Vision and Mission, be of high interest, value, and relevancy to the CABE Community, and may include current research reports, analyses of policy and legislation, personal narratives, poetry, artwork, descriptions of effective programs, articles on best practices, strategies, projects, and lessons for teachers, and parent/student/educator/community perspectives.

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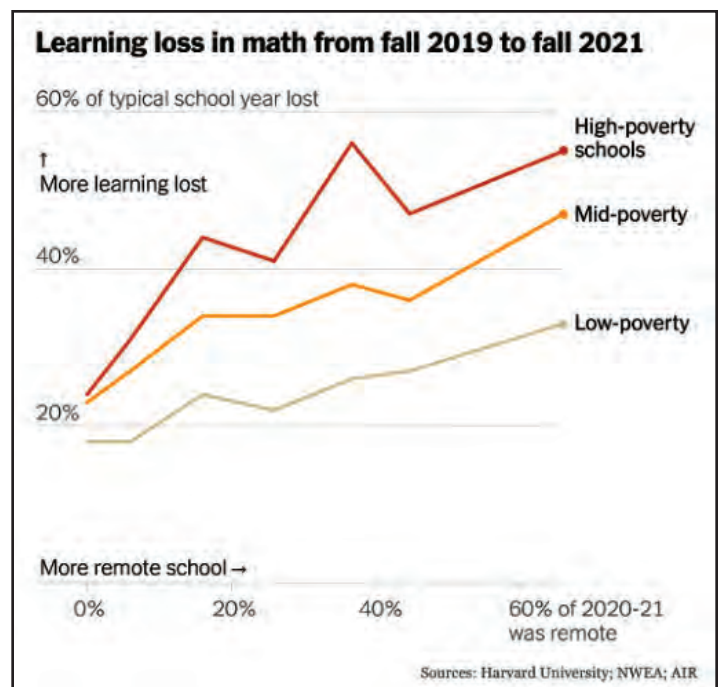
Characteristics of Schools that Achieve Equity and Excellence for Students of Color



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Joseph F. Johnson, Jr., Ph.D.
*National Center for Urban School Transformation
San Diego State University*

As our country comes to terms with understanding and one day embracing the long-term effects of the COVID-19 pandemic, it is important not to lose sight of the essential mission education has upon our local communities, especially for those with limited financial and experiential resources. The COVID-19 closures have further widened the gap for Latino/a students over the past two years, completely eradicating any improvements made in the past two decades. A team of researchers at Harvard’s Center for Education Policy Research has used the Measure of Academic Progress (MAP) results to study learning during a two-year period starting in the fall of 2019, before the pandemic began (Goldhaber et al., 2022). The graph below depicts the gaps found in groups of students from different income levels. The students that stayed at home and received greater doses of remote learning fared the worst in every category; additionally, the gaps between income levels widened significantly.

It is mission-critical to start reversing the trends, or our nation will lose a generation. Since 2005, the National Center for Urban School Transformation (NCUST), based at San Diego State University, has endeavored to identify, award, and study schools where abundant evidence suggests that all demographic groups achieve educational equity and excellence. Specifically, the Center has focused on elementary, middle, and high schools (including dual-language and alternative schools) that predominantly served low-income students, did not use selective admissions criteria and achieved outstanding learning results for every racial/ethnic group. If replicated, we believe this research can accelerate learning and mitigate the learning loss caused by the pandemic.



Selection Criteria and Process

Each year, NCUST publishes and disseminates award criteria; solicits nominations from state superintendents, local urban superintendents, and leaders of schools that won various national and state-level distinctions; and begins a rigorous process of

identifying schools for the America's Best Schools for All Students Award. NCUST insisted that award winners demonstrate considerable evidence of high rates of academic success for all demographic groups they served, specifically students of color and students from families who met low-income criteria. Applicants had to demonstrate that students with emerging bilingualism were developing greater proficiency in the use of the English language, as well as greater proficiency in academic areas. Schools also had to show data related to the academic progress of students with disabilities. This focus on both equity and excellence makes the America's Best Schools for All Students Award different from many other award programs (Johnson, Uline, & Perez, 2019).

Based on a careful review of the criteria described above, NCUST identified award finalists and conducted on-site visits to every finalist school. Teams of researchers, teachers, and administrators (including educators from previous winning schools) visited each finalist. Team members spent considerable time observing classrooms, interviewing teachers, administrators, counselors, students, and parents, as well as reviewing student work. This article describes three common characteristics among the schools NCUST selected as winners.

Positive Transformational Culture

Each school NCUST awarded modeled a positive, transformational school culture "that made the school a place when all students (regardless of race/ethnicity, family income, language background, gender, sexual orientation, disability status, or other demographic groups) were eager to come to school, learn, and grow" (Johnson, Uline, and Perez, 2015, p.20). Students reported that teachers, school support staff, and administrators at the school cared enough about them to ensure they were physically and emotionally safe and cared enough to make certain they achieved academic success. Parents affirmed that school personnel would strive to do whatever was necessary to help their children succeed. The school culture was not merely positive; it was transformational because educators were willing to transform lesson designs, classroom rules, grading policies, the use of instructional materials, homework policies, literature choices, methods for soliciting student input, and many other routines and practices. This was done to maximize the likelihood that students from every demographic group would feel safe, valued, respected, and capable.

For example, at Rolando Park Elementary in San Diego Unified School District, Latino, Black, White, and multi-racial students reported they accomplished impressive academic goals because their teachers would do whatever was necessary to help them succeed. This culture of success did not always exist at Rolando Park. Administrators and teacher leaders at Rolando Park nurtured a culture in which educators 1) believe their students can achieve outstanding academic success and, 2) know how they can work together as a team to ensure their students will achieve outstanding academic success.

Just as educators created positive, transformational cultures for all groups of students, in the equitable and excellent schools NCUST identified, leaders created positive, transformational cultures for all school personnel (Johnson et al., 2015). Leaders created healthy professional environments where administrators, teachers, staff members, and families treated one another as valued partners in the education of their students. Trust and mutual respect were evident in the relationships between and among all school personnel. Teachers and other school personnel reported that their leaders held high expectations for their work with students. Simultaneously, however, teachers reported that their leaders demonstrated high levels of support for school personnel.

Leaders demonstrated that they held high expectations for themselves. Leaders expected themselves to provide their personnel with a quantity and quality of support that would result in better learning outcomes for all demographic groups of students.

Access to Challenging Curricula for All Students

Educators in equitable and excellent schools worked to ensure that all demographic groups (including students whose first language was not English, students who were performing two or three years below their grade level, and students with learning disabilities) had strong opportunities to learn challenging academic standards.

Teachers worked together to ensure that all students would acquire a depth of understanding consistent with or beyond the depth of understanding specified by state standards. Johnson, Uline, and Perez (2015, p. 37) explained, "Students were expected to analyze relationships, distinguish differences, apply concepts to solve real problems, and utilize rubrics to evaluate their own learning." Most importantly, teachers held these expectations for all demographic groups they served, including those typically not served well. Teachers collaborated to ensure 1) their lessons were focused on rigorous, challenging academic standards and objectives and 2) their lesson and strategies would maximize the success of the diverse populations they served. Teachers in each course of study engaged collaboratively to identify and develop a shared understanding of the key standards students must master. Together, teachers carefully designed instruction to provide every student the opportunity to learn and understand the necessary knowledge and skills. Assignments and instructional activities were purposeful with clear learning objectives and explicit success criteria. Students perceived their work as meaningful and relevant to their backgrounds and futures. Teachers had a common method for assessing student mastery of course content. After common assessments were administered, teachers and administrators regularly met, reviewed data, identified strengths/needs, and planned improvement strategies.

At schools like Silver Wing Elementary in the Chula Vista Elementary School District, teachers in every classroom emphasize a high level of academic rigor to be attained by every student. This emphasis has been supported by schoolwide efforts to help every teacher grow, learn, and succeed. While the school district is a major source of support, Silver Wing teachers have



learned to support each other in developing, implementing, and refining strategies that will enable students to understand challenging concepts and master difficult skills. At Silver Wing, the school's Professional Learning Community (PLC) has been a powerful tool for elevating rigor and helping teachers ensure that all students develop deep levels of understanding and mastery. Silver Wing has also utilized peer observations, learning cycles, and other strategies to maximize the focus on getting all students to understand and master rigorous content.

Additionally, it is important to note that the schools NCUST awarded provided students with rich opportunities to engage in the visual and performing arts, world languages, dual immersion programs, and other non-tested subjects. Teachers often integrated art, music, drama, physical education, dance, multiple languages, and other subjects into lessons focused on challenging literacy, mathematics, science, or social science standards. These experiences seem to link the joy of learning in the scholastic lives of students, and thus, they are more likely to perceive themselves as eager to learn more.

Effective and Engaging Instruction

In the equitable and excellent schools studied, NCUST found educators utilizing instructional practices that 1) led all students to feel valued and capable and, 2) ensured all students would develop a deep understanding of key concepts and skills. These two goals were facilitated when teachers provided clear instruction; ensured that lessons were culturally, socially, and personally relevant to their students; checked student understanding, provided feedback, and adapted instruction accordingly; built student fluency with gatekeeper vocabulary; promoted successful student practice; and nurtured students' love of learning. With such instruction, students from all racial/ethnic, linguistic, and socio-economic backgrounds thrived academically.

The development of effective and engaging instruction did not occur instantaneously. Instead, school teams devoted substantial and sustained effort toward supporting each other as they worked to improve instruction schoolwide. To support substantial and sustained improvement, leaders coordinated professional development, various routines and schedules, teacher collaboration, classroom observation and feedback, and various internal and external communication mechanisms to bring a sense of coherence to improvement efforts. These explicit structures led teachers to perceive that they were expected to improve a few powerful teaching practices and were more likely to perceive that they had abundant support to strengthen those practices over time.

At schools like Horace Mann Elementary in Glendale Unified, educators emphasize a few powerful strategies that help ensure every classroom will provide what each child needs to understand and master challenging academic content. Educators at Horace Mann organize instruction and support student learning so that all students are likely to understand and master whatever content is being taught. Teacher collaboration at Mann is much more than a routine: it is an engine of support for improving instruction so all students achieve deep understanding of important academic concepts.

Summary

Since 2005, NCUST has identified 167 schools across 25 states where all demographic groups demonstrate impressive evidence of educational success across multiple indicators. (The full list of winners is available at <https://ncust.com/previous-americas-best-urban-schools-award-winners/> or at: <https://tinyurl.com/NCUSTwinners>.) While these schools differ in grade-level configuration, size, geography, curricular approaches, and many other factors, they all demonstrate a positive, transformational culture that makes school a place where students from all racial, ethnic, language, and income groups want to learn. These past few years, the culture of many schools has suffered significantly. It is the role of our leaders and educators to reclaim and recreate a stronger culture that stems from rigorous academic standards and the fulfillment of the human spirit. A transformative culture makes school a place where teachers and other school personnel want to work, grow, and contribute. This positive transformational culture is the foundation of the success of schools that achieve both, equity and excellence. Fisher, Frey, and Pumpian (2012, p. 5) explained, "Academic press is absolutely necessary, but not sufficient to operationalize the mission of the school. We believe that no school improvement effort will be effective, maintained, or enhanced unless school culture and academic press are both addressed and aligned."

Consistent with Fisher, Frey, and Pumpian's findings, while school culture is the foundation, the pursuit of equity and excellence also necessitates attention to curriculum and instruction.

In the schools NCUST has awarded, educators provide all students (including students with greater academic needs) with challenging, rich, and balanced curricula. Educators also provide effective and engaging instruction, intentionally designed to help students develop a deep understanding of the challenging academic content. ■

References are included in the appendix of the online version:
<https://tinyurl.com/OnlineME2023>



Community-based Chinese Heritage Language Education in the US



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Community-based heritage language education (HLE), usually organized and funded by local citizens, plays an important role in sustaining and maintaining linguistic diversity across the United States. The Center for Applied Linguistics (CAL) lists 875 HLE programs in the US in their database (2020), most of which are community-run programs (520 out of 875). Data shows that Mandarin-Chinese is the most commonly taught language at such schools (251), followed by Spanish (81 programs).

Chinese is the second most commonly spoken non-English language in the United States (after Spanish). A major reason why there are many more community-based Chinese heritage language schools or programs is that few US schools, especially public ones, offer Chinese as a foreign language option, while nearly all schools, both public and private, have either Spanish/English bilingual or Spanish as foreign language classes. Therefore, the Chinese communities with a nearly 5 million population (US Census, 2019) across the US have to rely on themselves to sustain their culture and language in an English-dominant context.

A brief history of community-based Chinese HLE in the US

Nearly two centuries ago, most Chinese communities had to rely on themselves to provide education for their residents. In the late 1840s, because they did not have the right to attend public schools in the US, many Chinese communities had to open their own schools to provide education for their children and youth. The first community-based Chinese language school was founded in 1848, and courses in Cantonese were held for residents of Chinatowns in a number of large cities across the US, such as San Francisco, New York, and Chicago (Chao, 1997). In addition to formal education, these community-based schools provided social networking and support for Chinese residents and new immigrants who were often isolated from mainstream society.

This self-run and self-funded education among Chinese communities in the US lasted nearly a hundred years until 1943, when Chinese immigrants and their children were finally allowed to attend public school, ushering in a new era for Chinese Americans. Consequently, “the ethnic community began to reorient itself from sojourning to establishing roots and reinforcing its commitment to socioeconomic integration” (Zhou & Li, 2003, p.62). This also marks the end of the old style of community-based Chinese language schools (Lu, 2013), primarily taught in Cantonese—a southern Chinese dialect, focusing on ancient Chinese cultural literary traditions.

The end of the Chinese Exclusion Act in 1965 and the normalization of relations between the US and the People’s Republic of China in the late 1970s brought a large influx of Chinese immigrants to the US (from 100,000 in the 1960s to 3.3 million adult Chinese Americans in 2010). With the rapid growth of this population, most of whom were well-educated with a genuine desire to maintain the Chinese language and culture for their children in an English-speaking context; various associations were formed to help build and support community-based Chinese heritage schools, not just in large urban centers, but in many small towns and suburbs across the country. Lu (2013) provided the following specific data in his study:

One of the largest organizations is the Chinese School Association in the United States (CSAUS), which was founded primarily by Mainland Chinese immigrants in 1994. CSAUS has evolved into an umbrella organization of more than three hundred member schools, covering 41 states and all major cities and enrolling more than 60,000 students. Right now, most CSAUS member schools are located in suburban areas, and only operate on weekends (Zhou & Kim, 2006). Under the umbrella of CSAUS and other organizations, Chinese heritage schools are developing well in the US (p.7).



A community-based Chinese HL school in a Florida university town

In 1997, a handful of Chinese families from Mainland China got together and founded a Chinese heritage language school in a university town in north central Florida, and one of the parents, Ms. Chen, became the first principal at this school. While Ms. Chen's husband was pursuing his doctoral degree at a midwestern university, their children attended a local Chinese language school on the weekend. When they moved to this Florida town, there was a similar community-based school run by the local Taiwanese Chinese community, where traditional Chinese script was taught and sponsored by the Taiwanese government. Children from Mainland China were not welcome to attend this school. With the desire to sustain her children's Chinese language education, Ms. Chen decided to spearhead the establishment of another Chinese heritage language school in this town.

During the first few years after this Chinese language school was initiated, about 40 children, elementary to middle school aged, met for two hours every Saturday afternoon, using just three classrooms at a local public school. Most students were children of local Chinese residents who were faculty, staff, students from the local university or people from local businesses. Teachers were selected from parents and local university students and paid a minimum hourly wage. The school operated from tuition and donations from local Chinese businesses (restaurants, laundromats, grocery stores, etc.). The Chinese Embassy provided textbooks at a reduced rate. Except for teachers, all who worked for the school were volunteers.

The school has now been running for 25 years, becoming a much larger community-based nonprofit Chinese school. Before the pandemic, there were over 150-200 elementary to high school-aged children (80% elementary and 20% middle and high school). Most students were from families with one or both parents from Mainland China, and a few were adopted Chinese children from non-Chinese families. Parents strongly committed to the school, served two-year rotating terms as principals with the support of an administrative team of 12 people (selected from current parents), and a trustee board of five people comprised of former principals. The school ran from 1:00 to 5:00 pm on Saturdays, and classrooms were rented from a local private school. In addition to a two-hour

Chinese language class, the school provided a variety of electives: Chinese traditional dance, art, chess, Kungfu, yoyo, and also soccer and tennis practice from 3:00 to 5:00 pm. Most Chinese language classes were taught by parents, who made up a rigorous instructional team. Teachers of the different electives were hired based on their prior background and skills. However, the pandemic has greatly disrupted the curriculum. For the past two years, Chinese language classes have moved to online learning with only about 60 students, and elective courses are no longer offered. The current principal hoped the school returns to being entirely in-person by the fall of 2022.

Since the beginning of its inception, this community-based Chinese heritage school has served as more than just a place for Chinese children to learn their heritage language and culture, but also a community center or social network for local Chinese residents. Before the pandemic, while children were in classes, their parents, most mothers, would get together to socialize, share their recipes or news about China and the world, discuss current events, and attend their self-initiated classes of Taiji, dance, or yoga. Most of the Chinese in this town are first-generation immigrants. They are from different places in China, came to study or work, and then became temporary or permanent residents of this town. Some are faculty, staff, or international students (and their spouses) at the local university, and some work in local businesses or corporations. Many Chinese residents rarely socialize with non-Chinese locals, except at their workplaces. The school has become a place for them to form new friendships, develop social bonds, and get emotional and spiritual support while networking. New non-native English-speaking immigrants or residents always feel like outsiders who do not fully belong to mainstream society, especially those who are stay-at-home mothers. In this Chinese community school, they have found a sense of belonging, freely communicating with people in their comfortable home tongue and interacting with people who share the same cultural traditions and values. This sense of community is especially important during difficult times like a family illness or death. For instance, when a Chinese child was diagnosed with cancer, the school organized a volunteer team and fundraising campaign for this child's family. The people from the Chinese school worked together, as extended family members, whenever any family in the community suffered hardships and needed support and help.

In addition to Saturday classes and activities, the school also organizes various holiday celebrations. Every year, the school and the local university's Chinese student association would organize a huge Chinese New Year celebration. Different grades from the school, including parents, would put on a variety of shows (e.g., dancing, singing, puppet shows, musical instruments, even opera) and integrate the performances with the local Chinese college students, as well as some local and out-of-town Chinese professional artists. The audience consists of the local Chinese residents and many from surrounding towns and cities, including some non-Chinese attendees. The annual Chinese New Year celebration is not only a chance for the Chinese community to celebrate their own holiday, but also to showcase Chinese culture and artistic traditions to the local community. The school purposely seeks cultural integration, which is evident in the school's special activities, including Halloween night, Easter egg hunts, and Mother's and Father's Day appreciation (making flowers for the parents, especially the mothers). This cultural integration makes Chinese children and families feel like a part of the American culture and society.

Besides cultural integration, the school is also a place for civic engagement for local Chinese. During the 2008 deadly Wenchuan earthquake in China, thousands lost their lives, including hundreds of children, and millions were left homeless (4.8 million). The school organized donations to the World Red Cross Organization for natural disaster relief. During the pandemic, when Chinese people were wrongly cast as scapegoats for the health crisis, the school became a social platform for Chinese residents to share their feelings, thoughts, and concerns as the hatred and crimes targeting Asians manifested in various places across the US. After the murder of 8 Asian women in Atlanta, people in the school joined the local Chinese community to protest racial hatred against Asians and other ethnic groups.

Conclusion

The community-based Chinese heritage language education has had a long history in the United States. The purpose of this organization is to serve the multilateral needs of the Chinese community. Research (e.g., Lee & Suarez, 2009) has provided solid evidence that it is easy for any minoritized ethnic group in society to lose a heritage language without purposeful language maintenance education. Losing one's language is like losing the essence of one's culture, impacting relationships within a family, especially between generations, and causing ruptures in an ethnic community. Heritage language is social and symbolic capital. It gives a person from an ethnic group a sense of togetherness, added communication ability, diverse ways to view and name the world, and the capacity to function on a global platform. A society with such socially, linguistically, and culturally abled citizens will be strengthened with solid ties that tether their lives. Therefore, a community-based heritage language education benefits not only its own local community but also the larger society. From past and current examples of community-based Chinese heritage language education, we have learned that community-based heritage language schools are needed to provide education for its own people, those whom society has consistently failed to support, and to create a place where those people can celebrate their cultural heritage, and find self-worth in their community, the larger US society, and transnationally. The world has become increasingly interconnected, and as a multilingual and multicultural society, the US should support grass-roots education founded and funded by local communities. Such endeavors would be an overdue investment in valued human capital, our most treasured resource. ■

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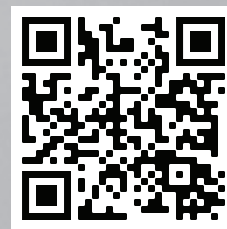
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Creating Parent Engagement Practices Through Parent Focus Group Sessions



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The COVID-19 pandemic highlighted the disconnect between parents and schools. It particularly highlighted the need to foster even more continuous robust communication and outreach. High-resourced schools that successfully used technology and connected with families continued to work towards the same level of engagement even during the pandemic (Esquivel, Blume, Poston, & Barajas, 2020). However, in schools where there was already a pattern of low parent engagement and few communication practices, the COVID-19 pandemic created an even larger disconnect between families and schools (Kim & Padilla, 2020).

The COVID-19 pandemic exacerbated the social, economic, and educational inequities for many Latino parents and their children in public schools. We now know that the greatest impact was among immigrant families from low-income backgrounds who were considered essential workers. Essential workers are workers “in occupations and industries deemed essential, so they were exempted from protective stay-at-home or work-from-home orders” (Quant, LaMonto, Mora, Talton, Laurienti, & Arcury, 2021). Thus, essential workers were required to continue working in farming, agriculture, and meat processing industries during the pandemic, resulting in them suffering the highest rates of COVID-19 and subsequent mortality (Quandt et al., 2021).

In schools across the country, the COVID-19 pandemic resulted in the investment of millions of dollars in technological devices such as Chromebooks, iPads, and online software programs to shift from in-person learning to providing online instruction to students during the stay-at-home orders (Storey & Slavin, 2020). In addition, schools were allocated funds specifically for parent engagement practices since the COVID-19 pandemic required that

schools become creative, assertive, and persistent in reaching out to parents (Storey & Slavin, 2020).

Schools Return to In-Person Instruction

As schools returned to in-person instruction during this past academic year, parent engagement was still top of mind in many districts. Many vulnerable children and their families were, and continue to be, affected by COVID-19 pandemic challenges. Some students lost family members during the pandemic, and some lost a teacher or coach (Gomez, 2021). The lack of bus drivers in districts across the country could be the difference between students attending school or missing valuable instruction and interaction (Ma, 2021).

Research consistently demonstrates that parents are our partners in their children’s educational journey. For that reason, the successful engagement of parents is key to schools, students, and our society (Griffith, 2021). However, sustained and successful engagement means that parents have to be “true partners” in the decision-making that happens at schools. This level of engagement requires that teachers and parents receive professional development opportunities that will lead them towards collaborative practices that will benefit both—and ultimately, the students.

As in-person instruction resumed across schools around the country this year, schools resorted to surveys, questionnaires, meetings, sessions, and other ways to get input from parents about the most pressing issues on their minds (Paredes, 2013). One way that has continually been used to create community and gather qualitative data quickly and inexpensively is parent focus group sessions.

More schools need to host parent focus groups at the end of the year. Yes, those last couple months are busy, hectic, and uncomfortable. School staff and families see the light at the end of the tunnel, people are tired, and in many schools it's uncomfortably hot. But asking for parent feedback is one of the most effective ways to understand how the year went for the students enrolled. It is a vital piece of "customer feedback," and schools committed to the practice report that they make important changes based on what they learn during these meetings. And parent focus groups are quick and inexpensive (Sanzi, p.1, 2018).

Although parent focus groups are helpful at the end of the academic year, according to Sanzi (2018), we argue that parent focus groups are a sustainable practice for all schools and should happen more regularly.

Parent Focus Groups

Parent focus groups have historically been seen as a data collection method; indeed, many studies use this to collect parents' sentiments at the moment (Leedy & Ormrod, 2010). What is a useful data collection tool in many studies can easily become a practice for continued parent input and a way to understand how to facilitate engagement (Kelty & Wakabayashi, 2020). Data collected from parent focus groups can guide the direction of a school and practices that can generate a robust school community for parents.

For Latino parents of underserved students, the focus needs to be on the true needs of the parents to have active participation. Parent engagement, after all, consists of schools keeping the needs of the parents at the forefront with a genuine, trusted relationship of respect (Delgado-Gaitán, 2004). This approach is usually characterized by reciprocal communication between the school and parents. Parents take active leadership roles and solicit feedback from other parents to reach a common goal. When they are engaged, parents take the initiative to create their own plans to enhance their children's education further. For example, families can organize and mobilize to improve student achievement, safety, and participation (Jasis & Ordoñez-Jasis, 2012).

A Case of Parent Focus Groups

In a study by Morales-Thomas (2015), parents of English language learners (ELLs) participated in focus group interviews at their children's school. A total of three focus group sessions were conducted, with no more than six parents present at each session; each session lasted no more than 120 minutes. The study examined the best practices related to parent engagement and the major barriers preventing them from being active participants in school activities and decision-making processes at their children's school.

Parents of ELLs viewed best practices for engagement as stemming from strong relationships among the principal, the teachers, and the parents. Parents in this study wanted the school community to be like a family and expressed the need to feel connected with the school. Although the study had a larger focus, two questions that yielded valuable data included: 1) what do you perceive to be barriers that prevent you from becoming engaged in the

schools? and 2) what do you perceive to be the best practices that are most meaningful and encouraging to elicit comprehensive parent engagement? Parents perceived lack of information, lack of communication, and the lack of parent activities as barriers preventing them from engaging in their children's school. This study revealed that parent engagement for the parents of ELLs happens when schools establish the infrastructure needed to initiate and nurture parent engagement. See the results below:

Questions of parents during focus groups:

What do you perceive to be the barriers that prevent you from becoming engaged in the school environment as a parent of an ELL?

Results:

- 1) Lack of Information
- 2) Lack of communication from school
- 3) School barriers
- 4) Lack of parent activities

What do you perceive to be the best practices that are most meaningful and encouraging to elicit comprehensive parent engagement, as a parent of an ELL?

Results:

- 1) Connect with the school
- 2) Principal-parent interaction
- 3) Teacher-parent interaction
- 4) Student education (manners)

(Morales-Thomas, 2015)

Implications of this work reveal that parent focus groups are a powerful collective strategy to obtain input and rich data from parents. Focus groups are "good at surfacing deep issues and making [the] voices heard" of marginalized participants such as parents of ELLs (Lester, 1999, p. 4). Surveys and questionnaires are insufficient to capture the needs and concerns of those who believe their voices do not matter, which is, unfortunately, the case for many parents of ELLs. Focus group interviews, while time-consuming, are essential to reach the depth of knowledge needed to address parents' concerns. If schools truly want to take the initiative to address deep issues impacting the educational environment, they need to foster rich parent engagement through, among other approaches, parent focus groups. The schools can then utilize the data from the parent focus groups to create action plans to address the needs of parents of ELLs and other parent subgroups.

Recommendations for Effective Focus Group Sessions

Although there are many approaches to conducting effective parent focus group sessions, we recommend the following five strategies for conducting parent focus group sessions at a school site. Remember that research states that administrators should not facilitate the focus group sessions because parents may not be as forthcoming in the sessions (Ohio Department of Education, 2019). Rather, parent focus group sessions should be spearheaded by a parent liaison or a team of teachers trained in the practice so that the teacher team is part of a school effort that takes turns facilitating the experience. Here are our top five recommendations:

1. **Make it social**—Research indicates that the more we make an event social, the more parents will participate. There should be refreshments for the adults and their children because "focus group experts suggest that eating together is a way to promote conversation among participants" and school staff (Umaña-Taylor & Bámaca, p. 266, 2004). This is especially important for the Latino community, which sees hosts as polite when a gathering has food. Also, introductions of

facilitators and participants are key in making everyone feel welcomed and accepted. Other small details, such as a quiet room, name tags, and chairs facing each other, will create a willingness for parents to participate (Ohio Department of Education, 2019).

2. **Provide Child Care**—Parents will not be able to be fully engaged and participate if child care is not provided for their children (Jasis & Ordoñez-Jasis, 2012). Childcare additionally allows younger siblings and students of a school site to participate in a school-sponsored activity outside the regularly scheduled school day.
3. **Provide translation in parents' native language**—Without translation, parents' voices are muffled and ignored. The opportunity for establishing positive relationships with parents is then lost. Parent engagement is keeping the needs of the parents at the forefront with a genuine, trusted relationship of respect (Delgado-Gaitán, 2004). Parents will be more engaged when they know that school personnel genuinely respect their views and opinions. Thus, parent focus group sessions should not be structured with a predetermined school agenda that lacks parents' input and where childcare or translation services are not provided (Jasis & Ordoñez-Jasis, 2012).
4. **Provide direction on how to support academic learning at home**—Parents give their time to support school activities. It is best to present the opportunity to participate in parent focus groups when parents know they will get something in return. Paredes (2013) states that there are multiple ways to help parents develop activities and approaches to support their children's learning at home. Parent focus group sessions should leave time to provide parents with ideas on at-home learning activities. Whenever possible, it is essential that

schools provide parents with take-home manipulatives so that, for example, parents can practice math skills with their children at home (Paredes, 2013). Furthermore, schools can make the management systems that track students' academic progress accessible in the parents' language. This allows parents to use and monitor their children's academic progress from mobile devices or communicate with their children's teachers (Okilwa & Barnett, 2021). Focusing on the capacity building of parents to use the tools that facilitate schooling will yield higher participation and engagement.

5. **Establish an infrastructure for the development of a school community**—Finally, be sure that each focus group session has clearly delineated questions and is conducted for a specific use. Use parent focus group sessions for schools to obtain rich data and use the data to create action plans to meet the needs of parents (Kelty & Wakabayashi, 2020). Increasing the frequency of communication about the outcomes of parent focus group sessions through a "collaborative effort" will go a long way toward promoting parents' active and genuine engagement. This requires the school principal to involve all school staff, including teachers, counselors, support staff, and school administrators, in order to meet the needs of students and their parents (Okilwa & Barnett, 2021).

The COVID-19 pandemic provides principals and teachers alike with the right conditions to create welcoming parent engagement practices. The use of parent focus group sessions can set the stage to solicit genuine parent input that can be used to foster trust and cultivate respect for all parents (Arias & Morillo-Campell, 2008; Delgado-Gaitán, 2004; Valdés, 1996). ■

References are included in the appendix of the online version:
<https://tinyurl.com/OnlineME2023>



Grapes of Hope: Life Lessons from the Fields



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Seeing grapes drying in the heat of the sun as I drive through the San Joaquin Valley always takes me back to the summers when I picked grapes with my family. From age five, I was responsible for keeping the burlap-wrapped *galón de agua* (gallon of water) cool in the shade. I managed to stay close to the family as they moved along each row, picking and laying clusters of translucent green grapes onto paper trays left between each row to be dried by the sun. I would run with the water jug whenever I heard “Mary, *el galón!*”

For our safety, Mom insisted that we wear long-sleeved shirts, pants, and a hat to shield us from the sun, black widow spiders, and wasps. Every day, after work and before starting dinner, Mom would wash our work clothes. Laundering for a family of eight was no small feat. We didn’t own a modern washer and dryer. Yet Mom would wash, rinse and thread our clothing through the two rollers of the motorized wringer of our 1950 Maytag washing machine. We kids were discouraged from getting close to the wringer because injuries could occur when hair or skin got caught between the rollers. Once the excess water was extracted, she would hang our garments on the clothesline, which dried within hours and were ready for the next day.

Like most jobs, picking grapes requires skill. We used a small grape hook knife to cut the stems of each cluster of grapes. The knife was tied to our wrist with a thin strip of leather, twine, or string spooled through a tiny hole in the wooden handle to prevent the *cuchillo* (knife) from dropping and accidentally cutting us. After carefully filling each “*bandeja*” (pan) with grapes, we placed a rectangular piece of paper the size of a newspaper sheet on the smoothly pressed dirt down the center of each row. Mom showed us how to tip the pan gently and evenly spread the grapes on each paper tray without crushing any part of the fruit. Fortunately, Mom’s consistent message about the importance of doing a good job

paid off. Just before the grape harvest began, the ranchers would come to our house to make sure our family was planning to pick their grapes. My brothers and I have carried these high standards throughout our lives.

Upon arriving at the ranch early each summer morning, we would stand next to our parents, who looked out at the rows of grapes to determine where best to start. These rows seemed a mile-long of hard labor to a child, but Mom’s joy in her work was contagious, and her encouraging words kept us motivated. “*Nos falta un poquito más.*” (Just a little more to go) was my favorite.

Occasionally my brothers would find ways to break up the monotony of fieldwork. The force of the first grape felt like a bee sting through my clothes. It was the start of a grape fight, a quiet and subtle game that required good aim and could be stopped at a moment’s notice to not be caught. The fun was not knowing when the next grape would strike. No one ever confessed who started it. To make up for any painful grape sting, my brothers might present me with a quail’s nest they had found embedded in the vines. Between my water duties, I entertained myself by playing with the beautifully-colored, tiny speckled eggs. We also made cars by carving seats and wheels into clods of dirt and steered them on the ground where we sat for lunch.

Homemade flour tortillas filled with rice, beans, and bits of chicken with Mom’s peppery *salsita* (sauce) were tastier under the cool shade of the grape vines than at home. After lunch, it was hard to return to work under the melting sun. Dad seemed to be as eager as us kids to leave work early, but Mom knew just how to push us a little more. Once we reached our daily goal of trays picked for the day, it was time to go home to shower off the day’s dirt and sweat. We all shared the sense of accomplishment reflected on Mom’s proud face. A week after picking all the grapes on a ranch, we would return-

there to “turn trays.” A new sheet of paper was laid on top of the existing tray of drying grapes. Securing each corner, we flipped the paper tray quickly to transfer the grapes onto a new sheet without dropping any onto the ground. The grapes had to lie evenly on the new paper tray and were left to dry until the sun transformed them into dark, sweet, leathery raisins. Days later, the last job was “rolling trays.” The raisins, now evaporated of all liquid, were much lighter and easier to roll lengthwise into the shape of a large *cigarrillo* (cigarette), then coil into the shape of a snail. Once placed on the bed of a trailer, the bundles of raisins were transported to a packing house. There, they would be washed, sorted, packaged, and driven to grocery stores.

When I was eight, during the summer of 1964, Mom wanted me to stay home to clean the house. She may have regretted my unique challenge as a girl working in the fields. Mom had to help me hide under the grape vines to squat on the dirt and pee, knowing I hated it when I felt the wetness run down my legs. I balked at staying home; I wanted to work side-by-side with my family. Mom didn't know I had solved the problem myself—I decided not to drink water all day until I got home. It worked, and no one noticed. This was six years before César Chávez and Dolores Huerta succeeded in fighting for portable field toilets for farm workers.

That summer, our brother Ruben died. He had just graduated from high school. His unexpected death from a brain aneurysm devastated us yet drew us closer. Ruben had a special place in my heart. He stood up to anyone who tried to bully me, including my other brothers. He didn't mind when I sat with him in our red Bonneville to listen to a ballgame. He would prepare *huevos con chorizo* (eggs with sausage) for me on the weekends after he served Mom and Dad coffee in bed. Ruben was quick to gather and wash the grape pans and sharpen the knives, a task that fell to Mom after his death.

Those early experiences of working in the fields would come to mind unexpectedly throughout my career in higher education. Running on the tarmac with a heavy carry-on in my hand as I tried to catch a plane would bring to mind running as a young child while lugging a water jug to my family, making sure not to trip and spill the water. Wishing I had a hat to shield my face from the hot sun whenever I walked across a university parking lot would evoke memories of my mom insisting we wear hats to prevent heat stroke as we worked in 100-degree weather. Boarding a bus for a college tour with students and their parents would bring back memories of the early mornings in our GMC truck traveling to the nearby ranches. Dad drove, Mom perched herself in the middle of the bench seat, and my oldest brother sat on the passenger side, eager to drive us back home at the end of a long day. The rest of us huddled together in the back of the truck. A large piece of plywood was inserted on each side of the truck bed to shield us from the cold wind during our predawn travel. We sat on pieces of cardboard to buffer the cold metal floor in the morning and to cover the hot metal floor on the way home.

I have come to appreciate what I learned from working with my family as a child, experiences unknown to most of my colleagues. While my brothers and I did play sports in school, it was in the nearby agricultural fields where we first learned the value of being team players, a team I was drafted into before I started kindergarten. No one wanted to linger in the fields a moment longer than necessary as yellowjackets and black widows awaited us and gnats swarmed our faces. As the youngest and the only girl, I often felt

like an outsider in a family of six boys, but when my brothers and I worked together picking grapes, there was no time for the usual teasing, bickering, and put-downs. We worked like a smooth-running, well-oiled machine. I learned that my job mattered, and my greatest joy was seeing that I could bring a smile to my brothers' faces as I approached them with a cool drink of water.

Mom, who lamented never having had the opportunity to attend school, lived her aspirations through us children and was proudest when she attended our high school and college graduations. Whenever we began to complain about working in the fields, she would say, “If you don't do your best in school, I'll bring you to work with me every day, not just in the summer.” Her strategy worked as she instilled in us that with an education, we had options.

One memorable early evening in June 1962, I sat next to Mom at our family's first high school graduation ceremony. She looked majestic in a deep yellow, sashed, chiffon dress that accentuated her tiny waist. She could transform herself with face powder, lipstick, and a wet fingertip to darken her eyebrows. She beamed when the names of her first two sons were announced over the loudspeakers. As “Pomp and Circumstance” played in the background, I caught a whiff of her perfume, Avon's “Occur.” I saw the pride in her eyes and the hope for a better future on her face. I vowed, at age six, to do whatever it would take to make her look like that for me!

Mom modeled the importance of finishing what one starts, whether it was a mile-long row of grapes or school. I came to believe that the more education I obtained, the more options I would have. When I expressed doubt about graduating from college, she came to stay with me for a couple of weeks. With her support, I graduated. Seven years later, Mom traveled to Cambridge to attend another graduation ceremony for the completion of my master's degree. In graduate school, I had to continually remind myself of the importance of finishing what I had started, white-knuckling it to complete my dissertation. In 2000, Mom beamed as she had at our family's first high school graduation when the doctoral hood, a triangular fold of cloth, was placed over my head to signify my completion of a Ph.D.

I became a better person, student leader, and supervisor in my career in California's colleges and universities due to my experience working in the fields as a child. My vision of myself as an advocate was developed early. I have worked tirelessly to ensure that others from disadvantaged backgrounds have access to the same educational and career opportunities I had. As a woman, a Latina, and a university professor, I learned to speak up for myself, my colleagues, and my students against sexist and racist practices that could quickly turn academia into a hostile environment.

For my brothers and me, picking grapes was more than economic survival; it was a place and time where we dared to believe in our mother's message of hope for a better future through education, tenacity, and hard work. ■



English Learner Improvement Networks: Intentional Co-Design and Collaboration



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California prioritized high expectations for the education of English learners with the adoption of the English Learner Roadmap (<https://tinyurl.com/EL-Roadmap>) policy to guide the implementation of the English Language Arts/English Language Development Framework and the English Language Development Standards. With these adoptions, California signaled the vital importance of ensuring that English learners (ELs)¹ thrive in a high-quality, rigorous, assets-based education that values their culture, biliteracy, and academic development. Nevertheless, opportunity gaps and underachievement persist in districts large and small for the state's 1.1 million English learners. This was most recently exacerbated by the COVID pandemic resulting in declines in the percentage of ELs who met state expectations in 2021 in English Language Proficiency to 13.98% (CDE, 2021b), English Language Arts to 11.31%, and Mathematics to 8.41% (CDE, 2021a). As schools and districts strive to implement the EL Roadmap, Network Improvement Collaboratives (NICs) (<https://tinyurl.com/Why-A-Nic>) can engage staff in using improvement science.

Bryk et al. (2010) argued that solving educational problems takes a networked approach in which scholars and educators with a diverse mix of skills are brought together in the pursuit of a science of improvement based on six core principles of disciplined inquiry into problems of practice in iterative cycles of Plan-Do-Study-Act (PDSA) (<https://tinyurl.com/PDSAResource>). The network partnerships ranged from inter- to intra-district; single to multiple networks; some involving university or research partners, others relying on contracted external experts (Barletta et al., n.d; Bugler, 2021; Heineke et al., 2020; Thompson et al., 2018).

In a review of 24 empirical studies of NICs, Barletta et al. (n.d.) identified six key success factors: (1) secure and stable funding; (2) participation or support from school leaders; (3) a clear goal and problem of practice; (4) trust among network participants, within school teams, and between intermediaries and schools; (5) continuous improvement cycles supported by data, assessment, and adaptation; and (6) supportive, distributed, and diverse leadership.

Few studies, however, focused on improvement networks to support English learners. Thompson et al. (2018) joined secondary science teachers of emergent bilinguals (EBs) and district coaches in a four-year research-practice partnership with the University of Washington, Seattle, and public schools to co-plan, co-teach, and co-debrief science lessons. During network convenings, participants were given lessons on continuous improvement and the PDSA cycle with the goal for teachers to engage independently in processes of continuous improvement. Findings indicated that forming new ties with experienced others was vital to developing expertise (Frank, Penuel, & Krause, 2015; Sun et al., 2014).

Such ties supported the horizontal distribution of knowledge and leadership in networks, as found in a case study of Loyola University of Chicago's Language Matters program by Heineke et al. (2020). The partnership between Chicago-based universities and PK–12 school districts prepared teachers for teaching EBs. Horizontal partnerships across universities and teacher-educators allowed program developers to hone their definition of teacher expertise for EBs and their model for capacity-building in schools and networks (Heineke et al., 2020).

Co-Designing Our English Learner Improvement Networks Project

In 2018–2019, the California Community Foundation (CCF) (calfund.org) funded the Loyola Marymount University Center for Equity for English Learners (CEEL) (<https://soe.lmu.edu/centers/ceel/>) and the Improvement Collective (IC) (improvementcollective.com) to co-lead and facilitate an English Learner Improvement Network (ELIN) in an urban school district and a charter group serving large numbers or percentages of ELs. (See Figure 1. ELIN Project Overview and Timeline.) Compared to other networks, the ELIN was unique in the extensive collaboration between CEEL and IC from initial design through the implementation of network meetings, participant coaching, and technical assistance over three years.

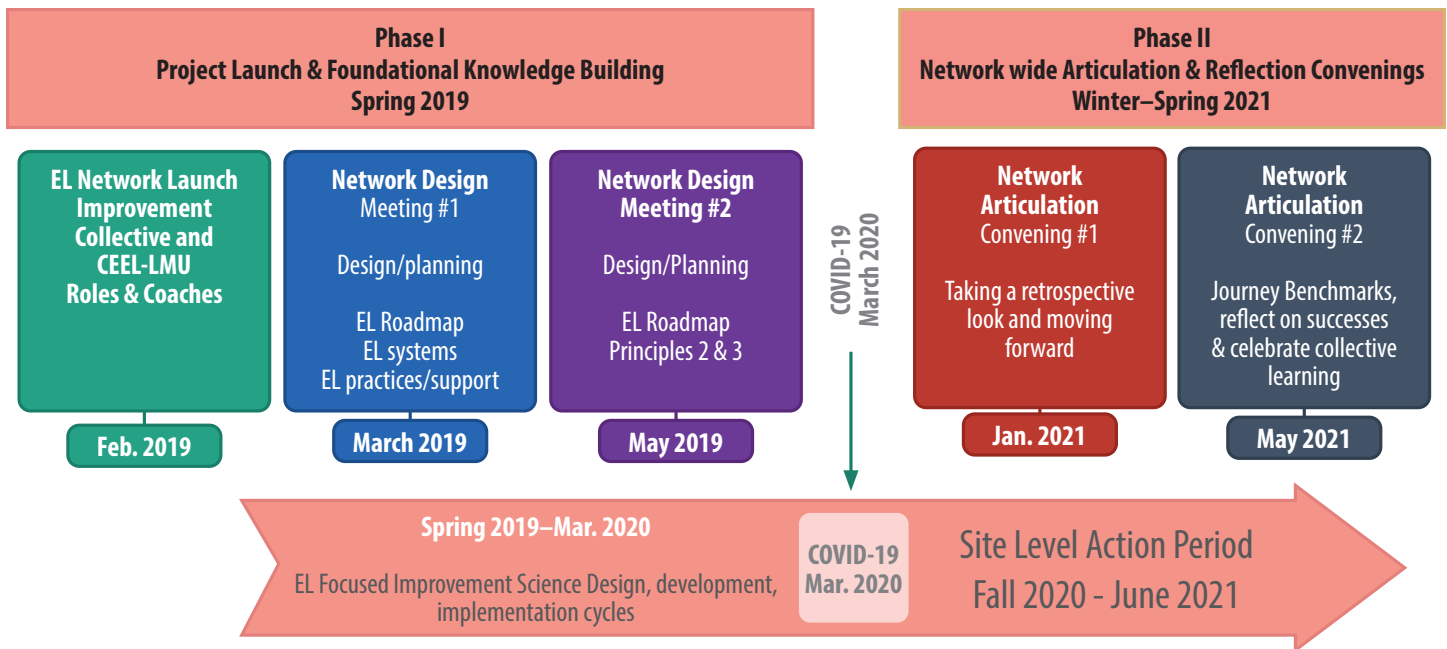


Figure 1. ELIN Project Overview and Timeline

To study the impact of the ELIN, a research team at LMU|CEEL conducted a case study (Creswell & Gutterman, 2019) with the project participants. The research aimed to learn how the program developers (CEEL and IC) collaborated during the development and implementation of the ELIN and how the participating urban district and charter group integrated improvement science processes with EL initiatives based on the English Learner Roadmap. We asked questions to “pay attention to how networks foster participation by their members, how a network adds value to the work of its participants, and how linking participants and their work together across time and space can mobilize greater forces for change.” (Church et al., 2002, p.2). We used qualitative coding (Saldaña, 2016) to analyze their stories and artifacts, resulting in five themes to inform future efforts.

Theme 1. Expert Partnerships Support Improvement

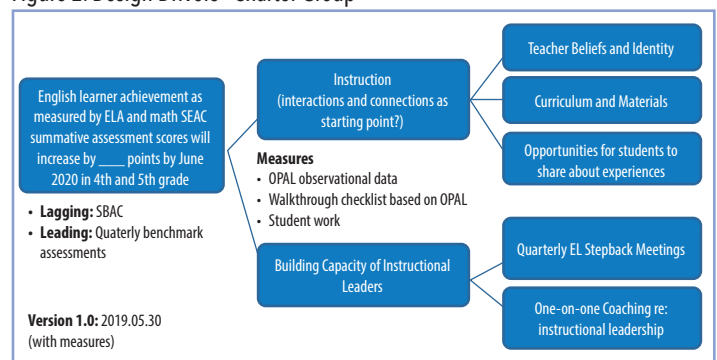
The collaborative leadership between experts from CEEL and the IC provided an essential value-added contribution to the ELIN. The partnership began with CCF’s program officer “arranging” a partnership between CEEL and the IC. The partners discussed “how we can merge an EL focus with improvement science processes” in designing the ELIN learning and coaching sessions to expand knowledge and ability to implement effective education for ELs using Improvement Science. The partnership between CEEL and the IC extended to the collaborative “design of each of the sessions, the delivery of the sessions, [and] the design of the materials that were used, particularly around the EL Roadmap.” As noted by the lead partners, the purpose of the merger of an EL focus and Improvement Science was to avoid knowledge silos and to present “improvement around a particular focus area in a more integrated fashion” to “accelerate some of the outcomes that these networks participate in.”

Theme 2. Context Impacts Improvement

Grantees were well-positioned to succeed in the ELIN based on prior knowledge and experience in either EL education or Improvement Science. As a lead IC partner noted, “What was helpful is that they [charter group] already had an existing

relationship with CEEL, and we were able to leverage that.” The charter group was familiar with CEEL’s Observation Protocol for Academic Literacies© (OPAL) (Lavadenz & Armas, 2012) and incorporated it to document needs and drive improvement. (See Figure 2. Design Drivers - Charter Group.) The urban district team had implemented Improvement Science and recognized the need to engage teachers with broad, open-ended questions such as “Let’s talk about English learners.” The IC lead recognized the importance of background knowledge, noting, “It is really hard if you’re trying to learn the content and the improvement; the cognitive load can be really overwhelming.”

Figure 2. Design Drivers - Charter Group



Leadership context also impacted the participants. Each relied on their organizational leaders’ support (Santos & Hopkins, 2020) to join the ELIN while later facing challenges due to leadership changes. An IC lead observed, “It’s just hard any time you have turnover like that to get momentum.” This partner also noted the impact of higher-level changes, “Anytime there’s a change in senior leadership, there’s often a change in priorities.”

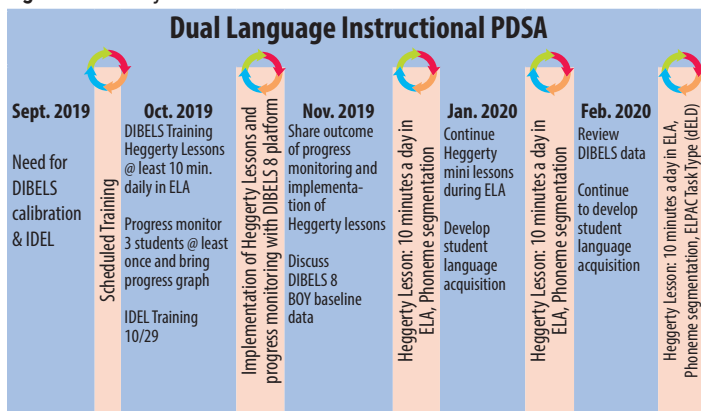
Finally, COVID and the shift to distance and hybrid learning impacted all participants. A CEEL lead explained, “Together with the funder, we conceptualized how we could be responsive and what we could do to affirm the great work that each one of them was able to carry on in spite of the pandemic.” Another CEEL lead observed, “One thing I would consider a success is that they shared a lot about the English learner focus they maintained throughout the

pandemic.” And as schools reopened, “The work that they restarted was very centered on English learners.”

Theme 3. Smaller Steps Lead To Larger Changes

Both the urban district and the charter group began with major goals to redesign or expand their EL programs and services but quickly altered the goals into smaller, actionable steps (See Figure 3. PDSA Cycles—Urban District.) with the collaborative guidance of CEEL and the IC. As a CEEL lead noted, “We met consistently with the Improvement Collective to be able to chart out a course to identify the PDSA cycles that the networks would participate in with that English learner focus.” An improvement science lead observed, “What’s always challenging is identifying that starting point and understanding how to scope down.” Participants appreciated this insight, “I think the ability for teachers to think small and make small changes consistently is powerful because sometimes we get really overwhelmed when we think ‘I need to make big changes in my classroom.’” From the IC perspective, “Teachers were really surprised by how looking with more specificity...made a difference in how they thought about their practice.” Their success with smaller changes supported later expansions of biliteracy for ELs to other classrooms, grade levels, and content areas.

Figure 3. PDSA Cycles - Urban District.



Theme 4. Collaborative Coaching Counts

CEEL and the IC recognized the importance of collaborative coaching, identified consistent members who would coach each participant group, and then met before and after coaching sessions. A CEEL lead commented, “That was important because we wanted...to have consistency in and more knowledge of the collaboration, so we were constantly talking about the advice that was given from the Improvement Science perspective and... from the EL perspectives.” A charter group member noted, “The combination of EL research and pedagogical knowledge integrated with Improvement Science coaching is something that made this project really unique and impactful for improving our work.”

Theme 5. Teacher Leaders Support Implementation

Both the urban district and the charter group learned to rely on teacher leaders. One year into the network, the charter group realized it needed to pivot to a teacher leader model to provide direct access and impact in meeting its goal of changing classroom practice for English learners. For the urban district, “Those teachers that participated were validated by the work...they were then

empowered to support teachers.” As one urban district leader noted, “We currently have three [teacher] coaches strategically placed in schools with high [numbers or percentages of] ELs that engage in this work at their school site with their focus teachers...in these cycles of learning.” The teacher leader support was so valuable that a CEEL lead opined, “The team needs to be comprised of minimally someone with the expertise, teacher leaders...”

Recommendations For Implementing EL Improvement Networks

Emerging themes in this case study align with previous research on Improvement Science focused on English learners (Bugler, 2021; Heineke et al., 2020; Santos & Hopkins, 2020; Thompson et al., 2018). These results suggest the following recommendations:

- 1. Acknowledge the necessity of deep content and process knowledge and expertise to implement effective change.** From inception to implementation, the CEEL and IC collaborative partnership was essential for implementing key EL program changes through Improvement Science.
- 2. Ensure that coaching from the content and process experts and site-level teacher leaders is frequent, readily available, and ongoing.** Learning and implementation cycles include multiple unanticipated aspects that require support from those with greater expertise and experience.
- 3. Expect the unexpected (and adapt to stay the course).** Prior experiences, local politics, leadership changes, and the pandemic all impacted the pace and focus of the participants’ change efforts. These unexpected changes required flexibility, support, and adaptability.
- 4. Time and funding are essential for implementation.** Learning and implementing new approaches demanded long-term investments. The ELIN participants had the opportunity to learn from experts, coaches, and each other. Yet they still felt they needed more time, particularly at the beginning of the project, to facilitate their ability to share their learning with their sites. They recognized the value of investing in developing deep knowledge to share with their colleagues.

CONCLUSION

Our ELIN case study contributed to the more recent use of networks to support education for English learners and clarify the factors contributing to success. It demonstrated the benefit of intense collaboration between experts in EL education and experts in Improvement Science. Their collaboration from initiation to implementation formed a solid foundation and ongoing support for participants. Similarly, the collaboration between administrators and teacher leaders strengthened shared understanding and support for classroom teachers. In essence, this ELIN served as a model of a systemic and coherent approach to improving education by engaging content and process experts and educators across organizational levels in a targeted focus on improving education for ELs using Improvement Science. ¡Adelante! 🗡

Notes and references are included in the appendix of the online version: https://www.gocabe.org/dev/index.php/multilingual_educator_publication/.

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